

Research Article

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Transcendental Leadership Among Academic Department Heads and Its Relationship with Faculty Members' Self-Management Level

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Abstract

Background/purpose. This study examines the extent to which academic department heads at Jordanian universities practice transcendental leadership and its relationship with faculty members' self-management. Transcendental leadership, a contemporary model emphasizing moral growth, collaboration, and alignment with institutional and individual motivations, fosters innovation and ethical practices within educational settings.

Materials/methods. The study used a descriptive correlational survey design. The study sample consisted of 302 faculty members from Jordanian universities chosen through simple random sampling.

Results. Results show that department heads practice transcendental leadership moderately across domains such as communication, meeting management, decision-making, and administrative innovation. Faculty members also demonstrate moderate self-management skills, including time management, goal-setting, and emotional balance. A statistically significant positive correlation emerges between transcendental leadership and faculty members' self-management, highlighting the role of effective leadership in promoting autonomy, collaboration, and professional engagement.

Conclusion. The study recommends providing professional development programs for department heads to enhance their communication, participatory decision-making, and administrative creativity, fostering ethical, transparent, and inclusive leadership. These efforts aim to create a supportive academic environment that enhances faculty self-management and drives continuous institutional growth.

1. Introduction

Globalization has significantly broadened the scope of institutions across numerous fields, including education, thereby driving the need for innovative and effective leadership strategies. Traditional approaches have shown limitations, which spurred the emergence of newer models, such as transcendental leadership (Esmailpour & Nikookar, 2017). This contemporary perspective underscores the importance of aligning leadership with the nuanced demands of educational settings. It emphasizes collective interests over individual agendas, rooted in a leader's inherent qualities and motivational capacities. By promoting collaboration and purpose, transcendental leadership acknowledges the evolving complexities within today's educational organizations.

Transcendental leadership employs personality-centric methods to inspire and support teaching personnel, aiming to elevate shared goals (Shannan & Makhamera, 2023). Leaders who adopt this model align institutional objectives with individual teacher motivations to sustain high levels of engagement (Pourtousi & Ghanizadeh, 2020). This synergy cultivates an atmosphere where professional growth flourishes and openness to new ideas is valued (Alexakis, 2011). Furthermore, such leaders strengthen educators' well-being and job satisfaction by upholding ethical practices in the workplace (Day et al., 2016). Altogether, transcendental leadership underscores how positive leader–faculty relationships can meaningfully advance organizational success in educational contexts.

Leaders under this framework emphasize moral and personal advancement, addressing faculty aspirations and encouraging holistic progress (Belias & Koustelios, 2014). The approach evolved as a response to shortcomings detected in previous leadership models, providing ethically driven and transparent solutions (Bazerman & Tenbrunsel, 2011). Guo (2022) highlighted the foundational importance of wisdom and justice in this model, integrating theory with real-world application. Administratively, it merges diverse leadership paradigms—including ethical and transformational—to foster collaborative relationships, trust, and self-directed initiatives among faculty (Nair, 2016). Through these combined elements, transcendental leadership nurtures an environment where responsibility is shared, and continuous improvement remains a central goal.

Research has shown that transcendental leadership empowers faculty by recognizing their intrinsic motivations and aligning them with institutional aims (Alexakis, 2011). This perspective not only addresses the evolving expectations of educators but also fosters autonomy and self-regulation in daily professional activities (Rejitha & Mathew, 2016). Strengthening emotional well-being, camaraderie, and harmony contributes to the enduring appeal of this leadership style (Liu, 2007). Additionally, involving educators in decision-making and creating inclusive workplace dynamics underpin faculty empowerment, cultivating mutual respect and trust (Van Dierendonck, 2011). Augmenting flexibility, collaboration, and collective morale further deepens the overall commitment among teachers (Burton, 2017).

1.1. Problem Statement

Drawing from their extensive experience as university faculty members, the researchers have noted significant variability in applying leadership styles, particularly Transcendental Leadership, among academic department heads. This leadership model has fostered several positive attributes in the educational environment, including security, comfort, and collaboration among faculty members. These attributes, in turn, can lead to more cohesive and supportive departmental dynamics. Consequently, the researchers have undertaken a comprehensive study to explore the nuances of Transcendental Leadership and clarify the defining characteristics of leaders who adopt this style. They also aim to assess the potential benefits for individuals within the leaders' sphere of influence.

The primary objective of this study is to examine Transcendental Leadership in depth to enhance faculty members' job satisfaction. Increased job satisfaction is anticipated to correspond to higher levels of dedication, loyalty, and commitment to the teaching profession. The overarching aim of cultivating an environment marked by reassurance, support, and constructive interactions is to reinforce a sense of teamwork and familial camaraderie among faculty members. Such an atmosphere is expected to promote successful departmental programs, projects, and activities. Hence, the study underscores the significance of fostering job satisfaction to improve the broader institutional climate.

Furthermore, the researchers seek to advance Jordanian universities' broader ambitions in spurring the growth and betterment of Jordanian society. This study intends to align faculty members' efforts with overarching societal objectives tied to education and social progress by endorsing positivity, cooperation, and mutual support within academic departments. Such an environment can empower academics to participate in transformative changes that benefit their immediate communities and society. In turn, these efforts can bolster public confidence in higher education, initiating a cycle of continual improvement and accountability. Through this integrated strategy, the researchers highlight the vital role of effective leadership practices in driving constructive outcomes and contributing to societal advancement.

In light of these considerations, this study aims to determine the extent to which Transcendental Leadership is practiced among academic department heads in Jordanian universities and to investigate its correlation with the level of self-management among faculty members. Accordingly, the study addresses the following research questions. (1) What is the extent of Transcendental Leadership practice among academic department heads in Jordanian universities, as perceived by faculty members? (2) What is the self-management level among faculty members in Jordanian universities, as assessed from their perspectives? (3) Is there a discernible relationship between the degree of Transcendental Leadership practice among academic department heads in Jordanian universities and the level of self-management among faculty members?

The significance of this study lies in its exploration of transcendental leadership in Jordanian universities, a relatively underexamined leadership model in higher education. As globalization drives the need for innovative and effective leadership strategies, transcendental leadership offers a compelling alternative by emphasizing ethical behavior, collaboration, and faculty empowerment. The rationale behind the study stems from the observed variability in leadership styles among academic department heads, which affects faculty self-management and job satisfaction. By investigating the relationship between transcendental leadership and faculty outcomes, this study aims to fill a gap in the literature, providing insights into how leadership practices can enhance faculty engagement, professional growth, and institutional success.

While education leadership has been widely studied, much of the existing literature focuses on transformational, transactional, and ethical leadership models, with limited attention given to transcendental leadership, particularly in higher education contexts within the Arab world. Most studies overlook how this model, which integrates ethical conduct, emotional intelligence, and personal purpose, influences faculty self-management and institutional culture. This study addresses that gap by examining the role of transcendental leadership among academic department heads in Jordanian universities, offering empirical insights into how this approach can promote faculty empowerment, job satisfaction, and organizational improvement.

2. Literature Review

Transcendental leadership incorporates actions, values, mindsets, and a commitment to moral growth. Leaders displaying transparency, empathy, sincerity, ethical discernment, and spirituality significantly influence their teams. Researchers have frequently endorsed these attributes for

motivating and guiding staff, forming positive institutional climates (Meng et al., 2024; Guo, 2022). Leaders foster higher employee involvement by establishing organizational cultures that prize authenticity, mutual respect, and a shared sense of spirituality (Intezari et al., 2024). Such ethically grounded endeavors bolster the effectiveness of transcendental leadership in educational organizations, contributing to sustainable development (Al-Wa'lani & Al-Shamrani, 2022).

Several pivotal factors shape effective leadership in academic settings. Al-Wa'lani and Al-Shamrani (2022) contended that (1) leaders should begin by evaluating and refining their capabilities and identifying strengths and areas for improvement. (2) They must also uphold honesty and unwavering dedication to fortify trust within the institution. (3) Having confidence in one's skills is critical for credibility and principled conduct. (4) Exhibiting genuine care for others through constructive efforts that benefit the community reinforces collective well-being. (5) Proactively engaging in decision-making processes propels development and excellence, while (6) establishing equitable procedures and sound delegation methods ultimately ensures transparent performance management. These interconnected components cultivate productive leadership practices and reinforce the educational climate.

Building upon these principles, transcendental leadership entails a multifaceted blend of knowledge, capabilities, and attitudes needed to navigate the complex challenges endemic to educational spheres (Beckwith, 2010). Leaders collaboratively address organizational uncertainties by leveraging these diverse strengths while guiding teachers toward self-improvement. This comprehensive structure encourages continuous learning and adaptation, with leaders and faculty refining their approaches to pursue academic advancement. Such an inclusive process promotes unity and productivity, sustaining collective momentum toward shared educational objectives. Consequently, transcendental leadership exemplifies a holistic dedication to leader and educator progression, aiming for measurable gains in teaching and learning outcomes.

The competencies of transcendental leadership encompass an array of crucial attributes for effective educational leadership. Integrity is foundational, requiring leaders to demonstrate consistent behaviors underpinned by credibility, openness, and authenticity (Simons et al., 2022). A performance-oriented outlook is equally important, enabling leaders to elevate faculty motivation and fulfill institutional promises (Ngwama & Ogaga-Oghene, 2022). Renewal and innovation are indispensable for fostering a climate where faculty members can pursue self-improvement (Meng, 2024). Leaders who exemplify connectivity nurture a supportive environment by actively engaging with faculty, respectfully acknowledging their perspectives, and listening attentively to their concerns (Redondo et al., 2024). Moreover, wisdom allows leaders to approach decision-making and problem-solving with reflective foresight and carefully evaluate potential outcomes (Intezari et al., 2024). Insight, on the other hand, centers on recognizing and reconciling personal strengths and weaknesses based on genuine self-awareness (Simons et al., 2022). Finally, goal adequacy entails establishing realistically defined objectives that align effectively with the leader's vision and faculty members' expectations (Redondo et al., 2024).

Self-management is pivotal in personal development and guides how individuals interact within social contexts. Kernis et al. (2023) asserted that it represents the conceptual sphere in which people form their identities and shape behavior across multiple domains governed by psychological motives and cognitive abilities. Positive or undesirable behaviors become external manifestations of this inward self-image, reflecting a person's self-concept. Such perceptions evolve through upbringing, previous experiences, and personal encounters that reinforce or diminish confidence in one's capacity for success. Idris (2012) affirmed that comparing personal competencies and readiness with those of peers influences individuals' self-definition and drives their performance in academic and organizational settings.

Self-management may also be viewed as the capacity of faculty members to regulate their actions and take accountability for their decisions without depending on external supervision (Breevaart & Demerouti, 2014). By adopting a decentralized framework, educational institutions encourage faculty members to participate in decision-making processes, thereby lessening administrative burdens on leaders. This approach broadens leadership development among faculty and heightens job satisfaction through increased autonomy. Faculty granted such independence frequently demonstrate greater motivation, creativity, and collaboration in their respective roles. Ultimately, self-management creates an environment where academic innovation and adaptability can flourish, benefiting educators and the broader institution.

The aims of self-management include bolstering the effectiveness of teaching performance, fortifying the university's organizational standing, and cultivating a positive culture among faculty. Implementing modern, decentralized strategies and methodologies within administrative structures further strengthens efficiency in higher education settings. By aligning these tactics with improved instructional outcomes, institutions can more seamlessly integrate educational goals with faculty motivation. This integrated process encourages collective responsibility for continuous development and a commitment to high-quality teaching. Over time, the widespread adoption of self-management practices can lead to sustained improvements in faculty engagement, overall institutional prestige, and educational success.

In educational leadership, self-management is often conceptualized through three core dimensions: self-esteem, balance, and time management. Self-esteem is a foundational pillar, highlighting the individual's awareness of personal value and the belief in one's capabilities, thereby promoting reliance on internal strengths (Khatib, 2022). Key components of self-esteem include establishing a sense of security to build self-assurance, cultivating a clear identity based on personal strengths and formative feedback, and developing a sense of belonging within supportive communities. Additionally, recognizing one's purpose and competence in achieving goals fosters a deep-seated confidence that can extend to academic and broader contexts. Together, these facets support the growth of leaders who exhibit resilience, clarity of vision, and genuine self-confidence.

Balance represents the second dimension by focusing on psychological harmony with oneself and the educational setting. Udod, Hammond-Collins, and Jenkins (2020) asserted that preserving constructive behaviors and emotional equilibrium empowers leaders to meet challenges productively. Maintaining composure and a calm demeanor also helps mitigate anxiety, fostering empathy and compassion toward colleagues and students. Cherkowski et al. (2022) emphasized that balance incorporates personal, emotional, physical, and mental well-being, thus reinforcing an enduring sense of confidence. Leaders who nurture such equilibrium tend to create positive organizational climates where trust, collaboration, and understanding can thrive.

Time management constitutes the third core aspect, centering on strategies that enable educators to organize and optimize their efforts to pursue learning objectives while accommodating personal priorities (Dodd & Sundheim, 2005). Effective planning generally involves devising structured schedules, identifying key goals, and coordinating overlapping tasks to avoid duplicative work. Al-Qutop and Harrim (2024) posited that reducing distractions and delineating responsibilities encourages a more significant focus on instructional duties. Moreover, a well-defined timetable can alleviate stress and sustain faculty motivation by ensuring that performance standards align with realistic workloads. By integrating these methods, institutions promote a culture of efficiency, clarity, and professional satisfaction.

Self-management in educational leadership integrates the reinforcement of self-esteem, the maintenance of psychological balance, and the mastery of time management. Leaders who prioritize these components cultivate self-awareness, emotional insight, and thoughtful decision-making,

particularly under challenging circumstances. Secure self-esteem encourages them to empower faculty and students, while psychological balance supports open-mindedness and teamwork. Additionally, strategic time management ensures that institutional aims remain compatible with faculty members' well-being, forging an environment conducive to sustained academic achievement. Over time, this synergy between individual self-management and collective goals can elevate the quality of teaching, learning, and leadership throughout an institution.

Many scholars have investigated transcendental leadership and its relevance across various educational environments. Baguio (2012) documented the robust application of transcendental leadership principles among secondary school principals in Iligan City, Philippines. Racelis (2017) argued that transcendental leadership addresses the drawbacks of transformational and charismatic models by tapping into altruistic motivations and emphasizing the intrinsic value of every individual. Meng et al. (2024) similarly discovered substantial levels of transcendental leadership in secondary schools, suggesting that such leadership forms can be tailored to different cultural or regional contexts. Yan and Liu (2024) noted that transformative leaders bolster several facets of workplace spirituality, enhancing leader-follower rapport.

Additional studies further underscored transcendental leadership's beneficial effects on organizational outcomes. Srichaiwong et al. (2020) connected transformative leadership traits to improved job satisfaction, organizational commitment, and employee engagement. Khudeir and Al-Amiri (2020) identified a strong association between transcendental leadership behaviors and heightened academic performance at the University of Baghdad. Meanwhile, Guo (2022) detected moderate adoption of transcendental leadership among school leaders, signifying its adaptability in differing contexts. These findings suggest that educational leaders can better address contemporary challenges and foster developmental gains within their institutions by integrating transcendental qualities.

Later research revealed high and moderate manifestations of transcendental leadership across various academic and cultural settings. Gul et al. (2021) recorded notable levels among secondary school leaders in Thailand, while Khawaldeh (2022) noted similar trends at Hashemite University. Al-Lassasmeh (2023) likewise identified strong transcendental leadership practices in Al-Qasr District, Karak Governorate. However, other investigations by Intezari et al (2024) and Al-Wa'laney and Al-Shamrani (2022) indicated moderate implementation in specific areas. In a related effort, Odeh (2023) introduced a specialized scale to measure transcendental leadership among college deans, concluding that moderate levels prevailed in that demographic. Collectively, these data points highlight how institutional frameworks and cultural nuances can affect the extent to which transcendental leadership is enacted.

2.1. Theoretical Framework for Self-Management

Self-management is a foundational concept in organizational behavior and educational leadership, emphasizing individuals' ability to regulate their thoughts, emotions, and actions to achieve personal and professional goals (Neck et al., 2020). Rooted in self-regulation and cognitive-behavioral psychology theories, the self-management theoretical model posits that individuals actively shape their behavior through goal setting, self-monitoring, self-evaluation, and strategic adaptation (Zimmerman, 2000). This model underscores autonomy and internal motivation as critical performance drivers, particularly in complex, dynamic environments such as educational institutions (Al Khaldi et al., 2024). Within this framework, self-management is a means of enhancing personal efficiency and resilience and a mechanism for fostering identity formation and professional growth (Kernis & Goldman, 2023). When effectively implemented, self-management practices contribute to greater job satisfaction, productivity, and alignment with institutional goals, making it a vital component in the leadership and development of faculty and administrators alike.

The social cognitive theory (Bandura, 1986) also underpins self-management by highlighting the interplay between personal, behavioral, and environmental factors. According to this view, individuals can influence their circumstances through goal-setting and proactive behavior, reinforcing the importance of self-directed action in leadership and professional development.

In educational leadership, self-management supports the cultivation of reflective practices, time management, emotional regulation, and decision-making under pressure (Al Khaldi et al., 2024). These skills are vital for department heads, principals, and faculty, who must navigate complex demands while maintaining instructional effectiveness and promoting a positive institutional culture.

Thus, the theoretical framework for self-management integrates principles from self-regulation, social cognitive theory, and leadership studies, positioning it as a multidimensional construct that enhances personal agency, job satisfaction, and organizational commitment.

Scholarly interest in self-management within educational contexts has been equally extensive. Abdel-Hamid et al. (2012) discovered moderate self-management among teachers, emphasizing its significant influence on professional compatibility. Choi and Chung (2012) demonstrated that self-management programs for college students led to notable gains in individual and group skills. Similarly, Vally and Daud (2015) showcased how principals in Kuala Lumpur employed management strategies that optimized school operations. Winardi (2017) reported that high self-management levels in Indonesian schools correlate with enhanced student performance. Tohme and Mizel (2020) underscored robust self-management among kindergarten teachers, bolstering emotional support and pedagogical methods.

Continuing inquiries have reinforced the importance of self-management for educators and administrators alike. Gunel (2021) examined self-respect and leadership among university sports students, concluding that a solid sense of personal worth contributes to leadership effectiveness. Al Khaldi (2024) observed that widespread self-management among teachers led to heightened productivity and job satisfaction. Al-Zoubi et al. (2023) recorded moderate self-management skills among department heads in Jordanian universities, coupled with evidence that innovative leadership amplifies self-regulatory behaviors. Hashish (2012) similarly found moderate self-management among physical education teachers, while Prasertsin (2022) linked self-management to performance gains in classroom settings. In addition, Hakki et al. (2022) pinpointed correlations between self-management and future-oriented anxieties, whereas Rami (2022) underscored the capacity of self-management to enhance student motivation at Al-Majmaah University.

3. Methodology

This study employed a descriptive research design using a correlational survey approach to examine the relationship between transcendental leadership and self-management among faculty members in Jordanian universities. The descriptive method was considered appropriate for documenting existing conditions, recognizing patterns, and providing insights into the prevalence of various leadership behaviors (Creswell & Creswell, 2018). Using a correlational component, the researchers aimed to determine whether statistically significant associations existed between leadership practices and faculty self-management. Such an approach facilitated the exploration of how leadership behaviors potentially influence or align with personal responsibility, time management, and professional engagement. Overall, the chosen design reflects the study's objective of offering empirical evidence that could inform administrative policies, professional development, and strategic decision-making in higher education institutions.

3.1. Population and Sample

The study population comprised all faculty members at Jordanian universities, encompassing diverse academic fields and institutional contexts. To ensure a wide range of perspectives, a sample

of 302 faculty members was selected to participate, capturing variations in leadership exposure and self-management practices. This sample size was sufficient to provide meaningful statistical power, particularly for investigating correlations within a heterogeneous academic environment (Fraenkel & Wallen, 2009). The selection process utilized probability-based methods, ensuring each faculty member had a calculable likelihood of inclusion. To address potential non-response or incomplete data, the researchers slightly oversampled to preserve the integrity of the final dataset and maintain a robust representation of the study population.

3.2. Study Instruments

A questionnaire was developed to collect data on transcendental leadership and self-management. The first section targeted transcendental leadership attributes displayed by academic department heads, incorporating findings from previous research (Meng et al., 2024; Samul, 2024; Al-Wa'lani & Al-Shamrani, 2022). This section investigated leadership qualities such as ethical orientation, visionary capacity, and the ability to foster an inclusive atmosphere. The second section, grounded in the literature on self-regulatory behaviors (Sharafat et al., 2018), addressed self-management facets, including goal-setting, resource utilization, and resilience. Both sections employed a five-point Likert scale (5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree), allowing respondents to offer nuanced feedback on how much they concurred with each statement.

3.3. Validity and Reliability

To ensure content validity, a panel of experts with expertise in educational leadership, instrument design, and psychometrics reviewed the initial version of the questionnaire. These experts evaluated each item's clarity, relevance, and linguistic precision. They recommended additions, deletions, or rephrasing to enhance the conceptual alignment and reduce ambiguity. After incorporating their feedback, the revised questionnaire underwent pilot testing with a smaller subset of faculty members to confirm comprehensibility and ease of completion. Cronbach's alpha was then used to assess internal consistency, yielding values of $\alpha = .84$ for transcendental leadership items and $\alpha = .88$ for self-management items. Both figures exceeded the recommended threshold of .70 (Nunnally, 1978), which indicated robust reliability for measuring the constructs of interest.

3.4. Data Collection and Analysis

The researchers disseminated the validated, reliable questionnaire to the selected 302 faculty members via electronic means such as Email or online survey platforms. The data collection lasted from March 2023 to May 2023. Follow-up reminders were issued to increase response rates, and participants were assured of anonymity and confidentiality, with the data used solely for scholarly purposes. After the designated response period ended, completed questionnaires were compiled and scrutinized for completeness; any deemed substantially incomplete were removed from the final dataset. Descriptive statistics, including M, SD, and frequency distributions, were employed to characterize participants' demographic profiles and overall responses. At the same time, Pearson's correlation was performed to ascertain whether significant relationships existed between transcendental leadership variables and self-management indicators. The significance criterion was set at $p < .05$, in alignment with conventional social science standards. Finally, the researchers interpreted the results in the context of existing literature, highlighting relevant implications for leadership development, policy-making, and instructional practices in university settings.

4. Results

The results of this study address three primary research questions concerning transcendental leadership practices among academic department heads in Jordanian universities, faculty members' self-management proficiency, and the correlation between these two constructs. To explore how

faculty members perceive transcendental leadership among academic department heads, the researchers calculated mean scores and standard deviations for each leadership dimension and the overall construct. As shown in Table 1, both the total transcendental leadership score and the individual dimensions of communication, meeting management, decision-making, and administrative innovation were categorized as moderate. This finding indicates that, from the perspective of the responding faculty members, department heads generally exhibit balanced tendencies in inspiring collaboration, organizing tasks, and guiding decision-making processes while still leaving opportunities for further growth. Furthermore, these results suggest that department heads may benefit from professional development or training initiatives to strengthen specific leadership behaviors. By identifying areas where transcendental leadership is already moderately effective, the data provide administrators with guidance for refining institutional strategies and enhancing support for academic department heads. Such efforts may, in turn, foster a more empowering environment for faculty and promote the sustained advancement of leadership excellence in Jordanian universities.

Table 1. Means and Standard Deviations for Dimensions of Transcendental Leadership and Their Overall Means

Dimension	Rank	M	SD	No. of Items	Degree
Communication	1	3.36	0.39	7	Medium
Meeting Management	2	3.34	0.39	6	Medium
Decision Making	3	3.19	0.28	6	Medium
Administrative Innovation	4	3.12	0.41	5	Medium
Transcendental Leadership	—	3.26	0.27	24	Medium

Note. *M* = mean; *SD* = standard deviation. The rank for the overall "Transcendental Leadership" dimension is not applicable (—) since it represents the combined result of all individual dimensions.

More specifically, communication ranked first ($M = 3.36$, $SD = 0.39$), followed by meeting management ($M = 3.34$, $SD = 0.39$), decision making ($M = 3.19$, $SD = 0.28$), and administrative innovation ($M = 3.12$, $SD = 0.41$). Collectively, transcendental leadership attained a mean score of 3.26 ($SD = 0.27$), which suggests that department heads moderately exhibit visionary guidance, effective communication, and attentiveness to faculty needs. While this moderate rating indicates acceptable performance, the findings imply that further advancement in specific leadership dimensions could be achieved through well-structured training programs or mentorship initiatives. By addressing areas for growth, such as administrative innovation or strategic decision-making, institutions can strengthen the leadership capacity of department heads to meet evolving academic demands.

Regarding faculty members' self-management proficiency, the computed mean scores and standard deviations revealed a moderate level. While the participants demonstrated sufficient self-regulatory behaviors, including systematic time management and goal-oriented planning, these findings suggest that targeted professional development initiatives could further refine these skills. For example, enhanced resources focusing on conflict resolution, stress management, and collaborative decision-making may help address specific gaps and promote overall faculty effectiveness. Such interventions could optimize individual and collective performance, reduce job-

related stress, and contribute to a cohesive and productive academic environment that benefits educators and students.

The final objective of this study was to examine whether transcendental leadership practices correlate with faculty members' self-management proficiency. The researchers applied Pearson's correlation coefficient to the survey data to investigate this relationship. Before conducting the correlation analysis, assumptions of normality were evaluated using the Shapiro–Wilk test and descriptive statistics for skewness and kurtosis. The results showed that all variables fell within the acceptable range (skewness and kurtosis values between -2 and +2), indicating approximate normal distribution. This supports the appropriateness of using Pearson's correlation coefficient to examine the relationships. The strength of the observed correlations, particularly with administrative innovation and overall leadership, suggests that transcendental leadership may be pivotal in promoting self-regulatory behavior in academic settings.

The statistical analysis (Table 2) highlighted significant positive correlations between all dimensions of transcendental leadership—communication, meeting management, decision-making, and administrative innovation—and faculty members' self-management ($p < .05$). Notably, the overall transcendental leadership score exhibited a strong positive correlation with self-management ($r = 0.73$, $p < .05$). These results suggest that department heads who exhibit more effective transcendental leadership behaviors are likely to foster more substantial self-management capabilities among faculty members. Department heads can be pivotal in cultivating self-directed behaviors and empowering faculty members to excel by promoting transparent communication, fostering collaboration, and encouraging innovation.

Table 2. Correlation Between Transcendental Leadership and Faculty Self-Management

Variable	Communication	Meeting Management	Decision Making	Administrative Innovation	Transcendental Leadership
Self-Management (r)	*0.46	*0.56	*0.47	*0.67	*0.73
Significance (p)	0.00	0.00	0.00	0.00	0.00

Note. r = Pearson's correlation coefficient. $p < .05$ (one-tailed).

As illustrated in Table 2, each dimension of transcendental leadership—communication, meeting management, decision-making, and administrative innovation—demonstrated a statistically significant positive correlation with self-management ($p < .05$). Most notably, the overall transcendental leadership score exhibited a strong association with self-management ($r = 0.73$, $p < .05$), suggesting that department heads who are perceived as effective transcendental leaders are more likely to cultivate self-regulatory behaviors among faculty members. This relationship is theoretically grounded in Bandura's social cognitive theory (1986), which posits that individuals develop self-management through observational learning, modeling, and increased self-efficacy when interacting with influential role models. Transcendental leaders—embodying ethical values, long-term purpose, and interpersonal empathy—serve as these role models, inspiring faculty to internalize organizational goals and manage their behaviors accordingly.

Furthermore, self-determination theory (Deci & Ryan, 2000) supports the notion that leadership that nurtures autonomy, relatedness, and competence can enhance intrinsic motivation and self-regulation. Transcendental leadership fulfills these needs by creating a psychologically safe and meaningful work environment where faculty members feel valued and capable. As a result, they are more likely to demonstrate goal-directed behavior, time management, emotional control, and innovation—all facets of effective self-management. This dynamic reinforces a culture of trust and

personal responsibility, ultimately leading to improved teaching quality, increased job satisfaction, and a collaborative academic climate that supports individual and institutional development.

Empirical evidence further supports this theoretical grounding. Chien and Hsieh (2024) developed a transcendent leadership scale for educational leaders in Taiwan. They found that those who practiced character-based self-leadership were more effective in encouraging self-management among teachers. Their findings reinforce that transcendental leadership behaviors—particularly those grounded in personal ethics and self-discipline—are essential in cultivating proactive faculty behavior. Likewise, Theissen, Theissen, & Gümüşay (2024) conducted a meta-analytic review and concluded that self-transcendent leadership, characterized by an orientation toward moral purpose and collective well-being, significantly enhances employees' self-regulatory capabilities.

These findings highlight transcendental leadership's practical and theoretical value in educational settings. Institutions intentionally cultivating such leadership practices can expect greater faculty engagement, increased innovation, and stronger organizational cohesion. These outcomes contribute to improved teaching effectiveness, heightened job satisfaction, and a sustainable academic culture centered on shared purpose and personal accountability.

5. Discussion

Findings from this study provide valuable insights into the application of transcendental leadership among academic department heads and its relationship with faculty self-management in Jordanian universities. The data revealed moderate levels of transcendental leadership and self-management, with a strong, statistically significant correlation between the two variables ($r = 0.73$, $p < .05$). This association underscores the importance of leadership in influencing faculty members' ability to manage themselves. However, it also suggests that other institutional or cultural factors may contribute to the development of these behaviors.

One of the central findings concerns the variability across different dimensions of transcendental leadership. Department heads scored higher in communication and meeting management than decision-making and administrative innovation. This discrepancy may reflect uneven understanding or implementation of transcendental leadership principles such as empathy, integrity, and ethical discernment. Those excelling in communication tend to cultivate operational efficiency and collaboration, while others may struggle with fostering innovation or inclusivity in decision-making. This mirrors Mgaiwa's (2023) observation that academic leaders often adopt mixed leadership styles—balancing transformational and transactional approaches—and confirms Cardona's (2000) distinction, where transcendental leadership goes beyond transactions by focusing on shared values and purpose.

Another key factor shaping leadership practices is the influence of higher administration, particularly deans. New department heads often feel compelled to align with their superiors' expectations, limiting their willingness or ability to embrace innovative or participatory leadership. This administrative pressure may dilute the essence of transcendental leadership, redirecting focus from building trust and empowerment toward meeting procedural or bureaucratic goals. These findings point to the need for targeted leadership development programs that help department heads reconcile institutional priorities with the relational and ethical demands of their roles.

Faculty members demonstrated moderate self-management proficiency, likely reflecting structural limitations within university systems. Strict adherence to policies and hierarchical governance may inhibit creativity and reduce opportunities for self-regulation. While such structures ensure order, they may conflict with leadership models that promote autonomy and innovation. As Yousef (2020) noted, organizational culture and leadership styles often reinforce one another—when

compliance is prioritized, faculty may feel constrained, leading to reduced motivation, lower job satisfaction, and limited institutional loyalty.

The strong correlation between transcendental leadership and self-management highlights the potential of values-based leadership in empowering academic staff. Leaders who communicate, act ethically and prioritize empathy create an atmosphere of fairness and autonomy. Such environments foster personal growth, collaborative culture, and high job satisfaction. These findings are consistent with Yan and Liu's (2024) research, which identified critical leadership attributes—including modeling purposeful behavior and fostering meaningful connections—as drivers of professional commitment and self-direction.

Given these insights, leadership development initiatives in Jordanian universities should focus on enhancing communication, ethical reasoning, and innovation in leadership roles. Training must go beyond administrative competencies to include interpersonal, reflective, and ethical capacities central to transcendental leadership. At the institutional level, reforms should support participatory governance and reduce hierarchical constraints, enabling faculty to assume greater ownership of their work. Aligning leadership practices with both institutional goals and faculty aspirations can foster a culture of shared vision, continuous development, and sustained academic excellence.

6. Conclusion

This study investigates the degree to which transcendental leadership is practiced by academic department heads in Jordanian universities and its association with faculty self-management. Drawing on responses from 302 faculty members across various institutions, the results show that both transcendental leadership and self-management are present at moderate levels. More importantly, the study identifies a significant positive correlation between the two variables. It suggests that leadership grounded in ethical values, transparent communication, and supportive relationships is critical in fostering faculty members' ability to manage their responsibilities effectively. These practices enhance individual faculty performance and contribute to a more collaborative, empowered, and productive academic culture—conditions essential for long-term institutional growth.

The implications of these findings extend directly to higher education policy and university governance models. Specifically, they underscore the need for leadership development frameworks that prioritize relational and values-based leadership over bureaucratic control. Universities should integrate transcendental leadership principles into department heads' selection, training, and evaluation processes. Moreover, policies encouraging decentralized decision-making, promoting ethical leadership, and facilitating open communication can significantly elevate institutional performance. Educational policymakers and administrators can create more responsive, innovative, and sustainable academic environments that empower faculty and advance institutional missions by realigning university management structures to support these leadership qualities.

7. Suggestion

To enhance leadership effectiveness, department heads should actively participate in professional development opportunities, such as workshops, seminars, and training programs focused on transcendental leadership principles. To foster trust, collaboration, and innovation within academic departments, these programs must emphasize core competencies, including empathy, ethical awareness, and participatory decision-making. Practical components, such as case studies and role-playing exercises, should be incorporated to assist leaders in effectively navigating real-world challenges. Furthermore, training should address administrative management's dual responsibilities and foster an inclusive environment that motivates faculty members. By implementing these

measures, department heads will be better equipped to align their practices with institutional goals while enhancing faculty morale and performance.

Building resilience and self-management skills among faculty members is another critical focus. Targeted training programs should help faculty address psychological stressors and navigate institutional challenges effectively. These initiatives should prioritize developing adaptive strategies, self-regulation, and creativity, enabling faculty to thrive in diverse leadership environments. Institutions can support faculty by designing programs that empower them to overcome rigid hierarchies and restrictive policies, often stifling creativity and autonomy. Equipping faculty with these tools enhances individual performance and contributes to the overall functionality of academic departments. Such efforts promote a supportive academic culture fostering personal and professional growth.

Revising institutional policies to grant faculty greater autonomy and flexibility is essential for fostering engagement and innovation. Offering flexibility in curriculum design, research opportunities, and departmental decision-making encourages creativity and initiative among faculty members. These changes are integral to enhancing satisfaction and self-management, which are pivotal for achieving institutional objectives. Universities should also emphasize transparent communication and inclusive decision-making processes to build trust and collaboration between faculty and department heads. Recognizing faculty achievements and reducing hierarchical barriers can significantly improve morale and strengthen leadership-staff relationships, creating a more cohesive academic environment.

Future research should delve into the nuanced effects of transcendental leadership practices on faculty self-management through comparative studies of public and private universities in Jordan. Such studies could illuminate the influence of governance structures, resource availability, and cultural dynamics on leadership effectiveness across varying contexts. Longitudinal research is also recommended to assess the sustained impact of transcendental leadership training programs on faculty development and institutional outcomes. Examining these variables over time will provide valuable insights into the evolution of leadership practices and their long-term effects. These findings would inform evidence-based strategies for fostering leadership excellence and promoting institutional growth.

7.1. Limitations

This study provides valuable insights into transcendental leadership practices and faculty self-management within Jordanian universities, but some limitations should be acknowledged. Variability in the implementation of transcendental leadership across different dimensions, such as communication and administrative innovation, suggests inconsistencies that may have influenced the findings. Additionally, the rigid regulatory structures of universities likely constrained faculty autonomy and creativity, which may have limited the observed scope of self-management practices. The study was conducted within Jordanian universities' cultural and organizational context, so the findings may not be generalizable to other regions or educational settings with differing frameworks.

While providing valuable statistical insights, a correlational survey approach may not fully capture faculty members' and department heads' nuanced, lived experiences. In future research, incorporating qualitative methods, such as interviews or focus groups, could enrich understanding of these dynamics. Furthermore, the study's cross-sectional design examined relationships between variables simultaneously, limiting the ability to draw causal inferences or assess long-term impacts. Longitudinal research could address this limitation by exploring these relationships over time.

The reliance on a single instrument may also introduce response bias, as participants might interpret items subjectively or respond in socially desirable ways. Future research should incorporate

mixed-methods approaches to triangulate findings and offer a more nuanced view of leadership dynamics within university environments.

Finally, while the sample of 302 faculty members aimed to capture diverse perspectives, variations in institutional size, type, or field of study may have influenced the results. Future studies could benefit from stratified sampling techniques to ensure a more comprehensive representation across these variables.

Declarations

Authorship Contribution. O.B.: Literature review, conceptualization, methodology, review-editing, validation, and project administration. Z.A.: conceptualization, methodology, review-editing, and resources. H.B.I.: conceptualization, methodology, resources, and data curation. A. Al. A.: methodology, review-editing, and writing. A.Q.: conceptualization, methodology, original draft preparation, and writing. A. Al. K.: conceptualization, methodology, review-editing, and visualization. S.A.: conceptualization, methodology, review-editing, and writing. M.A.: conceptualization, methodology, review-editing, and writing. All authors have read and approved the publication of the final version of the article.

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Ethical Approval. Ethical approval was secured from the relevant institutional review board. Participants were thoroughly informed about the study's purpose, scope, and objectives, and written consent was obtained before their participation. The research adhered to strict ethical guidelines, ensuring the confidentiality of data and the protection of participants' rights and well-being throughout the study.

Data Availability Statement. Data is available upon request.

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