

Functional Engagement and Its Relationship to Self-Regulation: Analytical Study at the International Development Bank

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Abstract: This research seeks to reveal the role of functional engagement as an independent variable with its three components (cognitive engagement, behavioral engagement, and emotional engagement) in self-regulation as a dependent variable, and realizing the importance of these topics investigated because of their effects on the individual, organization and society. To achieve this objective and for the importance of the expected results from the researched field, the questionnaire was used as a basic tool for data collection, which was distributed to the members of the research sample of the employees of the International Development Bank, which numbered (100) individuals, and covered (48) items for measurement. The research reached a set of results, the most important of which is that there is a significant effect relationship between the research variables (functional engagement and self-regulation), and the dimension of emotional engagement was the most influential in self-regulation, and these results were consistent with the hypothesis from which the research was launched.

Keywords: Engagement, functional engagement, self-regulation, cognitive engagement, behavioral engagement, and emotional engagement

Introduction

The banking sector is among the most important service sectors that have greatly increased interest in recent years, and which has become one of the most important components for building and developing the national economy. This is a result of the acceleration of economic life, which has become a feature of the business environment in this era, which resulted in the need to pay attention to the human resource capable of functional engagement through self-regulation so that working individuals can face such challenges.

Based on the hypothetical research model, which describes the nature of the relationships between the research variables, two hypotheses were adopted that dealt with the relationship between functional engagement and self-regulation and the impact of each of them as well as the impact of the relationship between them.

Based on the foregoing, the research topic was embodied in four sections, the first section dealt with the research methodology, the second topic dealt with the theoretical side of the research variables, the third section was devoted to the practical side, and the fourth section was devoted to the conclusions and recommendations of the research.

The first topic: Research Methodology**First: The Research Problem**

Functional engagement leads to employees bearing social responsibility, increasing production capacity at work, and achieving the goals of the organization because of the employee's attachment to his work to become an important part of his life. As for the non-engaged employee, he/she will be completely dissatisfied with all the details of his behavior, and as a result, he/she will suffer from a behavioral problem. It can be said that the success of any work and any place depends on those who do it, on what they are characterized by, and on what they possess of information, capabilities, skills and desire to accomplish that work. The success of the employee in his workplace depends primarily on him because he is the effective leadership element in the functional process.

The research problem can be described by asking the following questions:

- 1- What is the nature of the relationship between management and employees?
- 2- What are the pressures that individuals working in the bank are exposed to?
- 3- Is there a correlation and impact of functional engagement in the self-regulation of bank employees?

Second: The Importance of Research

The importance of the research comes in its theoretical and practical framework by trying to display the significance of the role of functional engagement as a work approach that helps raise the level of performance of employees when working. This research also gains its field importance from the importance of the banking sector, which is one of the vital sectors all over the world.

Third: Research Objectives

The current research, in light of the propositions of its problem and its questions, seeks to achieve a set of goals related in essence to revealing the level of the relationship between functional engagement and self-regulation, deepening the intellectual and philosophical framework for both functional engagement and self-organization, and employing what is reached for the current research in this aspect. In addition to revealing the nature and level of functional engagement and testing the extent of its contribution to the self-regulation of the organization in question, and testing the correlation and influence between the research variables represented by functional engagement and self-regulation.

Fourth: Research Methodology

The author adopted the descriptive and analytical approach in completing the current research, as this approach is more appropriate for the research variables, by doing an intellectual theoretical review of what was written about the variables in Arab and foreign sources to describe the reality of the research variables, as well as collecting data from the research sample to find out their opinions and trends, and then analyze the results of statistical treatments to come to conclusions to base the recommendations on, meaning that the goal of this approach is diagnostic as well as being descriptive.

Fifthly: The Research hypothetical Scheme

The methodological process of the research problem requires the design of a hypothetical scheme that shows a set of logical correlation and influence relations as an expression of temporary solutions to the research problem's questions. The research scheme consists of two types of variables, as shown in Figure (1):

- The independent variable (functional engagement), includes three dimensions: (cognitive engagement, behavioral engagement, and emotional engagement).
- The dependent variable is self-regulation.

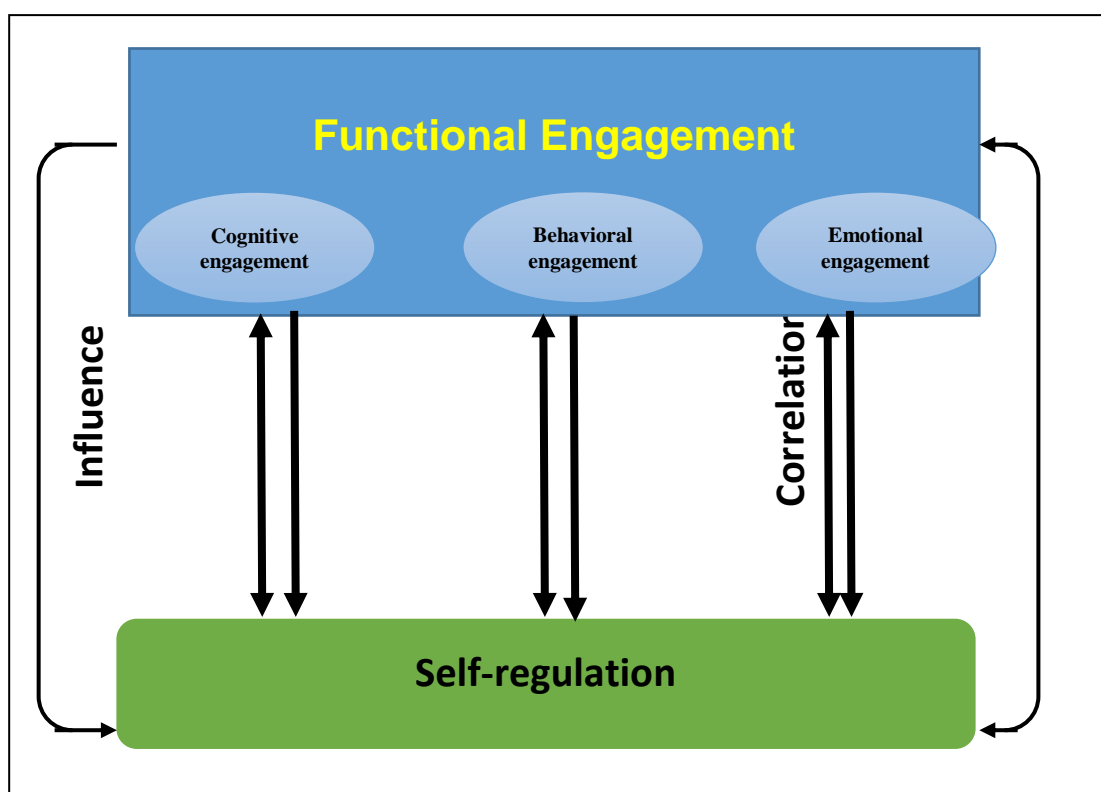


Figure 1. Hypothetical Scheme Of The Research

Sixth: Research Hypotheses

In line with the research problem, objectives and importance, the research hypotheses were formulated to test the interaction of its main and sub-variables, as follows:

The first main hypothesis: (there is a significant statistically significant correlation between functional engagement and self-regulation), and branched from this hypothesis the following sub-hypotheses:

- The first sub-hypothesis: There is a significant statistically significant correlation between behavioral engagement and self-regulation,
- The second sub-hypothesis: There is a significant statistically significant correlation between emotional engagement and self-regulation, and
- The third sub-hypothesis: There is a significant statistically significant correlation between cognitive engagement and self-regulation.

The second main hypothesis: (there is a significant effect of functional engagement in self-regulation), and branched from this hypothesis the following sub-hypotheses:

- The first sub-hypothesis: There is a significant effect of behavioral engagement on self-regulation,
- The second sub-hypothesis: There is a significant effect of emotional engagement on self-regulation, and
- The third sub-hypothesis: There is a significant effect of cognitive engagement of self-regulation.

Seventh: Community and research sample

The International Development Bank was approved as a community for this research and a field of application. As for the selected research sample, it included the employees exclusively in the bank, and a sample was taken from the research community, their number reached (100). The research questionnaire was distributed to the research sample, all of which were subject to statistical analysis.

Eighth: Methods of data collection and analysis

The author relied on various methods of collecting data and information to achieve the objectives of the research, as follows:

- 1- Data collection methods: relying on the desk survey to enrich the theoretical aspect of the research as much as possible about what has been written on this subject (books, papers, periodicals, and the Internet).
- 2- The questionnaire was adopted as a basis for all the data from the individuals of the research sample, which was prepared by (Yoshimura, 1996) for the independent variable (functional engagement). As for the dependent variable (self-organization), a questionnaire was adopted (Bandura, 2001) after it was developed to suit the requirements and objectives of the search. To answer the members of the research sample on the items related to the research variables, the answers and their levels were distributed according to the five-year Likert scale, and tests of validity and reliability were conducted on them to become ready to start applying the stages of statistical analysis to search in its practical side. Table (1) shows the structure of the research questionnaire.

Table 1. The Structure Of The Research Questionnaire

The Main Variables	The Variable Type	Sub-Variables	References
Functional engagement	Independent	Cognitive engagement Behavioral engagement Emotional engagement	Yoshimura, A. 1996
Self-regulation	Dependent	-	Bandura 2001

The second topic: The theoretical aspect of the research

First: Functional engagement

1- The concept of functional engagement

The concept of functional engagement was first used by human resources, practitioners and business companies. The concept of functional engagement was defined as “a process that leads an individual without professional experience to occupy a stable position in the operating system, and this term is used to denote that period or stage immediately following the recruitment process, which determines the suitability between the new employee and the vacant position, and accordingly, it is decided whether he should stay, leave, or join another position that is more suitable for his qualifications and skills (Smiley, 2015, p.6). The term (employee engagement) has been defined as a psychological condition in which employees feel full interest in the success of the organization and its performance at a high level that may exceed the specific requirements of the job. It is a positive attitude of employees towards the organization and its values, and the organization must work to develop and nurture engagement, which requires a bilateral

relationship between the employer and the employee, as he is concerned with individual contribution in healthy working conditions, promoting individual development, and encouraging mutual trust and understanding between the employer and employee and among the employees themselves (Schaufeli, 2008, p.3).

The interest in the study and application of functional engagement is experiencing unprecedented popularity in the field of human resource development (Human Resource Development, 2009, HRD) and is portrayed as a positive psychological state of motivation with behavioral manifestations (i.e. discretionary efforts, organizational citizenship behaviors, etc.). The concept of employee engagement shares an important relationship with organizational variables and performance outcome indicators such as discretionary effort and intention to transform in addition to overall performance, while Pauline & Peletier see financial independence and the ability to maintain operability as the basic criteria that should be taken when defining functional engagement, while functional engagement is a process that enables a person to occupy a stable position within the work system (Martins, N, 2014, p.4).

2- Functional Integration Approaches

Many studies in literature for fields that include human resource management, psychology and management, in addition to systematically reviewing academic definitions of engagement. Based on the study and analysis of 213 publications, four approaches for functional engagement have been identified as follows:

a- The needs-satisfaction approach

It is defined as the harnessing of organizational members to their work roles in engaging, employing people and expressing themselves physically, cognitively, emotionally, and mentally while performing roles. Engagement has been conceptualized as the preferred self-expression in important behaviors, despite the importance of theoretical thinking about engagement, but this approach was used in experimental research on occasion (Schaufeli, 2013: p.6).

b- Anti-Fatigue approach

This approach has its roots in occupational health psychology and considers work engagement as a positive antithesis of fatigue. Two schools of thought raise the issue:

First: Engagement and combustion are the positive and negative endpoints of a single chain. More specifically, the engagement is characterized by: (energy, contribution, and efficiency), which are the direct contradictions of the three dimensions of exhaustion: (fatigue, fear, and lack of achievement). This means people who are on high rates of engagement have inevitably low rates of fatigue and vice versa (Visotskayaa, 2015: p.4).

Second: The alternative view of work engagement is considered as a distinct concept that is negatively related to fatigue, and work engagement is defined in this view as a concept that expresses positivity, achievement and work related to a state of mind that is characterized by: (vitality and activity, discussion and sincerity, enthusiasm, inspiration, pride and challenge) (Schaufeli, 2013: p.7).

Engagement Satisfaction Approach

According to Gallup (the year), long-term employee engagement refers to an individual's engagement and satisfaction as well as enthusiasm for work. The Gallup concept of engagement appears to overlap with well-known traditional constructs such as work engagement and job satisfaction. The organization introduced a Q12 scale that measures engagement concerning perceived work resources, which include customer satisfaction, profit, and productivity. The engagement satisfaction approach has been a major influence in academia as well because Gallup's research has established meaningful links between employee engagement and business unit outcomes (Harter et al., 2003: p.13)

c- The multi-dimensional approach

Employee engagement is defined as “a distinct and unique structure consisting of cognitive, emotional, and behavioral components associated with individual role performance.” The innovative aspect is that Saks (2006) distinguished between “work engagement” (performing a work role) and

“organizational engagement” (performing a job role as a member of the organization) (Fletcher & Robinson, 2013: p.25).

3- Dimensions of functional engagement

This model was presented by (Yoshimura,1996), in which he emphasized that functional engagement is not a one-dimensional concept and that it consists of three dimensions (Akhtar & Singh, 2010: p.6):

1. Emotional engagement: It refers to the extent to which the individual enjoys working in his job, or how much he loves his work. It refers to (attachment, enjoyment, and correlation).
2. Cognitive engagement: It refers to the degree of the individual's awareness of himself as a member of the organization, his participation in making decisions about his job, or the degree of importance of the job in his life. It refers to (mental state, self-esteem, active participation).
3. Behavioral engagement: It refers to the employee taking an additional role at work, such as taking the evening period to enhance his skills related to his job or to think about work after leaving. It refers to (behavioral intentions, behavior outside organizations, voluntary learning and development).

Second: Self-regulation

1- The concept of self-regulation

Bandura (1977) was the first to study this concept in detail when he developed his social cognitive theory, as he assumed that three main determinants enable the individual to perform his behaviors actively and effectively, and for this the individual needs several interacting factors (personal, behavioral and environmental). Personal factors refer to the individual's beliefs about his abilities and trends, as for behavioral factors, they include a set of responses issued by the individual in life situations, and environmental factors include the roles played by those who deal with the individual, including parents, teachers and peers (Zimmerman, 1989: 330-331). These three determinants are independent and interact with each other at the same time and they determine self-regulating behavior. According to Rosenthal (2000), self-regulation refers to the ability and desire to use cognitive strategies and control them effectively (Rosenthal, 2000: 204), while Zimmerman sees it as a kind of metacognition that is linked to the appropriate selection of learning strategies (Zimmerman, 2000: 234), while Stone (1998) defined self-regulation as a mechanism of internal control that determines self-performing behavior, and the imposed consequences of that behavior (Stone, 1998: 6).

2- The characteristics of self-regulation

There are many characteristics of self-regulation, including (Ghbain, 2001: 26):

- It aims to achieve learning that emphasizes the individual's positivity and activity and takes into account his distinct characteristics.
- It emphasizes the provision of various options that each needs to invest his energies in according to his abilities, preparations and desires.
- It focuses on the individual learner, learning in particular, and the possibility of his cooperation with the group.
- It provides the opportunity to take responsibility for his learning and practice various activities according to his abilities and preparations.
- It aims at acquiring the skills and habits of continuing education that holds the individual's responsibility for continuing to learn by himself.
- It is based on organizing experiences in a way that allows each individual to grow and advance according to his abilities.

3- The components of self-regulation

Blanchard & Epstein (1978), Schraw & Denniso (1994), Boekaerts (1997), and Cleary (2007) identified the components of self-regulation, each according to their orientations. We will discuss the components presented by (Cleary, 2013), which indicated that self-regulation includes the following components (Cleary, 2013: 2-3)

1. Defining goals: This is done by identifying specific goals that the individual seeks to achieve that are commensurate with his abilities, inclinations and capabilities, and are achievable if he determines them himself, while if they were determined through an external source, achieving them by the individual is a difficult matter.
2. Self-observation: A process that requires the individual to observe his behavior and the situations in which this behavior appears and follow the stages of achieving his goals.
3. Subjective judgment: The individual's ability to make subjective judgments on his behavior by evaluating his behavior while achieving the goals he set in advance.
4. Self-reaction: It is the individual's self-response towards his behavior by positive self-acceptance that increases support for self-reactions or by a negative acceptance that provokes punishment for self-responses, and this response depends on how the individual reaches or rises to his personal goals and standards.

The third topic: The practical aspect of research

1- The independent variable (Functional engagement)

Table 2. Means, Standard Deviations, And The Relative Importance Of Functional Engagement

No.	The Items	Complete ly agree	agree	neutral	Disagree	Completely disagreed	Mean	Standard deviation	Relative significance, %
		5	4	3	2	1			
1	I hurry up to help all my colleagues	25	16	18	20	21	3.729	0.779	74.57
2	I find myself doing my job	19	29	22	20	10	3.643	0.799	72.86
3	I share information with my colleagues	18	25	20	22	15	3.814	0.906	76.29
4	I find it difficult to maintain social relationships	25	20	19	18	18	3.471	1.236	69.43
5	I make sure I get to work early	21	20	30	15	14	4	0.816	80
6	I find that my goals are beyond my capabilities	20	20	18	24	18	3.886	0.86	77.71
7	My colleagues look at me as a generous person	24	21	21	18	16	3.229	1.364	64.57
8	I feel comfortable when you ask me for	25	24	20	15	16	3.029	1.142	60.57

	help								
X1	Behavioral engagement dimension						3.60 0	0.987	71.995
9	I feel fun when my working hours are long	20	22	21	21	16	3.68 6	1.097	73.71
10	I get upset when doing my work	25	20	25	16	14	3.65 2	1.055	73.04
11	I talk positively with my colleagues about my work	20	21	23	19	17	3.55 7	1.15	71.14
12	I feel lazy when I start work	20	22	21	21	16	3.72 9	1.02	74.57
13	I closely related to my work	20	19	24	17	20	3.51 4	1.073	70.29
14	I feel sad when I fail to achieve anything related to my work	25	20	22	18	15	3.61 4	0.921	72.29
15	I feel proud of my job as an employee	24	18	20	21	17	3.24 3	1.096	64.86
16	My job is an important value in my life	20	25	25	21	9	3.62 9	0.92	72.57
X2	Emotional engagement dimension						3.57 8	1.0415	71.558
17	I work hard in my work	24	25	25	18	8	3.3	0.998	66
18	I try to use various methods in dealing with the problems facing my job	20	20	25	17	18	3.22 9	0.92	64.57
19	I have a desire to carry on with daily activities	21	20	25	25	9	3.51 4	0.864	70.29
20	I engage into everything around me and stick to it	23	19	25	18	15	3.32 9	1.188	66.57
21	I easily succumb to work pressures	19	21	25	25	10	3.41 4	1	68.29
22	I stay away from doing things that don't fit my abilities	23	19	25	14	19	3.21 4	1.048	64.29
23	I find that there is a perfect match between my cognitive abilities and the nature of my work	25	25	25	9	16	3.11 4	1.269	62.29

24	I find that I am in control of all aspects of my work	21	22	24	16	17	3.21 4	1.141	64.29
X3	The cognitive engagement dimension						3.29 1	1.0535	65.823
X	The functional engagement						3.48 9	1.027	69.792

Source: Prepared by the researcher by adopting the results of statistical analysis using the statistical program Spss v.25.

Table (2) shows that the arithmetic mean value of the functional engagement variable amounted to (3.489), which is greater than the hypothetical mean value, which represents the boundary between agreement and disagreement, which is (3) to confirm that the level of importance of the sample answers to the independent variable tended towards an agreement, with a standard deviation of (1.027), which indicates the presence of a slight dispersion in the sample answers regarding the functional engagement items, and the relative importance of the functional engagement variable was recorded as (69.792%), which shows the agreement of most of the research sample members on the items of the independent variable, and from it, we infer that the researched organization depends on each of the behavioral engagement, emotional integration, and cognitive integration in the research organization, but in different proportions.

Table (3) Arithmetic Mean, Standard Deviation, and the Relative Importance of (Self-Regulation).

Item No.	The item	Completely agree	agree	neutral	Disagree	Completely disagreed	Mean	Standard deviation	Relative significance, %
		5	4	3	2	1			
		%	%	%	%	%			
25	I usually track my progress towards my goals	20	25	25	17	13	3.586	0.876	71.71
26	I have so many plans but it's hard for me to focus on any of them	25	25	25	11	14	3.129	1.102	62.57
27	I have the power to change my behavior to perform my duties	21	25	25	12	17	3.529	0.959	70.57
28	I use multiple methods for problem solving purpose	20	23	25	14	18	3.457	0.988	69.14
29	I can make a change when I want to	21	21	22	17	19	3.586	0.97	71.71
30	I feel the choices are hard, when it comes to deciding on change	24	25	19	15	17	3.657	1.089	73.14
31	I find it hard to keep track of when I decide to do	20	25	25	14	16	3.857	0.952	77.14

	something								
32	I don't seem to learn from my mistakes	25	23	17	16	19	3.986	0.807	79.71
33	I make sure not to overdo it with work and daily activities	17	24	17	21	21	3.971	0.798	79.43
34	I often compare myself to others	25	16	17	21	21	4.114	0.826	82.29
35	I can stick to a plan that works well	18	29	21	21	11	4.043	0.711	80.86
36	I have personal standards, and I try to stick to them	17	24	21	23	15	3.986	0.691	79.71
27	I find it difficult to set goals for myself	17	25	21	23	14	3.986	0.691	79.71
38	I have the will to do my work	17	25	21	22	15	4.014	0.732	80.29
39	I usually judge my actions by their consequences	19	28	25	15	13	3.8	0.827	76
40	I want to do something, as soon as I see that things are not going well	21	23	29	17	10	3.829	0.722	76.57
41	There is usually more than one way to get something done	21	21	25	18	15	3.571	1.001	71.43
42	I find it difficult to make plans to achieve my goals	25	21	29	15	10	3.643	0.817	72.86
43	I don't pay attention to my actions, most of the time	22	25	17	17	19	3.629	0.802	72.57
44	I can usually plan how to achieve my goal	25	26	21	13	15	3.871	0.779	77.43
45	I find different ways to get what I want	19	21	28	17	15	4.033	0.701	79.86
46	I usually think a lot before I get my work done	21	23	18	21	17	3.229	1.364	64.57
47	It annoys me when things are not the way I want them to	25	20	21	17	17	3.243	1.096	64.86
48	I feel bad when I don't achieve my goals	25	17	21	20	17	3.896	0.905	77.917
Y	Self-regulation						3.735	0.883	74.66

Source: Prepared by the researcher by adopting the results of statistical analysis using the statistical program Spss v.25.

2- The dependent variable (self-regulation)

Table (3) confirmed that the arithmetic mean value of the self-regulation variable has reached (3.735), which is greater than the hypothetical mean value, which represents the boundary between agreement and disagreement, which is (3) to confirm that the level of importance of the sample's answers to the dependent variable tended towards an agreement, and with a standard deviation of

(0.883), which indicates the presence of a slight dispersion in the sample answers regarding the items of this variable. The relative importance of the self-regulation variable was (74.66%), which shows the agreement of most of the research sample members on the items of the dependent variable, and from it, we infer that the researched organization depends clearly on the items of self-regulation in its plans, but in varying proportions.

Research hypothesis testing

First: To test the correlation between the research variables:

To demonstrate the significance of the correlation between functional engagement in its three dimensions and self-regulation, the researcher has used the (Z-TEST), as the hypothesis of the correlation between the two variables will be accepted if the calculated value of Z is greater than the tabular Z value of (1.96) at the 95% confidence level. At the same time, the probability value is Sig. corresponding to the calculated Z value is less than the level of significance adopted in the study, which is 0.05. To know the strength and direction of the correlation between the two variables, the researcher calculated the value of the simple correlation coefficient (Spearman), and the results were as follows:

1- The correlation between behavioral engagement and self-regulation

Table (4) confirmed the existence of a significant correlation between behavioral engagement (X1) and self-regulation (Y) because the calculated Z value to show the significance of the correlation between them was (3.6129), which is significant, especially that the calculated value of Z is greater than the tabular Z value of (1.96) at a confidence level of (95%), and with this result, the first sub-hypothesis is accepted, which states that "there is a significant statistical correlation between behavioral engagement and self-regulation", while the value of the simple correlation coefficient between behavioral engagement and self-regulation was (0.527) which confirms the existence of a strong correlation between them.

2- The correlation between emotional engagement and self-regulation

Table (4) showed a significant correlation between emotional engagement (X2) and self-regulation (Y), especially that the calculated z-value to show the significance of the correlation between them was (4.6618), which is significant, and the calculated value of Z is greater than the tabular Z value of (1.96) at a confidence level of 95%, and this result leads to the acceptance of the second sub-hypothesis which states that "there is a significant statistical correlation between emotional engagement and self-regulation", while the value of the simple correlation coefficient between emotional engagement and self-regulation was (0.680), which confirms the existence of a strong correlation between them.

3- The correlation between cognitive engagement and self-regulation

Table (4) shows that there is a significant correlation between cognitive engagement (X3) and self-regulation (Y), especially that the calculated Z value to show the significance of the correlation between them was (2.8862), which is significant, and the calculated value of Z is greater than the tabular value of Z of (1.96) at a confidence level of (95%), and this result leads to the acceptance of the third sub-hypothesis which states "there is a significant statistical correlation between cognitive engagement and self-regulation", while the value of the simple correlation coefficient between cognitive engagement and self-regulation was (0.421), which confirms the existence of a weak correlation between them.

4- The correlation between functional engagement and self-regulation

Overall, Table (4) indicates the acceptance of the first main hypothesis which states that "there is a significant statistical correlation between functional engagement and self-organization", especially that the calculated Z value to show the correlation between them was (5.2583), which is significant, and the calculated value for Z is greater than the tabular Z value of (1.96) at a confidence level

(95%), while the value of the simple correlation coefficient between functional engagement and self-regulation was (0.767), which confirms the existence of a strong correlation between them.

Table (4) Significance Test Results Of The Association Between Functional Engagement And Self-Regulation.

Hypotheses	Independent variable (X)	Dependent variable (Y)	Simple correlation coefficient	Z-Test		Researcher clarification
				Calculated	Probability value Sig.	
1	Behavioral engagement (X1)	self-regulation	0.527	3.6129	0.00	There is a significant correlation between behavioral engagement and self-regulation
2	Emotional engagement (X2)	self-regulation	0.680	4.6618	0.00	There is a significant correlation between emotional engagement and self-regulation
3	Cognitive engagement (X3)	self-regulation	0.421	2.8862	0.00	There is a significant correlation between cognitive engagement and self-regulation
The Main First	Functional engagement	self-regulation	0.767	5.2583	0.00	There is a significant correlation between functional engagement and self-regulation
The tabular Z value (1.96) at the 95% confidence level						

Source: Prepared by the researcher based on computer outputs

Second: The effect of functional engagement with its three dimensions on self-regulation

To highlight the effect of functional engagement in self-regulation, the researcher has adopted (F-TEST), where she will accept the effect hypothesis if the calculated value of (F) is greater than the tabular F value of (4.0847), which confirms the acceptance of the impact hypothesis with confidence (95%) To show the percentage of the impact of functional engagement on self-regulation, the coefficient of determination (R^2) was calculated, and the results are as follows:

1- The relationship of the effect of behavioral engagement on self-regulation

Table (5) indicates the acceptance of the first sub-hypothesis, which states that "there is a significant effect of behavioral engagement on self-regulation," as the calculated F value was (12.058), which is a significant value, and the calculated value of F is greater than the tabulated F value of (4.0847), confirming the acceptance of the impact hypothesis with a confidence level of (95%), while the percentage of the effect of behavioral engagement on self-regulation was (20.8%), which is reflected by the value of R^2 .

2- The relationship of the effect of emotional engagement on self-regulation

Table (5) shows the acceptance of the second sub-hypothesis, which states that "there is a significant effect of emotional engagement in self-regulation". The calculated F value was (28.102), which is a significant value, because the calculated value of F is greater than the tabular F value of (4.0847), which confirms the acceptance of the effect hypothesis with a confidence level of (95%), while the percentage of the impact of emotional engagement in self-regulation was (37.9%), which is reflected by the value of R^2 .

3- The relationship of the effect of cognitive engagement on self-regulation

Table (5) highlights the acceptance of the third sub-hypothesis, which states that "there is a significant effect of cognitive engagement in self-regulation," especially since the calculated F value was (8.201), which is a significant value, and the calculated value of F is greater than the value of tabulated F of (4.0847) that confirms the acceptance of the effect hypothesis with a confidence level of (95%), while the percentage of the effect of cognitive engagement in self-regulation was recorded as (15.1%), which is reflected by the value of R^2 .

4- The relationship of the effect of functional engagement on self-regulation

Overall, Table (5) confirmed the acceptance of the second main hypothesis, which states that "there is a significant effect of functional engagement in self-regulation," as the calculated F value was (62.442), which is a significant value, and the calculated value of F is greater than the tabulated value of F of (4.0847), confirming the acceptance of the impact hypothesis with a confidence rate of (95%), while the percentage of the impact of functional engagement in self-regulation was (57.6%), which is reflected by the value of R^2 .

Table (5) Results of testing the effect of functional engagement on self-regulation

Hypotheses	Independent variable (X)	Dependent variable (Y)	The coefficient of determination R^2	F-Test		Researcher clarification
				Calculated F value	Probability value Sig.	
B-1	Behavioral engagement (X1)	self-regulation	20.8	12.058	0.00	There is a significant effect of behavioral engagement on self-regulation
B-2	Emotional engagement (X2)	self-regulation	37.9	28.102	0.00	There is a significant effect of emotional

						engagement on self-regulation
B-3	Cognitive engagement (X3)	self-regulation	15.1	8.201	0.00	There is a significant effect of cognitive engagement on self-regulation
The second main hypothesis	Functional engagement	self-regulation	57.6	62.442	0.00	There is a significant effect of functional engagement on self-regulation
The tabular F value of (4.0847) at the 5% significance level						

Source: Prepared by the researcher based on computer outputs

Fourth topic: Conclusions and Recommendations

This topic includes a presentation of the research conclusions and recommendations that crystallized during the completion of this research with its theoretical and practical aspects:

First: Conclusions

Based on the research outcomes, the following conclusions could be drawn:

- 1- There was a clear keenness of the management of the bank understudy to adopt the dimensions of functional engagement through (cognitive engagement, behavioral engagement, and emotional engagement), which was evident from the answers of the sample members about the questionnaire items with arithmetic mean that exceeded the hypothetical mean.
- 2- The characteristic of behavioral engagement received the highest attention, followed by the characteristic of emotional engagement, which indicates the influential strong affiliation between senior management and subordinates, which can contribute to strengthening the mechanisms of intellectual and dialogue cooperation between the two parties and enhances the internal banking performance.
- 3- The results of the statistical analysis revealed the existence of correlational and statistically significant effects between functional engagement, with its three dimensions and self-regulation, which proves the validity of the research hypotheses for which it was developed.

Second: Recommendations

- 1- To maintain and enhance the functional engagement of the employees, it is necessary to preserve the factors of that engagement to conduct awareness lectures for the employees to clarify the advantages of that functional engagement that they enjoy.
- 2- The author recommends increasing the distribution of young employees with other adults to promote that engagement.
- 3- Striving to maintain the high positive relationship between job engagement and self-regulation by providing all the requirements and maintaining the existing requirements that help the employee

maintain that relationship because every increase in the level of job engagement leads to a rise in the level of self-regulation.

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