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THE IMPACT OF SELF-MANAGEMENT ON ORGANIZATIONAL COMMITMENT: AN APPLIED STUDY ON KING KHALID UNIVERSITY STAFF MEMBERS

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ABSTRACT

The aim of the research is to identify the impact of self-management its Variable (authorities granted, professional development, accounting, communication and information technology) on organizational commitment at King Khalid University, the researcher used the questionnaire to collect data from the research sample, for this purpose, the researcher used the descriptive analytical method, where the researcher selected a simple random sample consisting of (240). The research reached a set of results, the most important of which are: that the level of self-management application in King Khalid University was high, and the level of organizational commitment in King Khalid University was high, and the results showed that there was a statistically significant effect at a significant level ($\alpha \leq 0.05$) for dimensions Self-management (granted powers, professional development, accounting, communications and information technology) on organizational commitment. Finally, the results showed that there were no statistically significant differences in the response of the research sample on the impact of self-management on the organizational commitment of workers at King Khalid University according to the variables (type). years of experience, position of the job within the organizational structure), while there are differences in the educational qualification. The research recommended the need to give freedom by the management of King Khalid University to the workers in cases where the interest of the Student is, and that the University management limit the training needs of the workers and organize seminars and meetings that meet those needs, and develop the leadership skills of all the University workers, and seek the help of specialists in professional development programs for workers In the University, the application of accounting rules to all University workers, and the University administration setting mechanisms for recording the attendance and departure of workers, and finally providing technological means that facilitate work in the University.

KEYWORDS: Impact, Self-Management, Organizational Commitment.

1. INTRODUCTION

Management is an important process for organizations in society because of its importance in organizing and coordinating activities within these organizations and its efforts to achieve the goals for which they were established. The goals that organizations of all kinds seek to achieve are greatly influenced by the type of management and its processes, and by directing the efforts of employees to achieve the desired goals with the least effort, in the shortest possible time, and with the highest efficiency and effectiveness. (Al-Ghamdi, 2020: 639).

Self-management is one of the modern approaches to management, based on internal openness to the various elements of the organization and external openness to local community institutions. It gives the organization's management considerable powers through which it can implement its plan with flexibility and applicability, and external funding, giving departments and managers a lot of authority, as the system used in this organization is decentralized. (Shalash, 2021: 126).

Self-management of organizations has become a more common approach in developed countries, where traditional conflicts between countries have led to competition for innovative ideas. Local and national dialogues have also accompanied the need to apply self-management approaches in many organizations and administrations in these developed countries. (Ahmed et al., 2016: 121)

Self-management seeks to bring about radical change in decision-making and the powers granted to managers and employees, as well as to give organizations greater administrative and financial independence, boost employee morale, and increase their motivation to work, thereby achieving the desired goals and improving the accountability system for resource use. (Al-Fayez & Al-Tamimi, 2018: 240).

The girl-researcher believes that self-management is very concerned with the employees of organizations and works to involve them and give them greater roles in management through the use of a decentralized management style. This will lead to a significant influence of employees in organizations on management, which will result in employees taking responsibility in the organization as well as in decision-making, which may affect employee behavior and lead to greater commitment to work.

Management works to develop organizational commitment among the workforce by providing an organizational environment that allows for innovation and job creativity, given the role of organizational commitment in achieving work

outputs in organizations. In this case, relationships between employees are characterized by respect and appreciation, providing a sense of care and concern. They also work to satisfy the functional needs of employees by providing training programs that ensure a sense of career development and encourage good performance. (Al-Zayegh, 2021: 3).

Interest in the topic of organizational commitment began in the second half of the 20th century and continues to this day, with the concept of organizational commitment emerging. Despite the significant interest in the phenomenon of commitment in general by many studies and research, they have not been able to provide a clear concept of its overlap with some other psychological and behavioral concepts. (Bin Asman, 2018: 648).

1.1. The Research Problem

Some studies have addressed the variable of self-management, including a study by Al-Omari (2015), which confirmed that self-management is applied to a moderate degree in the financial aspect. The study recommended the importance of spreading a culture of self-management. The conclusions of a study (2022) showed that the role of self-management in employee participation in the areas of (powers granted, professional development, accountability, communication, and information technology) was moderate. The conclusions of a study (Al-Fayez & Al-Tamimi, 2018) showed that the self-management approach is applied to a moderate degree, and that the obstacles hindering the application of this approach were also moderate. The conclusions of a study (Ateer & Al-Qasim, 2019) confirmed that the level of self-management application is limited, and the study recommended the need to develop the administrative system and facilitate the application of self-management. The conclusions of a study (Amer, 2021) showed that the practice of self-management activates community participation, and in a study (Ahmed et al., 2016), the researchers showed that there is a relationship between self-management and some modern management approaches (total quality management, management by objectives, performance management, e-management, strategic management, time management, participatory management, and crisis management), where the researchers reviewed a theoretical framework that clarifies the relationship between self-management and the previous management approaches. The conclusions of a study (Al-Ghamdi, 2020) showed a statistically significant positive correlation between the degree of self-management practice and the level of administrative

creativity. The study also recommended the necessity of practicing self-management.

The girl-researcher also searched for research and studies related to self-management, but found that, to her knowledge, there were few administrative studies related to self-management. Most of the studies that discussed self-management were in the field of school administration. Furthermore, to the girl-researcher's knowledge, there were no previous studies that examined the relationship and impact between self-management and organizational commitment as applied to universities in the Kingdom of Saudi Arabia, which motivated the girl-researcher to delve into this research with its current variables.

Thus, the research problem is the extent to which self-management affects the organizational commitment of employees, which the girl-researcher will study in her current research.

1.2. The Research Questions

The research questions are as follows:

The first main question:

What is the level of self-management implementation at King Khalid University (KKU)?

The second main question:

What is the level of organizational commitment at King Khalid University (KKU)?

Third main question:

What is the impact of self-management on the organizational commitment of employees at King Khalid University?

This question branches into the following sub-questions:

- I. What is the impact of the powers granted on the organizational commitment of employees at King Khalid University?
- II. What is the impact of professional development on the organizational commitment of employees at King Khalid University?
- III. What is the impact of accountability on the organizational commitment of employees at King Khalid University?
- IV. What is the impact of communication and information technology on the organizational commitment of employees at King Khalid University?
- V. Are there statistically significant differences in the research sample's response to the impact of self-management on the organizational commitment of employees at King Khalid University according to variables (gender, years of experience, academic qualifications)?

1.3. The Research Objectives

The objectives of this research are as follows:

The First Main Objective:

To identify the level of self-management implementation at King Khalid University.

The second Main Objective:

To identify the level of organizational commitment at King Khalid University.

The Third Main Objective:

To identify the impact of self-management on the organizational commitment of employees at King Khalid University, by achieving the following sub-objectives:

- 1) To identify the impact of the powers granted on the organizational commitment of employees at King Khalid University.
- 2) To identify the impact of professional development on the organizational commitment of employees at King Khalid University.
- 3) To identify the impact of accountability on the organizational commitment of employees at King Khalid University.
- 4) What is the impact of communication and information technology on the organizational commitment of employees at King Khalid University?
- 5) To reveal statistically significant differences in the research sample's response to the impact of self-management on the organizational commitment of employees at King Khalid University according to variables (gender, years of experience, academic qualifications, job title).

1.4. The Research Hypotheses

The current research seeks to verify the following hypotheses:

• **The First Main Hypothesis:**

The level of self-management implementation at King Khalid University is average.

• **The Second Main Hypothesis:**

The level of organizational commitment at King Khalid University is average.

• **The Third Main Hypothesis:**

There is a statistically significant effect at a significance level ($\alpha \leq 0.05$) of self-management on the organizational commitment of employees at King Khalid University.

This hypothesis will be verified through the following sub-hypotheses:

1. There is a statistically significant effect at a significance level ($\alpha \leq 0.05$) of the powers granted on the organizational commitment of

- employees at King Khalid University.
2. There is a statistically significant effect at a significance level ($\alpha \leq 0.05$) of professional development on the organizational commitment of employees at King Khalid University.
 3. There is a statistically significant effect at a significance level ($\alpha \leq 0.05$) of accountability on the organizational commitment of employees at King Khalid University.
 4. There is a statistically significant effect at a significance level ($\alpha \leq 0.05$) of communication and information technology on the organizational commitment of employees at King Khalid University.
 5. There are no statistically significant differences in the research sample's response regarding the impact of self-management on the organizational commitment of employees at King Khalid University according to the variables (gender, years of experience, academic qualification, job position within the organizational structure).

1.5. Importance Of the Research

1.5.1. Theoretical Scientific Importance

The theoretical importance of the current research lies in advancing a theoretical framework in the field of self-management and organizational commitment. The theoretical scientific importance also lies in the fact that self-management is considered a modern management style that contributes to employee participation in decision-making, which means that employees strive to achieve the goals of the organization in which they work. Therefore, self-management is considered very important in organizations and has an impact on them.

The results of the current research may also benefit the scientific library with a reference related to the variables of the current research.

1.5.2. Practical And Applied Importance

The practical scientific importance of the current research lies in the fact that its results may benefit those in charge of the Ministry of Education in building an integrated plan to apply the self-management method, which may be useful in empowering employees in their work.

Researchers may benefit from the results and recommendations of this research to delve deeper into the field of research on the variables of the study in a broader sense.

Limitations of the Research:

The current research is limited to the following:

- **Subject (Topic) Limit:** The research was limited to studying two main topics, namely self-management (powers granted, professional development of employees, accountability, communication, and information technology) and organizational commitment.
- **Spatial Limit:** King Khalid University.
- **Time Limit:** The year 1445 AH / 2024 AD.
- **Human Limit:** Employees at King Khalid University.

2. PREVIOUS STUDIES

Studies that addressed the independent variable (on self-management):

Al-Shurafat (2022): The role of self-management in leading public schools with the participation of teachers in decision-making during the COVID-19 pandemic from their perspective in Mafraq Governorate.

The study aimed to identify the role of self-management of public-school leaders with teacher participation in decision-making during the COVID-19 pandemic in Mafraq Governorate from their perspective, and to identify the impact of variables (educational stage and years of experience) on the responses of the study sample towards the role of self-management in leading public schools with teacher participation in decision-making. The study used a descriptive analytical approach, and the tool was a questionnaire. The study sample consisted of 286 male teachers and 801 female teachers in schools in Mafraq Governorate. The most important results of the study were that the areas of (powers granted, professional development of teachers, educational accountability, communication, and information technology) scored at a medium level. The results of the study also showed that self-management of school leadership with teacher participation had a positive impact on decision-making during the COVID-19 pandemic. The results also showed that variables such as educational stage and years of experience had no impact on the responses of the study sample towards the role of self-management of public-school leadership with teacher participation in decision-making.

Awadallah (2022): The impact of self-management on reducing work stress during the COVID-19 crisis among employees of the Coastal Municipalities Water Utility in the Gaza Strip.

The study aimed to identify the role of self-management in reducing work stress during the COVID-19 pandemic among employees of the Coastal Municipalities Water Utility in the Gaza Strip. A descriptive analytical approach was used, and a questionnaire was used to collect data from a

sample of 246 employees. The most important results were a positive correlation between self-management and the reduction of work pressure during the coronavirus crisis. The results showed a statistically significant impact of self-management in its dimensions (creativity and innovation among employees, participatory teamwork) on work pressure, while its dimensions (decision-making and administrative organization) did not have a statistically significant effect on work pressure.

Al-Jandil (2021): Self-Management Orientation and Its Impact on Organizational Excellence: The Mediating Role of Managerial Empowerment (A Study on a Sample of Sudanese Service Sector Institutions in Khartoum State)

The study aimed to identify the relationship between self-management orientation and organizational excellence, in addition to determining the mediating role of administrative empowerment in this relationship as applied to managers in service institutions in Khartoum State. The study adopted a descriptive analytical approach, and used a questionnaire to collect data from the available study sample, which consisted of 273 individuals. The most important results of the study were that there was no significant relationship between all dimensions of self-management orientation (self-confidence, self-control, time management) and organizational excellence (structural excellence, leadership excellence) except for self-management orientation (time management) and organizational excellence (leadership excellence). It also showed that there was no significant relationship between the dimensions of self-management orientation and managerial empowerment (independence, effective communication, participation) except for self-management orientation (self-control) and managerial empowerment (effective communication).

Al-Zayegh (2021): The Impact of Governance on Regulatory Compliance (An Applied Study on the Largest Universities Operating in the Gaza Strip According to the Center for Mediterranean Integration (CMI) Scorecard)

The study aimed to identify the impact of the governance of the largest universities in the Gaza Strip on organizational commitment according to the Center for Mediterranean Integration (CMI) Scorecard. A descriptive analytical approach was used, and the study sample consisted of 158 individuals from all academic and administrative supervisory levels working in universities (Islamic, Al-Azhar, Al-Aqsa). A questionnaire was used to collect data. The study reached several conclusions, the most important of

which was that the study sample did not agree with the reality of organizational commitment in its dimensions (emotional, normative, continuous). The study also found that there is a statistically significant correlation between the reality of university governance in the Gaza Strip, as measured by the Center for Mediterranean Integration (CMI) Scorecard, and organizational commitment in its various dimensions, and that there are no statistically significant differences between the reality of university governance in the Gaza Strip as measured by the Center for Mediterranean Integration (CMI) Scorecard and organizational commitment attributable to any of the variables (gender, job classification, years of service, educational institution).

Al-Zibari and Al-Hamdani (2019): Administrative leadership skills and their role in supporting organizational commitment: An exploratory study of the opinions of a sample of administrative leaders in the State Company for Drugs Industry & Medical Appliances /Nineveh.

The study aimed to identify the impact of administrative leadership skills in supporting organizational commitment (affective, normative, and continuance commitment) at the State Company for Drugs Industry & Medical Appliances /Nineveh. The study used a descriptive approach, and the research sample consisted of 55 individuals from department heads and administrative divisions. The questionnaire was the study tool, and the results showed a statistically significant positive correlation between administrative leadership skills and organizational commitment, as well as a statistically significant positive correlation between all variables of administrative leadership skills and organizational commitment. The results showed a statistically significant positive correlation between administrative leadership skills variables and organizational commitment variables. Finally, the results showed a statistically significant effect of administrative leadership skills, as measured by their variables, on organizational commitment variables.

Farah (2018): The Impact of Justice and Organizational Trust on Organizational Commitment: A Proposed Model. An Applied Study on Algerian Public Hospitals.

The study aimed to test the validity of the proposed model for improving organizational commitment among paramedical staff working in public hospitals in Algeria by examining the relationship between organizational justice and organizational trust as independent variables and organizational commitment as a dependent variable. A descriptive approach was used, with a

questionnaire as the study tool, which was applied to a random sample of 489 paramedical employees in the Algerian public education sector in four provinces. The study found that the level of organizational commitment was average. The results of the factor analysis showed that organizational commitment is a dual concept comprising affective commitment and normative commitment. The results also showed that organizational trust has a moderate positive effect on organizational commitment, while organizational justice has no direct effect on organizational commitment.

Al-Jumasi (2016): The relationship between organizational commitment and job performance among military medical service workers in the Gaza Strip.

The study aimed to identify the relationship between organizational commitment and job performance among military medical service employees in the Gaza Strip. The girl-researcher used a descriptive approach, with a questionnaire as the data collection tool from a sample of 181 military medical service employees in the Gaza Strip. The study reached a number of conclusions, the most important of which were that the level of organizational commitment was high and that there was a statistically significant relationship between organizational commitment and job performance among the study sample.

Comments on previous studies:

The girl-researcher reviews the research gap, the similarities and differences between the current study and previous studies, and what distinguishes the current study from previous studies.

The details are as follows:

➤ **Similarities:**

The current study agrees with previous studies in several aspects, including: it agrees with the studies of the first axis in its treatment of the self-management variable, and with the studies of the second axis in its treatment of the organizational commitment variable, as well as in its use of the descriptive approach and the study tool used, which is the questionnaire.

➤ **Differences:**

Previous studies varied in their choice of sample, with most using a random sample. The study by Alian (2016) used a stratified random sample, while other studies used a comprehensive survey method. They also varied in their locations of application, including a study (Al-Shurafat, 2022) in Jordan, a study (Awadallah, 2022), a study (Ateer & Al-Qasim, 2019), a study (Al-Jumasi, 2016), and a study (Alian, 2016) in Palestine, and a study (Al-Jandil, 2021) in

Sudan, the study (Al-Ghamdi, 2020) in Saudi Arabia, the study (Al-Zibari & Al-Hamdani, 2019) in Iraq, and the study (Farah, 2018) in Algeria. The current research will use a simple random sample.

➤ **What distinguishes the current research from previous studies:**

The current study differs from previous studies in its objective, as it aims to identify the impact of self-management on organizational commitment. The current research also differs from previous studies in its first axis in terms of its application, as it is applied at King Khalid University, and to the researcher's knowledge, there are no studies related to the variable of self-management that have been applied in the university sector in general and in education in particular. This was one of the reasons that prompted the girl-researcher to conduct this research.

3. THEORETICAL FRAMEWORK

3.1. Self-Management

Management is the main driver and fundamental tool for change in organizations. The success of organizations in achieving their goals depends on the efficiency and effectiveness of their management. Organizations seek to build effective and distinctive management systems that enable them to keep pace with current changes and meet future requirements and needs. Self-management is a fundamental requirement and a modern management approach based on the consideration that the organization is an independent administrative unit. Self-management relies on providing integrated tools and methods that help achieve satisfactory results based on a foundation of information. (Al-Shurafat, 2022: 2)

Self-management is considered a new administrative approach in management, giving the organization and its departments more autonomy, openness to society, and the development of relationships with official institutions and other departments. It is an approach that paves the way for administrative thought leaders to contribute effectively and demonstrate this in administrative systems, making the organization and its departments an administrative unit that enjoys greater autonomy in managing its various affairs and moving towards administrative decentralization in various processes. (Al-Ghamdi, 2020: 639)

Joy et al (2019: 68) also point out that self-management has meant that organizations no longer have complete control over their employees, as employees have become responsible for their own professional lives, and organizations provide opportunities for employees to do so, with individuals taking the initiative to take advantage of

these opportunities provided by organizations.

3.2. The Concept of Self-Management

Self-management involves giving leaders the authority to define the organization's mission and vision, plan its programs and activities, and make decisions related to employee recruitment. Self-management helps create an effective organization and supports employee commitment to completing their assigned tasks through participation in planning processes. (Al-Shurafat, 2022: 4).

Self-management is defined as: "A contemporary management approach that treats the organization as an independent administrative unit, free to manage its own affairs by moving towards greater decentralization in various areas of its work, while being subject to an effective accountability system based on the quality of its outputs. (Shalash, 2021: 130).

Al-Ghamdi (2020: 642) defines it as: "A set of different working methods that involve employees and stakeholders in decision-making, communication, planning for the future, and anticipating events, with the aim of improving the organization's performance, raising its level, and meeting its needs."

Al-Fayez & Al-Tamimi (2018: 239) define it as: "A strategy that aims to improve work within the organization by transferring important decision-making bodies and management offices within the organization, and providing managers, employees, and the public with key decisions to create a more effective environment for employees."

Ateer & Al-Qasim (2019: 59) state that self-management is considered: "a form of decentralization that makes the organization a basic unit for decision-making, and relies on the redistribution of decision-making authority among all employees in the organization and among members of the local community, as a fundamental means of enabling them to assess developments within the organization and to identify the best methods of providing appropriate support and funding to ensure the highest level of performance in the organization, thereby guaranteeing the achievement of its objectives."

Al-Jandail (2021: 12) states that the concept of self-management is one of the modern management concepts, which involves multiple skills covering all administrative aspects, and shifts management from its centrality to a movement of comprehensive administrative change to achieve the desired goals of applying and practicing self-management. It has come to be seen as a participatory and collaborative

process between all employees, members of society, and its institutions. This approach is considered one of the most important modern approaches used to achieve decentralization, as it focuses on the institution as an administrative unit that enjoys greater independence in managing its affairs. and also contributes to facilitating work on a decentralized basis in various administrative processes and functions.

Thus, the girl-researcher believes that self-management is the delegation of powers to the employees of the organization, so that they can make decisions without referring to senior management, which means decentralization in decision-making.

3.3. Objectives Of Self-Management

Self-management aims to achieve several objectives, the most important of which are: (Al-Fayez & Al-Tamimi, 2018: 240)

- Bring about radical change in decision-making and the powers granted to department managers and working members.
- Provide greater public participation in the management of the organization.
- Give the organization and its departments greater administrative and financial independence.
- Boost employee morale and motivation.
- Achieve work performance by accurately achieving objectives.
- Improve the accountability system for resource use.

Siyam (2018: 24) also points out that the objectives of self-management are as follows:

- Reduce bureaucracy and increase the base of participation in decision-making.
- Create an internal and external environment for the organization based on participation and commitment.
- Improve the quality of the production process and administrative skills.
- Change the culture of the organization in a positive way that ensures constructive interaction between management, employees, and the local community.
- Strengthen the link between the organization and the local community to achieve community participation.
- Rationalize the use of the organization's financial resources.
- Consider auditing as a key part of public accountability and as a measure and indicator of the extent to which total quality is applied in the organization.

- Instill self-monitoring in all employees and encourage self-evaluation within the organization.
- Increase the awareness of the organization's employees of the legislation governing their work and enforcing the application of regulations related to reward and punishment methods.
- Restructure the organization's management in a way that allows employees and assistants to participate in the management of the organization.

Al-Zubon (2017: 46) points out that the main goal that organizations aim for in their move toward self-leadership is to activate the organization's ability to respond to environmental changes around it, and even its ability to develop its goals in a way that allows it to adapt to internal and external challenges. These goals can be developmental, operational strategic, reformative and improvement-oriented, or evaluative and follow-up.

Bougal (2021: 143) states that the goals of self-management are as follows:

- Increasing employee motivation and loyalty.
- Increase the level of creativity, innovation, and initiative among employees.
- Achieve a better response to decisions made, as they are issued by individuals who are fully involved in the tasks.
- Achieve greater organizational flexibility.
- Save the large expenses that bureaucratic and traditional management incurs in decision-making.

Thus, the girl-researcher believes that the objectives of self-management are to delegate decision-making authority to employees, which may improve their performance as they are part of the decisions made in the organization and strive to achieve the organization's goals.

3.4. Characteristics Of Self-Management

Although the characteristics of self-management vary from one environment to another depending on the different needs of society and individuals, and the varying standards and principles on which it is based, these differences do not prevent the existence of similar fundamentals of self-management in many countries and organizations, which are as follows: (Ahmed et al., 2016: 122).

- With its freedom and independence, it can use its available resources well and more effectively in light of environmental analysis processes in particular and strategic planning processes in general.

- It adopts decentralization as a procedural model in its decision-making, which is based on the principle of participation between managers, subordinates, and the public.

Siyam (2018: 23) points out that the characteristics of self-management are as follows:

- It is a type of administrative reform that allows organizations and their departments to make decisions.
- It develops the ethical orientation of employees and trains new leaders at all levels.
- It seeks to achieve the general and specific objectives planned by the organization in light of the environmental analysis process, and implements them in light of the implementation process, thereby ensuring the strength of the management by objectives model.
- With its freedom and independence, it can use its available resources well and more effectively in light of environmental analysis and general strategic planning processes.
- It conducts comprehensive and interrelated analyses, including performance evaluations of individuals, groups, and the organization as a whole, with the aim of tightening control and improving school performance and quality in general.
- Its leadership is described as humane, technical, and multi-level.
- The principle of accountability is applied to ensure greater effectiveness and productivity.

Thus, the girl-researcher concludes that self-management is a modern management technique through which management seeks to improve employee performance and, consequently, develop the organization and increase its competitiveness.

3.5. Organizational Commitment

Human resources are considered one of the most important assets that organizations possess. Therefore, it is important to increase the organizational commitment of employees in order to improve their work performance, as an employee's sense of commitment to the organization they work for makes them part of it, and they will work hard to achieve its goals. Organizational commitment is an important factor in ensuring employee engagement in the organization. (Al-Shanti, 2016: 86)

Preethi & Alourthuraj (2015: 379) point out that organizational commitment has become an important concept in organizations for understanding employee behavior in the workplace, as it reflects employees' identification with the

organization and their commitment to their work and its goals. The importance of organizational commitment has emerged in its significant impact on the performance and success of organizations, as committed employees will identify with the organization's goals and values, have a desire to produce for the organization, and increase the competitive advantage of the organization they work for.

Akhtat et al. (2015: 75) point out that due to its significant impact on work attitudes such as job satisfaction, employee turnover, employee performance, and employee absenteeism, organizational commitment has become the focus of many research studies, with scholars defining organizational commitment in various ways.

Organizational commitment is based on three pillars, namely:

- Trust in, recognition of, and commitment to the organization's goals and ethics.
- Willingness to perform work within the organization.
- A strong intention to remain in the organization and work loyally (in a loyal manner).

3.6. The Concept of Organizational Commitment

Organizational commitment is a psychological factor that binds an individual to the organization, to their work, and to their career path within it. It is a state in which the employee considers the organization and its goals as an indicator and has the desire to remain a member of the organization. It is a relative level of an individual's identity in relation to the organization and their connection to it, and it has several components. (Laika, 2018: 163)

Al-Zibari & Al-Hamdani (2049: 59) define organizational commitment as: "The desire expressed by the individual for social interaction in order to provide the organization with vitality and activity, including loyalty."

Al-Shanti (2016: 90) defines organizational commitment as: "The degree to which an individual identifies with the organization in which they work, their desire to exert as much effort as possible for the benefit of the organization, and their strong desire to continue their membership in that organization."

Memari et al (2013: 166) define organizational commitment as: "the employee's feelings of commitment and permanence with the organization, which result from the absorption of the pressure exerted on employees."

Al-Ajmi (2020: 167) defines it as: " the level of

internal feeling among working individuals towards the organizations they work for, commitment to their principles, values, and laws, sincerity in achieving their goals, a constant feeling of connection with them, pride in belonging to them, and a strong desire to make every effort possible to achieve the best performance and to continue and remain in them regardless of the circumstances."

Obaid & Sabri (2022: 29) define organizational commitment as: "an employee's internal feeling and moral and actual commitment to performing the tasks assigned to them and striving to achieve the goals of the organization they work for, regardless of the challenges they face."

Naif et al. (2021: 308) define organizational commitment as: "the desire of individuals to adhere to and remain in the organization and to work diligently to help achieve its goals."

The girl-researcher believes that organizational commitment is a feeling that employees have that makes them committed to performing the tasks assigned to them and to achieving the organization's goals.

3.7. The Importance of Organizational Commitment

Organizational commitment is an important behavioral variable. Many studies have confirmed the high cost of absenteeism, tardiness, and employee turnover, as well as the clear importance of organizational commitment. They have also shown that a high level of organizational commitment among employees in an organization results in a reduction in a number of negative phenomena, including absenteeism and turnover. This importance is due to several reasons: (Naif et al., 2021: 316)

It is one of the key indicators for predicting many behavioral aspects, such as job turnover and others.

- It may attract both managers and human behavior scientists, as it is a desirable behavior.
- It represents an important element in the relationship between the organization and its employees, especially at times when organizations are unable to offer appropriate incentives.
- Individuals' organizational commitment to the organization is a stronger indicator of job satisfaction for employee retention and survival.
- It is an important factor in predicting organizational effectiveness.

Hashim & Al-Qassab (2017: 41) emphasize the importance of organizational commitment and its

impact on the individual and organizational levels, and even beyond that to the social and national levels. At the individual level, it contributes to increasing job satisfaction, which in turn is reflected in lower turnover and absenteeism rates and a sense of job stability. At the organizational level, it has been found to increase the level of belonging to the organization, thereby increasing productivity and reducing the costs resulting from employee absenteeism. At the social level, it creates an atmosphere of cohesion and social relationships among employees in the organization, and at the national level, it increases national output by increasing the efficiency and effectiveness of employees and organizations.

Al-Omari & Abi Mouloud (2017: 260) point out that many studies have confirmed the clear importance of organizational commitment, as studies have shown that a high level of organizational commitment in the work environment results in a reduction in negative phenomena, foremost among which are absenteeism and shirking.

Thus, the girl-researcher concludes that organizational commitment is important in that it ensures that employees perform their assigned duties, which leads to the organization achieving its goals. This is important for improving employee performance and, consequently, the performance of the organization itself.

3.8. Characteristics Of Organizational Commitment

Many studies have addressed some characteristics of organizational commitment as one of the important trends in organizations. Among these characteristics are the following (Jarbou, 2020: 52)

- Organizational commitment influences an employee's decision regarding their potential to continue and remain in their job.
 - Individuals with a high level of organizational commitment have certain characteristics, such as believing in and professing the organization's goals, philosophy, and mission, working to achieve them, and exerting more effort because they have become their goals.
 - Organizational commitment is an emotional psychological state that illustrates the relationship between the individual and the organization.
 - Organizational commitment is an intangible state, but its existence can be inferred from the behaviors, actions, and performance of employees.
 - The phenomenon of organizational commitment is shaped by the interaction of a set of humans, organizational, and administrative factors within the organization.
 - The level of the phenomenon is not constant, but the degree of change in it is relatively small.
 - It encompasses many dimensions, although there are no specific dimensions that have been agreed upon in various studies.
- The characteristics of organizational commitment can be summarized as an internal feeling and commitment on the part of the organization's employees. This commitment influences the decisions, behaviors, and choices of employees, and it is not constant; rather, it rises and falls depending on the circumstances surrounding the employees.
- Types of Organizational Commitment:**
Al-Naimi & Al-Hiti (2016: 98) state that organizational commitment is divided into two types, namely:
- **External Commitment:** This type is evident in the compliance of employees, who have little control over their goals and specializations. This means that employees have less power to shape their working lives, as management determines the working conditions for its employees, which weakens their sense of responsibility. According to another point of view, external commitment refers to the employee's commitment to the organization.
 - **Internal Commitment:** This type of commitment comes from within the employee themselves. Employees are usually committed to a particular project, individual, or program because they have personal reasons for doing so. If management wants internal commitment from its employees, it must involve them in setting their work goals and give them the opportunity to determine the behaviors required to achieve those goals.
- Memari et al (2013: 164) point out that organizational commitment is divided into three types, namely:**
- **Emotional Commitment:** This measures the employee's emotional attachment to the organization, their identification with it, and their involvement in it. It reflects the pressures on the employee to remain in the organization and is a result of organizational commitments.
 - **Continued Commitment:** This refers to the commitment associated with the costs incurred by employees to remain in the organization

and not leave it, because they believe that leaving would cost them a lot.

- **Normative Commitment:** The commitment to continue working in the organization, which may stem from values and principles.

4. PRACTICAL FRAMEWORK

4.1. Methodology of the Study

The research adopts a descriptive analytical approach, which attempts to explain, compare, and evaluate in order to arrive at meaningful generalizations that increase knowledge about the subject of study.

4.2. The Research Population

The current research population consists of all employees at King Khalid University, who work in various fields, whether as faculty members, administrators, or university management.

4.3. The Research Sample

The research sample was selected using simple random sampling, and the girl-researcher obtained a sample size of 240 employees at King Khalid University.

Table 1: Shows the Characteristics of the Study Sample.

Gender	Number	Percentage
Male	115	47.90%
Female	125	52.10%
Total	240	100.0%

Years of Experience	Number	Percentage
Less than 5 years	69	28.70%
5 to less than 10 years	60	25.00%
10 to less than 15 years	54	22.50%
15 years or more	57	23.80%
Total	240	100.0%

Academic Qualification	Number	Percentage
Diploma and below	62	25.80%
Bachelor's degree	117	48.80%
Master's degree	40	16.70%
Doctoral Degree (PhD)	21	8.80%
Total	240	100.0%

The previous table shows that

- Gender variable: 47% were male and 53% were female.
- Years of experience variable: 28.70% of the sample had less than 5 years of experience, 25% had 5-10 years of experience, 22.5% had 10-15 years of experience, and 23.8% had 15 years or more of experience.
- Academic qualification variable: It was found that 25.8% of the sample had a diploma or less, 48.8% had a bachelor's degree, 16% had a master's degree, and the remaining 8% of the sample had a doctoral degree.

4.4. Data Collection Tool and Method

To achieve the objectives of the study, the girl-researcher prepared a questionnaire as the main tool for data collection. Its paragraphs were based on a number of studies related to its variables.

The questionnaire consisted of two sections, as follows:

- The first section consisted of personal and

functional variables, namely: (gender, years of experience, academic qualification, and job position within the organizational structure).

- The second section consists of the questionnaire items, which were divided into two main axes, each of which represents a variable of the research variables, as follows:
 - ❖ The first axis: Statements related to the independent variable (self-management), which consists of (4) dimensions, namely the dimensions of self-management (powers granted, professional development of employees, accountability, communication, and information technology), each of which has six paragraphs, making a total of 24 paragraphs for the first axis.
 - ❖ The second axis: Statements related to the organizational commitment variable, represented by 15 statements.

Thus, the total number of statements in the questionnaire is 35.

Each of the above statements was given a score

according to the 5-point Likert scale as follows for statistical processing:

Table 2: Likert Scale of Responses.

Strongly Agree	Agree	Neither Agree nor Disagree (Neutral)	Disagree	Strongly Disagree
5	4	3	2	1

Internal Consistency Reliability of Part 1: (Independent variable) Self-management

Table 3: Shows the Correlation Coefficient Between Each Item of Motivation and the Total Score.

Self-Management		Correlation Coefficient	Significance Level
First dimension: Powers Granted (Given or Provided)			
1	The administration decides to increase or reduce the number of departments at the university as needed.	0.746	0.000
2	University employees are granted emergency leave as deemed appropriate by the administration.	0.701	0.000
Self-Management			
3	The administration approves the operational plans of university employees.	0.765	0.000
4	The university administration suspends or reduces working hours in emergency situations.	0.790	0.000
5	The university administration gives employees the freedom to act in situations where it is in the interest of the work.	0.767	0.000
6	The university administration organizes seminars and meetings that meet the needs of university employees and patients without consulting the Ministry of Education.	0.759	0.000
Second Dimension: Professional Development of Employees			
1	The evaluation criteria are set by the university administration.	0.741	0.000
2	The university administration contributes to the development of leadership skills for all university employees.	0.833	0.000
3	The administration develops a professional development plan for university employees.	0.872	0.000
4	The university administration works to identify the training needs of university employees.	0.784	0.000
5	The university administration motivates university employees to enroll in various training courses.	0.816	0.000
6	The administration enlists the help of specialists in professional development programs for university employees.	0.823	0.000
Third Dimension: Accountability			
1	The university administration applies accountability rules to all university employees.	0.755	0.000
2	The university administration periodically reviews work records.	0.827	0.000
3	The university administration monitors all employees' commitment to their assigned tasks.	0.828	0.000
4	The university administration applies mechanisms to monitor employee attendance.	0.847	0.000
5	The university administration applies regulations, laws, and systems in accordance with the university's operational plan in a manner that serves the interests of the work.	0.816	0.000
6	Working hours at the university are used effectively.	0.824	0.000
Fourth Dimension: Communications and Information Technology (CIT)			
1	The university administration uses a variety of means of communication and interaction with university employees.	0.811	0.000
2	The administration works to provide a comprehensive database on the university's needs.	0.858	0.000
3	The university administration supports administrative communications with the Ministry of Education.	0.826	0.000

4	The university administration makes effective use of various electronic means of communication.	0.860	0.000
5	The university administration employs modern technologies in communicating with patients.	0.821	0.000
6	The university administration uses a bulletin board to circulate official letters, decisions, and instructions.	0.810	0.000

Source: (Results of Statistical Analysis)

Based on the results of the correlation coefficients between the items in the dimension to which they belong, all correlation coefficients were statistically

significant at the significance level "0.05".

Internal consistency reliability of the second part: (dependent variable) organizational commitment

Table 4: Shows The Correlation Coefficients for Each Item of Organizational Commitment and the Total Score.

Organizational Commitment		Correlation Coefficient	Significance Level
1	I feel happy and proud to work at King Khalid University.	0.785	0.000
2	I feel that the problems of King Khalid University are my own problems.	0.758	0.000
3	I hold many of the values that characterize King Khalid University.	0.805	0.000
4	I feel that I am part of the King Khalid University family.	0.851	0.000
5	I feel an emotional connection to King Khalid University.	0.829	0.000
6	I feel committed to staying at King Khalid University, mainly because of the values and principles I hold towards the university.	0.842	0.000
7	The social costs that King Khalid University helps to provide, such as education and training, reinforce my sense of moral obligation to remain working at the university.	0.818	0.000
8	The legal obligation to continue working reinforces the moral constraints I impose on myself to remain working at King Khalid University.	0.866	0.000
9	King Khalid University deserves my loyalty and devotion.	0.792	0.000
10	I feel a sense of commitment and responsibility towards the people working at King Khalid University, which prevents me from leaving.	0.860	0.000
11	I look forward to obtaining a distinguished position at King Khalid University	0.806	0.000
12	I prefer to continue working at King Khalid University even if another job opportunity becomes available.	0.842	0.000
13	Staying at King Khalid University will benefit me greatly in the future.	0.838	0.000
14	Many aspects of my life will be negatively affected if I decide to leave the university.	0.808	0.000
15	It would be very difficult for me to leave King Khalid University at this time, even if I wanted to.	0.803	0.000

Source: (Results of Statistical Analysis)

Based on the results of the correlation coefficients between the items in the dimension to which they belong, all correlation coefficients were statistically significant at the significance level "0.05".

1. Questionnaire Reliability

Questionnaire reliability means that this questionnaire gives the same result if it is

redistributed more than once under the same conditions and circumstances. In other words, questionnaire reliability means that the results of the questionnaire are stable and do not change significantly.

The girl-researcher verified the reliability of the study questionnaire using Cronbach's alpha coefficient to measure questionnaire reliability, and the results are shown in the following table:

Table 5: Cronbach's Alpha Coefficient for Measuring Questionnaire Reliability.

Axes of Questionnaire	Cronbach's Alpha Coefficient
Self-Management	
First dimension: Powers Granted (Given or Provided)	0.849
Second Dimension: Professional Development of Employees	0.896
Third Dimension: Accountability	0.899
Fourth Dimension: Communications and Information Technology (CIT)	0.910
Overall reliability of the independent variable	0.965
Organizational Commitment	

Organizational Commitment	0.965
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Source: (Results of Statistical Analysis)

The table above shows that the Cronbach's alpha coefficient was high for each axis of the questionnaire, which means that the reliability coefficient is high and the questionnaire is in its final form.

Thus, the validity and reliability of the study questionnaire have been confirmed, giving us complete confidence in the validity and suitability of the questionnaire for analyzing the results, answering the study questions, and testing its hypotheses.

4.5. Inferential Statistics

The girl-researcher cleaned and analyzed the questionnaire using the Statistical Package for the Social Sciences (SPSS).

The following statistical tools were used:

- I. Percentages of frequencies and arithmetic mean: This is mainly used to determine the frequency of categories for variables and helps the girl-researcher describe the study sample.

- II. Cronbach's Alpha test to determine the reliability of the questionnaire items (study tool).
- III. Pearson's correlation coefficient to measure the degree of correlation: This test is based on studying the relationship between two variables, and the girl-researcher used it to calculate the internal consistency of the questionnaire.
- IV. Simple linear regression to illustrate the effect between the dimensions of the independent variable and the dependent variable.
- V. Tests for two independent samples to find differences in the study sample's responses to two variables.
- VI. The one-way analysis of variance (ANOVA) to find differences in the study sample's response in cases where there are more than two variables (three or more variables).
- VII. Least Significant Difference (LSD) test to find the direction of the differences.

Table 5: Distribution of the Research Sample Based on the Variable of Gender (Sex).

Gender / Sex	Frequency	Percentage %
Male	115	47.90%
Female	125	52.10%
Total	240	100.0%

(Results Of Statistical Analysis)

The results in Table 4/1 show that 47.90% of the sample were male and 52.10% were female.

The previous table shows that the majority of the study sample at King Khalid University are female.

This may be due to the fact that there are more women in administration, as they are better suited to this job.

Table 6: Distribution of the Research Sample Based on the Variable of Years of Experience.

Years of Experience	Frequency	Percentage %
Less than 5 years	69	28.70%
5 to less than 10 years	60	25.00%
10 to less than 15 years	54	22.50%
15 years or more	57	23.80%
Total	240	100.00%

(Results Of Statistical Analysis)

The results in Table 4/2 show that 28.70% of the sample had less than 5 years of experience, 25.00% had between 5 and 10 years of experience, and 22.50% had between 10 and 15 years of experience. to less than 10 years, 22.50% of the sample had 10 to less than 15 years of experience, and 23.80% of the sample

had 15 years or more of experience.

The above table shows that the study sample at King Khalid University varied in terms of years of service, which increases employee efficiency and integrates young people with those who have extensive work experience.

Table 7: Distribution of the Research Sample Based on the Variable of Academic Qualification.

Academic Qualification	Frequency	Percentage %
Diploma or lower	62	25.80%
Bachelor's degree	117	48.80%
Master's degree	40	16.70%
Doctorate degree (PhD)	21	8.80%
Total	240	100.0%

(Results of Statistical Analysis)

The results in Table 4/3 show that 25.80% of the

sample had a diploma or lower academic

qualification, 48.80% of the sample had a bachelor's degree, 16.70% had a master's degree, and 8.80% had a doctorate degree (PhD).

The table above shows that most of the employees at King Khalid University hold a bachelor's degree.

Table 8: Distribution of the Research Sample Based on the Job Position Variable Within the Organizational Structure.

Job position within the organizational structure	Frequency	Percentage %
Senior management position	65	27.10%
Middle management position	97	40.40%
Lower management position	78	32.50%
Total	240	100.0%

(Results Of Statistical Analysis)

The results in Table (4-4) show that that 27.10% of the sample are in senior management positions, 40.40% are in middle management positions, and 32.50% are in lower management positions.

The previous table shows the diversity of job positions within the organizational structure, from senior management to lower management.

4.6. Descriptive Statistics for the Independent Variable: Self-Management

The answer to the first main question, which states: "What is the level of self-management implementation at King Khalid University?", derives from this question the first main hypothesis, which

states that "the level of self-management implementation at King Khalid University is average."

To find the average level of self-management implementation at King Khalid University, the girl-researcher calculated the arithmetic mean, standard deviation, and relative weights analysis (RWA) for the independent variable "self-management implementation," as follows:

Tables (10), (11), (12), (13), and (14) illustrate this:

First: Statistical Analysis of the First Dimension: Powers Granted (Given or Provided)

Table 9: Arithmetic Mean, Standard Deviation, And Relative Weights Analysis (RWA) Of the Dimension of Powers Granted (Given or Provided).

SN	Item	Arithmetic Mean	Standard Deviation	Relative Weights Analysis (RWA)	Ranking
1	The administration decides to increase or reduce the number of departments at the university as needed.	4.166	0.779	83.32%	2
2	University employees are granted emergency leave as deemed appropriate by the administration.	4.187	0.744	83.74%	1
3	The administration approves the operational plans for university employees.	4.125	0.755	82.50%	4
4	The university administration suspends or reduces working hours in emergency situations.	4.112	0.858	82.24%	5
5	The university administration gives employees the freedom to act in situations where it is in the best interest of the student.	4.108	0.816	82.16%	6
6	The university administration organizes seminars and meetings that meet the needs of university employees and patients without consulting the Ministry of Education.	4.133	0.764	82.66%	3
The total score of the dimension		4.138	0.594	82.76%	---

(Results Of Statistical Analysis)

The results indicated that the level of responses of the study sample on the first dimension, Powers Granted, was very high, with an arithmetic mean of 4.138 and a percentage of 82.76%. Thus, the total score for the dimension of powers granted was very high. The girl-researcher believes that this result shows that the administration of King Khalid University grants a high degree of powers to

university employees.

- Item (2), which states, "University employees are granted emergency leave as deemed appropriate by the administration," ranked first in terms of relative weights analysis (RWA), with a percentage of 83.74%, which is "strongly agree".

- Item (5), which states, "The university administration gives employees the freedom to act in

situations where it is in the student's best interest," ranked last in terms of relative weights analysis (RWA), with a percentage of 82.16%, which is "strongly agree".

Second: Statistical Analysis of the Second Dimension: Professional Development of Employees

Table 10: Arithmetic Mean, Standard Deviation, And Relative Weights Analysis (RWA) Of the Professional Development Dimension for Employees.

SN	Item	Arithmetic Mean	Standard Deviation	Relative Weights Analysis (RWA)	Ranking
1	The evaluation criteria are set by the university administration.	4.133	0.764	82.66%	3
2	The university administration contributes to the development of leadership skills for all university employees.	4.083	0.727	81.66%	6
3	The administration develops a professional development plan for university employees.	4.112	0.807	82.24%	4
4	The university administration works to identify the training needs of university employees.	4.145	0.770	82.90%	2
5	The university administration motivates university employees to enroll in various training courses.	4.154	0.735	83.08%	1
6	The administration enlists the help of specialists in professional development programs for university employees.	4.091	0.813	81.82%	5
The total score of the dimension		4.120	0.625	82.40%	---

(Results of Statistical Analysis)

The results indicated that the level of responses of the study sample on the second dimension, professional development of employees, was high, with an arithmetic mean of 4.120 and a percentage of 82.40%. Thus, the total score for the dimension of the professional development of employees was "strongly agree", which means that the administration of King Khalid University is working hard to promote the professional development of university employees.

- Item (5), which states, "The university administration encourages university employees to

enroll in various training courses," ranked first in terms of relative weight, with a percentage of 83.08%, which is "strongly agree".

- Item (2), which states, "The university administration contributes to the development of leadership skills for all university employees," ranked last in terms of relative weights analysis (RWA), with a percentage of 81.66%, which is "strongly agree".

Third: Statistical Analysis of the Third Dimension: Accountability

Table 11: Arithmetic Mean, Standard Deviation, And Relative Weights Analysis (RWA) Of the Accountability Dimension.

SN	Item	Arithmetic Mean	Standard Deviation	Relative Weights Analysis (RWA)	Ranking
1	The university administration applies accountability rules to all university employees.	4.158	0.818	83.16%	2
2	The university administration periodically reviews work records.	4.137	0.777	82.74%	4
3	The university administration monitors all employees' commitment to their assigned tasks.	4.166	0.774	83.32%	1
4	The university administration applies mechanisms to monitor employee attendance.	4.120	0.801	82.40%	6
5	The university administration applies regulations, laws, and systems in accordance with the university's operational plan in a manner that serves the interests of the work.	4.158	0.786	83.16%	3
6	Working hours at the university are used effectively.	4.133	0.775	82.66%	5
The total score of the dimension		4.145	0.643	82.90%	--

(Results Of Statistical Analysis)

The results indicated that the level of responses of the study sample on the third dimension,

accountability, was high, with an arithmetic mean of 4.145 and a percentage of 82.90%. Thus, the total score for the dimension of accountability was "strongly agree", which means that King Khalid University enjoys a high degree of accountability.

- Item (3), which states, "The university administration monitors all employees in their commitment to the tasks assigned to them," ranked first in terms of relative weights analysis (RWA), with a percentage of 83.32%, which is "strongly

agree".

- Paragraph (4), which states, "The university administration shall apply mechanisms to monitor employee attendance," ranked last in terms of relative weights analysis (RWA), with a percentage of 82.40%, which is "strongly agree".

Fourth: Statistical Analysis of the Fourth Dimension: Communications and Information Technology (CIT)

Table 12: Arithmetic Mean, Standard Deviation, And Relative Weights Analysis (RWA) Of the Communications and Information Technology (CIT) Dimension.

SN	Item	Arithmetic Mean	Standard Deviation	Relative Weights Analysis (RWA)	Ranking
1	The university administration uses a variety of means of communication and interaction with university employees.	4.145	0.791	82.90%	1
2	The administration works to provide a comprehensive database on the university's needs.	4.066	0.870	81.32%	6
3	The university administration supports administrative communications with the Ministry of Education.	4.133	0.742	82.66%	2
4	The university administration makes effective use of various electronic means of communication.	4.083	0.782	81.66%	5
5	The university administration employs modern technologies in communicating with patients.	4.104	0.792	82.08%	3
6	The university administration uses a bulletin board to circulate official letters, decisions, and instructions.	4.100	0.791	82.00%	4
The total score of the dimension		4.105	0.661	82.10%	---

(Results Of Statistical Analysis)

The results indicated that the level of responses of the study sample on the fourth dimension, Communications and Information Technology (CIT), was high, with an arithmetic mean of 4.105 and a percentage of 82.10%. Thus, the total score for the dimension of the Communications and Information Technology (CIT) was "strongly agree", which means that the administration of King Khalid University relies heavily on Communications and Information Technology (CIT) with its employees.

- Item (1), which states, "The university administration diversifies its means of

communication and interaction with university employees," ranked first in terms of relative weights analysis (RWA), with a percentage of 82.90%, which is "strongly agree".

- Item (2), which states, "The administration works to provide an integrated database on the needs of the university," ranked last according to relative weights analysis (RWA), with a percentage of 81.32%, which is "strongly agree".

Table (4/9) shows the level of self-management at King Khalid University:

Table 13: Shows the Level of Self-Management at King Khalid University.

Dimension	level	Percentage
First Dimension: Powers Granted	High	82.76%
Second Dimension: Professional Development of Employees	High	82.40%
Third Dimension: Accountability	High	82.90%
Fourth Dimension: Communications and Information Technology (CIT)	High	82.10%
The Overall Level	High	82.54%

The table above shows that the overall level of self-management is high, reaching 82.54%, indicating that self-management is widely applied at King Khalid University.

Therefore, the first main hypothesis, which states that "the level of self-management application at King Khalid University is average," is rejected.

4.7. Descriptive Statistics for the Dependent

Variable: Organizational Commitment

The answer to the second main question, which states: "What is the level of organizational commitment at King Khalid University?", derives from this question the second main hypothesis, which states: "The level of organizational

commitment at King Khalid University is average." To find the level of organizational commitment at King Khalid University, the girl-researcher calculated the arithmetic mean, standard deviation, and relative weight for the independent variable of human resource development, as follows:

Table 14: Arithmetic Mean, Standard Deviation, And Relative Weights Analysis (RWA) For the Organizational Commitment Axis.

SN	Item	Arithmetic Mean	Standard Deviation	Relative Weights Analysis (RWA)	Ranking
1	I feel happy and proud to work at King Khalid University.	4.125	0.798	82.50%	3
2	I feel that the problems of King Khalid University are my own problems.	4.079	0.871	81.58	10
3	I hold many of the values that characterize King Khalid University.	4.116	0.850	82.32%	5
4	I feel that I am part of the King Khalid University family.	4.137	0.777	82.74%	1
5	I feel an emotional connection to King Khalid University.	4.062	0.853	81.24%	12
6	I feel committed to staying at King Khalid University, mainly because of the values and principles I hold towards the university.	4.087	0.821	81.74%	9
7	The social costs that King Khalid University helps to provide, such as education and training, reinforce my sense of moral obligation to remain working at the university.	4.100	0.806	82.00%	8
8	The legal obligation to continue working reinforces the moral constraints I impose on myself to remain working at King Khalid University.	4.120	0.769	82.40%	4
9	King Khalid University deserves my loyalty and devotion.	4.112	0.818	82.24%	6
10	I feel a sense of commitment and responsibility towards the people working at King Khalid University, which prevents me from leaving.	4.108	0.768	82.16%	7
11	I look forward to obtaining a distinguished position at King Khalid University	4.129	0.815	82.58%	2
12	I prefer to continue working at King Khalid University even if another job opportunity becomes available.	4.033	0.895	80.66%	13
13	Staying at King Khalid University will benefit me greatly in the future.	4.079	0.801	81.58%	11
14	Many aspects of my life will be negatively affected if I decide to leave the university.	3.979	0.948	79.58%	15
15	It would be very difficult for me to leave King Khalid University at this time, even if I wanted to.	4.029	0.930	80.58%	14
The Total Score of the Variable		4.086	0.684	81.72%	--

(Results Of Statistical Analysis)

The results indicated that the level of responses of the study sample on the dependent variable of organizational commitment was high, with an arithmetic mean of 4.086 and a percentage of 81.72%. Thus, the total score for the organizational commitment variable was high, which means that there is a high degree of organizational commitment at King Khalid University.

- Item (4), which reads, "I feel that I am part of the King Khalid University family," ranked first in terms of relative weights analysis (RWA), with a

percentage of 82.74%, which is "strongly agree".

- Item (14), which reads, "Many aspects in my life will be negatively affected if I decide to leave my job at the university," ranked last in terms of relative weights analysis (RWA), with a percentage of 79.58%, which is "strongly agree".

4.8. Inferential Statistics and Hypothesis Test Results

Answer to the third main question, which states,

“What is the impact of self-management on the organizational commitment of employees at King Khalid University?” To answer this question, the first main hypothesis was derived, which states, “There is a statistically significant effect at a significance level ($\alpha \leq 0.05$) of self-management on the organizational commitment of employees at King Khalid University.” This question and hypothesis were divided into the following sub-questions and hypotheses:

The answer to the first sub-question, which states: “What is the impact of the powers granted on the organizational commitment of employees at King Khalid University?” To answer this question, the first sub-hypothesis was derived, which states: There is a statistically significant effect at a significance level ($\alpha \leq 0.05$) of the powers granted on the organizational commitment of employees at King Khalid University.

Table 15: Results of the Regression Analysis Test for the First Sub-Hypothesis.

Statement	Correlation Coefficient R	Coefficient of Determination (R ²)	F-Test Value	The Regression Coefficient β	Significance level (α)
The impact of the powers granted on the organizational commitment	0.741	0.549	290.05	0.741	0.000

(Results Of Statistical Analysis)

The table above shows that the Pearson correlation coefficient (R) indicates that the strength of the relationship between the two variables is 0.741, which is a positive relationship, based on the R-squared (R²) value, meaning that the independent variable (powers granted) explains 54.90% of the dependent variable (organizational commitment).

The results also show that the F-Test Value is 290.050, and the significance level is 0.000, which is less than 0.05: there is a statistically significant effect at a significance level ($\alpha \leq 0.05$) of the powers granted on organizational commitment, and the regression equation coefficient was 0.741.

Therefore, we accept the first sub-hypothesis,

which states that there is a statistically significant effect at a significance level ($\alpha \leq 0.05$) of the powers granted on the organizational commitment of employees at King Khalid University.

Answer to the second sub-question, which states: “What is the impact of professional development on the organizational commitment of employees at King Khalid University?” To answer this question, the second sub-hypothesis was derived, which states: There is a statistically significant effect at a significance level ($\alpha \leq 0.05$) of professional development on the organizational commitment of employees at King Khalid University.

Table 16: Results of the Regression Analysis Test for the Second Sub-Hypothesis.

Statement	Correlation Coefficient R	Coefficient of Determination (R ²)	F-Test Value	The Regression Coefficient β	Significance level (α)
The impact of professional development on the organizational commitment	0.821	0.673	490.730	0.821	0.000

(Results Of Statistical Analysis)

The table above shows that the Pearson correlation coefficient (R) indicates that the strength of the relationship between the two variables is 0.821, which is a positive relationship, based on the R-squared (R²) value, meaning that the independent variable (professional development) explains 67.30% of the dependent variable (organizational commitment).

The results also show that the F-Test Value is 490.730, and the significance level is 0.000, which is less than 0.05: there is a statistically significant effect at a significance level ($\alpha \leq 0.05$) of employees' professional development on organizational commitment, and the regression equation coefficient

was 0.821.

Therefore, we accept the second sub-hypothesis, which states that there is a statistically significant effect at a significance level ($\alpha \leq 0.05$) of employees' professional development on the organizational commitment of employees at King Khalid University.

Answer to the third sub-question, which states: “What is the impact of accountability on the organizational commitment of employees at King Khalid University?”

To answer this question, the third sub-hypothesis was derived, which states: There is a statistically significant effect at a significance level ($\alpha \leq 0.05$) of

accountability on the organizational commitment of employees at King Khalid University.

Table 17: Results of the Regression Analysis Test for the Third Sub-Hypothesis.

Statement	Correlation Coefficient R	Coefficient of Determination (R ²)	F-Test Value	The Regression Coefficient β	Significance level (α)
The impact of accountability on the Employee discipline in the workplace	0.824	0.678	501.921	0.824	0.000

(Results of Statistical Analysis)

The table above shows that the Pearson correlation coefficient (R) indicates that the strength of the relationship between the two variables is 0.824, which is a positive relationship, based on the R-squared (R²) value, meaning that the independent variable (accountability) explains 67.80% of the dependent variable (organizational commitment).

The results also show that the F-Test Value is 501.921, and the significance level is 0.000, which is less than 0.05: there is a statistically significant effect at a significance level ($\alpha \leq 0.05$) of accountability on organizational commitment, and the regression equation coefficient was 0.824.

Therefore, we accept the third sub-hypothesis,

which states that there is a statistically significant effect at a significance level ($\alpha \leq 0.05$) of accountability on the organizational commitment of employees at King Khalid University.

Answer to the fourth sub-question, which states: "What is the impact of Communications and Information Technology (CIT) on the organizational commitment of employees at King Khalid University?" To answer this question, the fourth sub-hypothesis was derived, which states: There is a statistically significant effect at a significance level ($\alpha \leq 0.05$) of Communications and Information Technology (CIT) on the organizational commitment of employees at King Khalid University.

Table 18: Results of the Regression Analysis Test for the Fourth Sub-Hypothesis.

Statement	Correlation Coefficient R	Coefficient of Determination (R ²)	F-Test Value	The Regression Coefficient β	Significance level (α)
The impact of Communications and Information Technology (CIT) on the Employee discipline in the workplace	0.835	0.697	546.458	0.835	0.000

(Results Of Statistical Analysis)

The table above shows that the Pearson correlation coefficient (R) indicates that the strength of the relationship between the two variables is 0.835, which is a positive relationship, based on the R-squared (R²) value, meaning that the independent variable (Communications and Information Technology (CIT)) explains 69.70% of the dependent variable (organizational commitment).

The results also show that the F-Test Value is 546.458, and the significance level is 0.000, which is less than 0.05: there is a statistically significant effect at a significance level ($\alpha \leq 0.05$) of Communications and Information Technology (CIT) on organizational commitment, and the regression equation coefficient was 0.835.

Therefore, we accept the fourth sub-hypothesis, which states that there is a statistically significant effect at a significance level ($\alpha \leq 0.05$) of Communications and Information Technology (CIT) on the organizational commitment of employees at King Khalid University.

Tables (15), (16), (17), and (18) show that the first main hypothesis, which states that "there is a

statistically significant effect at a significance level ($\alpha \leq 0.05$) of self-management on the organizational commitment of employees at King Khalid University," is accepted.

The fifth sub-question states: "Are there statistically significant differences in the research sample's response to the effect of self-management on the organizational commitment of employees at King Khalid University according to the variables (gender, years of experience, academic qualification, job position within the organizational structure)?" This leads to the fifth sub-hypothesis, which states: "There are no statistically significant differences in the research sample's response regarding the impact of self-management on the organizational commitment of employees at King Khalid University according to the variables (gender, years of experience, academic qualifications, job position within the organizational structure)."

To answer this hypothesis, the following was tested:

First: Finding Differences According to the Gender Variable

The T-INDEPENDENT SAMPLE test was used to determine the differences in the study sample's views on the impact of self-management on the

organizational commitment of employees at King Khalid University attributed to the gender variable.

The results were as follows:

Table 19: Test of Differences According to the Gender Variable.

Gender	Response Average Rate	Standard Deviation	T-Test Value	Significance level (α)
Male	4.096	0.651	0.586-	0.559
Female	4.140	0.532		

(Results Of Statistical Analysis)

The table above shows that the calculated significance level of 0.559 is greater than 0.05, which means that there are no statistically significant differences in the research sample's response to the impact of self-management on the organizational commitment of employees at King Khalid University attributable to the gender variable.

Second: Finding Differences According to the

Variable of Years of Experience

The one-way analysis of variance (or one-way ANOVA) test was used to find differences in the study sample's views on the impact of self-management on the organizational commitment of employees at King Khalid University attributable to the variable of years of experience.

The results were as follows:

Table 20: Test of Differences According to the Variable of Years of Experience.

Source of Variance	The sum of squares	Degree of Freedom	The ratio of squares	F-Test Value	Significance level (α)
Between Groups	0.928	3	0.309	0.882	0.451
Outside Groups	82.770	236	0.351		
Total	83.699	239			

(Results Of Statistical Analysis)

The table above shows that the significance level of 0.451 is greater than 0.05, which means that there are no statistically significant differences in the research sample's response to the impact of self-management on the organizational commitment of employees at King Khalid University attributable to the variable of years of experience.

Third: Finding Differences According to

Academic Qualifications.

The one-way analysis of variance (or one-way ANOVA) test was used to determine the differences in the study sample's views on the impact of self-management on the organizational commitment of employees at King Khalid University attributable to the variable of academic qualification.

The results were as follows:

Table 21: Test of Differences According to the Variable of Academic Qualification.

Source of Variance	The sum of squares	Degree of Freedom	The Ratio of Squares	F-Test Value	Significance level (α)
Between Groups	5.235	3	1.745	5.249	0.002
Outside Groups	78.463	236	0.332		
Total	83.699	239			

(Results Of Statistical Analysis)

The above table shows that the significance level of 0.002 is less than 0.05, which means that there are statistically significant differences in the research sample's response to the impact of self-management on the organizational commitment of employees at King Khalid University, attributable to the academic qualification variable. Therefore, the girl-researcher used the least significant difference (LSD) post hoc test to find the direction of the differences, and the results are shown in the following table.

Table 22: The Least Significant Difference (LSD) Test for Differences Between Total Response Means According to the Academic Qualification Variable.

Difference between arithmetic means	Diploma and below		Bachelor's degree		Master's degree		Doctoral Degree (PhD)	
	M.D	Sig	M.D	Sig	M.D	Sig	M.D	Sig
Diploma and below	-	-	0.034	0.704	0.014	0.899	0.533	0.000
Bachelor's degree	0.034	0.704	-	-	0.049	0.641	0.499	0.000
Master's degree	0.014	0.899	0.049	0.641	-	-	0.548	0.000
Doctoral Degree (PhD)	0.533	0.000	0.499	0.000	0.548	0.000	-	-

The above table shows that:

- There are differences between "diploma and

below" and "Doctoral Degree (PhD)," with the differences in favor of "Doctoral Degree (PhD)."

- There are differences between "Bachelor's degree" and "Doctoral Degree (PhD)," with the differences in favor of "Doctoral Degree (PhD)."
- There are differences between "Master's degree" and "Doctoral Degree (PhD)," with the differences in favor of "Doctoral Degree (PhD)."

Fourth: Finding Differences According to Job Position Within the Organizational Structure.

The one-way analysis of variance (or one-way ANOVA) test was used to determine the differences in the study sample's views on the impact of self-management on the organizational commitment of employees at King Khalid University, attributed to the variable of job position within the organizational structure.

The results were as follows:

Table 23: Test of Differences According to the Variable of Job Position Within the Organizational Structure.

Source of Variance	The sum of squares	Degree of Freedom	The Ratio of Squares	F-Test Value	Significance level (α)
Between Groups	1.104	2	0.552	1.584	0.207
Outside Groups	82.595	237	0.349		
Total	83.699	239			

(Results Of Statistical Analysis)

The above table shows that the significance level of 0.207 is greater than 0.05, which means that there are no statistically significant differences in the research sample's response to the impact of self-management on the organizational commitment of employees at King Khalid University attributable to the job position variable within the organizational structure.

Tables (21), (22), (23), (24), and (25) show that there are no differences in (gender, years of experience, job position within the organizational structure), while there are differences in (academic qualification), which indicates that the null hypothesis is not accepted.

5. RESULTS

- I. The overall level of self-management dimensions is high, reaching 82.54%, which shows that self-management is widely applied at King Khalid University, as follows:
 - A. The level of powers granted by the administration of King Khalid University was high, with an arithmetic mean / arithmetic average of 4.138 and a percentage of 82.76%.
 - B. The level of professional development of employees at King Khalid University was high, with an arithmetic mean / arithmetic average of 4.210 and a percentage of 82.40%.
 - C. The level of accountability for employees at King Khalid University was high, with an arithmetic mean / arithmetic average 4.145 and a percentage of 82.90%.
 - D. The level of communications and information technology (CIT) at King Khalid University was high, with an arithmetic mean / arithmetic average 4.105 and a percentage of 82.10%.

- II. The level of application of the dependent variable, organizational commitment, was high, with an arithmetic mean / arithmetic average 4.086 and a percentage of 81.72%.
- III. There is a statistically significant effect at a significance level ($\alpha \leq 0.05$) for the powers granted on the organizational commitment of employees at King Khalid University.
- IV. There is a statistically significant effect at a significance level ($\alpha \leq 0.05$) for the professional development of employees on the organizational commitment of employees at King Khalid University.
- V. There is a statistically significant effect at a significance level ($\alpha \leq 0.05$) of accountability on the organizational commitment of employees at King Khalid University, communications and information technology.
- VI. There is a statistically significant effect at a significance level ($\alpha \leq 0.05$) of communications and information technology (CIT) on the organizational commitment of employees at King Khalid University.
- VII. There are no statistically significant differences in the research sample's response regarding the impact of self-management on the organizational commitment of employees at King Khalid University according to the variables (gender, years of experience, job position within the organizational structure), while there are differences in academic qualifications.

6. PRACTICAL RECOMMENDATIONS

- 1- The university administration should give employees the freedom to act in situations

where it is in the interest of the work, by delegating authority and powers to employees while maintaining oversight.

- 2- The university administration should identify the training needs of employees and organize seminars and meetings to meet those needs, which would increase employee efficiency, especially with regard to self-management and the basic skills and knowledge that employees need.
- 3- Develop the leadership skills of all university employees, within a clear plan.
- 4- Employ specialists in professional development programs for university employees, within a professional development plan for university employees, conduct training courses, hold educational courses, and provide professional and scientific development, as well as encourage employees to increase their academic achievement and scientific qualifications to enroll in universities and increase their academic achievement.
- 5- Applying accounting rules to all university employees in order to make effective use of working hours at the university, give employees the opportunity to make decisions independently, hold them accountable for

these decisions, and review them.

- 6- The university administration should establish mechanisms for recording employee attendance and departure times to ensure that university employees' working hours are monitored.
- 7- Provide technological tools that facilitate work at the university, thereby streamlining and facilitating work within the university.
- 8- Provide an integrated database on the university's needs to facilitate the university administration's work in developing the capabilities and skills of university employees.
- 9- Developing employee engagement with the university through the use of management techniques and incentives that contribute to improving employee loyalty, thereby contributing to employee engagement with the university and aligning their goals with those of the university.
- 10- Developing employee satisfaction with working at the university by having the university's administrative leadership adopt self-leadership methods that contribute to employees performing their roles and participating in decision-making.

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QUESTIONNAIRE

Dear Staff Members at King Khalid University (KKU)

Greetings,

The girl-researcher is conducting a study entitled: **“The Impact of Self-Management on Organizational Commitment: An Applied Study on King Khalid University Staff Members.”**

To achieve the objectives of the study, the girl-researcher has designed this questionnaire to collect data and information, and you have been selected to be part of the research sample.

Therefore, the girl-researcher kindly asks you to respond to the questionnaire in an impartial manner and as you see fit and appropriate.

Thank you for your cooperation.

Best regards,

The Girl-Researcher

Dr. SAMAR MUHAMMAD AL-TAHIR YASSIN

Section I: Personal And Job Variables:

1- Gender	
Male ()	Female ()

2 - Years of Experience			
Less than 5 years ()		5 to less than 10 years ()	
10 to less than 15 years ()		15 years or more ()	

3 - Academic Qualification			
Diploma and below ()		Bachelor's degree ()	
Master's degree ()		Doctoral Degree (PhD) ()	

4 - Job position within the organizational structure	
Senior Management Position ()	Middle Management Position ()
Lower Management Position ()	

Section II: Items Of Questionnaire:

The First Axis: Self-Management

SN	Item	Strongly Agree	Agree	Neither Agree nor Disagree (Neutral)	Disagree	Strongly Disagree
First Dimension: Powers granted:						
Delegation of authority leads to the emergence of effective leadership cadres within the organization who can improve and develop the performance of its employees.						
1	The administration decides to increase or reduce the number of departments at the university as needed.					
2	University employees are granted emergency leave as deemed appropriate by the administration.					
3	The administration approves the operational plans of university employees.					
4	The university administration suspends or reduces working hours in emergency situations.					
5	The university administration gives employees the freedom to act in situations where it is in the interest of the work.					
6	The university administration organizes seminars and meetings that meet the needs of university employees and patients without consulting the Ministry of Education.					

SN	Item	Strongly Agree	Agree	Neither Agree nor Disagree (Neutral)	Disagree	Strongly Disagree
Second Dimension: Professional Development of Employees						
1	The evaluation criteria are set by the university administration.					

2	The university administration contributes to the development of leadership skills for all university employees.					
3	The administration develops a professional development plan for university employees.					
4	The university administration works to identify the training needs of university employees.					
5	The university administration motivates university employees to enroll in various training courses.					
6	The administration enlists the help of specialists in professional development programs for university employees.					

SN	Item	Strongly Agree	Agree	Neither Agree nor Disagree (Neutral)	Disagree	Strongly Disagree
Third Dimension: Accountability						
1	The university administration applies accountability rules to all university employees.					
2	The university administration periodically reviews work records.					
3	The university administration monitors all employees' commitment to their assigned tasks.					
4	The university administration applies mechanisms to monitor employee attendance.					
5	The university administration applies regulations, laws, and systems in accordance with the university's operational plan in a manner that serves the interests of the work.					
6	Working hours at the university are used effectively.					

SN	Item	Strongly Agree	Agree	Neither Agree nor Disagree (Neutral)	Disagree	Strongly Disagree
Fourth Dimension: Communications and Information Technology (CIT)						
1	The university administration uses a variety of means of communication and interaction with university employees.					
2	The administration works to provide a comprehensive database on the university's needs.					
3	The university administration supports administrative communications with the Ministry of Education.					
4	The university administration makes effective use of various electronic means of communication.					
5	The university administration employs modern technologies in communicating with patients.					
6	The university administration uses a bulletin board to circulate official letters, decisions, and instructions.					

The Second Axis: Organizational Commitment

SN	Item	Strongly Agree	Agree	Neither Agree nor Disagree (Neutral)	Disagree	Strongly Disagree
1	I feel happy and proud to work at King Khalid University.					

2	I feel that the problems of King Khalid University are my own problems.					
3	I hold many of the values that characterize King Khalid University.					
4	I feel that I am part of the King Khalid University family.					
5	I feel an emotional connection to King Khalid University.					
6	I feel committed to staying at King Khalid University, mainly because of the values and principles I hold towards the university.					
7	The social costs that King Khalid University helps to provide, such as education and training, reinforce my sense of moral obligation to remain working at the university.					
8	The legal obligation to continue working reinforces the moral constraints I impose on myself to remain working at King Khalid University.					
9	King Khalid University deserves my loyalty and devotion.					
10	I feel a sense of commitment and responsibility towards the people working at King Khalid University, which prevents me from leaving.					
11	I look forward to obtaining a distinguished position at King Khalid University					
12	I prefer to continue working at King Khalid University even if another job opportunity becomes available.					
13	Staying at King Khalid University will benefit me greatly in the future.					
14	Many aspects of my life will be negatively affected if I decide to leave the university.					
15	It would be very difficult for me to leave King Khalid University at this time, even if I wanted to.					