Self-Management at Kirkuk University Students

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ABSTRACT

Summary

This research aims at knowing the self-management of the students of Kirkuk University, and then whether the self-management is influenced by the variables of the specialization (scientific-humanitarian), gender (male-female), as well as by the classroom (second-fourth). In order to achieve the research objectives, the researchers reviewed previous studies and theoretical frameworks associated with the research topic in preparation for its completion. The research community included 22,640 male and female students, and the two researchers selected an equal caste random sample of 744 male and female students. The two researchers used the measure of self-management prepared by them to achieve the research's objectives, which may be finalized from (40) paragraphs. The results showed that the University of Kirkuk students have an average level of self-management, the level of self-management of the University of Kirkuk students was not affected by the gender variable (males - females) and the level of self-management was influenced by the variable of the academic specialization (Scientific-humanitarian) The results have shown that there are statistically significant differences between specializations and for the benefit of human specialization, while there are no statistically significant differences for the class variable (IIV) in the level of self-management of students of the University of Kirkuk.

Keywords: self-management, university students.

INTRODUCTION

Search Problem

Many individuals may face a variety of experiences and events traumatic trauma, which can lead to a significant range of psychological consequences, difficulties and obstacles And in order to move forward and overcome these consequences, and to bring about change and positive growth after confronting the latest shocking You have to use your strengths and know how to deal with them wisely. One of the most severe events that a society may face is recent events such as the 2014 events, the events of covid-19; Its harsh effects on all levels. These events are among the most significant traumatic experiences and traumatic experiences that have affected students in particular negatively on their self-management (Samadi and Samur, 2019: 77) Some students' failure - at the beginning of their learning - is attributable to low self-management, and therefore there is an urgent need to find a kind of complementarity between the different research orientations of motivational, emotional, cognitive and beyond cognitive aspects, which is the interest in self-disciplined learning. (self-regulated) which provides an opportunity to teach students for life, as well as their excellence in academic achievement (Mr., Others 2015, 78) And an individual who develops a negative subjective concept, which can be described as lacking confidence in his abilities, is miserable because he cannot find a solution to his problems, and believes that his attempts will fail. (Qatami, Adas, 2002, 386)

research importance

The active and positive role played by his own administration has a great impact on the proper organization of an individual's life, making him or her able to adapt to himself and others and to the environment in which he or she lives and works.

Success in life on self-management and dealing with oneself wisely and effectively. Self-management is therefore strategic in the success of individuals. It is fundamentally different from the management of the institution, because the management of the institution and any other administration is management with others. Self-management is management with oneself (Abu Muslim and Mufi, 2012: 234) It plays an essential role in a person's career performance as it is an essential element of the social psychology of performance components which in turn plays an important role in the performance of the job in the areas of job performance, productivity and work (Hamdan, 2018: 10) and that an individual capable of managing himself is one who directs his talents, energies and time to achieve his high goals while continuing a balanced social and educational life, and self-

management helps him to be a distinct personality, with unique characteristics, and helps to realize his different possibilities and abilities (2008: King Sears et al)

research objectives :
The aim of the current research is to identify:
1) The level of self-management among Kirkuk University students.
2) The level of self-management among the members of the research sample according to the following variables:
A. Gender (male - female)
B. Specialization (scientific - human)
C. grade (second - fourth)

Search Limits
❖ Spatial boundaries: the study was applied at the University of Kirkuk.
❖ Time limits: Study applied during the academic year (2021-2022)
❖ Human frontiers: the study was applied to students of the University of Kirkuk Morning Study, Objective Frontiers: Self-Management)

Definition of terminology
Self-management
It by each of the following:
❖ **Sadler et al. (2017)** Self-management is defined as the process in which individuals acquire strategies and skills in managing physical, psychological, emotional, and social impacts. (2017 ,.Sadler et al)
❖ **Al-Muharazi (2017):** A set of priorities used by an individual in multiple situations to improve his behaviour, identify his needs, and thus achieve his goals (Al-Muharazi, 2017, 13)

Based on the foregoing, the researcher derives a theoretical definition of self-management as:
➢ Is the individual's ability to manage his/her different life effectively and successfully by possessing a set of life and social skills embodied in the skill of working under pressure, the skill of investing time and his/her management, the skill of adapting and adapting to emerging conditions, and the skill of dealing with and managing angry situations.
➢ **Procedurally**, self-management "is defined as the ability of the student to channel his feelings, thoughts and potential by using the student's self-monitoring skills, the overall degree that the student receives in his/her response to all the paragraphs of the measure of self-management in his/her five fields, where that degree ranges from 40 to 200 degrees.

Explanatory theories of self-management:
Social Learning Theory (1977):
This theory has emerged by Albert Pandora who believes that improving individuals' ability to manage day-to-day challenges is done through organizing and enhancing their own skills; Individuals view their ability to change or modify behaviors as occurring through self-regulation mechanisms, and are based on individuals' judgement of the importance of certain objectives. This provision is partly influenced by an individual's social environment. hence; Self-regulation, in turn, affects self-efficacy, decision-making processes and sustained participation in self-management behaviours (2014, .Sadler, et al)
Self-regulation contains a number of skills and abilities that help to manage oneself; Such as self-surveillance, goal-setting, meditative thinking, planning and work, self-evaluation, behaviour management and decision-making Ryan2009 & Sawin,) an individual possesses a self-system that enables him or her to control his or her thoughts, feelings, and motivations called an emotional knowledge system.

The Theory of Emotional Intelligence
The theory of emotional intelligence is based in self-management on what Gulman and Boaters have provided from an integrated point of view. and who portray emotional intelligence as awareness of social skills in different situations, times and ways, For the effective exercise of life and for the attainment of the best results, And an individual's ability to control competencies that will help to manage and perceive oneself self-awareness, self-management, social awareness and relationship management. Self-management in Gulman ' Adaptability means the ability to adapt to changing situations, as well as compatibility with compressive attitudes, as well as emotional self-control, which means the control of an individual's emotions and feelings and the regulation of disturbing effects. This is in addition to knowing and taking into account each other's feelings, being able to take initiative and activism towards the attitude that drives action, motivating oneself and guiding

it towards achievement that means the individual's ability to achieve excellence by organizing his emotions and exerting effort. (Said, 2015, 47)

Previous studies
Mahkamreh Study (2018)
(Self-management and its relationship with seriousness in working for teaching staff) at Jerusalem Open University
This study aimed at identifying the level of self-management, its relationship with the level of seriousness in working for the teaching staff of the Open University of Jerusalem Bethlehem branch from their point of view, and the impact of each of the variables (Sex, scientific qualification, job) at the level of self-management and seriousness at work, and the study community is made up of all the university's faculty members (42) members, the study was conducted on a random sample of (35) faculty members, using self-management identification and job seriousness, the study found the following findings: The level of self-management came at a high level, the level of seriousness at work came at a high level, There is a statistically significant positive correlation between self-management and work seriousness There are no statistically significant differences in the level of self-management attributable to the gender variable and no differences attributable to the qualification and occupation variable as well as the absence of statistically significant differences in the level of seriousness of work attributable to the sex variable, scientific qualification and occupation.

Sheila Study (2012, Sheila)
The aim of this study was to identify the nature of the relationship between self-management and academic effectiveness of middle school pupils. The study sample consisted of 90 pupils, ranging in age from 14 to 17, who were applied to the Stanford Benet Measure of Intelligence, the Academic Effectiveness Measure and the Self-Management Measure. (Preparation of the study), the results of the study found a positive correlation between self-management and academic effectiveness, and that self-management is to entrench desirable behaviors and reduce undesirable behaviors. It is an effective tool in increasing academic effectiveness.

Search Procedures
Research curriculum: which scientific research seeks to find a solution to a specific problem, by thoroughly and thoroughly investigating all verifiable evidence and evidence related to the problem (Al-Mahmoudi, 2019:14)

Search society:
all individuals, persons or objects who are the subject of the research problem, if all individuals, events or views are the subject of the research or study. (Aishur, 2017:226)
The current research community consists of the University of Kirkuk's morning and academic students (2021-2022), 22,640 of whom are divided into 18 faculties, 13 of whom are scientific colleges, 5 humanitarian colleges, 372 males and 372 females.

Search Samples
The sample is defined as the group of units selected from the statistical community. This is a method derived from statistical theory. If carefully selected, the sample could yield more precise results than overall censuses under the same conditions. (Al Bayati, Others, 2015:78) The research included types of samples:
1) **Reconnaissance sample:**It is the sample that researchers use to detect relatively unexplored topics and as a way to discover new ideas or theories. Its purpose is to provide the researcher with a means to generate ideas and information, and the selection of the exploratory sample is based on the need to gather new insights rather than to seek exemplary examples (34: 2017, Denscombe) The researcher selected a survey sample of 40 students from outside the basic research sample. It became clear that the measurement instructions and vertebrae were clear and that the time taken to answer the measurement paragraphs ranged from 16 to 20 minutes, averaging 18 minutes.
2) **Sample Discrimination**
    Its purpose is to calculate the indicators of sincerity of construction in terms of the discriminatory power of paragraphs and the relationship of each paragraph to the overall degree of current research tools. A random sample of 300 students has been withdrawn and this size of the sample of discrimination is appropriate as I suggest. Nunnally The size of the statistical analysis sample should be at least five individuals (minimum) per optional paragraph (Nunnally, 200:1978)
3) **Sample Stability .**
    The purpose of the research is to extract the stability of the two research tools. The 50 students were withdrawn from the Faculty of Education for Humanities Department of History and for the second and fourth phases and selected in a random class manner.
4) **Final application sample for search tool**

After the research community was identified with the University of Kirkuk students for morning study and for the academic year (2021 _ 2022) of 22,640 students, a random class sample has been withdrawn if selected (6) University of Kirkuk colleges at random to represent the final application sample by reality (3) Faculties of Science, Engineering and Pure Sciences (3) Humanitarian colleges represented by the Faculty of Education for Humanities, Faculty of Arts and Faculty of Basic Education. A random class sample of more than 3% was withdrawn, consisting of 744 students from the second phase and the fourth phase of the colleges. (124) students from each faculty (62) for the second stage, and (62) for the fourth stage and equally for both sexes.

Research Tool / Self-Management Measure
In order to measure the self-management of the students of Kirkuk University and due to the lack of a scale suited to the research environment, since the Arab and foreign standards seen by the researcher are not suitable for the sample, the researcher has built a measure of self-management that fits with the research sample of the students of the university.
Measure as preliminary: The researcher has taken into account that the paragraphs are linked to the theoretical definition of each field in a way that is understandable and easy to define with precise meaning. The measure is from (54) a paragraph spread over five areas (time management, planning, self-confidence, social relations management, stress and emotion management) and the number of paragraphs in the areas respectively (11, 11, 11 10, 11) was five alternatives (I strongly agree, agree, sometimes disagree, strongly disagree)

Honesty
It basically indicates whether the test actually measures what was prepared to measure, or what we wanted to measure with. (Mikhail: 2016,. 163)

Ostensible Honesty:
The scale was presented to a total of 25 arbitrators, in order to extract ostensible truthfulness of the scale. The researcher adopted an agreement ratio (75%) and above from experts' opinions as a criterion to indicate ostensible truthfulness. Based on the experts' views, a paragraph (14) was deleted, thus making the measure 40 paragraphs.

Calculation of the discriminatory force of the paragraphs:
The calculation of the discriminatory force of the paragraphs is intended to be the extent to which the paragraphs are able to distinguish between individuals who possess the quality to which the measure is highly measured and those who possess less of the class. (Ali Wahmuk, 2014:190), and the scale has been applied to the distinction sample 300 students from the University of Kirkuk in order to know the discriminatory force of the paragraphs. The discriminatory force was calculated using the two extremist groups where the responses of members of the sample of discrimination are arranged from the highest to the lowest degree. Taking 27% of higher grades and 27% of lower grades, the number became 81 students for each of the higher and lower groups, and the next test was used (t - test) for two independent samples and by statistical pouch for social sciences (SPSS) to find the difference between the arithmetic average and the indication of differences for both the upper and lower groups at the level of each paragraph of the scale, and the results of the T test showed that all the calculated T values of the instrument's vertebrae were greater than the extreme tabular value (1.960) at an indicative level (0.05) and a degree of freedom (160) This means that all the paragraphs of the measure of self-management were distinct, thus making the measure of self-management after this procedure a component of (40) paragraphs.

Stability:
The researcher has used the following methods to extract stability: -
First - **the method of re-testing:**
This method means that the test results do not change if applied to the same individual in different circumstances and for the test to be consistent must give the same results if it is reapplied. (Al-Raouf and Al-Masri, 2017:60) The retest method is a common method of extracting scale stability. The two-week time limit is suitable for re-testing. This method has been used by applying the scale to the sample of its personnel. (50) Students on (1/2/2022) It was reapplied on the same sample on 14/2/2022. That is, a two-week interval. The persistence coefficient of the self-management metric has been extracted using the Pearson correlation coefficient to establish the correlation between the two application grades. Pearson's coefficient between the two applications has reached 0.85 and is a good indicator of scale stability. (Abusmera, Al Watati, 2019:70)

Cronbach‹s alpha equation:
This equation refers to the degree to which all test or scale paragraphs are involved in measuring a particular characteristic in an individual. It becomes homogeneous in that each paragraph can measure the same general factors in the personality or ability trait. This shows the constant factor in this way the consistency of the individual's performance of each paragraph of the test or measure to the other. This equation is therefore the most common equation with consistency and reliability of its results (Jacobi, 2013: 267) The constant factor (0.86) is a good indicator of internal consistency of the scale. A constant factor equal to or greater than (0.70) is acceptable in the measures. (Abu al-Diyar: 2012,

Research Tool collection and Self Management:
The measure as finalized may be from (40) positive poverty with five alternatives and the highest degree of scale (200), lower degree of scale (40) and hypothetical medium (120).

Presentation and discussion of results:
First objective:
To learn about the level of self-management of the University of Kirkuk students.
To verify the first goal, the researcher analyzed the responses of the final adult research sample 744 students, the results of the statistical analysis showed that the average calculation of the research sample was (158.5027) with a standard deviation of 17.38140, and when comparing the average calculation with the average measure of 120 using the T test, the calculated T value was shown to be (60.422) was greater than the tabular value of (1.960) at an indicative level of (0.05) and a degree of freedom (743) These results indicate that University of Kirkuk students enjoy an average level of self-management as in table (1)

Table 1. One sample T test results to measure the level of self-management of the total sample

Indication	T value		Standard deviation	Hypothetical mean	SMA	N.O
	Tabular	Calculated				
Significant	1.960 (0.05) (743)	60.422	17.38140	120	158.5027	744

This is due to the nature of Iraqi society, which is based on providing levels of care in its social upbringing, beginning with the family and then school through its curricula and extending to other institutions such as university or houses of worship such as mosques and churches. It is also because they are aware of the concept of self-management through the development of officials at university levels.

Second objective: To identify statistically significant differences in self-management between the research sample members according to the gender variable, specialization and class.
Gender (male-female):
The number of male students (372) averaged 158.3790 and a standard deviation of 17.20148 was either female (372) students with an average calculation (158.6263) and a standard deviation of (17.58177) the results showed that the calculated second value of the gender variable is (0.194) which is smaller than the tabular value of 1.960. This indicates that there are no statistically significant differences between males and females in self-management, as in table 2.

Table 2. T-test results for two separate samples to indicate differences in self-management according to gender variable

Indication	T value		Standard deviation	SMA	N.O	Gender
	Tabular	Calculated				
Non significant	1.960	0.194	**17.20148**	158.3790	372	Male
			17.58177	158.6263	372	Female

The researcher considers that there are no differences between males and females in self-management because, in seeking to adapt to their environment, align with their society and achieve their goals and aspirations, the individual develops his or her skills and potential regardless of his or her type, both males and females at university level go through the same conditions, are under the same pressure and receive the same support.

Specialization (Scientific - Humanitarian)
The number of students in the scientific specialization was 372 and the average calculation of their grades (157.0753) with a standard deviation of 17.37023, while the number of students in humanitarian specialization was (372) Students have also reached the average calculation of their grades (159.9301) with a standard deviation of (17.29825), the results showed that the calculated T value of (2,245) was greater than the tabular value of (1.960) at an indicative level (0.05) and a degree of freedom (742) This indicates a statistically differential D between specialties (Scientific-humanitarian) for the benefit of human specialization, as in table (3):

Table 3. T-test results for two separate samples to indicate differences in self-management depending on the specialty variable

Indication	T value		Standard deviation	SMA	N.O	Specialization
	Tabular	Calculated				
Significant in favor of Humanitarian	1.960	2.245	17.37023	157.0753	372	Scientific
			17.29825	159.9301	372	Humanitarian

The researcher explained this difference to the fact that students of humanitarian disciplines focus on humanitarian aspects, helping their students to adapt and increase their ability to cope with difficulties, pressures, restraint, self-regulation and good planning in order to excel and self-confidence.

Grade (second and fourth)
The number of students in the second cycle (372) was students and the average calculation of their grades on the measure of self-management was (50.1609) With a standard deviation of (3.60830), the number of students from the fourth grade (372) students, the average calculation was 49.9543 and a standard deviation of (3.53632), and that the calculated T value of (0.628) is smaller than the exaggerated tabular value (1.960) At the indicative level (0.05) and the degree of freedom (742), the results of the analysis indicated that there were no statistically significant differences between the members of the study sample depending on the class variable (II-IV), as in table (4):

Table 4. T-test results for two separate samples to indicate differences in self-management depending on phase variable

Indication	T value		Standard deviation	SMA	N.O	Stage
	Tabular	Calculated				
Non significant	1.960	0.628	3.60830	50.1609	372	ثاني
			3.53632	49.9543	372	رابع

The researcher explained that the interval between the second and fourth grades was not significant and the convergence of age and mental age between students in the second and fourth grades.

CONCLUSIONS
a) The degree of self-management at the University of Kirkuk is medium, due to their understanding of the concept of self-management.
b) The self-management of students of the University of Kirkuk of both sexes has been close, since students of both sexes are under the same environmental, social and educational conditions.
c) There was superiority in human disciplines over scientific disciplines in the level of self-management because the first focuses on human aspects which helps her students.
d) The level of self-management of students in the second and fourth grades is close to that of age and time.

Recommendations
a) Give attention to the phenomenon of self-management and study skills and strategies suitable for our students and teachers and our social and educational system that improve performance levels with time and stress.
b) Work to equip teachers and teachers at different educational levels with self-management skills, to improve and upgrade the level and efficiency of their performance, which will be highly beneficial to pupils, students and teacher

Proposals:
The researcher proposes to conduct the following studies:

a) Identify the causes of poor individual self-management and association in adolescent students from the viewpoint of adolescents and teachers.

b) Self-management and its relationship to the emotional balance of war martyrs' wives from 2014 - 2017 in Mosul.

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