

Job Involvement of the Primary School Headmasters

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Abstract

The aims of this research are as follow:Identifying the level of job participation of primary school headmasters. Identifying the differences in job participation, according to the gender variable, the certificate of primary school headmasters.In order to achieve the objectives of the research, the researcher did the following: constructing a Job Involvement scale, and the tool was exposed to statistical analysis procedures. The data was performed statistically using (SPSS). The current research community is determined by the headmasters of primary schools affiliated with the Baghdad Education Directorates, Karkh (first-second-third) in Baghdad for the academic world (2020-2021). The research sample was selected randomly, (250) headmasters, the results appeared: Primary school headmasters have a high level of job participation,there are no statistically significant differences in Job Involvement according to the gender variable (male-female).There are statistically significant differences in job participation, according to the degree variable.

Keywords: Job Involvement

Research problem

Researchers and specialists in all fields were interested in the issue of Job Involvement, because of its importance in raising efforts, improving productivity and achieving the desired goals. Amoush (2018) stated that Job Involvement is important in raising the efforts of workers in institutions in general and educational institutions in particular. Rasheed (1993) stated that he plays a vital role as a link between the level of productivity on the one hand, and the quality of career on the other hand. (The Cub, 69:2019)

The expansion of the world today and the rapid and successive economic and social changes, as well as the desire of the educational administration to continue and achieve the highest possible success rate, led to the intensification of the efforts of researchers and thinkers in the field of administration to research organizational behaviors based on a rational scientific basis that helps the administration to improve their performance and achieve their being under productive administrative competition (Al Masry, 2:2015)

The issue of Job Involvement is one of the main and important issues to understand administrative behavior at work,because of the key and vital role that Job Involvement plays as a link between the level of productivity on the one hand,and the basic needs of the employee, and the quality of career on the other hand. Therefore, Job Involvement as a concept generally expresses the importance of the role that the job plays in the life of the individual on the one hand,and the readiness of that individual to maintain that job, and to make the utmost efforts

to meet its requirements on the other hand. (Al-Wahidi, 3:2013) At a time when the Ministry of Education seeks to keep pace with developments and improve the performance of its employees ,especially we live in light of the challenges represented by the emergence of the phenomenon of globalization and diversity of services and the pursuit of innovations and rapid innovations and diversity of human resources that contribute to the enrichment of work by owning a group of employees with a diverse educational background and differ demographically in gender, age, race, marital status, work style and job status, which has become a clear fact for the educational administrative institutions in general in the Ministry of Education as it is characterized by privacy in the performance of its tasks and functions, and due to its direct association with society in all segments and types and its continuous interaction. (Al rabeey,3:2019)

Hence, the researcher believes, through her work in educational institutions, that there are huge obstacles that impede the headmasters' indulgence, including the lack of them, and the clarity of their roles due to changes and contradictions, which are imposed on him by administrative authorities. The problem of the current research is determined by the following question (What is the level of job Involvement among primary school headmasters?

Research Significance

Education is the first factor in scientific development and its goal is known as the development of thinking, the acquisition of concepts and principles, and the formation of sound views towards life in general, not the stuffing of minds with knowledge and information. (Zaytoun,130:2010)

Education was and is still the way of nations to the future, and it is known that the educational system is one of the important social systems, but it is the backbone of the rest of the social systems, because of its great importance in the life of societies and the secret of their rise and progress and the educational system like other systems does not stand its column and does not perform its mission until the completion of its pillars, and adhering to the leadership of an effective educational leader capable of diagnosing disease and dysfunctional areas, and overcoming all obstacles and challenges, and since we live a technological revolution and a growing cognitive explosion, transformations and rapid changes, and we live in a small global village, as well as it became necessary for educational institutions to keep pace with the new changes and face the requirements of the modern era by developing and developing their educational leaders, raising their efficiency and increasing their effectiveness, in order to be able to reach safety, (Al madhoun,2:2012)

Therefore, the school is a social institution that has its educational function and has its educational role to build a society that is in line with developments in all fields of education and social in addition to its role in building personality and achieving comprehensive growth and preparing good citizenship that is consistent with the objectives of the integrated educational process. (Al Kumi,2:2019)

Therefore, recent developments and the challenges facing them have imposed the increased need for a strong and flexible administration that can successfully meet these challenges to achieve its educational goals, in addition to the need for the quality of individuals who have experience, knowledge and the ability to influence the management of the device to lead more than it manages. (Al-Ghamdi,1:2006)

Job Involvement is one of the important factors that have a crucial role in the overall

performance of the school. The concept of Job Involvement is important. Recent studies have paid great attention to it because of the positive results it achieves, which are reflected in the quality of performance in the school community, as well as enhancing the teaching effectiveness (Truss et al. ,2013:260)) because of its positive impact on the levels of mental health and happiness of headmasters. The involvement of headmasters and their self-efficacy has important effects on the effectiveness of school leadership. Therefore, Job Involvement J shows the extent of awareness and awareness of the individual of the importance of his job and its impact on his self-esteem and his sense of appreciation and respect at work (Siegle, 1969:86).

Job Involvement is one of the most effective tools used to increase the productivity of employees and enhance their actual participation, and adherence to work rules. From a psychological perspective, it can be said that effective leadership depends on the presence of a number of competent headmasters who have high levels of motivation, which makes them involved effectively in the work environment, both at the cognitive level and at the emotional level. (Khan. et. al, 2011:252) While the study of (Al-Zubaidi,2017) indicated that poor motivation among school leaders may also be one of the indicators of their low level of Job Involvement behavior. (Al-Zubaidi,59:2017).

He has described (Bhatia &Deep, 2012) as“the degree to which an individual is associated with his job, which affects his performance in various dimensions of life” (Bhatia&Deep.2012.1”.

As stated in (Al-Mantawi,2007), the importance of Job Involvement stems from the core of the functional relationship: Because it deals with what headmasters do, how they behave in their roles, and what makes them adopt behavior in other ways in order to achieve both school goals and their personal goals, and it is also one of the most important entry points used for development, and improving the quality of work life for the manager, the more important the work is to him, the more loyal he is to his work and his school (Al-Mantawi, 76, 2007)

Research Objectives?

First Objective: Identify the level of Job Involvement among primary school headmasters.

The second Objective: To identify the differences in Job Involvement according to the gender and Academic level variables.

Research Limits: The current research is determined by measuring the Job Involvement of the primary school headmasters of the Directorate of Baghdad Karkh Education (First,Second, and Third) for the academic year (2020-2021) and for government primary schools.

Terminology

First: Job Involvement defined by

- (Leong et al., 2003) The individual's perception of his psychological compatibility with his job as long as the job has the ability to satisfy the important and expected needs of the individual. (Leong et al, 2003: 365)
- (Paullay.et al, 1994) The individual's preoccupation with his job cognitively and behaviorally and taking it.
- (Paullay.et al, 1994: 225)
- ***Theoretical definition:*** The researcher relied on the definition of (Yoshimura, 1996) in

building the items of Job Involvement (the degree of the individual's emotional, cognitive and behavioral attachment to the work he performs) (Yoshimura, 1996:28):

- Emotional involvement: How strong an individual enjoys working in their job or how much they love their job.
- **Cognitive involvement:** The degree of strength of an individual's participation in making decisions about his job or the degree of importance of the job in his life.
- **Behavioral involvement:** The individual worker takes an additional role voluntarily or voluntarily, or to think about work after he/she leaves. (Yoshimura, 1996:28)

Procedural definition: It is the total score obtained by the school principal as a result of his response to the items of the Job Involvement Scale

Chapter Two Theoretical Framework

Job Involvement

The scientific, educational and philosophical efforts contributed to the development of a worthy accumulation of knowledge on the subject of Job Involvement, which has received great attention from researchers since the beginning of the twentieth century until the present, and that interest led to the formation of a comprehensive understanding on the subject (Al rabeey,43:2019), and when examining this subject, we find them interested in examining the factors and conditions that contributed to the state of Job Involvement, including the individual's relationship with his colleagues at work, his relationship with other headmasters, and the psychological impression of work in general, in an attempt to explain the nature of Job Involvement by studying the individual's incentives for good performance in various working conditions with an emphasis on individual needs and their satisfaction through the practice of administrative work practiced by the manager. (Elloy, 1995:128) Sociologists have shown that the phenomenon of involvement can be explained by studying social norms, values and patterns. Involvement has been studied by focusing on social variables, such as the process of social normalization, which may contribute significantly to the creation of an integral part of the individual's personal values, and Dowe sees this trend, as Dubin (Dubin, 1968) pointed out that "when a person adopts a certain value, standard, goal or behavioral pattern, this becomes a guide for him in his current and future activities. Therefore, this process of socialization is part of the individual's personal behavior system and ways of thinking, as it literally means that the individual becomes a social personality, patterns of behavior, and different ways of thinking, so that they become the basis for his behavior and thinking in the future, and then the roots of these activities and ways of thinking for any individual are returned through social experiences (515: Dubin, 1968).

Despite the models, and the theoretical frameworks that dealt with this concept, and through studies, it was found that there is a distinct framework for the concept of involvement that distinguishes it from other concepts. There are two common definitions (Lodahl and Kejner, 1965) that are often referred to in studies of Job Involvement. The first definition indicates that involvement is "the degree of psychological and social attachment of the individual to his work, or the importance of work for his self-perception of himself as a whole." The second definition presented by the authors Fishera indicates that Job Involvement is "the degree of influence of the performance of the person's work in his self-esteem (Lodahl and Kejner, 1965:758). On another axis, it became clear that when the Job Involvement is high, individuals will exert more of their energies in expressing themselves. On the contrary, when the Job Involvement is reduced, individuals will separate themselves from work, and may then arise with the intention of leaving their work (2010:343 Liu et al).

Individuals who are involved have a high sense of connectedness and vitality with their work activities and see themselves as fully capable of dealing effectively with the demands of their jobs (Schaufel et al., 2002:202), in contrast to those who are not involved through their work they are ineffective. Perhaps a question arose here as to why individuals indulge themselves when performing a job? Each of (Robbins & Judge, 2013) provides an answer to this question. The reasons that cause the individual to indulge in his work are due to the degree to which he believes that he is useful and serious when indulging in work (self-realization), and the origin of this is due to the characteristics of the job, and the access to adequate resources to work effectively, and another factor is the degree of adherence and conformity between the values of the individual and the institution or his work, and leadership behaviors that inspire individuals and give them a greater sense of their mission, and increase their indulgence at work, and that the goals of individuals, which are the main source of their work, determine what they must do in order to achieve their goal, and how much effort is required for them to achieve their goals Robbins Judge & Judge & 87: 2013), and in order to deepen indulgence in the workplace. (Cross et al, 2012) suggests that there are two points to achieve this goal: The first is to build effective relationships with individuals within the study or educational institution, or to deepen the participation of individuals in the decision-making process and make them part of it (Cross et al. 2012:151).

The factors that affect Job Involvement the most

- 1- Career development opportunities: educational learning institutions that have highly experienced administrative staff provide their employees with great opportunities to train, learn skills, develop abilities, acquire knowledge, and achieve their potential. These trainings help them retain distinguished employees and provide them with personal development opportunities. This factor is one of the most important factors in career involvement (Chandani.R.2016:101). The employee's access to training opportunities generates self-confidence, motivates him to immerse himself more, and generates an opportunity to compete and obtain a higher position (Nagarai.R.,2016:101)
- 2- Leadership: The involvement of headmasters is increased when they are praised for their efforts, commitment, creativity and future vision by supervisors or by responsible leaders (Chandani.etal..2016:2) The indulgent individual leader shows signs of confidence, fairness or not acting in self-interest, in addition to instilling competitiveness in employees, feeling proud when the goals they aspire to are achieved, inspiring employees and creating collective efforts, and praising the good performance of his employees (Kane,K.2017:16)
- 3- Rewards and appreciation :It is one of the factors affecting Job Involvement, and includes rewards (material and non-material)such as appreciation and other privileges represented in(assistance programs, granting certificates of appreciation, providing care, material and moral reinforcements,.....Etc., and the level of Job Involvement depends on the attractiveness of rewards to higher levels of involvement, and estimates and rewards are a strong factor for involvement, especially when rewards and estimates are related to job performance. (Dajani, 2015:140)
- 4- Organizational Communications: When learning institutions include headmasters who are engaged in their jobs, the flow of information from headmasters to employees working in the same institution is flexible, and at the same time to meet their needs for information while adopting learning methods and means of communication preferred by employees and building bridges of exchange and familiarity between management and employees in the institution (Gustomo,2015:365).
- 5- Balance between work and daily life: The balance between work and the daily life of

the individual is one of the influential factors that drive the involvement of employees and may show its broad meaning in the level of satisfaction, integration and association with the many roles in the life of employees. The employee has the ability to find, coordinate and organize the time of his work and his daily life, which is a critical factor for the success of his job performance. He has referred to the balance of life with work and to organizational support for the care of employees and the flexibility of work and personal achievements (Bedarkar, M., & Pandita, D. 2014: 112). The balance between the work life and the personal life of employees means their ability to adapt to functional requirements such as late working hours and frequent travel. The rapid changes to which the employee is exposed, whether psychologically or socially, are costly and harmful to the quality of work life (Chadha, 2018:1180).

- 6- **Work Environment:** The work environment contributes to increasing Job Involvement by encouraging positive attitudes related to work as well as enhancing excitement and interest in the jobs performed by individuals and reducing stress, and that the employees who are supported, developed and made to enjoy their jobs, work to provide the best services to customers, and if organizations desire the inspiration of their employees, it is because the willingness of employees to do so, i.e. (services, quality, value) stems from a sense of pride in what the organization represents for them (Abdi,81:2012).
- 7- **Relationships with team and coworkers:** It was found that relationships and harmony between working individuals affect Job Involvement. Supportive personal relationships, trust and supportive teamwork enhance Job Involvement. Organizational members feel safe in the organization, which is characterized by openness and support and allows members to try and try new things and even if they fail in that attempt without fear of consequences, it was found that the relationship in the workplace has an impact and correlation with Job Involvement. Therefore, the employee who has a good relationship with his colleagues is expected to achieve high levels of Job Involvement (Nagaraj, 2016:101).

Organizational justice: It is the ethical, fair and impartial way in which organizations deal with their employees when employees see that the institution is fair and fair to them. They will deal with it equally by doing more work and increasing their involvement. Organizational justice is concerned with the ways in which employees who have been treated fairly in their jobs, and the extent to which these methods affect other variables related to work. It affects the behavior of employees and thus their superiority and success in performance (Dajani, 2015:140).

Multidimensional model of Job Involvement

(Yoshiirmura, 1996) presented the multidimensional Job Involvement model that he adopted in this research, where he pointed out that "Job Involvement is not of one dimension and it contains dimensions, which are involvement (emotional, cognitive, and behavioral) "and set a definition for each dimension, which is:

- 1- **Emotional involvement:** The first dimension indicated the strength of the individual's enjoyment of a job in his administrative job or the extent of his love for his administrative work.
- 2- **A cognitive involvement:** The second dimension referred to the degree of the employee's awareness of himself and the strength of the employee's participation in making decisions about his job or the degree of importance of the job in his life.
- 3- **Behavioral indulgence:** The third dimension indicated that the administrative employee took an additional role that used to take the evening period to enhance his practical skills related to his job, or to think about the administrative work after he left.

Yoshimura (1996) divided a multidimensional model of Job Involvement and its determinants into three main categories:

- 1- Personal variables: These are the variables associated with the employee such as (personal experience, control location, control center, etc.).
2. Organizational variables: These are the variables associated with a job such as (type of job, job characteristics, participation in decision-making, job satisfaction and others).
- 3- non-organizational variables: These are the variables outside the employee's personal and organizational circumstances. (Yoshimura, 1996:678)

The researcher adopted a model (Yoshimura, 1996) in building its scale, because it is an integrated framework where the model emphasized the importance of personal variables and their role that are related to the individual (personal experience), as well as variables related to work (type and characteristics of work) as well as the effective role of irregular variables (family circumstances, which in turn create a state of involvement

(1996 Yoshimura) pointed out that Job Involvement is one of the main issues necessary to understand the behavior of employees within the job or institution, it expresses the degree to which the individual merges with his job, and feels its importance, so it is linked to it (emotionally, emotionally, and behaviorally) at the same time. Each of these dimensions affects the individual positively and achieves (happiness, job satisfaction, a sense of comfort within the work, and self-esteem), but when the employee's Job Involvement decreases, a negative impact appears on the individual's feelings such as (anxiety, distress, depression, and a sense of despair). Singh, 2010:6&Akhtar)

Chapter Three: Research Procedures

This chapter includes a description of the research procedures that include defining the research methodology, describing the community, selecting the sample, and the most important steps used in building the research tools and statistical means that were used in processing the data. The following is a presentation of these procedures

First: Research Methods

Tan adopted the descriptive approach because this approach helps to provide a clear future picture according to the current indicators. (Van Dalen, 312:1985)

II. Research Community

The current research community includes the headmasters of government primary schools in the Karkh sector (the first, second, and third), which number is a total of (1213) male and female headmaster (686) male headmaster (527) female headmaster distributed to Karkh schools (the first, second, and third) for the academic year (2020-2021)

Third: Research sample

As explained by (Albayati, 1977), the part of the community in which the study is conducted in which it is possible to represent the entire research community, and in order for the sample to be representative of the community, it should adopt the correct methods and methods in its choice (Albayati, 235:1977)

Therefore, the researcher selected the research sample from the primary school headmasters in the appropriate stratified random manner according to the gender variable and the certificate, as the current research sample size reached (250) male and female headmasters from the directorates of Baghdad Karkh Education (I, II, III) and Table (1) shows this.

Table (1) *The research sample according to the directorates of education, type and percentage*

| Districts | Number of Headmasters | | | |
|------------------------------------|-----------------------|------------|---------|------------|
| | Males | Percentage | Females | Percentage |
| Directorate of Karkh Education I | 46 | 33% | 35 | 32% |
| Directorate of Karkh Education II | 49 | 35% | 39 | 36% |
| Directorate of Karkh Education III | 46 | 33% | 35 | 32% |
| Total | 141 | | 109 | |

Fourth: Research Tools: Research Tools

In order to achieve the objectives of the current research, the Job Involvement scale was built for the purpose of applying it to the research sample of primary school headmasters, to ensure its validity and reliability by applying it to the construction sample adopted in the current research.

Job Involvement Scale

Both researchers built the Job Involvement scale and followed the following steps in the construction:

Defining the concept: - Both researchers defined the concept of Job Involvement based on the theoretical definition, which is (the degree of individual reliability in his work or the importance of work for his self-perception of himself as a whole) and according to the multidimensional model (Yoshimura, 1996), which consists of three areas (emotional, cognitive, and behavioral) can be illustrated as follows:

Emotional Domain: How strong or enjoyable an individual is at work in his job or how much he loves his work.

1-Cognitive Domain: The degree of strength of an individual's participation in making decisions about his job or the degree of importance of the job in his life.

Behavioural area: Taking an additional role for the individual worker voluntarily or voluntarily or to think about work after he/she leaves.

2-Formulation of the items of the scale: - In order to formulate the items of the scale, the researcher followed the following steps:

- A) Both researchers sent a survey questionnaire in the form of an open question to a sample of primary school headmasters, who were chosen in a simple random way from the members of the research community and their number was (30) headmasters and asked them to answer the question preceded by an introductory introduction in which the researcher referred to the goal of the study and the question includes the possibility of the individual and the extent of his involvement in the job, i.e. mentioning the positions he feels in a state of Job Involvement and it was pointed out that the answer is used only for the purposes of scientific research.
- B) According to the dimensions of a multidimensional model of Job Involvement (Yoshimura, 1996), both researchers-built items for the three areas (emotional, cognitive, and behavioral), which included cognitive, emotional, and behavioral aspects that serve the research objectives.
- C) the researchers built the items by exposing them to the approved literature and theoretical frameworks as well as the open questionnaire of the Job Involvement of primary school headmasters.

They adopted the definitions of each field basically, not counting the items of each field independently and took into account when building them to be consistent with the definitions of their fields based on the theoretical framework and coordinated with the definition of the concept. Likert method was adopted to develop a five-year scale of gradation, which is (always applied to me, applies to me a lot, applies to me a little, does not apply to me at all). The (47) items of the scale were distributed to areas with (16) items in the emotional field, (16) in the cognitive field, and (15) in the behavioral field.

3- items validity: The validity of the items of the scale is one of the basic elements that should be available in the research tools, as it is the basic determinant of the entire subsequent measurement process. The research tool is honest when it measures what it was designed to measure. (Al-Zoubi et al., 39:1981)

For the purpose of identifying the validity of the Job Involvement scale, the scale was presented to a number of experts in the field of educational and psychological sciences and psychometry, who are (12) arbitrators, and the value of (K-square) calculated was adopted as a criterion for the survival of the item or not, and the results showed that the value of (K-square) calculated for the items is greater than the tabular value (3.84) at the level of significance (0.05) and degree of freedom, so all items were retained.

-Preparing the scale instructions: In developing the scale instructions, the researcher took into account Tan to be simple and understandable, with emphasis on reading them accurately, and answering in all seriousness about the items of the scale, and the answer includes placing a mark (°) on one of the alternatives presented, and not leaving any item without an answer, and emphasizing that the scale is for the purposes of scientific research and not mentioning the name and name of the school and urging the headmasters to answer with all objectivity and accuracy.

-The exploratory sample: where the meaning and wording applied the scale to a survey sample consisting of (30) headmasters and a manager with (10) headmasters from the first Kark Education and (10) headmasters from the second Kark Education and (10) headmasters from the third Kark Education to know the time taken by the respondent to answer. It was found that all the items of the scale are clear and understandable in terms of meaning and wording and that the time taken to answer the scale ranges between (10-20) minutes and an average of (15 minutes)

- Scale correction method: The five-point scale was corrected according to the five-point Likert scale (always applies to me, applies to me a lot, sometimes applies to me, applies to me a little, does not apply to me at all) All items were placed in the positive direction to take the value (5, 4, 3, 2, 1).

7- Statistical analysis: The purpose of the statistical analysis of the items is to find their discriminatory strength, to exclude undifferentiated items, and to find the validity and reliability of the scale, because the purpose of the statistical analysis is to interpret the data and information obtained after the application of the scale, where it is placed in a total or relative manner, and this is represented by the analysis of each item of the scale. The researcher resorts to the statistical analysis in the scale to identify the individual differences between the examiners of the measured attribute (Al-Najjar, 255:2010-256)

Tan uses statistical analysis for the purpose of deleting and excluding some items of the scale, which do not add any value to the total score if it remains. (Al-Zubaie,85:1981)

Based on the above, the sample of statistical analysis of the items of Job Involvement was chosen in the proportionate stratified random method, which is (250) headmasters of the three directorates of Karkh (first, second, third), and they are the same research sample

(Ebel, 1972) indicated that the main objective of the analysis is to keep the distinguished items in the scale because the logical analysis of them may not reveal their validity or accuracy accurately (Ebel, 1972:408)

Discrimination power

It is the ability of the scale to measure individual differences between individuals in an attribute. The item that is distinctive and effective is the item that distinguishes between two individuals who actually differ in the degree of ownership of the attribute, and it is also a item that measures a specific attribute (Melhem, 261:2014). The researcher used the method of the two extremist samples (Contrasted Group Method) because it is an appropriate procedure in the process of analyzing the items. The following steps were followed:

1- The scale was applied to the statistical analysis sample of (250) headmasters and headmasters, each form was corrected, and the scores of the answers of each examiner were collected on the items of the scale and the total score was extracted for each of the sample members and the total scores obtained by the sample members were ranked from the highest degree to the lowest degree

2- Selection of (27%) of the forms with the highest grades and (27%) of the forms with the lowest grades, thus two groups were obtained

They are characterized by the largest size and the greatest possible differentiation between them. (Abu Libdeh, 1979: 349), and in light of this ratio, the number of forms in total was (68) higher and (68) lower, so the number of forms that were analyzed is (136).

Then, the T-test was applied to two independent samples to test the significance of the difference between the upper and lower groups on each item, and the item is considered distinctive if the calculated T-value is higher than the tabular T-value (Myers, 356:1990). Accordingly, the calculated T-value was compared with the tabular T-value of (1,96) at the significance level (0,05) and the degree of freedom (134). It was found that all the items are distinctive.

B) The relationship of the item score to the overall score of the scale

In order to verify the validity of the items of the Job Involvement Scale according to the method of the item 's relationship to the overall degree, the researcher adopted the Pearson correlation coefficient to extract the correlation between the degree of each item of the Job Involvement Scale and the total degree (250) forms

The item is considered indicative by comparing it to the tabular value of (0.13) for D level (0.05) and degree of freedom (248). It was found that all the correlation coefficients between each of the items of the Job Involvement Scale and the total score of the scale are statistically significant and Table (3) shows this

Table (3) Item correlation coefficients for the total degree of Job Involvement scale

| Coeffici | | | Coeffici | | | Coeffici | | | Coeffici | | |
|----------|-----------|-----------|----------|-----------|------------|----------|-----------|------------|----------|-----------|------------|
| Ite | ent | Significa | Ite | ent | Significa | Ite | ent | Significa | Ite | ent | Significa |
| m | correlati | n | m | correlati | n | m | correlati | n | m | correlati | n |
| on | on | n | on | on | n | on | on | n | on | on | n |
| 1 | 0.35 | Significa | 13 | 0.46 | significan | 25 | 0.41 | significan | 37 | 0.56 | significan |
| | | n | | | ce | | | ce | | | ce |
| 2 | 0.46 | Significa | 14 | 0.44 | significan | 26 | 0.55 | significan | 38 | 0.46 | significan |
| | | n | | | ce | | | ce | | | ce |
| 3 | 0.43 | Significa | 15 | 0.40 | significan | 27 | 0.48 | significan | 39 | 0.54 | significan |
| | | n | | | ce | | | ce | | | ce |
| 4 | 0.43 | Significa | 16 | 0.52 | significan | 28 | 0.49 | significan | 40 | 0.52 | significan |
| | | n | | | ce | | | ce | | | ce |
| 5 | 0.39 | Significa | 17 | 0.56 | significan | 29 | 0.43 | significan | 41 | 0.47 | significan |
| | | n | | | ce | | | ce | | | ce |
| 6 | 0.36 | Significa | 18 | 0.45 | significan | 30 | 0.53 | significan | 42 | 0.48 | significan |
| | | n | | | ce | | | ce | | | ce |
| 7 | 0.40 | Significa | 19 | 0.50 | significan | 31 | 0.52 | significan | 43 | 0.54 | significan |
| | | n | | | ce | | | ce | | | ce |
| 8 | 0.37 | Significa | 20 | 0.46 | significan | 32 | 0.45 | significan | 44 | 0.45 | significan |
| | | n | | | ce | | | ce | | | ce |
| 9 | 0.45 | Significa | 21 | 0.28 | significan | 33 | 0.43 | significan | 45 | -0.57 | significan |
| | | n | | | ce | | | ce | | | ce |
| 10 | 0.43 | Significa | 22 | 0.35 | significan | 34 | -0.57 | significan | 46 | 0.56 | significan |
| | | n | | | ce | | | ce | | | ce |
| 11 | 0.30 | Significa | 23 | 0.47 | significan | 35 | 0.44 | significan | 47 | 0.45 | significan |
| | | n | | | ce | | | ce | | | ce |
| 12 | 0.33 | Significa | 24 | 0.50 | significan | 36 | 0.58 | significan | | | |
| | | n | | | ce | | | ce | | | |

C - Relationship of the field to the field and the field with the overall degree

This type of validity was verified using the Pearson correlation coefficient to find the relationship between the scores of individuals on each field and the total score of the scale, are basic measurements of homogeneity, because they help to determine the field of behavior to be measured (Anastasia, 1976:155), and the results indicated that the coefficients of correlation of the degree of each field to the total score of the scale as well as the relationship of the fields to each other is statistically significant Table No. (4) shows this

Table (4) field correlation coefficients for the field and the total sum of the Job Involvement scale

| Field | Field | Emotional involvement | Cognitive involvement | Behavioral involvement | Job Involvement |
|------------------------|-------|-----------------------|-----------------------|------------------------|-----------------|
| Emotional involvement | | 1 | 0.72 | 0.61 | 0.86 |
| Cognitive involvement | | -- | 1 | 0.75 | 0.92 |
| Behavioral involvement | | -- | -- | 1 | 0.90 |

It is clear from Table (4) that all correlations, whether between the fields or related to

the overall score of job Involvement scale using the correlation coefficient (Pearson) was statistically a function that is not higher than Pearson's tabular value at the significance level (0.05) and with a degree of freedom (248).

d. Factorial Validity

In order to identify the factorial validity structure and reach the best factor composition and to ensure the factorial validity of the scale (Job Involvement), the factor analysis of the (47) items of the scale with its three domains and the sample size of (250) male and female found that the value of the (Kaiser Meyer Allen) test is (0.86) compared to (0.50) cutting score of (0.50), which is higher than the cutting score, which indicates that the size of the research sample is suitable for factor analysis.

the factor analysis sorting resulted after rotation with the Var Max variation method for Kaiser (Kasier), included in the Statistical Package for Social Sciences (SPSS), that the underlying root of the first factor (5.02), the second factor (4.06), the third factor (3.99), and the fourth factor (3.55), and this contributed to the interpretation of (the explained variation), whose values were the first factor (10.67), the second factor (8.63), the third factor (8.49), and the fourth factor (7.55).

It is clear that the result of the exploratory factor analysis resulted in three factors for the Job Involvement scale, and that these factors explain an amount of (35.34) of the total variance, and thus the first factor represents the field of (behavioral involvement) satiated with items (32-47) and the second factor represents the field of (cognitive involvement) satiated with items (17-31), except for item (21) satiated with the fourth factor that was deleted because it was satiated with less than three items, and the third factor represents the field of (emotional involvement) satiated with items (1-16) except for item (15) satiated with the fourth factor that was deleted because it was satiated with less than three items, and thus the number of items of the scale (45) in its final form, with the deletion of items (15-21).

Psychometric Characteristics of the Job Involvement Scale

Psychometric properties are the conditions related to validity, reliability and standards that were calculated after testing the test on a representative sample, and the quality of the test depends on the availability of data suitable for these characteristics (Murad, 2005: 35)

The two researchers used validity and reliability to measure Job Involvement as follows:

First: Validity

The validity of the scale was verified by face validity and the construct validity as follows

Face validity

This type of validity of the scale was achieved by presenting its items to a group of arbitrators and taking their views on the validity of the items of the scale and its instructions Appendix (1) The researcher used the (K) test as a criterion in accepting or rejecting the item.

1- ***Construct Validity***: This type of validity is achieved through the degree to which the scale measures a theoretical construction or a specific characteristic (Majid and Ayal, 98:2012)

The construct validity of the Job Involvement Scale was verified by :

1- The method of analyzing the items in the style of the two extremist groups and

- determining the discriminatory strength of the items.
- 2- The item score relation to the overall score of the scale.
 - 3- The field score relation to the field and the overall fields.
 - 4- Factorial analysis, in which the factor analysis of the scale was conducted, and its items are (47) items, its three domains, and the sample size is (250) male and female headmasters
 - 5- Accordingly, all items were retained because they are distinctive and each item is related to the whole (D) and the field is related to the total field D as well, but there are two items, item (15 and 21), that have been deleted and this was referred to in item (d), the factor analysis, so that the number of items of the scale is (45) items.

Second: Reliability

Reliability means the level of accuracy with which the test measures what is to be measured, and it also means obtaining results that are relied upon through a fixed means of measurement (Jamal,197:2005). For the reliability of the Job Involvement scale, the researcher used two methods, including:

1- Test-Retest Method

We use this method to make sure that the response to the items for the sample members is consistent in the reapplication (Mahmoud, 2006: 150)

For the purpose of extracting reliability in this way, the scale was reapplied to the reliability sample, which consisted of (30) headmasters and table No. (10), and at a time interval of (14) days, from the first application of the Job Involvement scale to the same sample, and the Pearson correlation coefficient was calculated between the first and second application, as the coefficient of reliability was (0.84), which is a high correlation coefficient because the tool with the value of the reliability coefficient is greater than (75%) (El Kef,56:2014)

2- Method of Internal consistency

The Cronbach's Alpha method is one of the methods of calculating reliability in order to extract reliability in this way. The Cronbach equation was applied to the sample of statistical analysis. This method depends on the calculation of correlations between grades, as each item is a stand-alone measure. The Cronbach's coefficient in this way reached (0.91) for the scale as a whole, as for the emotional field (0.87) and the cognitive domain (0.80) and behavioral domain (0.85), This means that the scale has a high degree of reliability Table (6.)

Table (6) The reliability of Cronbach's Alpha for the involvement scale and its fields

| Sr. No. | SCALE | Fixed Value |
|-------------------|------------------------|--------------------|
| Total | Job Involvement | 0.91 |
| First Field Score | Emotional involvement | 0.73 |
| The second field: | Cognitive involvement | 0.80 |
| The third field: | Behavioral involvement | 0.85 |

Chapter Four

Presentation, interpretation and discussion of results

This chapter includes a presentation of the results reached according to the specific objectives and the interpretation of these results and discussing them according to the theoretical framework and previous studies and the characteristics of the community studied in the current research, and then come up with a set of recommendations and proposals and the results can be presented as follows:

Goal 1: Identify the level of Job Involvement among primary school headmasters

To achieve this goal, the two researchers applied the Job Involvement scale to the members of the research sample of (250) individuals, and the results showed that their average score on the scale was (193.17) degrees and a standard deviation of (15.32) degrees, and when balancing this average with the hypothetical average (1) for the scale of (135) degrees, and using the t-test for one sample, it was found that the difference is statistically significant and in favor of the arithmetic average, as the calculated T-value was Aon the T-tabular T-value of (1.96) with a degree of freedom (249) and the level of significance (0.05) and Table (7) shows this.

Table (7) T-test the difference between the sample average and the hypothetical average of the Job Involvement scale

| Sample size | Arithmetic mean | Standard deviation | Hypothetical mean | Calculated T-value | Tabular Value | Degree of freedom | Level of Significance |
|-------------|-----------------|--------------------|-------------------|--------------------|---------------|-------------------|-----------------------|
| 250 | 193.17 | 15.32 | 135 | 60.05 | 1.96 | 249 | Significant |

The result of Table (7) indicates that the research sample has a high level of Job Involvement. The researchers explain this result in that Job Involvement is not a monolithic concept, but rather consists of a combination of variables (emotional, cognitive, and behavioral) that correspond to the quality of work, which works on psychological balance, job satisfaction, and good performance of the manager, which is reflected on their own lives and their psychological reliability, which works to create a state of Job Involvement in them (Akhtar & Singh, 2010:33), another axis that became clear when the Job Involvement is high, then individuals will exert more of their energies in expressing themselves, and in contrast, when the Job Involvement is low, the individual will be separated

The second goal: To identify the differences in Job Involvement according to the variables of gender and Academic level

To this end, the researcher used the Two-way analysis of variance, to identify the significance of differences in Job Involvement according to the gender variables and the certificate and table (8-9) illustrates this.

Table (8) arithmetic averages and standard deviations of the Job Involvement scale according to the gender and certification variables

| GENDER | Variables | Quantity | Arithmetic mean | Standard Deviation |
|---------|--------------|----------|-----------------|--------------------|
| Males | Institute | 58 | 193.79 | 14.32 |
| | Bachelor | 68 | 191.18 | 15.34 |
| | Postgraduate | 15 | 200.93 | 12.49 |
| | General | 141 | 193.29 | 14.84 |
| Females | Institute | 50 | 198.48 | 13.96 |
| | Bachelor | 42 | 186.17 | 17.00 |
| | Postgraduate | 17 | 193.82 | 13.03 |
| | General | 109 | 193.01 | 15.98 |
| Overall | Institute | 108 | 195.96 | 14.28 |
| | Bachelor | 110 | 189.26 | 16.10 |
| | Postgraduate | 32 | 197.16 | 13.08 |
| | Total | 250 | 193.17 | 15.32 |

Table (9) Results of Two-way analysis of variance, in detecting deferences in job Involvement according to gender and academic level variables

| Source of variance s.of.v | The sum of squares | Degree of freedom D.F. | M.S | F value | Significance |
|------------------------------|-----------------------|---------------------------|----------|------------|-----------------|
| GENDER | 60.970 | 1 | 60.970 | 0.277 | Not significant |
| Certification | 3085.614 | 2 | 1542.807 | 7 | Significant |
| Sex * Certificate | 1283.338 | 2 | 641.669 | 2.91 | Not significant |
| Error | 53745.117 | 244 | 220.267 | --- | --- |
| Overall | 9386888 | 250 | --- | --- | --- |

The results of Table (9) indicate the following

- 1- There is no statistical significance difference in Job Involvement according to the gender variable, as the calculated financial value was (0.277), which is aless than the tabular financial value of (3.84) at the level of significance (0.05) and degree of freedom (1-244).
- 2- There is a difference of satistical significance in Job Involvement according to the academic level variable, as the calculated f value was (7), which is higher the table F value of (3) at the level of significance (0.05) and degree of freedom (2-244).
- 3- There is no significant interaction between the two variables (gender and Academic level), as the calculated value was (2.91), which is less than the tabular value of (3) at the level of significance (0.05) and degree of freedom (2-244).

To find out the significance of the differences between each of the two levels of achievement separately, both researchers conducted the Chevy test for (bilateral) post comparisons, and Table (10) shows this:

Table (10) Values of the differences between the media and the critical values of Chevy to identify the differences in Job Involvement according to the certificate variable

| Comparisons | Quantity | Arithmetic mean | Difference between the two means | Chevy Critical Value | Significance |
|---------------------------|----------|--------------------|--|----------------------------|---|
| Institute Bachelor | 108 110 | 195.96 189.26 | 6.70 | 4.92 | D at 0.05 in favor of the Institute of |
| Institute Postgraduate | 108 32 | 195.96 197.16 | 1.19 | 7.32 | Indifferent at 0.05 |
| Bachelor Postgraduate | 110 32 | 189.26 197.16 | 7.89% | 7.30 | D at 0.05 for Postgraduates |

From the observation of Table (10), no differences were shown according to the gender variable. This result is natural, because headmasters live in one environment, social and security, and they have the same level of love for work and achievement, and both genders have internal motivations that aim to strive to reach the highest degrees of excellence and excellence, and that work and achievement for both genders is a necessary requirement for them. The Chev  test showed a statistically significant difference in the level of the certificate between the certificate of (the institute, the bachelor) and for the benefit of the institute and between (the bachelor, the higher) in favor of the higher level. The researcher explains that the holders of the institute's certificate may constitute those who have experience in the administrative field better than the graduates of the bachelor because the certificate of the privileges of its workers made them the best in their love of work, achievement and the pursuit

of its development and achievement of goals as well as self-fulfillment.

between themselves and work, and may then arise their intention to leave their work (2,010:343 Liu et al)

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