

Self-Control and its Correlation to Decision-Making among Anbar University Employees

E.H. Mousa¹

¹College of Education for Humanities, University of Anbar, Iraq. Email: ed.elaf.hamid@uoanbar.edu.iq

ABSTRACT

The current research aims to identify self-control among Anbar University employees. Also, identifying the decision-making among these University employees and the correlation between self-control and decision-making. Thus, the current research community includes the employees of Anbar University, affiliated to the Ministry of Higher Education and Scientific Research for the academic year (2020-2021) of (1240) male and female employees of both types by (953) male employees, at a rate of (76.9%), and (287) female employees, at a rate of (23.1%). It is a partial group that represents the original community that the researcher has chosen to study, and has the same characteristics as the original community to which it belongs, and all the characteristics of the original community must be present in it. Furthermore, it is a miniature model for this community to reach conclusions or generalizations related to the community (Al-Manizel and Gharabia, 2010: 18). The current research sample consisted of (200) male and female employees at Anbar University, who were randomly selected from the original community of (1240), with a percentage of (16%), as the number of male employees (136), and the number of female employees (64). The research results showed an increase in the level of self-control of the university of Anbar employees. The results of our study also showed that it can be used these results in evaluating university employees as a criterion for subsequent years.

Keywords

Self-control, Decision-making, University Employees.

The Research Problem

The individual's vision of himself is a cognitive factor that includes as much as possible the preservation of the unity of personality. The personal identity includes three axes: the methods in which he considers his current capabilities, position, and roles first, what he would like to be in the future and his aspirations for himself secondly, and what is in his possession thirdly. The individual strives to be aware of himself and the world around him, so he is constantly asking himself, who am I? What do I become to be? Who am I compared to others? (Allport, 1961: 385). The individual seeks, trying to reach certain goals, and those goals depend on his perception of himself, and thus it is the cornerstone on which his personality is based and it is the basis for his personal and social harmony (El-Messiri, 2003, 2). The decision-making process is not easy and has its importance in the educational field, which was pointed out by (Al-Nuaimi, 2005) study. Thus, decision-making capacity ranked the second among the unrealized skills in the field of self-skills of employees and leaders, since employees believe that the task of decision-making is difficult, and it takes time and effort to reach the right decision

(Al-Nuaimi, 2005: 97). The characteristic of the decision-making capacity in the study (Al-Dulaimi, 1989) received a high rank, and this is evidenced by the emphasis of the sample members (from the employees and the educational body). The importance of this characteristic because these decisions serve the educational process and seek to develop administrative work (Al-Dulaimi 1989: 77). According to the above, the researcher may ask whether there is a correlation between self-control and the decision-making mechanism of education employees or not? What is the strength of correlation, if any? does this correlation differ according to the two sexes? On the other hand, the study problem becomes clear in that Arab studies and research in general and Iraqi studies in particular that were conducted on self-control and according to the researcher's knowledge did not address the concept of employee self-control and its correlation to decision-making, which made it also a problem that deserves study and monitoring (Alusi, 2005,15).

Research Importance

Psychologists clarified the concept of self-control as a relatively modern concept, and it as a variable

of personality variables, where the scientist (Julian Rotter G. Rotter) derived this concept from a theory in social learning. Because of the novelty of this term, Arabic translations were numerous, some of them called it the locus of control, some of them called it the source of control, the point of control, and self-control, but they agree that it is the cornerstone of personality. Likewise, its primary function is to seek the integrity and consistency of personality, so that the individual is adapted to the environment in which he lives and makes him have an identity that distinguishes him from others (Al-Dabbagh, 1997, 159). Self-control is a sufficient force to keep conflicting impulses under control so as not to let feelings drift under the influence of conflict, and individual differences between individuals appear in the decision-making process and in how to act in emergency social situations (Wegner and Vallachre, 1980, p.244). Those who are characterized by self-control were more able to cope with psychological stress and quickly get rid of symptoms of stress and tension compared to people with weak self-control (Friedman, 2000, P.595). The employees may be characterized by various qualities, including vital energy, speed of excitement, commitment. Thus, the employee must benefit from these qualities and be fully aware of what he is doing. Here the great responsibility falls on the shoulders of all universities in preparing employees and developing their awareness to achieve their goals and make the progress they want without eliminating the various values and meanings (Fahmy, 2007, 103). Therefore, the research's importance lies in identifying the self-control of a sample of university employees (Anbar University). Besides, its correlation to their decision-making, because achieving their goals is closely related to satisfaction and confidence in their work, as they struggled and were exposed to many dangers in order to achieve many meanings. High morale makes them able, ready and persistent until they look for many meanings in their lives and feel happy when doing any tasks or when helping others, also feeling that they have energy and vitality in self-control and decision-making capacity to take on a lot of responsibilities without feeling overwhelmed and tired.

Research Aims

The current research aims to identify the self-control among Anbar University employees. Also, identifying the decision-making among these University employees and the correlation between self-control and decision-making.

Research Limits

The current research is determined by studying self-control and its correlation to decision-making among employees of Anbar University in Anbar Governorate for the academic year (2021-2022).

• Defining Terms

1- Self-Control

(Rotter, 1966) defines it as individuals should determine their expectations in light of their management of the source of support positively or negatively. Those with internal control believe that the positive or negative support that occur to them are related to internal factors related to their personality, while those with external control, believe their support are related to external factors. (Pandora, 1977) indicated that self-control is the control of emotional and physiological responses using cognitive methods and self-expressions. It is the control that the individual exercises over his feelings, motives, and actions, so that he can control and direct them according to his will, therefore that he can study their consequences and according to the complications that may result from them (Razzouk, 1977, 39). Alternatively, the researcher adopted the definition of (Julian Rotter, G, 1966) a theoretical definition of the study, as it adopted the theory of social learning (Julian Rotter, 1966) in social learning to define the term of the study (self-control) and the interpretation of its results. Finally, the Procedural definition refers to It is the degree obtained by the respondent (employee) on the paragraphs of the self-control scale for which the researcher adopted the scale.

2- Decision-making

(Good, 1972: p158) defines it as a process or method for studying and evaluating the situation

after diagnosing problems, taking into account alternative solutions to problems before decision-making). Instead, it can be the process of choosing the most appropriate alternatives available to the rapporteur to accomplish the desired goal or objectives or solve the problem that awaits an appropriate solution (Yaghi, 1983: 4). Similarly, the theoretical definition of (Farhan, 1985: 26) for decision-making because was based on its scale, where Farahan defined it as a mental process that requires great attention, perception, initiative, and innovation, and leads to a logical conclusion of a situation that requires choosing a solution with its implementation). Finally, the procedural definition of decision-making is the degree that the employee gets by estimating answers to the decision-making paragraphs adopted in this research.

The Theoretical Framework and Previous Studies

1- Self-control

The concept of self-control is related to the individual with several concepts, including internal monologue, information processing, self-awareness of behavior, and organized logical thinking, which is a form of cognitive reorganization that aims to train the individual to modify internal monologue patterns. (Meichenbaum, 1977) develop this approach as it was found that getting rid of a problem means getting rid of speaking into languages in a defeatist and negative way and replacing it within internal monologue a positive way. It is also mentioned in the discussion of internal dialogue allows the individual to supervise and control his thoughts, desires, feelings, and activities in interpreting them as cognitive and perceptual (Karolig and Kanfer, 1982, p. 49). However. One of the Theories that explain self-control is Freud's psychoanalysis theory, Freud invented the theory of psychoanalysis, the concepts of insight, awareness, conscious, subconscious, and unconscious became one of the most important foundations included in any theory of behavior modification. Perhaps Freud was the first to confirm an individual's awareness of the emotional historical events that he experiences that lead to direct changes in his behavior. Freud also referred

to the idea of (the ego) as the structure of secondary mental processes or realistic logical thinking governed by what is perceived in the environment around the individual and the ego. This secondary process consciously choosing what increases and then trying to implement it, in reality, to test the secondary process on satisfaction (Daoud and Al-Obaidi, 1990 P. 88). Among the functions of the ego are: self-control, stress tolerance, and delay of gratification (Caroly, Kanfer, 1982, P.6-7). The concept of delaying gratification plays a vital role in the psychoanalytic theory of the development of the ego (Singer, 1955, P.259). Moreover, Freud considered the ability to delay gratification is the main aspect of cognitive and social development and from the point of view that the permanent frustration of the individual's attempts to satisfy the immediate need makes the transition from the pleasure principle to the reality principle (Miller, Karniol, 1978, P.504). Freud indicates in psychoanalysis theory that we usually protect ourselves against anxiety by using different defense mechanisms at the same time, and even if these mechanisms differ in their specificity. They have two important things in common, which are Defense mechanisms function unconsciously (Shelter, 1983, p. 42), and defense mechanisms are denial or distortion of reality.

2- Decision-making

Decision-making in the current period depends on economic studies and psychology since decision-making is contributed by economists. As for the decision-making process, as it occurs, psychologists contribute to it (Marar, 1982: 138). Psychologists have benefited from the findings of economists in their research to decision-making, as they are the first to begin formulating theories of decision-making and their choice of the decision-maker with characteristics, including the high possibility of feeling choices and rationality (Al-Obaidi, 1987: 23). The decision-making process without any doubt is the essence of the work, and many writers use the word manager as a synonym for the word decision-maker (Abdel-Fattah, 1993: 101), and it is an essential process in the life of any organization as it is the basic axis of its activities. It is in every aspect of the organization's internal business, as it is an

essential and continuous process of functions and essential to its success (Dora et al., 1994: 478). Therefore, the types of administrative decisions can be classified as,

- **Decisions According to the Administrative Level**

These decisions are sub divided into Organizational and personal decisions, where Chester Barnard confirms that the organization's decisions can be taken at the personal level or the organizational level. Personal decisions are the decisions that affect the decision-maker himself, and the person bears responsibility for their results on their own, and they fall outside the limits of the employee's authority such as of these decisions is resignation. Then, the organizational decisions, are decisions taken under the authority that he enjoys (Abbas and Barakat 1 200: 109-110), they mean the decision taken by the employee, such as setting a goal or agreeing to a specific plan (Al-Jayyousi and Jadallah, 2001: 83). These decisions are taken by the employee as the person responsible for the organization and reflect the position and policy of the organization towards the problems presented, such as the decision to provide an incentive or promotion (Al-Shaibani, 1985: 201). Strategic decisions are another type of decision according to the administrative level, which are the decisions that deal with future issues important to the organization and include the organization's objectives and its financial and human resources. These decisions are often taken at the higher levels of the organizational structure and depend on predictability. Therefore, the employee has to develop his intuitive ability to predict future conditions (Dora et al., 1994: 492-493). Finally, programmed decisions are those that deal with daily issues according to pre-procedures, which are routine and repeated decisions, such as calculating the salary of an employee, and the decision is made in it regardless of the person who was appointed (previous reference: 491). On the other hand, the un-programmed decisions are taken concerning recurring, non-routine problems, since the use of prior solutions is not appropriate in facing such problems, and making decisions about them takes a long period because they require intellectual

effort, experience, and require creative thinking (Zaghloul and Zaghloul, 2003: 329).

- **Decisions According to the Degree of Trustworthiness of the Information**

They are based (decisions according to the degree of assurance), which are else confirmed decisions where the decision-maker in this type of decision is sure of the result as the external environmental factors do not affect the result (Al-Jayyousi and Jadallah, 2001: 79). Besides, the decision-maker has sufficient information to enable him to predict the expected results. Or Decisions in the event of risk, where the employee develops alternatives and according to the probabilities of achieving the expected results from each alternative (Al-Shamaa and Hammoud, 2000: 248). The alternatives are known, but the results are doubtful (Harem, 2004: 228), as the information for the decision-maker is partial and incomplete, as the decision-maker knows the probabilities of each alternative occurrence, but it is not one hundred percent (Abbas and Barakat, 2001: 117). Thus, the decision-maker calculates the expected value of each strategy and chooses the strategy that achieves the highest expected value in the case of profit and the lowest expected value in the case of costs (Al Jayyousi and Jad Allah, 2001: 80).

Research Methodology and Procedures

- **Research Methodology**

The researcher adopted the descriptive correlational research approach in this research to suit the current research problem and its goal, as it is one of the appropriate scientific research methods to study the correlational relationships between variables, This approach is focused on describing the phenomenon and defining the relationships between its elements, or between it and another phenomenon, to analyze, interpret and evaluating them, and getting meaningful generalizations that increase insight into the phenomenon. It is expressed qualitatively and quantitatively, to determine the type of correlations (relationships) between the variables and their size (Abbas et al., 2007: 74).

- **Research Community**

It is all the vocabulary or elements that the variable can take and which we want to obtain conclusions about, as it is of interest to the researcher or the decision-maker to generalize the research results to them (Al-Asadi and Aziz, 2014: 35). The current research community includes the employees of Anbar University affiliated to the Ministry of Higher Education and Scientific Research for the academic year (2020-2021) of (1240) male and female employees of both types by (953) male employees, at a rate of (76.9%), and (287) female employees, at a rate of (23.1%).

- **Research Sample**

The current research sample consisted of (200) male and female employees at Anbar University, which were randomly selected from the original community of (1240), at a rate of (16%). The number of male employees was (136), and the number of female employees was (64).

- **Research Tools**

- **Self-control Scale**

The researcher adopted a scale (Mustafa, 2018) to measure self-control based on Rotter's theory (Rotter, 1966) who defined self-control that individuals define expectations in light of their perception of the source of support, whether positive or negative. So those with internal control believe that the positive or negative supports that occur to them are related to internal factors related to their personality, while those with external control think their supports are related to external factors.

- **Scale Description**

The scale of self-control consists of (45) paragraphs divided into five axes by (10) paragraphs for self-monitoring, (10) paragraphs for self-evaluation, (10) for self-supporting, (10) paragraphs for environmental planning, and (5) paragraphs for gratification methods. In front of each statement are two paragraphs, one of which

measures self-control and the other does not measure it, and in front of each paragraph there are five alternatives (always, often, sometimes, rarely, never). The distribution of the alternative weights was (5, 4, 3, 2, 1) for the paragraphs that measure self-control, and thus the scale degrees ranged between (45- 225) degrees, with a theoretical mean of (135) degrees.

- **Scale Instructions**

The researcher prepared instructions for the scale that included how to answer its paragraphs, urged the respondents to be accurate in the answer and gave an example showing how to answer. The researcher concealed the goal from the scale so that the respondent would not be affected by it when answering. Then, asked the respondents to place a sign (√) under the alternative that represents their answer to the paragraph.

- **Scale Validity**

The researcher presented the scale adopted to measure self-control on (10) of the arbitrators specialized in the field of educational and psychological sciences, and modified in light of their observations of wordingsome paragraphs. All paragraphs were approved by the arbitrators by more than (80%), accordingly, the scale of self-control has become composed of (45) paragraphs.

- **Statistical Analysis of the Self-Control Scale Paragraphs**

To achieve this, the researcher applied the tool to the research sample consisting of (200) male and female employees of Anbar University, and the researcher conducted the statistical analysis of the following paragraphs:

- ***The discriminatory Power of Paragraphs***

To analyze the scale paragraphs and extract their discriminatory power, the researcher corrected the answers to the scale paragraphs and arranged the degrees from the high to the low. A percentage (27%) of the high degree representing the higher

group was selected and a percentage (27%) of the low degree representing the lower group, and because the sample is composed of (200), so the number of the higher members was (54) individuals, and the number of lower members was (54) individuals. By using the T-test for two independent samples to test the significance of the differences between the higher group and the lower group for each paragraph. The T value was considered an indicator for discriminating each paragraph by comparing it with the Tabulated value at a level of significance (0.05) and the degree of freedom (106), which was (1). All the paragraphs were distinct, as the discriminatory power ranged between (4,560-12,311).

- **Internal Consistency**

The researcher calculated the Pearson correlation coefficient between the paragraph score, the total degree of the scale, the paragraph degree, and the field to which it belongs, on the analysis sample of (200) individuals. The values of correlation coefficients ranged between (0.325 - 0.510), which is greater than the critical values of the correlation coefficient of (0,139) with the level of significance (0.05) and the degree of freedom (198). Thus, all the paragraphs were retained.

- **Indicators of Validity and Reliability**

The following are the steps that the researcher followed to verify the validity and reliability of the Self-Control Scale:

A- Validity of the Scale

The validity of the scale was verified by two indicators of validity, namely: face validity and construct validity, as Face validity, which was achieved in the scale by presenting it to a group of (10) arbitrators in the field of education and psychological sciences. All paragraphs of the scale were approved in their face validity. Secondly, the Construct validity represents the scale is valid in its construction when there are indicators such as the discriminatory power of the paragraphs and the paragraph correlation coefficient with the total degree of the scale (Anastasi, 1988: 154) Therefore, the construct validity was achieved by

finding the discriminatory power of paragraphs and the correlation coefficients, all of which were statistically significant.

B- Reliability

The researcher extracted reliability according to (Cronbach's alpha) equation. To extract the reliability according to this method, all the sample forms amounted to (200) were used, and by using the Cronbach's alpha equation, the reliability coefficient of the scale was (0,85). This is a reliability coefficient of statistical significance, as obtaining a high-reliability coefficient in this way indicates that the scale reliability is high (Al-Samadi and Al-Darabeh: 198 2004).

- **Scale of Decision-Making Capacity**

The researcher adopted a scale (Al-Dulaimi, 2016) to measure the decision-making capacity based on Festinger's theory (Festinger, 1962), who defined the decision-making capacity (the individual's endeavor to collect the most accurate information, experiences, and opinions that confirm and support this choice of one of the alternatives. Besides, reduce the importance and attractiveness of the rejected alternative, which reduces the state of conflict that results from the cognitive dissonance that includes decision-making.

- **Scale Description**

The decision-making capacity scale consists of (41) paragraphs, and in front of each paragraph there are five alternatives (completely agree, agree, unsure, disagree, completely disagree) and the weights of the alternatives were distributed (5, 4, 3, 2, 1). Thus, the degrees of the scale range between (41 - 205) degrees, with a theoretical mean of (123) degrees.

- **Scale Instructions**

The researcher prepared instructions for the scale that included how to answer its paragraphs, urged the respondents to be accurate in the answer and gave an example showing how to answer. The researcher concealed the goal from the scale so that the respondent would not be affected by it when

answering. The researcher asked the respondents to place a sign ($\sqrt{}$) under the alternative that represents their answer to the paragraph.

- **Scale Validity**

The researcher presented the scale adopted to measure the decision-making capacity on (10) gentlemen of the arbitrators specialized in the field of educational and psychological sciences, and all the paragraphs were approved by the arbitrators by more than (80%). Accordingly, the scale of decision-making capacity became composed of (41) paragraphs.

- **Statistical Analysis of Paragraphs**

To achieve this, the researcher applied the scale on a sample of (200) male and female employees of the University of Anbar, and the researcher conducted the statistical analysis of the following paragraphs:

- ***The Discriminatory Power of Paragraphs***

To analyze the scale's paragraphs and extract their discriminatory power, the researcher corrected the answers to the scale paragraphs and arranged the degrees from the high to the low. A percentage (27%) of the high degree representing the higher group was selected and a percentage (27%) of the low degrees representing the lower group, and because the sample consisted of (200) individuals, so the number of the higher members was (54) individuals, and the lower was also (54) individuals. By using the "T-test for two independent samples to test the significance of the differences between the two groups for each paragraph, the T value was considered an indicator for discriminating each paragraph by comparing it with the Tabulated value at the level of significance (0.05) and the degree of freedom (106), which was (1.98). The discriminatory power of all the paragraphs ranged between (3,688-11,254).

- **Internal Consistency**

The researcher calculated the Pearson correlation coefficient between the paragraph degree and the

total

degree of the scale, on the analysis sample of (200) individuals, and the values of the correlation coefficients ranged between (0.366 - 0.544). It is greater than the critical values of the correlation coefficient of (0,139) with the level of significance (0.05) and the degree of freedom (198). Thus, all the paragraphs were retained.

- ***Indicators of Validity and Reliability***

The following are the steps that the researcher followed to verify the validity and reliability of the Decision-Making capacity Scale:

A- Validity of the Scale

The validity of the scale was verified by two indicators of validity, namely: face validity and construct validity, as Face validity, which it was achieved in the scale by presenting it to a group of (10) expert specialized in the field of educational and psychological sciences. All paragraphs of the scale were approved in their face validity. Secondly, the Construct validity represents the scale is valid in its construction when there are indicators such as the discriminatory power of the paragraphs and the paragraph correlation coefficient with the total degree of the scale (Anastasi, 1988: 154). Therefore, the construct validity was achieved by finding the discriminatory power of paragraphs and the correlation coefficients, all of which were statistically significant.

B- Reliability

The researcher extracted reliability according to (Cronbach's alpha) equation. To extract the reliability according to this method, all the sample forms amounted to (200) were used, and by using the Cronbach's alpha equation, the reliability coefficient of the scale was (0,82). This is a reliability coefficient of statistical significance, as obtaining a high-reliability coefficient in this way indicates that the scale reliability is high (Al-Samadi and Al-Darabeh: 198 2004).

- **Statistical Methods**

The researcher relied on the Statistical Package for Social Sciences (SPSS) to achieve the objectives of the current research and in analyzing the data are as follows:

1. T-test for one sample to identify the two variables.
2. The T-Test for two independent samples (T-Test): It was used to extract the discriminatory power of the two-scale paragraphs.
3. Pearson correlation coefficient: used to calculate the correlation coefficient of the paragraph degree with the total degree of the two scales, as well as to find the relationship between the two variables.
4. The Cronbach's alpha equation: to calculate the reliability of the two research scales.

Results and Discussion

This part of the research includes a presentation of the results that have been obtained based on the goals that have been identified, clarifying these results and their discussion according to the theoretical framework, previous studies, Likewise, the community characteristics that have been studied in the current research, and wording a set of recommendations and proposals, and the results can be presented as follows:

• The First Objective: Identifying the Self-Control of Anbar University Employees

To achieve this objective, the researcher applied the self-control scale consisting of (45) paragraphs on the research sample consisting of (200) male and female employees. The research results showed that the arithmetic mean of these sample degrees on the scale was (146,688) degrees and a standard deviation of (12,468) degrees. To identify the significance of the difference between the arithmetic mean and the hypothetical mean, which reached (135) degrees, the researcher used the T-test for one sample and found that the difference was statistically significant, as the calculated T value reached (13,252), which is greater than the Tabulated T value of (1.96), at a level of significance (0.05) and a degree of freedom (199).

This means that the research sample possesses high self-control, as shown in Table (1).

Table 1. The Arithmetic Mean, Standard Deviation, and t-value of the Self-control Scale

Variable	Sample	Arithmetic mean	Standard deviation	Hypothetical mean	t-value		Significance (0.05)
					Calculated	Tabulated	
Self-control	200	146,688	12,468	135	13,252	2,00	Significance

This is completely consistent with the cognitive orientation in the interpretation of self-control, which indicates that it is a part of individuals' personal and cognitive lives because it represents the basis of the decision-making process. Some decisions taken by the individual are important and complex, such as choosing a study and a profession or choosing a life partner, and some simple decisions, such as clothing and food, and all decisions require intellectual actions and the processing of information but to varying degrees. Finally, it is logical that thinking about decisions related to important matters takes longer than thinking about simple or superficial matters (Kitchener, 1990: 251).

• The Second Objective: Identifying the Decision-making Capacity of Anbar University Employees

To achieve this objective, the researcher applied the decision-making capacity scale consisting of (41) paragraphs to the research sample consisting of (200) male and female employees. The research results showed that the arithmetic means of this sample's degrees on the scale reached (137,562) degrees and a standard deviation of (10,322) degrees. To identify the significance of the

difference between the arithmetic mean and the hypothetical mean, which reached (123) degrees. Moreover, the researcher found that the difference was statistically significant, as the calculated T value reached (19.948), which is greater than the Tabulated T value of (2.00), at a level of significance (0.05) and a degree of freedom (199). This means that the research sample possesses a high decision-making capacity as shown in Table (2) illustrates this.

Table. The Arithmetic Mean, Standard Deviation, and t-value of the Decision-making Capacity Scale

Variable	Sample	Arithmetic mean	Standard deviation	Hypothetical mean	t-value		Significance (0.05)
					Calculated	Tabulated	
Decision-making capacity	200	137,562	10,322	123	19,948	1,96	Significance

It is evident from the above Table that the sample members have a high decision-making capacity, and they have a high level of decision-making. The explanation of this result is the fact that university employees have a positive self-experience about decision-making from personal well-being, happiness, pleasure, and reassurance about the future that greatly contributed to activating their decision-making capacity. This was reflected in their love for work and their positive relationships with their colleagues in a way that developed a sense of citizenship, belonging, social responsibility, and concern for others.

• The Third Objective: Identifying the Correlation between Self-control and Decision-making Capacity among Anbar University Employees

To achieve this objective, the researcher took the answers of the research sample on the two scales of self-control and decision-making capacity. Then the researcher used the Pearson correlation coefficient, and the results were as shown in Table (3).

Table. The Correlation between Self-control and Decision-making Capacity

NO	Value of the correlation coefficient between self-control and decision-making capacity	t-value		Significance level (0.05)
		Calculated	Tabulated	
200	0,485	7,822	1,96	Significance

It is evident from the above Table that the value of the correlation coefficient between self-control and decision-making capacity reached (0.485). In addition, to identify the significance of the relationship, the researcher used the T-test for the significance of the correlation coefficient, where the calculated T value reached (7,822), which is greater than the tabulated value of (1.96) at the significance level (0.05) and the degree of freedom (198). This means that the correlation between self-control and decision-making capacity is a statistically significant positive relationship, meaning that whenever the self-control of the research sample high, their decision-making capacity increases. This result explains that high self-control makes the person carry out his work and focus on it and control over decisions towards professional activities, including decision-making in dealing with activities. Also, decision-making makes the individual broad in his work, informs him of his profession, and be challenging and enthusiastic in his work (Seligman, 2003, p.75). Internal monologue employee believes that the positive or negative reinforcements that occur to them enable them to make a decision with the ability and control and with what the employee aspires to, which makes them more receptive to the job and more productive in his work. On the other hand, Self-control means that the employee can reach mental balance by raising the decision or reducing it. The researcher believes that self-control determines individuals and their expectations in light of their management for the source of support positively or negatively.

Recommendations

In light of the results obtained in this research, the researcher recommends the following:

1. The research results showed an increase in the level of self-control of the university of Anbar employees.
2. The results of our study can be used in evaluating university employees as a criterion for subsequent years.

Suggestion

In light of the current research results, the researcher suggests conducting current studies to complement this field, which still needs more studies:

1. Conducting similar research to the current one on different samples of university employees in other sectors and non-employees to identify their level of self-control.
2. Conducting a study to identify the correlation between self-control and logical thinking.

References

- [1] Abbas, Muhammad Khalil and Nawfal, Muhammad Bakr and Al-Absi, Muhammad Mustafa and Abu Awwad, Faryal Muhammad (2007), *Introduction to Research Methods in Education and Psychology*, 1st Edition, Dar Al-Masirah Publishing and Printing, Amman, Jordan.
- [2] Al-Asadi, Saeed Jassim and Sundus Aziz Faris (2014), *Statistical Methods in Research for Educational, Psychological, Social, Administrative and Scientific Sciences*, Amman, Safaa Publishing House.
- [3] Al-Manizel, Abdullah Falah and Ayesh Gharaibeh (2010), *Education Statistics (Its Applications Using Statistical Packages for Social Sciences)*, 2nd Edition, Amman, Al-Masirah Publishing House.
- [4] Al-Smadi, Abdullah and Al-Darabei, Maher (2004): *Psychological and educational assessment and evaluation between theory and practice*, 1st Edition, Wael Publishing House, Mu'tah.
- [5] Mustafa, Hind Nouri Rasheed (2018): *Self-control and its relationship to fear of failure among working women*, unpublished master's thesis, College of Education for Human Sciences, University of Anbar.
- [6] Al-Dulaimi, Awwad Adnan (2016): *Strategic thinking and decision-making capacity among heads of scientific departments*, published master's thesis, College of Education for Human Sciences, University of Anbar.
- [7] Al-Messiri, Hamid Bin Aniq Bin Marzouq. (2003): *Factors Affecting Creativity in Public Organizations - A Field Study on Public Organizations in Jeddah Governorate*, College of Business and Economics, King Bin Abdulaziz University, (Master Thesis, unpublished).
- [8] Habib, Magdi Abdel Karim. (1997): *Self-control and the innovative features associated with multi-dimensional thinking in undergraduate students*. *Journal of Psychology*, Issue 41.
- [9] Al-Obeidi, Nazem Hashim and Daoud, Aziz Hanna (1990), *Psychology of Personality*, Higher Education Press, Mosul.
- [10] Al-Alusi, Ahmed Ismail. (2005): *Self-efficacy and its relationship to self-esteem among university students*. (Published Master Thesis), College of Arts, University of Baghdad.
- [11] Peskov, Led Forge (1984) *Adult Psychology*, translated by Ayef Habib and Daham Kayali, Arab Organization for Education, Culture and Science, Baghdad.
- [12] Hamidi, Fadila Abbas (2002) *Evaluation of the Administrative Competence of Evening Vocational School Principals from the Teachers' Point of View*, Unpublished Master Thesis, College of Education / Ibn Al-Haytham / University of Baghdad.
- [13] Al-Dabbagh, Kifah Shit (1997) *The concept of self and its relationship to the status of control among children in the role of the*

- state, an unpublished master's thesis, College of Arts, University of Baghdad.
- [14] Al-Dulaimi, Ahmad Muhammad Mikhilif (1989), *The leadership characteristics of primary school administrators as seen by the administrators and the educational staff*, unpublished master's thesis, College of Education / Ibn Rushd, University of Baghdad.
- [15] Al-Zubaidi, (1996): *The quality of decision and its relationship to emotional equilibrium and the position of control among the directors*, Al-Ma'mun, College of Arts, Al-Mustansiriya University, Baghdad, unpublished MA thesis.
- [16] Skinner, B. P. (1980): *The Technology of Human Behavior*. Translated by: Abd al-Qadir Yusuf and Muhammad Raja al-Rudaini, The World of Knowledge Series, No. (32), Kuwait
- [17] Al-Shamaa, Naima (1977) *The Character: Theory, Evaluation, Research Methods*, Institute for Arab Research and Studies, Arab Organization for Education, Culture and Science, Cairo.
- [18] Saleh, Qasim Hussein, (A), (1997): *Who is a person?* Dar Al Hikma Publications, Third Edition, University of Baghdad, Ministry of Higher Education and Scientific Research.
- [19] Abd Al-Fattah, Nabil Hafiz (1993), *The strategic dimension of the decision-making process*, Al-Adari Magazine, Year (15), Issue (55), Amman, Jordan.
- [20] Al-Obaidi, Saad Khudair Khalaf (1987) *An Empirical Study of Some Variables Affecting Decision-Making*, Unpublished Master Thesis, College of Arts, University of Baghdad.
- [21] Al-Azzawi, Najm (1985): *Introduction to Management*, Dar Al-Kutub Press, University of Mosul.
- [22] Al-Alaq, Bashir (2008) *Modern Management, Theories and Concepts*, Al-Yazouri Scientific Publishing House, Amman - Jordan.
- [23] Awad, Abbas Mahmoud (1985): *Studies in Industrial and Occupational Psychology*. Alexandria: University Knowledge House.
- [24] Mashreqi, Hassan Ali (1997) *The Theory of Administrative Decisions, 1st Edition*, Dar Al Masirah for Publishing, Distribution and Printing, Amman - Jordan.
- [25] Boyatzis (2003) *Emotional intelligence*, New York.
- [26] Good, Carter V (1972). *Dictionary of Education 3rd*, New York.
- [27] Holt, David (1993). *Management Principles & Practices, 3rd*.
- [28] Deppek R & Harackiewicz M.J (1996). self –Handicapping and Intrinsic motivation Buffering intrinsic from the threat of failure. *Journal of personality and social psychology* vol (70), No 9n.
- [29] Dorling Kindersley Limited, London Englewood & cliffs : vj.
- [30] Friedman A(2000): Burnout in teacher shattered of impeccable professional performance. *Journal of clinical psychology* vol (56).
- [31] Heller. Robert (1998) *Essential Managers Making Decisions*, Hill book, New.
- [32] York leader needs & leader decision-making behaviors used in the solution.
- [33] Libert, R, A, & Spigler, m, D, (1970). *Personality An In*.
- [34] Libert. R. M & Spigler MD. (1970). *Personality: An Introduction*.
- [35] Mayer, David. G.(1988). *Social Psychology, New York*. McGraw-Hill international. Mc Graw – Hill of group problems. D.A.I, vol . 44 , No.
- [36] Owens, G, Robert (1970). *Organization Behaviour Schools*, MC Graw.
- [37] Thorson, carle, Mahoney, Mischel. (1974). *Behavioral self-control Holt Rinehart and Winston IUSA*.
- [38] Wegner and Vallachre (1979). *The relationship between group press*.