
MANAGING SELF-CONTROL AND ITS RELATIONSHIP TO ORGANIZATIONAL COMMITMENT: A FIELD STUDY FROM THE POINT OF VIEW OF EMPLOYEES OF IMAM AL-SADIQ UNIVERSITY IN BAGHDAD

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Abstract

The study aimed to demonstrate the relationship of self-control management to organizational commitment through a field study from the point of view of employees of Imam al-Sadiq University in Baghdad. The study used the descriptive analytical approach, and the study population consisted of employees of Imam al-Sadiq University in Baghdad, and a purposive sample of 70 employees was selected. Questionnaires were distributed to them, and 48 questionnaires were retrieved that were valid for statistical analysis, meaning a rate of 68.57%. After distributing and compiling the questionnaire, the data was entered and analyzed via the statistics program (SPSS) and the study hypotheses were tested. It was concluded that: There is a statistically significant relationship between self-control management and the emotional commitment dimension. -Emotional among the employees of Imam Sadiq University (peace be upon him) in Baghdad.

There is a statistically significant relationship between the administration of self-monitoring and the dimension of continuous commitment among the employees of Imam al-Sadiq University (peace be upon him) in Baghdad. There is also a statistically significant relationship between the administration of self-monitoring and the dimension of normative commitment among the employees of Imam al-Sadiq University (peace be upon him) in Baghdad.

Keywords: self-control management - organizational commitment - Imam Sadiq University.

Introduction

In management science, control is considered one of the elements of the administrative process to complete the administrative chain. It is the last element, which contains all the elements that precede it (planning, organizing, directing, controlling), through which we can explore the strengths and weaknesses of performance at work, as well as discover errors. To control and restore it before it happens.

There is no doubt that the role of oversight in the organization is a means of following up on the stages of work progress and indicating the correct alternatives to an error when it occurs. But unfortunately, many organizations forget or ignore the role of self-monitoring of the worker in improving performance and increasing achievement. When the employee feels that

he is responsible for his work and monitors himself without External pressures are placed on him, so he feels his role and importance in the organization and that he forms an integral part of the administrative decision makers in the organization, which is reflected in his performance and increased productivity with administrative control over the extent of the worker's ability to adhere to the powers provided to him by his organization within an organizational framework - noting that the tight control over the employee makes him He feels discontent, and its effect is reflected in his lack of loyalty to his institution.

Self-monitoring at work is the employee's feeling that he is entrusted with performing the work, without the need for an official to remind him of his responsibility. Perhaps self-monitoring is the most important factor for the success of the work. Because it replaces many systems, directives, accounting, auditing, etc.

Within the framework of interest in human resources in institutions in terms of their nature and pattern of behavior within them, it was necessary to search for ways and means to enhance the belonging and commitment of employees and their integration with the institution to which they belong, as organizational commitment is an important element within these institutions in order to achieve their goals and contribute to their ability. To survive, grow and communicate, Therefore, we find that organizational commitment is one of the topics that has received a lot of attention from researchers and specialists within these institutions, because of its impact on the behavior of individuals and its repercussions on the individual and the institution alike, which is generated from the outcome of the interaction between the characteristics of individuals and their personalities, as well as Work pressure, the environment within the organization, and the organizational factors within it, which match the values of individuals and their goals with the values of the organization in which they work. On this basis, this study came to show the nature of the relationship between self-control management and organizational commitment at Imam Sadiq University.

I. THE PROBLEM OF STUDYING

The organizational development witnessed by most institutions in the world notes that they have succeeded in creating a qualitative and quantitative leap in the level of production through their keen interest in developing the individual capabilities of employees, as well as relying on modern technological methods and means to raise the level of their performance, but these institutions are still unable To confront some forms of negligence and lack of organizational commitment among some of its employees, which leads to recording a type of deficiency in performance despite the presence of different control systems in these institutions. This is because it is very difficult for all of these regulatory bodies, whether internal, external, or even self-regarding, regardless of their type, to put an end once and for all to the apparent laxity or lack of regulatory compliance.

Therefore, the problem of this study came in asking the following main question:

What is the relationship of self-control management to organizational commitment from the point of view of the employees of Imam al-Sadiq University in Baghdad?

The main question is divided into the following sub-questions:

- 1) Is there a relationship between the management of self-control and the dimension of emotional-feeling commitment among the employees of Imam al-Sadiq University in Baghdad?
- 2) Is there a relationship between self-monitoring management and the level of continuous commitment among employees of Imam al-Sadiq University in Baghdad?
- 3) Is there a relationship between self-control management and the standard commitment level among employees of Imam al-Sadiq University in Baghdad?

II. STUDY HYPOTHESES

- The first hypothesis: There is no statistically significant relationship between self-control management and the emotional-feeling commitment dimension among employees of Imam Sadiq University in Baghdad.
- The second hypothesis: There is no statistically significant relationship between self-monitoring management and the dimension of continuous commitment among employees of Imam al-Sadiq University in Baghdad.
- The third hypothesis: There is no statistically significant relationship between self-control management and the standard commitment dimension among employees of Imam al-Sadiq University in Baghdad.

III. THE IMPORTANCE OF STUDYING

The importance of the study is highlighted by its treatment of the topic of self-censorship management, as it is one of the modern topics that has not been addressed much, given the large amount of studies that have focused on many forms of external control practiced on individuals within institutions. With the aim of ensuring the improvement and development of their job performance, these studies did not focus much on the employee's self-factor in his exercise of self-control over his organizational behavior, which is a form of control that comes from the employee himself.

IV. OBJECTIVES OF THE STUDY

The main objective of the study is to study the relationship of self-control management and the dimensions of organizational commitment from the point of view of the employees of Imam al-Sadiq University in Baghdad.

This goal includes several sub-goals:

- Explaining the relationship between self-control management and the emotional-feeling commitment dimension among employees of Imam Sadiq University in Baghdad.
- Explaining the relationship between self-monitoring management and the continuous commitment of employees of Imam al-Sadiq University in Baghdad.
- Explaining the relationship between self-control management and the dimension of normative commitment among employees of Imam al-Sadiq University in Baghdad.

V. STUDY METHODOLOGY

It is known that the subject and objectives of any study are the basic factors on the basis of which the appropriate approach, methods and means of collecting data for any study are

chosen. Because this study is a descriptive study based on the descriptive method, which is based on studying and describing the phenomenon of self-censorship as it actually is, in an accurate manner, and expresses it quantitatively and qualitatively at the same time. So that this description leads to the existing relationships between this phenomenon and the level of organizational commitment, as it is a phenomenon that requires study. For these reasons, the descriptive analytical approach was relied upon in this study, which is based on an initial feeling that there is a problem, and with the aim of knowing the relationship between the management of employees' self-control and their level of commitment organizational.

VI. STUDY POPULATION AND SAMPLE

The study community consists of employees of Imam al-Sadiq University (peace be upon him) in Baghdad, and one of the characteristics of this community is that the work groups at the university are characterized by a high level of human relations system and are characterized by tolerance among employees.

A purposive random sample of 70 employees was selected, questionnaires were distributed to them, and 48 valid questionnaires were retrieved for statistical analysis, i.e. 68.57%.

The following is a distribution of the study sample members according to demographic data:

A. Table No. 1: Distribution of the study sample by gender

Genre	Frequency	Parentage (%)	Totale
Male	28	%58	48
Female	20	%42	%100

Source: Outputs of the statistical program (spss)

The table above shows the distribution of the study sample according to gender, according to the following: There are 28 male respondents to the study questionnaire, constituting 58% of the study population and sample, while there are 20 female employees, constituting 42% of the study population and sample.

B. Table No. 2: Distribution of the study sample according to years of experience

Years of experience	Frequency	Parentage (%)	Totale
Less than 5 years	11	%23	48
From 5 years to less than 10 years	18	%38	
From 10 to less than 15 years	8	%17	
More than 15 years	11	%23	%100

Source: Outputs of the statistical program (spss)

The table above shows the distribution of the study sample according to years of experience, according to the following: There are 11 employees who have less than five years of experience, constituting 23% of the study population and sample, while there are 18 employees who have experience from five to less than ten years, constituting 38%. There are 8 employees with ten to less than 15 years of experience, at a rate of 17%, in addition to 11 employees with more than 15 years of experience, at a rate of 23%.

C. Table No. 3: Distribution of the study sample according to academic qualification

Academic qualification	Frequency	Parentage (%)	Totale
University	31	%65	48
Diploma	11	%23	
Master's	6	%13	%100

Source: Outputs of the statistical program (spss)

The table above shows the distribution of the study sample according to academic qualification, according to the following: There are 13 employees who hold a university degree, at a rate of 65%, while there are 11 employees who hold a diploma, at a rate of 23%, and 6 employees who hold a master’s degree, at a rate of 13%.

VII. STRUCTURAL CONSISTENCY VALIDITY OF THE STUDY TOOL

Structural consistency validity is one of the measures of validity of the study tool, as it measures the extent to which the goals that the tool seeks to reach are achieved. It shows the extent to which each axis of the study tool relates to the total score of the questionnaire statements combined, and the following table shows this.

A. Table No 4: Structural consistency validity of the questionnaire areas

Domains	Correlation coefficient	Sig	The result
Self-monitoring management	0.725	0.000	There is a significant correlation
Organizational commitment	0.856	0.000	There is a significant correlation

Source: Outputs of the statistical program (spss)

The table above shows the correlation coefficient values for the resolution ranges, as follows: 0.725, 0.856, respectively. It also appears that the statistical significance is 0.000, which indicates that it is significant and less than 0.05, and therefore, the scale is considered honest and consistent with what it was designed to measure.

VIII. THE STABILITY OF THE QUESTIONNAIRE ITEMS

The reliability of the study questionnaire was verified through Cronbach’s alpha coefficient, as shown in the following table:

A. Table No. 5: Shows the value of Cronbach’s alpha coefficient for the questionnaire areas

Domains	Cronbach's alpha coefficient	Number of paragraphs	The result
Self-monitoring management	0.958	15	Fixed
Organizational commitment	0.946	14	Fixed
The overall coefficient of the questionnaire	0.952	29	Fixed

Source: Outputs of the statistical program (spss)

The table above shows the value of the Cronbach's alpha coefficient for the questionnaire areas, according to the following:

- The first domain, which deals with managing self-control, is 0.958 and its number is 15, and the result is constant. - The second domain, which deals with organizational commitment, is 0.946 and its number is 14, and the result is also constant.

As for the overall coefficient of the questionnaire, it was found that the Cronbach's alpha coefficient is 0.952 and the number of items is 29, which is also stable. This means that the result is honest and stable in all items of the questionnaire and is ready to be applied to the study sample.

IX. DISCUSSING THE TOPICS OF THE STUDY

A. Table No. 6: Self-monitoring management

No	the statement	I strongly disagree	I do not agree	neutral	agree	I strongly agree	The result of the statement
1	I find human relationships between me and my direct manager						
	Frequency	4	3	1	8	32	I agree
	Percentages	8.3%	6.3%	2.1%	16.7%	66.7%	
2	I adhere to the professional ethics that I practice at the university						
	Frequency	3	4	1	11	29	I agree
	Percentages	6.3%	8.3%	2.1%	22.9%	60.4%	
3	I am proud of Imam Sadiq University when talking about it with others						
	Frequency	3	5	2	11	27	I agree
	Percentages	6.3%	10.4%	4.2%	22.9%	56.3%	
4	The work environment is conducive to doing my best						
	Frequency	3	5	2	15	23	I agree
	Percentages	6.3%	10.4%	4.2%	31.3%	47.9%	
5	The lack of capabilities in management does not prevent me from doing my job to the fullest						
	Frequency	4	4	1	17	22	I agree
	Percentages	8.3%	8.3%	2.1%	35.4%	45.8%	
6	The lack of administrative organization in the administration does not prevent me from doing my job to the fullest						
	Frequency	5	2	3	23	15	I agree
	Percentages	10.4%	4.2%	6.3%	47.9%	31.3%	
7	The lack of communication between me and my direct manager in the administration does not prevent me from doing my job to the fullest						
	Frequency	4	2	2	15	25	I agree
	Percentages	8.3%	4.2%	4.2%	31.3%	52.1%	
8	I find myself in the job position appropriate to my educational level						
	Frequency	4	2	2	13	27	I agree
	Percentages	8.3%	4.2%	4.2%	27.1%	56.3%	
9	I try to add some human values to my colleagues in the administration and outside it						
	Frequency	4	2	2	11	29	I agree
	Percentages	8.3%	4.2%	4.2%	22.9%	60.4%	
10	I develop my activities and ideas to develop administrative work in my field of specialization						
	Frequency	4	2	2	15	25	I agree
	Percentages	8.3%	4.2%	4.2%	31.3%	52.1%	
11	I organize my time at work to complete the assigned tasks in one day						
	Frequency	4	3	1	10	30	I agree
	Percentages	8.3%	6.3%	2.1%	20.8%	62.5%	
12	I am seeking training opportunities to improve my administrative work						
	Frequency	4	3	1	28	12	I agree
	Percentages	8.3%	6.3%	2.1%	58.3%	25.0%	
13	Administrative tasks are distributed fairly among administration employees according to their specializations						

	Frequency	4	3	2	10	29	I agree
	Percentages	8.3%	6.3%	4.2%	20.8%	60.4%	
14	Follow the instructions within the administration to conduct the work to the fullest extent						
	Frequency	4	2	2	13	27	I agree
	Percentages	8.3%	4.2%	4.2%	27.1%	56.3%	
15	When a problem occurs during work, I refer it to my direct manager only						
	Frequency	3	4	2	13	26	I agree
	Percentages	6.3%	8.3%	4.2%	27.1%	54.2%	

Source: Outputs of the statistical program (spss)

The table above shows the statistical analysis of the field of self-control management:

The result of statement No. (1) was consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (4) is to the degree that I strongly disagree with a percentage of (8.3%), while frequency (3) is to the degree that I disagree and its percentage was (6.3%), while the frequency (1) is for the degree of neutral and its percentage is (2.1%), the frequency (8) is for the degree of agree and its percentage is (16.7%), and finally the frequency (32) is for the degree of strongly agree and the percentage is (66.7). %).

Also, the result of statement No. (2) was consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (3) is to the degree that I strongly disagree with a percentage of (6.3%), while frequency (4) is to the degree I disagree and its percentage was The percentage is (8.3%), while the frequency (1) is for the degree of neutral and its percentage is (2.1%), the frequency (11) is for the degree of I agree and its percentage is (22.9%), and finally the frequency (29) is for the degree of I strongly agree and the percentage (60.4%).

Also, the result of statement No. (3) was consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (3) is to the degree I strongly disagree with a percentage of (6.3%), while frequency (5) is to the degree I disagree and its percentage was The percentage is (10.4%), while the frequency (2) is for the degree of neutral and its percentage is (4.2%), the frequency (11) is for the degree of I agree and its percentage is (22.9%), and finally the frequency (27) is for the degree of I strongly agree and the percentage is (56.3%).

The result of statement No. (4) was also consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (3) is to the degree that I strongly disagree with a percentage of (6.3%), while frequency (5) is to the degree that I disagree and its percentage was (10.4%), while the frequency (2) is for the degree of neutral and its percentage was (4.2%), the frequency (15) is for the degree of I agree and its percentage was (31.3%), and finally the frequency (23) is for the degree of I strongly agree and the percentage was (47.9%).

The result of statement No. (5) was also consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (4) is to the degree that I strongly disagree with a percentage of (8.3%), while frequency (4) is to the degree that I disagree and its percentage was (8.3%), while the frequency (1) is for the degree of neutral and its percentage

is (2.1%), the frequency (17) is for the degree of I agree and its percentage is (35.4%), and finally the frequency (22) is for the degree of I strongly agree and the percentage is (45.8%). The result of statement No. (6) was also consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (5) is to the degree that I strongly disagree with a percentage of (10.4%), while frequency (2) is to the degree that I disagree and its percentage was (4.2%), while the frequency (3) is for the degree of neutral and its percentage is (6.3%), the frequency (23) is for the degree of I agree and its percentage is (47.9%), and finally the frequency (15) is for the degree of I strongly agree and its percentage is (31.3%).

The result of statement No. (7) is consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (4) is to the degree that I strongly disagree with a percentage of (8.3%), while frequency (2) is to the degree that I disagree and its percentage was (4.2%), while the frequency (2) is for the degree of neutral and its percentage was (4.2%), the frequency (15) is for the degree of I agree and its percentage was (31.3%), and finally the frequency (25) is for the degree of I strongly agree and its percentage was (52.1%).

The result of statement No. (8) is consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (4) is to the degree that I strongly disagree with a percentage of (8.3%), while frequency (2) is to the degree that I disagree and its percentage was (4.2%), while the frequency (2) is for the degree of neutral and its percentage was (4.2%), the frequency (13) is for the degree of agree and its percentage was (27.1%), and finally the frequency (27) is for the degree of strongly agree and its percentage was (56.3%).

The result of statement No. (9) was also consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (4) is to the degree that I strongly disagree with a percentage of (8.3%), while frequency (2) is to the degree that I disagree and its percentage was (4.2%), while the frequency (2) is for the degree of neutral and its percentage was (4.2%), the frequency (11) is for the degree of I agree and its percentage was (22.9%), and finally the frequency (29) is for the degree of I strongly agree and the percentage was (60.4%).

The result of statement No. (10) was also consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (4) is to the degree I strongly disagree with a percentage of (8.3%), while frequency (2) is to the degree I disagree and its percentage was (4.2%), while the frequency (2) is for the degree of neutral and its percentage is (4.2%), the frequency (15) is for the degree of I agree and its percentage is (31.3%), and finally the frequency (25) is for the degree of I strongly agree and the percentage (52.1%).

The result of statement No. (11) is consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (4) is to the degree that I strongly disagree with a percentage of (8.3%), while frequency (3) is to the degree that I disagree and its percentage was (6.3%), while the frequency (1) is for the degree of neutral and its percentage was (2.1%), the frequency (10) is for the degree of agree and its percentage was (20.8%), and finally the frequency (30) is for the degree of strongly agree and its percentage was (62.5%).

The result of statement No. (12) is consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (4) is to the degree that I strongly disagree with a percentage of (8.3%), while frequency (3) is to the degree that I disagree and its percentage was (6.3). %), while the frequency (1) is for the degree of neutral and its percentage was (2.1%), the frequency (28) is for the degree of agree and its percentage was (58.3%), and finally the frequency (12) is for the degree of strongly agree and its percentage was (25%)).

The result of statement No. (13) is consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (4) is to the degree that I strongly disagree with a percentage of (8.3%), while frequency (3) is to the degree that I disagree and its percentage was (6.3). %), while the frequency (2) is for the degree of neutral and its percentage was (4.2%), the frequency (10) is for the degree of agree and its percentage was (20.8%), and finally the frequency (29) is for the degree of strongly agree and its percentage was (60.4%)

The result of statement No. (14) was also consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (4) is to the degree I strongly disagree with a percentage of (8.3%), while frequency (2) is to the degree I disagree and its percentage was The percentage is (4.2%), while the frequency (2) is for the degree of neutral and its percentage is (4.2%), the frequency (13) is for the degree of I agree and its percentage is (27.1%), and finally the frequency (27) is for the degree of I strongly agree and the percentage (56.3%).

The result of statement No. (15) is consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (3) is to the degree that I strongly disagree with a percentage of (6.3%), while frequency (4) is to the degree that I disagree and its percentage was (8.3). %), while the frequency (2) is for the degree of neutral and its percentage was (4.2%), the frequency (13) is for the degree of I agree and its percentage was (27.1%), and finally the frequency (26) is for the degree of I strongly agree and the percentage was (54.2%)

B. Table No. 7: Shows the arithmetic means and standard deviation for the self-monitoring department

no	Mean	Phrase level	The relative weight of the phrase	standard deviation
1	4.27	high	85.4%	1.2
2	4.23	high	84.6%	1.2
3	4.13	high	82.6%	1.2
4	4.04	high	80.8%	1.2
5	4.02	high	80.4%	1.2
6	3.85	high	77%	1.2
7	4.15	high	83%	1.2
8	4.19	high	83.8%	1.2
9	4.23	high	84.6%	1.2
10	4.15	high	83%	1.2
11	4.23	high	84.6%	1.2
12	3.85	high	77%	1.1
13	4.19	high	83.8%	1.2
14	4.19	high	83.8%	1.2
15	4.15	high	83%	1.2

Source: Outputs of the statistical program (spss)

The table above shows the statistical analysis of the arithmetic means, standard deviation, and level of the statement, in addition to the relative weight of the analysis for the field of self-control management, where statement No. (1) came in first place, which states: I find human relationships between me and my direct manager, at a high level and an arithmetic average (4.27) and a relative weight of (85.4%), while the standard deviation is (1.2). Statement No. (12) came in last place, which states: I seek training opportunities to improve my administrative work. At a high level, with an arithmetic mean (3.85) and a relative weight (77%), the standard deviation is (1.1).

C. Table 8: Dimension of emotional-feeling commitment

No	the statement	I strongly disagree	I do not agree	neutral	agree	I strongly agree	The result of the statement
1	I believe that my decision to work at the university was the right one						
	Frequency	3	3	1	13	28	I agree
	Percentages	6.3%	6.3%	2.1%	27.1%	58.3%	
2	I feel a strong sense of belonging to my university						
	Frequency	6	3	2	11	26	I agree
	Percentages	12.5%	6.3%	4.2%	22.9%	54.2%	
3	I feel happy when I spend a large part of my time at my university						
	Frequency	6	3	2	10	27	I agree
	Percentages	12.5%	6.3%	4.2%	20.8%	56.3%	
4	I feel that the problems facing my university are part of my personal problems.						
	Frequency	6	2	2	11	27	I agree
	Percentages	12.5%	4.2%	4.2%	22.9%	56.3%	

Source: Outputs of the statistical program (spss)

The result of statement number (1) was also consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (3) is to the degree that I strongly disagree with a percentage of (6.3%), while frequency (3) is to the degree that I disagree and its percentage was The percentage is (6.3%), while the frequency (1) is for the degree of neutral and its percentage is (2.1%), the frequency (13) is for the degree of I agree and its percentage is (27.1%), and finally the frequency (28) is for the degree of I strongly agree and the percentage (58.3%).

The result of statement No. (2) was also consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (6) is to the degree that I strongly disagree with a percentage of (12.5%), while frequency (3) is to the degree that I disagree and its percentage was (6.3%), while the frequency (2) is for the degree of neutral and its percentage was (4.2%), the frequency (11) is for the degree of I agree and its percentage was (22.9%), and finally the frequency (26) is for the degree of I strongly agree and the percentage was (54.2%).

The result of statement No. (3) is consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (6) is to the degree that I strongly disagree with a percentage of (12.5%), while frequency (3) is to the degree that I disagree and its percentage was (6.3). %), while the frequency (2) is for the degree of neutral and its percentage was (4.2%), the frequency (10) is for the degree of agree and its percentage was (20.8%), and

finally the frequency (27) is for the degree of strongly agree and its percentage was (56.3%).

The result of statement No. (4) was also consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (6) is to the degree that I strongly disagree with a percentage of (12.5%), while frequency (2) is to the degree that I disagree and its percentage was The percentage is (4.2%), while the frequency (2) is for the degree of neutral and its percentage is (4.2%), the frequency (11) is for the degree of I agree and its percentage is (22.9%), and finally the frequency (27) is for the degree of I strongly agree and the percentage is (56.3%).

D. Table 9: Shows the arithmetic means and standard deviation for the emotional-feeling commitment dimension

no	Mean	Phrase level	The relative weight of the phrase	standard deviation
1	4.25	high	85%	1.1
2	4	high	80%	1.2
3	4.02	high	80.4%	1.2
4	4.06	high	81.2%	1.3

Source: Outputs of the statistical program (spss)

The following table shows the statistical analysis of the arithmetic means, standard deviation, and level of the statement, in addition to the relative weight of the analysis of the emotional-feeling commitment dimension, where statement No. (1) came in first place, which states: I believe that my decision to work at the university was a correct decision. At a high level, the arithmetic mean is (4.23) and the relative weight is (84.6%), and the standard deviation is (1.2).

The second statement came in fourth place, which states: I feel a strong sense of belonging to my university. At a high level, the arithmetic mean is (3.85) and the relative weight is (77%), and the standard deviation is (1.1).

E. Table No. 10: The second dimension: continuous commitment

No	the statement	I strongly disagree	I do not agree	neutral	agree	I strongly agree	The result of the statement
1	It is necessary for me at the present time to stay at my university						
	Frequency	6	2	2	9	29	I agree
	Percentages	12.5%	4.2%	4.2%	18.8%	60.4%	
2	Staying in my job at the university reflects my need to work there						
	Frequency	5	2	3	4	34	I agree
	Percentages	10.4%	4.2%	6.3%	8.3%	70.8%	
3	One of the main reasons I continue working at my university is because of the benefits I get from it						
	Frequency	5	5	3	4	31	I agree
	Percentages	10.4%	10.4%	6.3%	8.3%	64.6%	
4	It is difficult for me to leave my university even if I have the desire to						
	Frequency	2	5	3	13	25	I agree
	Percentages	4.2%	10.4%	6.3%	27.1%	52.1%	
5	I feel like I have very few options when considering leaving my university						
	Frequency	2	4	3	7	32	I agree
	Percentages	4.2%	10.4%	6.3%	27.1%	52.1%	

Source: Outputs of the statistical program (spss)

The table above shows the statistical analysis of the continuance commitment dimension.

The result of statement No. (1) was consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (6) is to the degree that I strongly disagree with a percentage of (12.5%), while frequency (2) is to the degree that I disagree and its percentage was (4.2%), while the frequency (2) is for the degree of neutral and its percentage was (4.2%), the frequency (9) is for the degree of agree and its percentage was (18.8%), and finally the frequency (29) is for the degree of strongly agree and its percentage was (60.4). %).

The result of statement No. (2) was consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (5) is to the degree I strongly disagree with a percentage of (10.4%), while frequency (2) is to the degree I disagree and its percentage was (4.2%), while the frequency (3) is for the degree of neutral and its percentage was (6.3%), the frequency (4) is for the degree of agree and its percentage was (8.3%), and finally the frequency (34) is for the degree of strongly agree and the percentage was (70.8%).

The result of statement No. (3) is consistent with the content of what was stated in it, and the frequencies were as follows: The frequency (5) is to the degree that I strongly disagree with a percentage of (10.4%), while the frequency (5) is to the degree that I disagree and its percentage was (10.4). %), while the frequency (3) is for the degree of neutral and its percentage was (6.3%), the frequency (4) is for the degree of I agree and its percentage was (8.3%), and finally the frequency (31) is for the degree of I strongly agree and its percentage was (64.6%)).

The result of statement No. (4) was also consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (2) is to the degree that I strongly disagree with a percentage of (4.2%), while frequency (5) is to the degree that I disagree and its percentage was (10.4%), while the frequency (3) is for the degree of neutral and its percentage was (6.3%), the frequency (13) is for the degree of I agree and its percentage was (27.1%), and finally the frequency (25) is for the degree of I strongly agree and the percentage was (52.1%).

The result of statement No. (5) was also consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (2) is to the degree that I strongly disagree with a percentage of (4.2%), while frequency (4) is to the degree I disagree and was Its percentage is (10.4%), while the frequency (3) is for the degree of neutral and its percentage is (6.3%), the frequency (7) is for the degree of I agree and its percentage is (27.1%), and finally the frequency (32) is for the degree of I strongly agree and its percentage Percentage (52.1%).

F. Table No. 11: Shows the arithmetic means and standard deviation for the continuous commitment dimension

no	Mean	Phrase level	The relative weight of the phrase	standard deviation
1	4.10	high	82%	1.2
2	4.25	high	85%	1.2
3	4.06	high	81.2%	1.2
4	4.13	high	82.6%	1.1
5	4.50	high	90%	0.9

Source: Outputs of the statistical program (spss)

The table above shows the statistical analysis of the arithmetic means, standard deviation, and statement level, in addition to the relative weight of the analysis of the continuous commitment dimension. It was found that statement No. (5) came in first place, which states: I feel that I have very few options when thinking about leaving my university. At a high level, the arithmetic mean is (4.10) and the relative weight is (82%), while the standard deviation is (1.2).

Statement No. (3) came in fifth place, which states: One of the main reasons for me continuing to work at my university is due to the benefits I get from it. At a high level, the arithmetic mean is (4.06) and the relative weight is (81.2%), and the standard deviation is (1.2).

G. Table 12: Dimension of normative commitment

No	the statement	I strongly disagree	I do not agree	neutral	agree	I strongly agree	The result of the statement
1	I perform my job duties at my university without the need for supervision from my superiors						
	Frequency	2	1	1	11	33	I agree
	Percentages	4.2%	2.1%	2.1%	22.9%	68.8%	
2	I care about the reputation and future of my university locally and globally						
	Frequency	3	1	1	1	33	I agree
	Percentages	6.3%	2.1%	2.1%	2.1%	68.8%	
3	I contribute actively to help my university achieve a better future among other university institutions						
	Frequency	3	1	1	13	30	I agree
	Percentages	6.3%	2.1%	2.1%	27.1%	62.5%	
4	I am willing to go above and beyond what is expected of me to help my university achieve its goals						
	Frequency	4	4	2	15	23	I agree
	Percentages	8.3%	8.3%	4.2%	31.3%	47.9%	
5	One of the most important reasons for me to continue working at my university is my loyalty and affiliation to it, and thus my moral commitment to stay						
	Frequency	4	4	2	6	32	I agree
	Percentages	8.3%	8.3%	4.2%	12.5%	66.7%	

Source: Outputs of the statistical program (spss)

The table above shows the statistical analysis of the continuance commitment dimension.

The result of statement No. (1) was consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (2) is to the degree that I strongly disagree with a percentage of (4.2%), while frequency (1) is to the degree that I disagree and its percentage was (2.1%), while the frequency (1) is for the degree of neutral and its percentage was (2.1%), the frequency (11) is for the degree of agree and its percentage was (22.9%), and finally the frequency (33) is for the degree of strongly agree and its percentage was (68.8%).

Also, the result of statement No. (2) was consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (3) is to the degree that I strongly disagree with a percentage of (6.3%), while frequency (1) is to the degree that I disagree and its percentage was The percentage is (2.1%), while the frequency (1) is for the degree of neutral and its percentage is (2.1%), the frequency (1) is for the degree of agree and its percentage is (2.1%), and finally the frequency (33) is for the degree of strongly agree and its percentage (68.8%).

The result of statement No. (3) was also consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (3) is to the degree that I strongly disagree with a percentage of (6.3%), while frequency (1) is to the degree that I disagree and its percentage was The percentage is (2.1%), while the frequency (1) is for the degree of neutral and its percentage is (2.1%), the frequency (13) is for the degree of agree and its percentage is (27.1%), and finally the frequency (30) is for the degree of strongly agree and its percentage (62.5%).

The result of statement No. (4) is consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (4) is to the degree that I strongly disagree with a percentage of (8.3%), while frequency (4) is to the degree that I disagree and its percentage was (8.3). %), while the frequency (2) is for the degree of neutral and its percentage was (4.2%), the frequency (15) is for the degree of agree and its percentage was (31.3%), and finally the frequency (23) is for the degree of strongly agree and its percentage was (47.9%)).

The result of statement No. (5) is consistent with the content of what was stated in it, and the frequencies were as follows: Frequency (4) is to the degree that I strongly disagree with a percentage of (8.3%), while frequency (4) is to the degree that I disagree and its percentage was (8.3). %), while the frequency (2) is for the degree of neutral and its percentage was (4.2%), the frequency (6) is for the degree of agree and its percentage was (12.5%), and finally the frequency (32) is for the degree of strongly agree and its percentage was (66.7%)

H. Table No. 13: Shows the arithmetic means and standard deviation for the standard commitment dimension

no	Mean	Phrase level	The relative weight of the phrase	standard deviation
1	4.44	high	80.8%	1.09
2	4.38	high	87.6%	1.08
3	4.02	high	80.4%	1.2
4	4.21	high	84.2%	1.2
5	3.96	high	79.2%	1.2

Source: Outputs of the statistical program (spss)

The table above shows the statistical analysis of the arithmetic means, standard deviation, and statement level, in addition to the relative weight of the analysis of the standard commitment dimension. It was found that statement No. (1) came in first place, which states: I perform my job duties at my university without the need for oversight from my superiors, at a high level, with an arithmetic mean of (4.44) and a relative weight of (80.8%), while the standard deviation is (1.09). As for statement No. (3), it came in fifth place, which states: I contribute effectively to help my university achieve a better future for it among other university institutions. At a high level, the arithmetic mean is (4.02) and the relative weight is (80.4%), and the standard deviation is (1.2).

X. HYPOTHESIS TESTING

Testing the first hypothesis: There is no statistical significance between self-control management and the emotional-feeling commitment dimension among employees of Imam Sadiq University in Baghdad.

A. Table No. 14: Testing the first hypothesis

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.764 ^a	.583	.564	.74333		
ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	34.755	2	17.378	31.450	.000 ^b
	Residual	24.865	45	.553		
	Total	59.620	47			
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.230	.433		2.842	.007
	After emotional-feeling commitment	.811	.152	.854	5.332	.000

Source: Outputs of the statistical program (spss)

The table above shows the simple regression test for the first hypothesis, where it was found that the correlation coefficient is equal to 0.764, which indicates that the relationship is strong between the variables of the study, and that the coefficient of determination is equal to 0.583, which explains the relationship between the two variables by 58.3%. As for the variance table, it explains that the f factor is 31.450 and that the statistical significance is 0.000, while it is also clear from the beta (B) coefficient that it is equal to 0.811 for the self-control management variable and that the statistical significance is 0.000, that is, less than the level of moral significance of 0.05, and this indicates There is a statistically significant relationship between self-control management and the emotional-feeling commitment dimension among employees of Imam Sadiq University in Baghdad.

Testing the second hypothesis: There is no statistical significance between self-control management and the dimension of continuous commitment among employees of Imam al-Sadiq University in Baghdad.

B. Table No. 15: Testing the second hypothesis

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.565 ^a	.319	.305	.93919	
ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.

1	Regression	19.044	1	19.044	21.590	.000 ^b
	Residual	40.576	46	.882		
	Total	59.620	47			
Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.712	.535		3.202	.002
	After continuous commitment	.571	.123	.565	4.647	.000

Source: Outputs of the statistical program (spss)

The table above shows a simple regression test, where it was found that the correlation coefficient is equal to 0.565, and this indicates a strong relationship between the variables of the study, and that the coefficient of determination is equal to 0.319, which explains the relationship between the two variables by 31.9%. As for the variance table, it explains that the f factor is 21.590 and that the statistical significance is 0.000, while it is also clear from the beta (B) coefficient that it is equal to 0.571 for the self-control management variable and that the statistical significance is 0.000, that is, less than the level of moral significance of 0.05, and this indicates There is a statistically significant relationship between the management of self-control and the dimension of continuous commitment from the point of view of the employees of Imam al-Sadiq University in Baghdad.

Testing the third hypothesis: There is no statistical significance between self-control management and the standard commitment dimension among employees of Imam al-Sadiq University in Baghdad.

C. Table No. 16: Testing the third hypothesis

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.760 ^a	.578	.569	.73962		
ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	34.456	1	34.456	62.988	.000 ^b
	Residual	25.163	46	.547		
	Total	59.620	47			
Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.102	.394		2.795	.008
	Normative commitment	.721	.091	.760	7.936	.000

Source: Outputs of the statistical program (spss)

The table above shows the simple regression test, where it was found that the correlation coefficient is equal to 0.760, and this indicates the strong relationship between the study

variables, and the coefficient of determination is equal to 0.578, which explains the relationship between the two variables by 57.8%. As for the variance table, it explains that the f factor is 62.988 and that the statistical significance is 0.000, while it is also clear from the beta (B) coefficient that it is equal to 0.571 for the self-control management variable and that the statistical significance is 0.000, that is, less than the level of moral significance of 0.05, and this indicates There is a statistically significant effect between self-monitoring management and the standard commitment level on the part of university employees

XI. RESULTS

The following conclusions were reached:

1. There is a relationship between the management of self-control and the dimension of emotional-feeling commitment among the employees of Imam al-Sadiq University in Baghdad.
2. Is there a relationship between self-monitoring management and the level of continuous commitment among employees of Imam Sadiq University in Baghdad?
3. Is there a relationship between the management of self-control and the dimension of normative commitment among employees of Imam al-Sadiq University in Baghdad?
4. The existence of human relations between employees at Imam Sadiq University and their direct managers.
5. The employees of Imam Sadiq University adhere to the professional ethics that they practice at the university.
6. Employees follow instructions within the administration of Imam Sadiq University to conduct work to the fullest extent
7. When a problem occurs during work, employees communicate with their direct managers to solve the problem.
8. Most employees believe that their decision to work at the university was a correct decision
9. University employees feel a strong sense of belonging to the university
10. University employees feel that the problems they face at the university are part of their personal problems.

XII. RECOMMENDATIONS

1. Work to build communication between employees and their managers in the administration with the aim of carrying out the required work to the fullest extent
2. The necessity of having an administrative organization in the administration in order to carry out the required work to the fullest extent
3. Developing self-monitoring management during the performance of employees' job tasks at the university without the need for oversight by their superiors.
4. Working to evaluate employees on a permanent basis leads to organizing administrative work.

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