

Assessing Job Involvement among Secondary School Teachers: A Case Study in Rouissat Municipality in Ouargla Province

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Abstract

This study sought to assess the level of job involvement among secondary school teachers in Rouissat Municipality, Ouargla Province. It also examined whether statistically significant differences existed by gender, age, and years of service. The sample comprised 100 male and female secondary school teachers. The study was conducted over three months using a descriptive research design.

The study adopted the 15-item Job Involvement Scale used by Khaled Awad Abdullah Mu'nis in his 2018 study. The findings indicated a low level of job involvement among participants. Mean response scores differed significantly by gender, with female teachers scoring higher. Statistically significant differences were also found by age. No statistically significant differences were found by years of service.

Keywords: Job Involvement ; Evaluation ; Secondary School Teachers

Introduction

In recent years, many organizations have faced considerable difficulties because of rapid developments in administrative, economic, social, political, and other fields. These developments have intensified competition as organizations seek efficiency, effectiveness, competitiveness, and continuity. To achieve these goals, many organizations now devote substantial attention to their human resources, which are central to organizational life. This attention encompasses employees' material, social, and psychological welfare, as well as their morale. It aims to improve work quality and increase output. It also seeks to enhance employees' satisfaction, loyalty, and sense of belonging to the organization. Such attention enables individuals to satisfy their personal needs at work. This, in turn, brings about what has more recently been termed job involvement.

Job involvement is a central concept in organizational behavior. Its indicators overlap with related concepts, such as work absorption, professional belonging, and job loyalty.

“The concept emerged in the 1990s through the work of the psychologist Kahn in 1990. He observed that job involvement was grounded in reward and incentive theory through the satisfaction of employees’ individual needs” (Amer Ali Al-Hasan, p. 117).

“Job involvement reflects employees’ sense of psychological identification with their work, provided that the work can satisfy their salient and anticipated needs” (Amer Ali, p. 117).

Job involvement is therefore among the factors with the greatest influence on people’s lives today. Work activities across different organizations occupy a substantial proportion of a person’s lifetime. Organizational activities also have significant and varied effects on professional and private life (Steven Brown, 1996, p. 235).

The growing interest in job involvement stems from its importance in understanding employees’ organizational behavior within the workplace (Al-Fadli, 2001, p. 100). This field study examines the concept and its significance for individuals at work and for organizations more broadly. Its premise is that people constitute a source of strength in every organization.

Research Problem

The success of any public or private organization depends primarily on the effectiveness of its employees and their performance of assigned tasks. Such effectiveness depends on employees’ skills and job satisfaction. These require a supportive and motivating work environment, free from stress, anxiety, threats, and conflicts with colleagues and subordinates. These problems can reduce employees’ involvement in their work, weaken their attachment to the organization, and create a sense of alienation from it.

Researchers in general, and organizations in particular, have increasingly focused on employees’ involvement within organizations and workplaces.

“Job involvement entails creating a work environment in which employees can influence decisions and procedures that affect their jobs. Employee involvement or participation is a management and leadership philosophy. It concerns enabling employees to contribute to the continuous improvement and sustained success of their organization” (Mohamed Shafiq, 2015, p. 10).

“Job involvement reflects the importance of work in an individual’s life. Highly involved employees devote considerable attention to their duties within the organization. They regard success at work as an indicator of self-esteem and success in life as a whole. Employees with lower involvement, by contrast, consider other aspects of life more important than their jobs” (Aseel Sabbar, 2016, p. 122).

The present study therefore examines the level of job involvement among secondary school teachers in Rouissat Municipality, Ouargla. It addresses the following questions:

- What is the level of job involvement among secondary school teachers in Rouissat Municipality, Ouargla?
- Does job involvement differ significantly by length of service among secondary school teachers in Rouissat Municipality, Ouargla?
- Does job involvement differ significantly by gender among secondary school teachers in Rouissat Municipality, Ouargla?

- Does job involvement differ significantly by age among secondary school teachers in Rouissat Municipality, Ouargla?

Study Hypotheses

- Secondary school teachers in Rouissat Municipality, Ouargla, have a high level of job involvement.
- Job involvement differs significantly by length of service among secondary school teachers in Rouissat Municipality, Ouargla.
- Job involvement differs significantly by gender among secondary school teachers in Rouissat Municipality, Ouargla.
- Job involvement differs significantly by age among secondary school teachers in Rouissat Municipality, Ouargla.

Study Objectives

The study objectives are as follows:

- To determine the level of job involvement among secondary school teachers in Rouissat Municipality, Ouargla.
- To determine the level of job involvement by gender, age, and length of service among secondary school teachers in Rouissat Municipality, Ouargla.
- To identify differences in secondary school teachers' responses concerning job involvement in Rouissat Municipality, Ouargla, by demographic characteristics. These characteristics are gender, age, and length of service.

Significance of the Study

The study has both theoretical and practical significance. It adds to knowledge about job involvement and about attention to human resources, their development, and their effectiveness. This contribution concerns improving job involvement among teachers in Rouissat Municipality, Ouargla. Job involvement has multiple effects on organizations in general and on teachers in particular. Studying this phenomenon may therefore help improve teachers' psychological well-being and their adjustment to those around them. It may also strengthen their involvement within the organization.

The study raises awareness among school administrators of the importance of teachers' level of job involvement.

It adds a specialized empirical study of job involvement among secondary school teachers in Rouissat Municipality, Ouargla, to the available literature.

The study draws the attention of decision-makers and supervisors within the institution to job involvement. This can help them contribute to improving teachers' working conditions.

Temporal and Geographical Scope of the Study

The study was limited to secondary school teachers because of their importance and standing in society and their direct contribution to the education sector. It was conducted in Rouissat Municipality, Ouargla, because participants were readily accessible and the researcher lived in the city. The study covered the 2020–2021 academic year. Its findings are bounded by the nature of

the instrument used to measure job involvement among secondary school teachers in this municipality. They also depend on participants' understanding of what was required of them and the seriousness with which they answered the scale items.

Operational Definition

Job involvement refers to employees' high degree of integration into the work environment. It entails wholehearted engagement with that environment in general and with their own work in particular.

Theoretical Background

The Concept of Job Involvement

Some authors have attempted to clarify the term job involvement. However, they have not provided a meaningful conceptual perspective that can be generalized across cultures. This has led some researchers to describe the concept as unclear and ambiguous. Sabah Al-Fadli argues that "an individual's tendency to become attached to work and the organization may form part of a broader process of social belonging. This process is rooted in the individual's attempt to internalize the values and attitudes of others" (Al-Fadli, 2001, p. 100).

Chughtai (2008) views job involvement as the degree to which individuals identify with their jobs and perceive their importance. The concept thus encompasses both cognitive and emotional aspects. Involvement is shaped by several influences, including emotional factors. Its positive effects include happiness, satisfaction, and high self-esteem. Lower involvement has the opposite effect, producing anxiety, distress, depression, and hopelessness.

Many researchers share this view. "They consider individuals' value orientations toward work to be among the principal determinants of job involvement. These orientations are acquired early in the socialization process" (Qasim, 2012, p. 32). Yousef expresses a similar view. He considers healthy and friendly social relationships essential to job involvement because they help shape individuals' attitudes toward work (Mohamed Shafiq, 2015, p. 10). Al-Maghribi adopts the same position. He "states that differences in job involvement may arise from differences in work-related value orientations learned in childhood. Other authors have also described the concept as lacking a precise theoretical framework" (Mohamed Shafiq, 201, p. 10).

Dimensions of Job Involvement

Previous research has identified three basic dimensions of job involvement:

"The first dimension is vigor. It refers to a combination of positive feelings or moods experienced in the work context. It involves the highest levels of energy during task performance and cognitive vitality, or a sense of mental alertness. It is also defined as employees' high energy levels that encourage them to undertake tasks despite difficulties.

The second dimension is dedication. This refers to employees' strong commitment to completing tasks on time. It includes investing additional time and taking the initiative despite existing difficulties. Dedication thus entails strong involvement in work and feelings of enthusiasm, inspiration, and pride.

The third dimension is enthusiasm. This is the driving force that helps achieve organizational goals. It generates the motivation that releases individuals' unlimited potential" (Amer & Zeina, 2018, p. 117).

Previous Studies

Previous Arab and international studies have examined job involvement in relation to other variables rather than considering it in isolation. The following studies are reviewed here.

Dehal and Kumar 2017

This study was entitled "The Level of Job Involvement among Faculty Members in Colleges in Himachal Pradesh, India." It sought to assess job involvement among faculty members in these colleges. The sample comprised 564 faculty members. A descriptive design was used, and data were collected with the Dhar and Srivastava scale. Job involvement was higher among male faculty members than among female faculty members. Involvement was also higher among faculty members in public colleges in rural areas than among those in private colleges in cities. The study thus examined involvement in both rural and urban colleges, alongside gender differences.

Khaled Awad Abdullah Mu'nis 2018

This study was entitled "Psychological Involvement and Its Relationship with Burnout among Teachers in the First Stage of Basic Education in the Central Governorate, Gaza."

The study examined the levels of involvement and burnout and the relationship between them among teachers in the first stage of basic education. Its sample comprised 256 male and female teachers. It used a descriptive survey design and two instruments: a Job Involvement Scale and a Burnout Scale. The findings indicated a moderate level of job involvement. A relationship was also found between job involvement and burnout. Neither variable differed significantly by gender or experience. Unlike the preceding study, this research examined job involvement in relation to burnout among teachers in the first stage of basic education. It also investigated whether involvement differed by experience and gender.

Rand Khaled Abdullah Al-Shibl 2019

This study was entitled "The Level of Job Involvement among Female Secondary School Teachers in Unaizah Governorate."

The study examined job involvement among female secondary school teachers and whether it differed significantly by specialization, years of employment, and marital status. It was conducted with a sample of 207 male and female teachers. The researcher used a descriptive survey design and a questionnaire. Job involvement differed significantly by years of employment, but no significant differences were found by specialization or marital status. Female teachers' level of job involvement was moderate.

This study differed from the preceding studies by including two additional personal variables: specialization and marital status. It examined differences in job involvement by these variables, in addition to gender and years of employment.

Amer Ali Hussein and Zeina Falih Hamid 2019

This study was entitled "The Role of Job Involvement in Explaining the Relationship between Job Resources and Banking Service Quality."

The study examined the effects of job resources on banking service quality and job involvement. Its sample comprised 133 bank employees in Al-Muthanna Governorate, with varying educational qualifications and administrative positions. The researchers used a descriptive analytical design and several valid and reliable instruments. Most hypotheses were supported. These proposed that job resources affect banking service quality through the mediating role of job involvement. This study differed from the preceding studies by examining the role of job involvement in explaining the relationship between job resources and banking service quality. It did not address personal variables.

Methodology

This section presents the research design, study population, sample, and instrument. It also describes the assessment of the instrument's psychometric properties and the statistical procedures used to analyze the findings.

Research Design

A descriptive exploratory design was adopted to reflect the study's objectives and exploratory nature. This approach examines phenomena in their natural, real-life settings and analyzes and interprets them. It is defined as "a research method concerned with existing events, phenomena, and practices that can be studied and measured without intervention in their course. The researcher can interact with them to describe and analyze them. It is a form of systematic scientific analysis and interpretation used to describe a specific phenomenon or problem and represent it quantitatively. This involves collecting standardized data and information, classifying and analyzing them, and subjecting them to detailed examination" (Melhem, 2000, p. 324).

Study Sample

The sample comprised 109 male and female teachers. A complete enumeration approach was used to include all teachers working in secondary schools in Rouissat Municipality, Ouargla. Table 1 presents the distribution of the study sample.

Table 1. Distribution of the study sample

Secondary school	Sample size	Percentage
Malek Bennabi Secondary School	43	39.44%
Ben El-Chahm Mohamed Secondary School	33	30.275%
Larbi Ben Slimane Secondary School	33	30.275%
Total	109	100%

Study Instrument

"The questionnaire schedule is the main instrument used by the researcher to collect the data required for the study. It consists of a set of written questions addressed to respondents. The questions are highly standardized. The researcher does not need to be present because respondents complete the questionnaire themselves" (Abdullah, 2017, p. 805).

Theoretical literature, previous studies, and several scales were reviewed for the present study. The instrument adopted was the scale used by Khaled Awad Abdullah Mu'nis in his study "Job Involvement and Its Relationship with Burnout among Teachers in the First Stage of Basic Education in the Central Governorate, Gaza." This choice reflected the similarity between the two research settings. The scale consists of 15 items. Responses were assessed and scored using a five-point Likert scale.

Psychometric Properties of the Instrument

Reliability

Cronbach's Alpha

The overall reliability coefficient for the scale was $r = 0.78$, providing reassurance about its reliability. Ahmed Abdel-Khalek states that "a reliability coefficient of 0.70 or above is generally considered acceptable for personality scales, $p < 0.01$ (*)" (Ahmed Abdel-Khalek, 1996, p. 81).

Split-Half Reliability

The scale's reliability was also assessed using the split-half method. The Spearman-Brown correlation coefficient was calculated between participants' scores on the odd- and even-numbered items. Its value was $r = 0.728$ and was statistically significant at the 0.01 level. This further confirmed the reliability of the scale.

Validity

Validity is an essential property of any data collection instrument and one of its most important psychometric characteristics. The present study uses extreme-group comparisons to assess validity, also referred to here as discriminative validity.

Extreme-Group Validity

"T. L. Kelley's research established that the clearest differentiation between high and low performance is obtained by dividing scores into upper and lower groups. The upper group consists of the highest-scoring 27%, or 33% according to other references. The lower group consists of the lowest-scoring 27% or 33%" (Fouad El-Bahi El-Sayed, 1978, p. 459).

Participants' scores were therefore ranked in descending order. The upper 33% and lower 33% were selected on the 15-item scale. A t-test was then used to determine whether the two group means differed significantly. Table 2 presents the results.

Table 2. Extreme-group validity of the Job Involvement Scale

Score group	n	Mean	SD	t	df	p
Upper scores	9	57.444	3.20	7.288	16	0.013
Lower scores	9	39.000	6.89			

Table 2 shows a calculated t-value of 7.288 with 16 degrees of freedom and a p-value of 0.013. This confirms the scale's discriminative capacity. It clearly distinguishes between the two groups and therefore demonstrates a high degree of validity.

Hypothesis Testing

First Hypothesis

The first hypothesis stated that secondary school teachers in Rouissat Municipality, Ouargla, have a high level of job involvement. A one-sample t-test was used to test this hypothesis. It compared participants' mean self-esteem scores with the adopted criterion of 75%. The results are presented in Table 3.

Table 3. Difference between participants' mean scale score and the theoretical mean of the scale

n	df	Mean	SD	Criterion	t	p
100	99	47.72	9.10	60	-13.493	0.000

Table 3 shows that participants' mean scale score was 47.72, below the adopted criterion of 60. The one-sample t-test yielded $t = -13.493$ and a p-value of 0.000, which is below 0.05. The difference was therefore statistically significant. This indicates a moderate level of job involvement among secondary school teachers in Rouissat Municipality, Ouargla.

Teachers seek to provide the best possible performance. The researcher attributes the absence of high job involvement to obstacles that limit their involvement, including heavy workloads and job pressures. The researcher also identifies the supervisory approach adopted by senior management as a factor that reduces teachers' involvement in their work. Limited material and non-material incentives may also have a substantial effect. Other possible influences include teachers' exclusion from planning and decision-making, as well as instability in educational programs and curricula. These findings agree to some extent with Al-Shibl (2019) and Mu'nis (2018), who both reported moderate involvement in their samples. They differ from Al-Wahidi (2014) and Qasim (2012). The researcher attributes the lower level of involvement among secondary school teachers to heavy teaching loads, job pressures, limited material and non-material incentives, and exclusion from decision-making.

Second Hypothesis

The second hypothesis stated that job involvement differs significantly by length of service among secondary school teachers in Rouissat Municipality, Ouargla. Analysis of variance (ANOVA) was used to test this hypothesis. Table 4 presents the results.

Table 4. ANOVA results comparing job involvement across age groups

Source of variation	Sum of squares	df	Mean square	F	p
Between groups	321.387	2	160.693	1.978	0.144
Within groups	7878.773	97	81.224		
Total	8200.160	99			

Table 4 shows an F-value of 1.978 and a p-value of 0.144, which exceeds 0.05. Job involvement therefore did not differ significantly by years of experience. This finding agrees with Al-Wahidi (2014), Al-Maghrabi (2004), Qasim (2012), and Khalid and Rehman (2011). These studies found

no significant differences in involvement by years of service. It differs from Al-Fadli (2011), Madi (2014), and Nassar (2013), who reported significant differences by years of service.

Third Hypothesis

The third hypothesis stated that job involvement differs significantly by gender among secondary school teachers in Rouissat Municipality, Ouargla. An independent-samples t-test was used to test this hypothesis. Table 5 presents the results.

Table 5. Independent-samples t-test results for differences between male and female teachers' scale scores

Gender	n	Mean	SD	t	df	p
Male	45	45.68	8.58	-2.051	98	0.043
Female	55	49.38	9.25			

Table 5 shows that male teachers' mean score of 45.68 was lower than female teachers' mean score of 49.38. The calculated t-value was -2.051 with 98 degrees of freedom and a p-value of 0.043, which is below 0.05. Job involvement therefore differed significantly by gender, with female teachers scoring higher.

The researcher attributes this difference to other variables, including organizational commitment. In this interpretation, female teachers demonstrate greater commitment to their work than male teachers. Organizational citizenship may also contribute to the difference, as it may be higher among female teachers. Organizational loyalty may likewise play a role, with female teachers showing greater loyalty to the organization.

This finding agrees with Nassar (2013), Al-Saadi (2015), and Danich (2015). Their studies reported statistically significant gender differences in job involvement among secondary school teachers, with higher involvement among women.

Fourth Hypothesis

The fourth hypothesis stated that job involvement differs significantly by age among secondary school teachers in Rouissat Municipality, Ouargla. ANOVA was used to test this hypothesis. Table 6 presents the results.

Table 6. ANOVA results comparing job involvement across age groups

Source of variation	Sum of squares	df	Mean square	F	p
Between groups	635.777	2	317.888	4.076	0.020
Within groups	7564.383	97	77.983		
Total	8200.160	99			

Table 6 shows an F-value of 4.076 and a p-value of 0.020, which is below 0.05. Job involvement therefore differed significantly by age. Scheffé's post hoc test was used to identify the educational level with the higher scores. Table 7 presents the results.

Table 7. Scheffé's post hoc comparison results

Age	n	Mean	Pairwise comparison	Mean difference	p	Result
25–32	40	50.25	25–32 vs. 33–40	2.41	0.524	No significant difference
33–40	31	47.83	33–40 vs. over 40	3.73	0.267	No significant difference
Over 40	29	44.10	25–32 vs. over 40	6.14	0.020	Significant difference in favor of the 25–33 group

Table 7 shows no significant difference between the 25–32 and 33–40 age groups, or between the 33–40 and over-40 groups. A significant difference was found between the 25–32 and over-40 groups, in favor of the 25–33 group.

This finding agrees with Abdullah Mohamed Hamza (2017), Mazen Faris (1993), and Fadl Sabah Al-Fadli (2001) regarding the effect of age on job involvement among secondary school teachers. It differs from Al-Wahidi (2014), Al-Maghrabi (2004), and Ueda (2012), who found no effect of age on job involvement in their samples. The researcher attributes higher involvement among the 25–33 age group to marital status, being in the early years of employment, and the ability to withstand demands. The pursuit of social standing and the desire to establish oneself are also offered as explanations.

Conclusion

This analytical study found a moderate level of job involvement among secondary school teachers in Rouissat Municipality, Ouargla. Involvement differed by gender, with female teachers scoring higher. It also differed by age, in favor of the 25–33 age group. No differences were found by years of employment. On the basis of these findings, the following recommendations are proposed.

Greater attention should be given to the educational environment and to secondary school teachers by creating a suitable working climate. This would increase teachers' involvement in their work. Job pressures and workloads should also be reduced so that teachers can work more comfortably and with greater concentration.

Attention should also be given to teachers' material and non-material incentives. Recognition of teachers and their efforts to educate younger generations should be restored. This would encourage greater effort and contribution.

Future studies could examine job involvement in relation to other variables. These may include personal characteristics or job-related variables associated with the work environment. Such research would provide a clearer understanding of the concept.

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