

Self-Regulation Among the Employees of Sumer University

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ABSTRACT

The importance of the current research emerges from the importance of the target group, which is the university's employees, as the university, with all its staff, students and teaching staff, is a place for the transfer of knowledge and knowledge and a place where daily transactions are organized according to special laws and regulations, and this calls for direct interaction between employees, students and teachers, dealing kindly and forming relationships Humanity based on mutual respect. After presenting the findings of the researchers and discussing them in the light of the research objectives, the following conclusions can be reached: The university staff in general has self-organization, whether it is for males or females, which indicates that university employees use self-regulation processes to organize and control their behaviors and achieve their goals, as well as having a good level of self-efficacy that enhances their ability to self-regulate. Self-regulation is a psychological dimension in forming good positive behaviors in dealing with different situations. There are no statistically significant differences in self-organization according to the gender variable, and this is due to their humanitarian work carried out by the individual at the university and the emphasis on the principle of gender equality and the sense of great responsibility placed on them. There are no statistically significant differences in self-organization according to the service variable. This indicates that all male and female employees possess good skills and competencies at work. They work with the same passion and dedication at work and enjoy high self-efficacy.

Keywords: Self-regulation, employees, Sumer University.

Introduction

First, the research problem: For several decades, psychological research and studies have been limited to the negative aspects of personality and the lack of interest in the positive aspects of human life, such as the feeling of happiness and satisfaction with life. Recent trends in psychological literature emphasize positive-format concepts within the term positive psychology (Al -Aboudi, Salih, 2015; p. 103). The failure that occurs in the individual's self-regulation is due to the individual's inability to deal with pressures and lack of control over his behavior, and thus he criticizes himself harshly (Stanton,

et.al, 1994, p. 350). The researchers also believe that the failure of self-regulation is a key in the individual's inadequacy in controlling his behavior and his sense of disorder, which was indicated by (Hoyle, 2010) that individuals who fail to achieve their self-regulation do not benefit from the psychological benefits resulting from a sense of stability and psychological stability and suffer of complex psychological disorders, (Hoyle, 2010, p.7). The results of the study of Sebena et al. (Sebena, 2013) showed that the failure of self-regulation in people is a significant and consistent indicator of symptoms of depression and the development of unhealthy and addictive behaviors, (Nasr,

2018: p. 314-315). The results of Koushki et al. (2014) showed that low self-regulation leads to functional procrastination compared to others with good self-regulation, (Nasr, 2018: pp. 301-302). Since university employees face multiple requirements and situations that may lead to arousing feelings of negativity and job exhaustion, and thus live the experience of separation from work and affecting job performance. It deserves to be lived.. Therefore, it requires us as researchers to turn to the study of human behavior according to the concepts of positive psychology, in their lives, especially the current research variable (self-regulation) in answering the following question. Are university employees self-organizing?

Second: The importance of research: The importance of the current research emerges from the importance of the target group, which is the university's employees, as the university, with all its staff, students and teaching staff, is a place for the transfer of knowledge and knowledge and a place where daily transactions are organized according to special laws and regulations, and this calls for direct interaction between employees, students and teachers, dealing kindly and forming relationships Humanity based on mutual respect, (Golman , 2000: p. 12). Also, self-regulation is of great importance in psychology and education, as (Eisenberg & et. al, 2019) indicated that it is a psychological structure that consists in a cognitive framework and an understanding of the world around it that is concerned with individual standards and differences and may be affected by the way people think around him and his understanding of the surrounding circumstances, (Abdul Hadi, 2021: p. 136). Self- regulation is a means of success because it works to achieve potentials and goals, control things, and the ability to think positively, and some individuals seek to achieve a better level of performance, and therefore the people who are able to achieve success are actually happy and productive people (Muhammad, 2021). : p. 5).

Without self-regulation, the employee may face his profession with boredom and lack of endurance and be inactive and effective

in performing his profession and this may reflect negatively on his psychological health and even in his relations with employees at work, thus failing to achieve self-regulation (Al-Fadhli, 2001: p. 15).

Third: Research Objectives: The current research aims to know: 1- Self-regulation among the employees of Sumer University. 2- Significance of differences in self-regulation according to the gender variable (male - female). 3- The significance of the differences in self-regulation according to the service variable (10 or less - more than 10).

Fourth: The limits of the research: The current research is determined by the employees of Sumer University, of both sexes (males - females), for the academic year (2021-2022).

Fifth: Search terms:

Self -regulation : It was defined by: Bandura (Bandura , 1991): "It is the ability to control the behavior that is achieved by observing individuals their behavior and performance, judging and evaluating it using personal standards for them and responding to it positively and negatively according to the stimuli to which they are exposed" (Bandura, 1991, p.941). Bandy & Moor (2010): It is a skill that has an impact on a person's ability to bear the desired desires, deal with failure and disappointment, and work towards success (Bandy & Moor, 2010, p.1). Theoretical definition of self-regulation: The researchers relied on the definition of Bandura "(Bandura, 1991)" a theoretical definition because it relied on his theory in preparing the self-organization scale referred to earlier. As for the procedural definition of self-regulation: it is the total degree that the respondent will obtain through his response to the paragraphs of the self-regulation scale that was prepared in the current research.

Literature review

1. The concept of self-regulation

There are different labels for self-regulation, including self-regulation, self-control, and self-regulation of learning. Although they differ in appearance, they share one ground, which is (self-organization), researchers may see the

adoption of the term self-regulation of learning in aspects of the academic or In the context of the educational environment, while the term self-regulation is used to develop behavioral, emotional and cognitive aspects far from the academic aspect of the individual, (Al-Khudairi, 2021: p. 37). Psychologists have paid great attention to self-regulation for more than (30) years. The interest in it has increased because it aims to regulate the individual's behavior in different life situations where the individual's behavior is commensurate with social values and principles, (Al-Zwaini, 2018: p. 49). The American psychologist Bandura (Bandura, 1986) was credited with the emergence of the term self-regulation (Cervone & et.al, 2004, 190). Bandura was the first to study the concept of self-regulation when he developed his social cognitive theory and assumed that there are three determinants of personality that enable an individual to perform his behaviors actively and effectively. The individual is in different life situations, while environmental factors include the roles played by parents, teachers, peers and others towards individuals and these determinants are in reciprocal relationships between personality (Personal), behavior (Behavior) and the environment (Bandura, 1986, p.454). According to Zimmerman and Schunk (Zimmerman, Schunk, p1994), external sources start through several elements, namely:

1. Observation: It is one of the most important elements. Individuals notice the models in front of them, and through training and practice, as well as strengthening them with feedback, they acquire characteristics of self-regulation.
2. Simulation: It is almost similar to the first element (observation), as the individual imitates the model in front of him in his behavior.
3. The level of organizational control: here the individual self-regulates and practices it independently without interference or guidance from the model.
4. Gaining competence in self-regulation: Here the individual reaches a high level of competence in self-regulation, where individuals

practice the characteristics and tasks on a regular basis with the necessary adjustments without the intervention of others (Abdel-Fattah, 2005: p. 134). As for Piaget, he sees the individual's ability to self-regulate as part of his mental life, and that self-regulation grows and develops as a result of the continuous interaction between the individual and the environment. He found that there are three types of self-regulation:

1. Independent self-regulation: it means the regulation of performance during the acquisition of knowledge, and the individual adjusts his actions and behaviors.
2. Effective self-regulation: the individual indicates the selection and application of hypotheses.
3. Conscious self-regulation: it means the individual's ability to reflective thinking and clarifies what is beyond knowledge (Momni and Khazali, 2016: p.462).

2. The Explanatory Theory of Self-Organization

The scientist (Albert Bandura, 1986) is the first to emphasize the self-regulation of people in his social cognitive theory (Al-Atoum et al., 2005: p. 27). At first, this theory was called Social Learning Theory, which had little interest in cognitive variables, but gradually the interest in these variables increased later, (Praffin, 2010: p. 206). Due to the developments achieved by the theory, Bandura renamed it With the Social Cognitive Theory, many researchers have described him as a cognitive psychologist because of his focus on the mechanisms of self-regulation and motivation because they have a greater role in the behavior of the individual than the influence of environmental factors, (Bandura, 2001, p.1). Bandura may see that self-regulation means the individual's ability to control his own behavior, and regulation becomes self-regulation when the individual has the ability to distinguish appropriate behavior and inappropriate behavior and choose actions accordingly (Bandura, 1986, p.288). It is possible through self-regulation that we value ourselves well. If the individual feels, with

the passage of time, he approaches and reaches his goals and standards, and that he always receives praise and self-reward, then he has a high self-concept (self-esteem), but if he feels, over time, that he fails to reach his goals and standards, then he is His self-esteem is low. Bandura recommends that those who suffer from low self-esteem should take the following steps:

1. Concerning self-observation: the individual must constantly observe himself and be keen to show clear behavior.
2. Concerning the criteria: the individual's criteria should be at an average level, that is, not to be too difficult, not to make himself the subject of failure, and not to be too easy to make sense.
3. Concerning self-response: the individual should use self-reward and praise instead of self-punishment, and celebrate his success and not be preoccupied with his failure (Al-Zwaini, 2018: p. 63).

3. Previous studies

A study (Zadeh&Khoshouei, 2016):

study	Zadeh&Khoshouei,2016
Study Title	The relationship between self-regulation and personality traits with the .work stress of employees
Place of study	Iran
Objectives of the study	To investigate the relationship between self-regulation and personality - traits (neuroticism - extraversion - openness to experience - acceptance conscientiousness) with the work pressures of employees at the University of Isfahan
The study sample	employees 200
Statistical means	A questionnaire
Results	,There are no statistically significant differences for males and females and there is a negative statistically significant relationship between work ,stress and self-regulation and four personality traits (extraversion openness to experience, acceptance, and conscientiousness), as well as the results indicate that self-regulation contributes to reducing stress at work .and working on improving mental health

(Zadeh&Khoshouei, 2016 p.14)

Research Methodology and Procedure

Research methodology and procedures: Since the subject of the research determines the appropriate approach, the researcher relied in her research on the descriptive research method as it is one of the most common methods in the organized scientific interpretation to describe a specific phenomenon and depict it quantitatively by collecting data and standardized information about the phenomenon and subjecting it to the study. (Frankele & Wallen, 1993, p.370)

Research community: The current research community has been identified with the

employees of Sumer University in Dhi Qar Governorate for the year (2021-2022), which includes (8) colleges, and their number is (245) male and female employees distributed by (149) male employees, and the percentage of males is (61%), and the percentage of females was (39%), with (96) female employees.

Research sample: The current research sample was chosen randomly from the original community to be researched, so that the sample number was (150) male and female employees and (61%) of the original research community distributed over the colleges of Sumer University in Dhi Qar Governorate, where the number of males

reached (91.) employees by (61%), and the number of females was (59), with a percentage of (39%).

Research tool: self-regulation scale

- Defining the concept of self-regulation :The researchers determined the theoretical definition of self-regulation based on the definition (Bandura, 1991) as " It is the ability to control the behavior that is achieved by observing individuals their behavior and performance, judging and evaluating it using their personal criteria and responding to it positively and negatively according to the stimuli to which they are exposed (Bandura , 1991, p.941)
- Determining the dimensions of the self-regulation scale: The researchers identified three dimensions of the scale referred to in the second chapter, based on the analysis of the definition of self-regulation, and based on the definition of (Bandura)
 - Self-observation: It is the individual's observation of himself by observing his performance and behavior while dealing with others.
 - Autonomy: It is the individual's evaluation of his performance in terms of its value in achieving his goals according to personal standards compared to the performance of individuals.
 - Self-response: It is the individual's belief that he is making good progress and equal to his expectations of achieving the goal that leads to improving his performance (Bandura, 1991, p.941).
- Formulation of the scale items and their distribution according to the dimensions: To obtain items covering the concept of self-organization, the researcher used the "Bandura" theory, and (26) items were formulated for the self-regulation scale, with (8) items for the first domain and (9) items for the second and third domains.
- Determining the weights of the alternatives and the method of correction: The researchers identified the answer alternatives on the scale, which are (it applies to me to a large extent, applies to me to a moderate degree, applies to me to a small degree, does not apply to me, does not apply to me at all), and the degree of correction for the alternatives for the positive paragraphs is (1,2 3,4,5), where the degree of strength of the alternatives ranged from (5), which represents the highest

response to the paragraph from the respondent, and with a degree (1), which represents the lowest response to the paragraph from the respondent, while the negative paragraphs are (5,4,3,2,1) As the degree of (1) represents the highest response to the paragraph, and degree (5) represents the lowest response to the paragraph of the respondent.

Validity of paragraphs of the self-regulation scale:

- The validity of the arbitrators: The self-regulation scale was presented to a number of specialists in educational and psychological sciences to express their opinion on the validity of the test items and its vocabulary.
- Experiment with clarity of paragraphs and scale instructions : The scale was prepared in its final form, where the researchers applied the scale to a sample of (40) male and female employees. The researcher noticed that the time taken to answer ranges between (15-20) minutes, knowing the strength and weakness of the scale, and it was found that the positions are clear.
- Statistical analysis of the paragraphs of the self-organization scale: The researcher chooses the appropriate items with good statistical characteristics, he must control the characteristics of the whole scale and its ability to measure what was prepared for its purpose, so it is necessary to ensure the characteristics of each paragraph and to exclude the inappropriate items from the scale, (Chiselli, 1981: p.423) Therefore, the researchers calculated the psychometric properties of the self-regulatory vertebrae , as follows:
- Determining the sample of statistical analysis: The sample of analysis amounted to (150) male and female employees distributed over the faculties of Sumer University in Dhi Qar Governorate, and the researcher relied on determining the size of the research sample on scientific references in order to calculate the psychometric properties of the paragraphs of the self-regulation scale.

First: The discriminatory power of the paragraphs of the self-regulation scale: This procedure aims to analyze the paragraphs of the (self-regulation) scale on the statistical analysis sample of (150) male

and female employees. The researchers followed the following steps:

1. Applying the scale after obtaining the apparent validity by presenting it to the arbitrators.
2. Finding the total score for each form after correcting it.
3. Arranging the scores obtained by the sample in descending order from the highest scores to the lowest scores.
4. A percentage (27%) was chosen to represent the upper group, and a percentage (27%) to represent the lowest group of degrees, in order to represent the two extreme groups, by adopting a percentage of (27%) of individuals in each of the two extreme groups, and because the statistical analysis sample consisted of (150) Male and female employees, so the number of forms in each of the two groups was (41) forms.
5. Applying the t-test for two independent samples to find out the significance of the differences between the upper group and the lower group for each paragraph of the scale. (0.05) and the degree of freedom (80). The results showed that all items were distinguished except for items (17, 14).

Second: The internal consistency method: The internal consistency of the self-regulation scale has been calculated using the following methods- :

1. The relationship of the degree of the paragraph with the total degree of the field: In order to find the correlation coefficient between the total degree of the scale, the researcher used the Pearson Correlation coefficient, and the t -test for the significance of the correlation coefficient, using the same data that was subjected to statistical analysis by the method of the two outliers. (1.96) at the significance level (0.05) and the degree of freedom (80), and the correlation coefficients range between (0.22-0.48).
2. Psychometric properties of the self-regulation scale: Honesty is one of the most important psychometric properties that should be available in the psychological measurement. To

ensure the validity of the self-regulation scale, the researchers used the following types of honesty:

A - Logical honesty: This type of honesty was provided in the self-regulation scale by defining the concept of self-regulation and defining and defining its domains, which are: The field of self-observation, The field of autonomy, The domain of self-response

B- Apparent honesty: In order to achieve this validity of the self-regulation scale, it was presented in the initial form to a group of arbitrators in (13) who have specializations in the educational and psychological sciences, in order to estimate the validity and appropriateness of the paragraphs and alternatives to the scale, and the researchers achieved through the procedures referred to it in the paragraph on the investigation of the validity of the paragraphs of the scale and its components and alternatives.

C- Validity of construction: The two researchers verified the validity of preparing the self-regulation scale through: 1- The method of Contrasted Groups 2- The method of internal consistency. In order to ensure the internal validity of the scale items, the researcher resorted to using three methods, represented by the following: The relationship of the paragraph's degree to the total degree of the scale, the relationship of the paragraph's degree to the total degree of the field to which it belongs, The relationship of the degree of the field to the total degree of the scale and the relationship of the degree of the field to the other field.

Second: Scale stability indicators: To calculate the stability coefficient of the self-regulation scale, the researchers relied on two methods:

A- Retest method: To calculate the stability according to the retest method, the researchers applied the self-regulation scale to a sample of (40) male and female employees at Sumer University who were chosen randomly. Pearson's correlation

between the scores of the two applications has a reliability coefficient of (0.73).

b- Alpha- Cronbach equation for internal consistency: In order to calculate stability in this way, the statistical analysis scores of (150) forms were subjected to the alpha-

Cronbach equation, and the value of the alpha coefficient was (0.71) after excluding paragraphs (1-3-17-24), which is a good indicator and evidence of the homogeneity and consistency of the paragraphs and it can be relied upon. .

Table (1) Descriptive statistical characteristics of the research sample on the self-regulation scale

T	pointer	worth	T	pointer	worth
1	mean_	88.01	5	Skewness. sprain	-0.57
2	Median	89.50	6	Kurtosis	0.15
3	Mode_	93	7	Minimum Degree	56
4	Standard Deviation	10.27	8	Maximum s highest score'	109

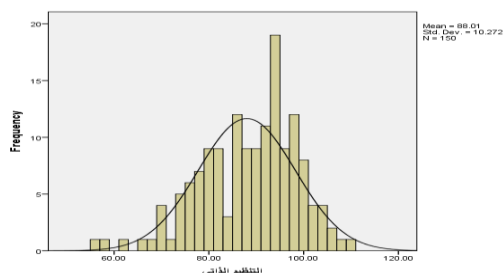


Figure (1) the average distribution of the degree of the sample members on the self-regulation scale

Describe the self-regulatory scale in its final form: After verifying the standard characteristics represented by the indicators of statistical analysis, the validity and stability of the scale, and thus, the self-regulation scale became in its final form consisting of (22) items distributed on the following dimensions: The field of self-observation consists of (7) paragraphs - The field of autonomy consists of (7) paragraphs. The subjective response field consists of (8) paragraphs.

Presentation, interpretation and discussion of the results

Table (2) T-test for the difference between the sample mean and the hypothetical mean of the organization scale self

Sample volume	SMA	The standard deviation	hypothetical mean	Calculated T-value	Table T-value	degree of freedom	Indication level

The first objective: to identify the self-regulation of the employees of Sumer University. To achieve this goal, the researchers applied the organization scale. The results showed that their average score on the scale amounted to (85.96) degrees and a standard deviation of (9.38) degrees, and when balancing this average with the hypothetical average For the scale of (66) degrees, and by using the t-test for one sample, it was found that the difference is statistically significant and in favor of the arithmetic mean. The calculated t-value was higher than the tabular t-value of (1.96) with a degree of freedom (149) and a level of significance (0.05), and Table (2) illustrates this.

150	85,96	9,38	66	26,07	1,96	149	D
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The result of Table (2) indicates that the research sample has organization self.

The researchers believe that the employees' enjoyment of a degree of self-regulation means that they are able to control their emotions and professional behaviors, observe and evaluate their performance in the situations they are exposed to using their own personal standards, and that the university employee is able to benefit from the skill of self-regulation in professional work so that he can Reaching his goals, controlling his emotions and maintaining his calmness, and this indicates that the employee is able to overcome his professional problems and reduce his tension so that he can complete his

professional tasks with ease and deal smoothly with his colleagues.

The second objective: to identify the significance of the differences in self-regulation according to the gender variable. To achieve this goal , the researchers extracted the values of the Pearson correlation coefficients between compassion very and organization self For males and females separately , and then the researchers used the Z - test for Pearson 's correlation coefficient to reveal the significance of the differences between the two correlation coefficients, and Table (3) illustrates this.

Table (3) The results of the statistical test for differences in regulation self According to the gender variable

Relationship between the two variables	the sex	the number	correlation coefficient	The standard	Calculated value	tabular value	Significance level (0,05)
self-regulation	male	91	0,45	0.485	0.15	1,96	_ nonfunction
	female	58	0,43	0,46			

The above result indicates that there is no difference in the organization self-According to the gender variable, because the calculated value for this comparison is less than the tabular value of (1.96) at the level (0.05). The two researchers believe that self-regulation is one of the most important personal motives for (males and females), as both of them include help, support, reinforcement, mastery of work and gratitude, and this is associated with the profession of university employees, and that both sexes work in similar environments and are subject to the same conditions at work, the same assessment and supervision bodies, and under the same burdens and pressures This is due to the fact that the responsible leaders in universities

do not differentiate between them in dealing, which works to exchange trust and respect between them, and with a study (Zadeh & Khoshouei , 2016).

The third objective: to identify the differences in self-regulation according to the variable length of service. To achieve this goal, the researchers extracted the values of the Pearson correlation coefficients self-According to the two categories of service period, and then the second researcher used the hyper - test of the Pearson correlation coefficient to reveal the significance of the differences between the two correlation coefficients, and Table (3) illustrates this.

Table (3) the results of the statistical test for differences in regulation self-Depending on the variable duration the service

Relationship between the two variables	the service	the number	correlation coefficient	The standard	Calculated value	tabular value	Significance level (0,05)
self-regulation	10 and less	118	0,40	0,424	1,30	1,96	_ nonfunction
	more than 10	32	0,60	0,693			

The above result indicates that there are no differences in organization self-According to the service period, because the calculated value of this comparison is less than the tabular value of (1.96) at the level of (0,50). The researchers believe that all employees have the same skills and competencies acquired during work, and that there is no difference between newly experienced employees and experienced employees, they work with the same effort and accuracy at work and they are able to control themselves during work pressures and that these pressures do not affect their psychological state, they deal with compassion and kindness With themselves and have self-efficacy to reach their goals and the satisfaction of the institution with them , and they have a high awareness that all people fail, make mistakes, and feel inadequate in some way, and therefore they struggle for achievement and self-realization, and then help the university employee to realize his negative experiences. They both tend to prove themselves in a way that leads to the development of their professional growth.

Conclusions

After presenting the findings of the researchers and discussing them in the light of the research objectives, the following conclusions can be reached:

1. The university staff in general has self-organization, whether it is for males or females, which indicates that university employees use self-regulation processes to organize and control their behaviors and achieve their goals, as well as having a good level of self-efficacy that enhances their ability to self-regulate.

2. Self-regulation is a psychological dimension in forming good positive behaviors in dealing with different situations.
3. There are no statistically significant differences in self-organization according to the gender variable, and this is due to their humanitarian work carried out by the individual at the university and the emphasis on the principle of gender equality and the sense of great responsibility placed on them.
4. There are no statistically significant differences in self-organization according to the service variable. This indicates that all male and female employees possess good skills and competencies at work. They work with the same passion and dedication at work and enjoy high self-efficacy.

Recommendations

In light of the findings of the researchers, the following can be recommended:

1. Motivating researchers in the educational field to prepare various researches and studies on how to develop and improve the use of self-organization among students and staff at the university.
2. Holding seminars and workshops to train employees on self-organization and its practice.
3. Work to increase communication and communication between employees, students and professors in order to achieve social and psychological well-being within the institution.
4. Psychological counselors and those responsible for mental health can infer the existence of a positive personality

through a good means, which is self-regulation.

Suggestions:

In light of the above and to complement the current research, the following are suggested to researchers:

- 1- Conducting similar studies to the current research on other segments of society (teachers - counselors - teachers - employees of other institutions).
- 2- Study of self-regulation and its relationship (self-well-being - emotional discharge - altruistic behavior).

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