Self-Management of the Heads of Scientific Departments at the University of Karbala from the Point of View of the Teachers

By

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Summary

The current research aimed to identify (self-management of the heads of scientific departments at the University of Karbala from the point of view of the teachers). It consisted of (158) male teachers and (113) female teachers, chosen from the original community of the faculty members at the University of Karbala, whose number is (1357), distributed among all the university's faculties. Statistical means (arithmetic means, standard deviation, t-test for one sample, t-test for two independent samples, Pearson correlation coefficient, alpha-Cro-Nach equation and Scheffe equation). The heads of scientific departments from the teachers' point of view have self-management, where there are statistically significant differences in self-management from the teachers' point of view depending on the variable (sex) in favor of males, as well as there are statistically significant differences In self-management from the teachers' point of view, according to the variable (scientific title) in favor of the title of professor

Research problem

The most important characteristic of the modern era is the rapid changes in all areas of management, and the most prominent of these areas is self-management, as it is reflected in the economic, social, scientific and educational aspect, so that it directly affects the individual himself, so there is no longer any knowledge of the constants such as values, customs and culture that were stable in the minds The boss and the subordinate for a long time, this on the one hand, and on the other hand, the changes mentioned above greatly affected the adaptation of individuals to their institutions in which they work, which led to the emergence of many difficulties, problems and challenges that had a significant impact on the progress of the educational process, which generated pressures to work. The lack of skill affects them to exacerbate them or lead to the solution or end of these pressures when the skill becomes available.

The educational system in Iraq is a central system in which education is subject to full supervision by the Ministry, which burdens it. It manages and supervises all institutions, draws up the general policy for education, sets plans and curricula, books and general exams, appoints, transfers and promotes teachers, sets budget, supervises buildings, purchases supplies and other tasks This centralization negatively affects the institutions, making them machines that implement the instructions of the Ministry as the supreme authority supervising education by preventing their participation in decision-making and decision-making. It leads them to dependence and a feeling of dependence and dependence on the central authority, and this routine results in slowness and complexity in many of the procedures that educational

institutions submit to higher administrations, which causes significant disruption in the aspects of administrative work and this negatively affects education in general and educational institutions in particular (Hassan, 2016; Baikalov, 2021; Batoev, 2021; Bobinov et al., 2021).

Senior administrations in educational institutions focused on supporting teamwork, partnership and creativity at work, by achieving goals at the lowest costs and highest possible productivity. The overlapping problems that characterize administrative work may have a significant impact on highlighting the feasibility of modern management's focus on the concept of self-management, which shows the effectiveness of the administrative And his success in exploiting all the capabilities and resources available to him in developing and improving his level of performance and directing his behavior for the better, as well as the need for him to have sufficient flexibility to allow him to adapt to changes. Work and management of others, so indicated the conference held at the Ministry of Higher Education and Scientific Research in (2010), which examined the relationship between the ministry and Iraqi universities, which takes the form of centralization, and called for the need to amend some regulations and legislation related to university laws and administrative processes, including the real self-management of universities To conduct its business, enhance its progress, and increase confidence in its human resources, represented by teachers and administrators n and then enable them to take appropriate decisions related to the university institution's progress and development for the better. (Ministry of Higher Education and Scientific Research, 2010: 14)

The researcher distributed a survey questionnaire to 20 teachers randomly chosen from the University of Karbala, and a question was asked to them:

Do you suffer when applying self-management by your department head?
Note that the answer is (yes first) without going into the reasons and Table (1) shows the responses

Table (1) *A survey questionnaire to identify the research problem*

Percentage	No	Yes	Number of people
%85	3	17	20

The result of this questionnaire confirms that there is a problem with self-management, and such a study should really be conducted.

The research problem can be summarized as follows
1) Conferences and studies have confirmed that there is a problem facing the self-management of heads of scientific departments that constitutes an obstacle in the educational process, and it must be investigated.
2) The researcher made an exploratory questionnaire to make sure that the problem in the variable still existed and confirmed that through the results of the exploratory questionnaire.

Research Importance
One of the most important basic necessities in human life is education, so it is an individual necessity on the one hand, and a social necessity on the other hand, so neither the individual nor the community can dispense with it, since education increases in need for it with the increase in the needs of societies, that is, the greater the needs of society, the greater its need for education, so that Societies rise because of their importance in their intellectual, scientific, literary and artistic progress, development and prosperity.

The educational administration is the device that helps to translate the educational ideas, theories and philosophies prevailing in the society into a tangible reality. Its employees, or those to whom its efforts are directed, and the educational administration derives its importance from the nature of the work of the educational system itself, which the educational administration achieves its objectives. A developing society, and another more advanced, and the consequent optimization of the available resources in order to achieve greater saturation of the educational system, and this is evidenced by the fact that the educational administration has become one of the most important forces affecting social and economic life. (Mohammed, 2017: 16)

Research Objectives: The current research aims to
1)   The level of self-management of the heads of scientific departments at the University of Karbala from the point of view of the faculty members.
2)   Identifying the statistically significant differences for self-management according to the variables A - gender B - scientific title

Research limits: The current research is determined by:
1)   Human limits: faculty members at the University of Karbala for the academic year 2021/2022
2)   Spatial boundaries: Karbala University for the academic year 2021/2022
3)   Time limits: the school year 2021/2022
4)   Scientific limits: the self-management of the heads of scientific departments at the University of Karbala from the point of view of the teachers.

Defining terms: Several definitions of self-management were received, and the researcher chose some of them Self-Management:

1)   Cotton: (Cotton, 2001) Self-management is a set of planned and organized activities and mechanisms carried out by all employees in the educational institution to improve educational and organizational processes with the aim of solving problems within institutions and activating the role of its employees in order to raise the level of institutional performance. (Cotton, 2001:2

2)   Amer (2004): It is the self-management of each of the management formations, during which each individual in any formation does his own work without referring to his boss. (Amer, 2004:394)

3)   Caldwell: (Caldwell 2005) It is the decentralization of the organization at the management level in terms of authority and responsibility for making decisions related to the institution and its operations within a specific framework of goals, policies, approaches, standards and responsibility, and it is also a collaborative system for managing local institutions with a greater level of flexibility, enabling the institution to subject the rules and formal policies to meet the needs of the local community. (Caldwell, 2005:6)

4)   Suleiman (2008): It is a continuous process of making the most of our time, talents, efforts and our own capabilities within a correct value system to achieve valuable goals that we plan to reach. (Suleiman, 2008: 280)

Theoretical framework
Self-management concept

        The term self-management is used extensively in our language and for this reason we

can see it in various fields, while in the educational field it is called in this way the enterprise self-management system which is characterized by the fact that it is the subordinates who make the underlying decisions about their work.

Many names have been given in the administrative literature to the concept of educational self-management, as it was called self-governing institutions, self-managed institutions, and management through the institution (Al-Musleh, 31:2001), and self-management is one of the most modern concepts in management science, which emphasizes the administrative approach. which enhances the autonomy of members The institution, whether in the education sector or the business and services sector, provides them with continuous professional participation and sacrifice. Through the decentralization provided by this approach, the institution moves from the control of the central authority to participation in decision-making and independence. (Salama, 2000: 84)

There are many concepts of self-management, some have mentioned it as an administrative-learning entrance for the members of the educational institution and provides them with the necessary creative climate for participation, development, modernization and continuous professional development through decentralization on which the use of this approach depends. according to its circumstances and needs. (Ali and Murshid, 2009:5)

The importance of self-management

Self-management involves both employees of educational institutions and officials when making appropriate decisions, and thus the higher authority delegates some of its responsibilities to other parties, for the effective application of decentralization in decision-making, which is accompanied by the practical practice of democracy, a sense of institution ownership and the exchange of trust.

Institutions under the self-management approach are the main unit of educational decision-making, meaning that decision-making takes place within the limits of the institution's function, so the institutions' authority and autonomy increase in managing themselves by themselves and in providing their funding sources, and the sense of ownership dominates over all its employees and those concerned with education matters from the middle This was confirmed by David David about Badah by saying, "Self-management means that the tasks of managing the educational institution are determined in light of the needs and characteristics of the institution itself, so the members of the administrative boards of institutions have greater self-responsibility and greater responsibility in the use of all community resources and the participation of its members." and its institutions to solve problems and activate effective educational activities within the development and quality of outputs (Badah, 640: 2012).

The basic elements of self-management

It must be taken into account that self-management has become a new method that depends mainly on making the participants in the educational process fully responsible, and it needs a set of elements on which its success depends. The decision regarding funding and curricula operations, and the use of that authority in bringing about a major change in the teaching and learning processes, and the balanced distribution of power among the units of the institution, through the formation of working groups whose primary role lies in decision-making and decision-making (Salama, 2007: 64), in addition to The need to define the knowledge and skills related to the university's ability to make and absorb change, through the formation of working committees concerned with sharing information related to the teaching and education processes, with the need for multiple methods to collect information related to

the priorities and objectives of universities for the exchange of information and also among all workers in those institutions, and among its elements Also, the material and moral encouragement of employees constantly, to achieve the goals of the institution, and the necessity of a participatory management between the boss and subordinates, Where the boss plays the role of the leader and the facilitator of the change process, while the subordinate is concerned with the responsibilities related to the issues of the teaching and learning processes, and the need to obtain the resources required in the educational process by participating in professional collective work teams outside the institution and by participating in training offices outside that institution. (Hussain, 2006: 79)

Previous Studies
Al-Hadi study (2009): Study title: An evaluation study of the self-management in the Sultanate of Oman in light of the experiences of some countries applying it.

Objectives of the study
1) Getting to know the reality of the application of self-management in the Sultanate of Oman
2) Identifying the most important obstacles that limit its effectiveness.
3) Coming up with proposals for the development and popularization of self-management.

Study sample: The study sample amounted to 70% of the total research community, and it used a semi-regulated interview form.
Study Methodology: The researcher used the descriptive approach to collect data using a semi-structured interview form.
Statistical means: This study used a set of statistical methods, including Pearson correlation coefficient, one-sample t-test, alpha-Cro-Nbach coefficient and z-test.

The study reached the following results:
The central pattern in administration is still the prevailing pattern despite the continuous efforts to expand decentralization, and the tasks and responsibilities of the administrative and teaching staff in the self-management institutions in accordance with the laws and regulations differ from those in other institutions, also the administrations of self-management institutions have no role in selecting human cadres necessary to work.

Research Methodology and Procedures
First: Research Methodology: In writing his research, the researcher relied on the descriptive associative method

Second: search procedures
Research community: The research community consists of all the teachers at the University of Karbala, whose number is (1357), distributed among all the faculties of the university for the academic year (2021-2022). The number of male teachers is (790), and the number of female teachers is 567.), divided according to their scientific titles, where the title of professor includes (286) teachers, the title of assistant professor includes (783) teaching, and the title of teacher includes (288) teachers, as shown in Table (2).

Table (2) *It shows the distribution of teaching staff from the research community for the academic year (2021-2022)*

teacher	professor	professor assistant	female	male	Research community
288	783	286	567	790	1357
	1357		1357		Total

2- The research sample: a stratified random sample was chosen (for the presence of the variable of gender and scientific title) that took (20%) of the total community (1357) teaching and according to the variables (gender - scientific title), as the number of sample members was (271) teaching from a university Karbala for the academic year (2021-2022), which consisted of (158) male teachers and (113) female teachers, in addition to the scientific title sample consisted of (57) teachers with the title of professor, (156) with the title of assistant professor, and (58) A teacher is a teacher, and this percentage can be relied on to be representative of the total community in light of what was indicated by many educational studies and research, and as shown in Table (3)

Table *(3) It shows the size of the research sample divided by gender and scientific title*

sample teacher title	sample assistant professor title	sample professor title	female sample	male sample	sample
58	156	57	113	158	271
	271			271	Sample total

3- Research tools: This research aims to identify self-management, and here we must mention that defining each goal requires us to provide extensive information to achieve that goal for that, and therefore, building the scale is the best means that can be used for this purpose, and (Daoud 1990) indicated) that the scale is the best tool to achieve the goal and through it can collect data to obtain facts related to the special circumstances of the research problem (Daoud, 1990: 22), so achieving the research goals requires building a scale aimed at measuring self-management.

Statistical analysis of the paragraphs of the self-management scale: honesty and stability are among the most important psychometric characteristics of the scale, knowing that the accuracy of the results obtained by the researcher depends directly on conducting tests or making sure of the statistical analysis of the scale's paragraphs (Faraj, 1980: 33). The psychometric characteristics of the self-management scale are as follows:

First - the validity of the scale: one of the most important psychometric characteristics of building educational standards is honesty, so the honest scale is the scale that fulfills the function for which it was set, as the measuring tool must be prepared to measure the characteristic for which it was prepared. (Al-Samadi, 2004: 126)

The researcher verified honesty through two types, namely apparent honesty and constructive honesty, as follows:

A- Ostensible honesty: What is meant by apparent honesty is to identify the extent to which the scale contains the components to be measured, as it is logical that the content of the scale apparently represents the content of the behavior to be measured, and therefore it is called apparent honesty. (Spring, 1994: 845)

Where this type of honesty was investigated after the researcher presented the paragraphs of the self-management scale and the answer alternatives to a group of specialists in the specialization of educational administration, educational psychology, measurement and evaluation, where their number reached (13) experts, and all the paragraphs of the scale were agreed upon by the experts so that The scale became logically valid.

b- Structured validity: The researcher verified this type of honesty through statistical analysis of the scale items, as follows:

The relationship of the paragraph with the total score of the scale: The method of linking the paragraph with the total score of the scale is one of the most used methods for calculating the internal consistency of the paragraphs of the scale (paragraphs sincerity). The scale generally runs. (Abd al-Rahman, 1998: 207)

To achieve this, the researcher used the Pearson correlation coefficient between the scores of each paragraph and the total score of the self-management scale, as it was found that all correlation coefficients are statistically significant when compared with the critical value of the Pearson correlation coefficient of (0,113) at the significance level (0.05) and the degree of freedom (134). This is an indication that the scale is valid for measuring the trait to be measured.

The relationship of the degree of the paragraph with the degree of the field to which it belongs: This method is applied by identifying the correlation coefficient between the degree of each paragraph and the degree of the field to which it belongs, and the purpose of this is to ensure the validity of the paragraphs of the self-management scale and in each field, where the total degree of the field was adopted as a test Internal, and after using the Pearson correlation coefficient, it became clear that all the correlation coefficients are statistically significant when compared with the critical value of (0,113), at a significance level of (0.05) and a degree of freedom (134), and through this indicator it became clear that all the paragraphs express their fields.

Second: Scale stability: In order to complete the psychometric properties of each scale, the researcher must verify its two scales, as the Imam stresses the necessity of calculating the scale's stability to determine the true degree or percentage of true variance, and this is only achieved by the stability coefficient (Imam: 1990: 143 The researcher will extract the reliability coefficient according to two methods:

A- Test and retest method: The main idea of extracting stability in the test and retest method depends on a representative sample where the test is applied and then returned after a period of time on the sample itself. The first application and the second application, which is called (the coefficient of stability over time).

The researcher applied the self-management scale on a random sample of (25) teachers and from outside the research sample from the faculties of the University of Karbala, and then re-application on the same sample with an interval of (15) days on the first application, and after completing the two applications according to the stability of the scale for By calculating the scores of the sample members in the first and second applications, then extracting the Pearson correlation coefficient between the degrees of the two applications, as the reliability coefficient reached (0.83), so it is a degree that can be trusted, as back says that high stability means consistency of results (Odah, 1985: 174), which is a statistically acceptable percentage, and table (4) shows the value of the reliability coefficient of the self-management scale according to the test and re-test method.

B- Alpha Kro-Nbach's internal consistency equation: This method depends on calculating the correlation between the degrees of the stability sample on all items of the scale, as well as to clarify the consistency of the individual's performance from one item to another. A paragraph is a scale that is self-contained (Al-Kubaisi, 2011: 279), so this equation indicates the strength of the correlation coefficient between the scale items for the internal characteristic.

Which is characterized by this test, which consists of the statistical relationship between

the paragraphs, and this characteristic also indicates that the test is homogeneous and this means that all the paragraphs measure one variable, and to extract the stability in this way, the Alpha Crohnbach equation was applied to the responses of the stability sample, which amounted to (25) teaching staff After applying the equation, the stability coefficient reached (0.88) degrees, so it is considered a degree that can be trusted, and Table (4) shows the stability value according to the Alpha Cronebach method.

Table (4) *It shows the values of the stability coefficient according to the retest and Alpha-Craw-Nbach methods of the self-administration scale*

values of the stability coefficient according to my method		The variable
Alpha Crew Nebach	Retest	self-management
0,88	0,83	

Description of the scale in its final form:

The self-management scale in its final form consists of (50) paragraphs distributed over five areas of (10) paragraphs for each area equally.), and the respondent chooses from five graduated alternatives, ranging from (5) to (1) according to the alternative that the respondent believes, so the highest score that the respondent can obtain is (225) and the lowest score is (50), knowing that the hypothetical average is (150) and Appendix (4) includes the scale in its final form.

Presentation and interpretation of results

1) This chapter includes a presentation of the research results reached by the researcher, based on the objectives that have been identified and the interpretation and discussion of these results according to the theoretical framework and previous studies. The results can be presented as follows:

2) The first goal: the level of self-management of the heads of scientific departments at the University of Karbala from the point of view of the faculty members.

Table (5) *Arithmetic mean, standard deviation, and T value of the self-management scale*

functions 0,05	T-value Tabular	Significance Calculation	Hypothesis mean	Standard deviation	Arithmetic mean	Sample	variable
function	1,96	4,734	150	24,956	158,538	271	Self-management scale

To achieve this goal, the researcher applied his research tools to the research sample, which amounted to (271), where the arithmetic mean of the self-management scale was (158,538), the standard deviation (24,956) degrees, the hypothetical mean (150), it was found that the difference is statistically significant at the level of significance (0, 05), the calculated t-value (4,734), which is greater than the tabular t-value of (1.96) and with a degree of freedom (270) (in favor of the sample), meaning there is self-management.

Self-management enhances the autonomy of the members of the institution and provides them with participation in decision-making and expresses the active participation in the leadership of the department through a kind of decentralization provided by this approach so that the institution moves from the control of the decentralized authority to participation in decision-making and independence, where the institution here is considered a unit It is a self-contained organizational unit that has the freedom to dispose of its affairs and its funds flow to serve the educational process. The department is here as a primary unit for development and improvement and allows the participation of all beneficiaries of the educational process in

decision-making, decision-making and implementation. (Muhammad, 2001: 43)

2- The fourth goal: to identify the statistically significant differences of self-management according to my two variables

A- Sex

Table (6) *The results of the t-test for two independent samples to indicate the differences according to the sex variable of the self-management scale*

Significance level 0,05	T value Tabular	T value Calculation	Standard deviation	Arithmetic mean	Sample	sex	the scale
Male function	1,96	4,563	6,336	34,741	158	Male	Self-management
			4,282	31,945	113	Female	

The arithmetic mean for males is (34,741) and their standard deviation is (6.33) degrees, which is greater than the arithmetic mean for females, which is (31,945) and with a standard deviation of (4,282), knowing that the t-value is (4,563), at the level of significance (0.05) and the degree of Freedom (299), a function of males.

That there is a clear superiority in favor of males in occupying administrative positions, where the differences are between the abilities of males on the one hand and females on the other hand to manage scientific departments, and that this discrepancy between males and females is due to the experience and skill of males in managing leadership positions in terms of their knowledge of the general framework of work and the obstacles It may be the result of the research and that the differences between male and female performance are due to social, cultural and environmental factors, and the reason for this may be attributed to the nature of the emergence of Arab women who are accustomed to many responsibilities that may restrict their social behavior and limit their independence or The reason may be due to the large burden of females on raising children and housework, if compared to males, and considering that self-management will inevitably increase the burdens, and this is the reason for the higher intensity of centralization among females than males, and the reason may be due to the tendency of males or self-management in More based on females who tend to accept and implement existing systems, and their development direction is conservative, considering that development increases their burdens.

b- Academic title:

The calculated value for self-management reached (7,387), which is greater than the tabular value of (3) at the level of significance (0.05) and the degree of bayonet (2-270). In order to determine the significance of the differences, Scheffe's test for dimensional comparisons was used, as shown in Table (7).

Table (7) *Explains the value of Scheffe for the scientific title of the Self-Management Scale on*

Significance level	Scheffe value	Difference between averages	averages	Sample	Scientific title
There is a difference in favor of the professor	0,894	8,038	87,373	57	Professor
			79,335	156	Assistant Professor
There is a difference in favor of the professor	0.648	30,381	87,373	57	Professor
			56,992	58	Teacher
There is a difference in favor of an assistant professor	0,375	22,343	79,335	156	Assistant Professor
			56,992	58	Teacher

It is noted from Table (7) that there is a statistically significant difference between the average degrees of (professor and assistant professor), as the differences between the averages amounted to (8,038), which is greater than the value of Scheffe (0.894) and in favor of the title of professor, and also found that there are statistically significant differences between Average degrees (professor and teacher), as the differences between the averages amounted to (30,381), which is greater than Scheffe's value of (0.648) in favor of the title of professor, as well as found that there are statistically significant differences between the averages of degrees (assistant professor and teacher), as the differences between the averages amounted to (22,343)), which is greater than Scheffe's value of (0.375) and in favor of the title of assistant professor.

According to the opinion of the title of professor, the heads of departments have a self-management in managing the affairs of the department, because of the skill, administrative skill and experience with the conditions of the department in terms of the length of their service period, which qualifies them to see the administrative work in the scientific department and participate in administrative work directly or indirectly through the application of self-management To the heads of departments and to rely on decision-making by those who hold the title of professor because of their scientific and administrative experience in managing the affairs of the scientific department.

Conclusions, Suggestions, Recommendations

Conclusions: Through the results of the current research, the researcher concluded the following:

1) The heads of scientific departments have a medium degree in applying self-management from the point of view of the faculty members.
2) Those who hold the title of professor and who are males have the largest share in the highest responses, according to his opinion, with regard to the self-management variable.
3) Recommendations: Through the results of the current study, the following recommendations can be made:
4) The researcher requests the higher leaders in the university administration to strengthen the self-management of the heads of the scientific departments to reach a greater degree of self-management.
5) He takes the opinion of those who have high academic titles to be a consultant to the heads of scientific departments because of his scientific role in promoting self-management.
6) The heads of scientific departments should consult with those who hold the title of professor to enhance the efficiency of self-skill and to place them in the committees (scientific committees and exam committees).
7) Dissemination and promotion of the concept of self-management in Iraqi universities for all employees, including administrators and academics.

Suggestions

To complement the current study, the researcher suggests conducting the following studies
1) Self-management and its relationship to administrative decision-making among the heads of scientific departments from the point of view of teachers at Baghdad public universities.

2)   Self-management according to Herzberg's theory and its relationship to organizational confidence among the deans of the faculties of Baghdad public universities from the point of view of the heads of scientific departments.

3)   Self-management according to Guba's theory and its relationship to the administrative efficiency of the deans of Baghdad public universities from the teachers' point of view.

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