



# Analysis of Job Involvement of Instructors Psychology and Educational Science Faculty, Kabul University

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**Abstract:** One of the most important aspects of creating a successful organization is for the organization's director to understand the level of interest his staff have in their work. The purpose of this study was to look into the importance and status of instructors jobs occupation at Kabul University's Faculty of Psychology and Educational Sciences. The present research approach is descriptive, with the target society consisting of all of the faculty's teachers and instructors, with a random sampling method using the Cochran Formula and Morgan table on 30 instructors. The questionnaires of Thomas Lodahl and Kenjer were used as research tools. The current study's findings show that the faculty of this faculty's occupational employment rate is at an optimal level, with an average of 59.67 and a standard deviation of 6.85, a very small relationship between academic rank and employment rate, and no significant relationship between employments in terms of gender between the professors of this faculty. The employment rate of male and female professors is not significantly different. Civic status has no bearing on the level of employment of academics; the only characteristic that has a positive association with the level of employment of academics is positive. The correlation coefficient for academic rank is 0.004.

**Keywords:** Job Employment, Instructors, Employments, Job, Organization

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## 1. Introduction

One of the topics currently being considered in the field of research is the job involvement. In recent decades, researchers in the fields of industrial and organizational psychology and management have emphasized the existence of different employee feedback on work and behaviors related to this feedback. Job involvement is one of the work-related feedback that has been studied from different perspectives. In order to increase the level of job involvement, we must have a realistic and comprehensive view of its determinants. Among the various perspectives, the most realistic view of job involvement is that it is seen as a function of personality and organizational space [6].

High job satisfaction seems to be a characteristic of the desirable nature of employees. According to Kanungo [9], job involvement refers to the degree of psychological identity of a person with their job. In fact, highly self-employed people

seem to be satisfied with their job, show a positive work ethic, and express high commitment to their organization and colleagues [4].

Job involvement is mainly defined by job satisfaction, ability, dedication, and attachment. Power, a high level of energy, mental flexibility while working, a desire to work hard, and different in dealing with problems [12].

High job involvement reflects the experience of feeling meaningful, eager, proud, and immersed in work, and a pleasant feeling about work. In this situation, over time, the person becomes attached to their job [12].

People with low job opportunities are usually at a higher level of burnout, neurosis, and extroversion.

Job involvement is related to job resources, including social support for co-workers and supervisors, performance feedback, leadership, job control, job diversity, learning and

growth opportunities, and training facilities. In addition, highly employed employees are more critical for the job [7].

In other words, job involvement includes how employees perceive their work environment and job and integrate work and personal life. Low job involvement leads to alienation from work and organization, aimlessness with separation between life and work [7].

Having capable and efficient human resources, which are the foundation of national wealth and vital assets of the organization, especially educational organizations, will bring many benefits to organizations.

Staff members of educational organizations have an essential role in the development of the country, so the alignment of staff members in educational organizations with the structure and goals of the organization and the degree of interest and attachment, and attention to their work and involvement, has a vital role in advancing the goals of universities. Considering the mentioned issues and the importance of the subject, in this research, the level of employment of the professors of the Faculty of Psychology and Educational Sciences is studied and examined in order to find out the degree of employment of the professors of this faculty. Is this preoccupation level different in terms of gender, civic status, and some other demographic characteristics?

### 1.1. Research Questions

1. Why is it essential for professors to be busy with their work?
2. What is the employment rate of the professors of the Faculty of Psychology and Educational Sciences, Kabul University?

### 1.2. Research Objectives

1. Investigating the importance and position of professors' involvements with their work in the Faculty of Psychology and Educational Sciences
2. Survey of job occupancy of professors of psychology and educational sciences.

### 1.3. Research Hypotheses

1. It seems that the employment rate of psychology and educational sciences professors are above average
2. There is a significant difference between the employment rate of female and male teachers.

## 2. Literature Review

Several studies have shown that keeping employees busy is more than just loving a job and doing it right.

This research takes a closer look at why employee engagement is a vital part of an organization. They show the importance of this method and its result, which is much more than increasing efficiency. For example:

- 1) A 2006 study by The Conference Board found that busy employees performed nearly 28% better than

unemployed employees.

- 2) A 2009 Towers Watson survey found that companies with high-paying employees paid 9% more dividends to shareholders.
- 3) A 2009 report by the Center for Creative Leadership found that 80% of employees with a high level of trust in their management are more committed to their jobs and organizations.
- 4) Gallup research conducted in Germany in 2011 shows that, on average, people who are busier with their work spend 3.5 days less absenteeism than others.
- 5) Another study by J. K. Harter and colleagues in psychology shows that in organizations with more employees, efficiency is 51% higher than in organizations with fewer employees [5].

### 2.1. Job Involvement

According to the definition of Kanungo 1982, job involvement refers to the degree of psychological identity of a person with his job [9]. Among the different views on job involvement, the most realistic view considers this concept a function of personality and organizational space [1].

The higher the level of employment of an organization's employees, the higher its effectiveness [4]. In addition, job involvement (employee attachment (employees clearly predicts employee achievement, organizational performance, and organizational success) [10].

The organization manager should ask himself these questions: How important is the organization's fate for my employees? Do they wholeheartedly help the organization develop and succeed?

If the manager of an organization is not sure of the answers to these questions, there is no need to worry. There are ways to determine how busy employees are with work as well as how busy they are.

Most managers want their employees to be proud of what they do and where they work. Employees who work with a purpose do their best; This is what an organization wants, especially educational organizations.

A job is much more than knowing if someone likes their job or not. Measuring how busy employees are with work shows you how committed they are to the organization and its success; it Tells you how motivated they are and how much they spend their emotions in what they do.

Being busy means that employees are motivated to work hard for a common goal, which is in line with the organization's goals; That is, employees are committed to the values their organization offers, and they have a clear understanding of the purpose of what they are doing. To make the most of employee engagement knowledge, the first step is to know how busy your employees are now. In the next step, you should try to improve this level of engagement in your organization. One of the things that remove the obstacles to success from managers is reaching a workforce that is satisfied and motivated, and busy.

Leaving aside the basic definition of a job, managers need to know that there are two main issues in this area. Not only

sound education but his alertness and dedication too are most required.

The second is how they feel about their direct manager. And do they think they are being treated fairly or not?

Employees who have a high level of interaction with their managers feel that someone is showing them how and giving feedback on their performance. There is a sense of mutual respect between these employees and managers, and they think they are valuable to the organization.

## 2.2. The Importance of Employing Employees in an Organization

For some managers, having satisfied and happy employees may be enough. But maintaining a high level of occupancy is essential for several reasons. When your employees are busy, the work environment becomes a place with a positive attitude.

When your employees are at work, the office environment improves, employees' actions become more reliable, and internal conflicts are minimized; maybe it will disappear completely. Employees who are busy feel part of a team and work together to help their organization succeed.

Job involvement is the degree to which an employed person realizes that his or her co-workers have dedicated themselves to their job. In fact, self-employed people experience less stress and are more satisfied with their jobs [3].

Highly-employed people do not seem to be interested in non-work-related activities, and it appears that such people may tend to focus on work-related activities such as thinking of ways to do things better (even in their spare time).

In general, employees engage in competitive and challenging jobs with busy jobs. Job involvement is also associated with better performance. For example, employees working in hotels and restaurants provide better services to customers [11].

Students with higher involvements expect higher average scores next year. Airline flight attendants with higher involvements performed better on flights [7].

Employees feel a deep emotional connection to their organization and contribute to the development of their organization while considering the future of their organization [8].

## 3. Methodology

### 3.1. Research Design

The survey approach was utilized to do research at Kabul

University, Faculty of Psychology in Kabul, Afghanistan. A descriptive research method was chosen by the researcher. This strategy was chosen by the researcher since it is one of the most appropriate for answering the study questions.

### 3.2. Sample and Sample Size

The study's statistical population includes all professors of the Faculty of Psychology and Educational Sciences of Kabul University. Using a simple random sampling method, 30 professors were selected using Cochran's formula and Morgan's table and examined.

### 3.3. Research Instruments

The questionnaire used to measure employment (job involvement) teachers in this study is a standard questionnaire that Thomas Ladahl and Conger design.

### 3.4. Data Analysis

Descriptive findings of this study include meaning, standard deviation, minimum and maximum. Descriptive statistics methods were used to analyze the data.

## 4. Findings and Discussion

Findings of the study on the employment rate of professors of the Faculty of Psychology and Educational Sciences, Kabul University, considering the research hypotheses, indicate the following results:

It seems that the employment rate of professors of psychology and educational sciences is above average.

There is a significant relationship between the employment rate of female and male professors.

If the score is more than 40, Freder's job is high, and the closer this score is to 80, the higher his job will be. Otherwise, a person's job is a small part of his life, and he does not have much job involvement.

According to what was obtained after analyzing the data, the average total job occupancy of the professors of this faculty was 59.67 with a standard deviation of 6.85, which is higher than 40. And be higher because it shows the busyness and interest of more professors in their jobs and organizations; therefore, according to the results, the first hypothesis is confirmed. But regarding the second hypothesis, it should be said that with the correlation coefficient of -.093, there is a significant relationship between the involvements of professors in terms of gender, so this hypothesis is rejected.

Table 1. Gender.

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	16	59.3	59.3	59.3
	Female	11	40.7	40.7	100.0
	Total	27	100.0	100.0	

*Table 2. Marital Status.*

Marital Status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	17	63.0	70.8	70.8
	Single	7	25.9	29.2	100.0
	Total	24	88.9	100.0	
Missing System		3	11.1		
Total		27	100.0		

*Table 3. Age.*

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30	8	29.6	33.3	33.3
	31-40	11	40.7	45.8	79.2
	41-50	3	11.1	12.5	91.7
	Over 50 years old	2	7.4	8.3	100.0
	Total	24	88.9	100.0	
Missing System		3	11.1		
Total		27	100.0		

*Table 4. Education degree.*

Education degree					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Masters	24	88.9	92.3	92.3
	Doctorate	2	7.4	7.7	100.0
	Total	26	96.3	100.0	
Missing System		1	3.7		
Total		27	100.0		

*Table 5. Academic ranking.*

Academic ranking					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Junior Teaching Assistant	12	44.4	44.4	44.4
	Senior Teaching Assistant	8	29.6	29.6	74.1
	Assistant Professor	6	22.2	22.2	96.3
	Associate Professor	1	3.7	3.7	100.0
	Professor	0	0.00	0.00	
	Total	27	100.0	100.0	

*Table 6. Service history.*

Service history					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 5 years	4	14.8	16.7	16.7
	6-10 years	9	33.3	37.5	54.2
	11-15 years	8	29.6	33.3	87.5
	16-20 years	1	3.7	4.2	91.7
	More than 20 years	2	7.4	8.3	100.0
	Total	24	88.9	100.0	
Missing System		3	11.1		
Total		27	100.0		

*Table 7. Descriptive statistics of job occupancy variables of professors with regard to gender.*

	Variable	Number	Standard deviation	Average	Minimum	Maximum
Job involvement	Female	11	8.179	58.91	46	73
	Male	26	6.002	60.19	47	70
	Total	27	6.85	59.67	46	73

**Table 8.** Correlation coefficient of professor' job occupancy variables.

Paired Samples Correlations				
Variables group		N	Correlation coefficient	Sig.
Pair 1	Gender and job involvements	27	-.093	.643
Pair 2	Marital status and job involvement	24	-.097	.651
Pair 3	Age and job involvement	24	-.154	.473
Pair 4	Education degree and job involvement	26	-.029	.887
Pair 5	Academic ranking and job involvement	27	.004	.984
Pair 6	Service history and job involvement	24	-.239	.260

## 5. Conclusion

Job involvement is the degree to which an employed person realizes that his or her co-workers have dedicated themselves to their job. In fact, self-employed people experience less stress and are more satisfied with their jobs [3].

A 2006 study by The Conference Board found that busy employees performed nearly 28% better than unemployed employees.

Being busy means that employees are motivated to work hard for a common goal, which is in line with the organization's goals; That is, employees are committed to the values their organization offers; and have a clear understanding of the purpose of what they are doing. To make the most of employee engagement knowledge, the first step is to know how busy your employees are now. In the next step, you should try to improve this level of engagement in your organization. One of the things that prevent managers from achieving success is reaching a workforce that is satisfied and motivated, and busy. Busy employees while paying attention to the future of their organization Feel deep emotions with your organization and help your organization grow [8].

The results of this study show that job involvement among professors of psychology and educational sciences at Kabul University averaged 59.67, with a standard deviation of 6.85, and there was very little relationship between academic rank and job involvement, as well as no significant relationship between job involvement in terms of gender. The results of the current study are similar to Mir Hashmi's research, although they are in conflict with Lambert's findings. Mir Hashmi discovered that job involvement had nothing to do with demographic traits like gender, and that the key factors determining job involvement were working conditions. However, Lambert discovered that males were more preoccupied with their jobs than women, which she explained by citing lower female employment, shorter tenures, a lack of inner fulfilment, and fewer prospects for advancement compared to men [1].

Given that males are typically viewed as breadwinners and women as mothers and husbands in most societies, the disparity in workplace activity between men and women can be explained from two perspectives: work-based and gender-based occupation, according to the job-based model, the key independent variable in explaining men and women's job preoccupation is the difference in working conditions. There is evidence that men are more preoccupied with their

jobs than women, In comparison to men, women have lower employment rates, shorter duration in positions, poorer internal satisfaction, and fewer opportunities for advancement, Gender-based models, on the other hand, assume that, as a result of the process of gender-based socialization, women accept maternal and spousal roles as the primary roles in the socialization process and determine their social status as family, Work, on the other hand, is the primary role of working and living men in determining their social status and position. As a result, differences in preoccupation and mental attachment to work during the socialization process can explain differences in preoccupation and mental attachment to work [2].

Based on a study that specifically tested sexual and occupational patterns in the field of job involvement, Lawrence (1987) concluded that gender-oriented socialization and family responsibilities do not explain the low level of women's job involvement, and that women show higher levels of job involvement after differences in freedom of action are controlled for.

Other findings from research on the degree of job engagement of Kabul University professors of psychology and educational sciences show that, contrary to popular belief and theory, civil mode plays no role in the job engagement of this faculty's professors, this finding is similar to Ortner and Pittman's (1986) research and contradicts the findings of Curtis and Cassar's research (2005), According to Ortner and Pittman's research, family support (spousal support) had no effect on job busyness. Curtis and Cassar's research found a significant relationship between marital status and job preoccupation, according to the findings of The Kane and Reynolds Study (2002), the relationship between job involvement and marital status is due to the unfavorable situation of female managers who have both job roles and family responsibilities, Over the last two decades, there has been a significant increase in women's employment on a global scale (Yes, 1994). Along with the increase in women's labor-force participation, many studies have looked into sexual roles in labor values (e.g., Brenner, Blazeney and Greenhouse, 1988; Kaufman & Fitters, 1980; Lacy, BukMehiro Shepard, 1983; Walker, Tuski; and Oliver, 1982; Ari, 1994).

Mir Hashmi, on the other hand, found no evidence of a link between marital status and job busyness level 1. Married people have a strong psychological reliance on their jobs as the primary means of providing for their families, and fear of losing their jobs has overburdened them with work, doubling

their work efforts, and the job plays a significant role in their lives.

The only variable obtained in the current study is the scientific rank of Kabul University's psychology and educational sciences faculty professors. It has been reported that among professors with a higher academic rank and a larger age, there is a correlation coefficient of 0.004. Higher scores were obtained for their job preoccupied levels, the findings of this study are similar to and contradictory to those of other researchers. According to Brown, the findings of a study show a significant relationship between academic rank and job involvement of university professors. Several studies on the relationship between age and job busyness have yielded contradictory results. The relationship between these two variables in managers and employees has not been confirmed in some cases. However, in a group of nurses, university faculty members, middle managers, and military personnel, the relationship between job involvement and age was positive (Ludal & Kajner, 1965; Lawrence, 1987; Marshall, Lask & Moncrieff, 2004). There are also contradictory results in terms of work experience, there was a positive correlation between work experience and job activity in samples of nurses, employees, military personnel, and workers in the surveys, whereas no relationship was found in other studies.

Hui (2007) demonstrated that, after controlling for age, organizational commitment and job busyness explained 31% of the variance in perceived performance. Some studies on the relationship between education level and job busyness of employees have found a positive correlation, while others have found a negative correlation, there was no significant relationship between age and work experience and job busyness level in the current study. Mirhashami's research found no link between age and job involvement, but a significant positive relationship between work experience and job involvement [8].

In terms of the positive effects of job busyness, the study's findings revealed that, in general, professors and employees with job busyness work in competitive and challenging jobs. Employees who are overworked have a low level of burnout and a high level of extraversion. Indeed, there is a significant positive correlation between job busyness and job resources such as social support from colleagues and supervisors, performance feedback, leadership, job control, task diversity, learning and growth opportunities, and educational facilities, and job satisfaction. As a result of the foregoing, it is possible to conclude that job busyness is an important factor that should be addressed in various organizations. Investigating the relationship between other demographic or professional traits such as education level, salary and benefits, job position type, and job busyness levels can assist in clarifying the issue

of job busyness in faculty members. Investigating and comparing the levels of job busyness among public and private university professors in Afghanistan, on the other hand, can yield interesting results.

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