

The Job Engagement Among University Professors

مستوى الاستغراق الوظيفي لدى الأستاذ الجامعي

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Résumé

L'engagement professionnel est l'un des sujets importants liés au comportement organisationnel. Dans cet article, nous examinons le niveau d'engagement professionnel des professeurs d'université en fonction de variables personnelles telles que le sexe, l'expérience professionnelle et le niveau académique. L'étude a adopté l'approche descriptive-analytique pour décrire les variables de recherche, étant donné qu'elle a été menée sur un échantillon de 142 professeurs d'université algériens, en utilisant l'échelle des corrélats du travail de *Saadi Akkar*. Les résultats les plus importants de l'étude sont que les professeurs d'université souffrent d'un engagement professionnel élevé, qu'il existe des différences statistiquement significatives dans le niveau d'engagement professionnel parmi les professeurs en raison de la variable du genre, et qu'il n'y a pas de différences dans le niveau d'engagement professionnel en fonction des variables du rang académique et de l'expérience.

Mots-clés : Cognitif, émotionnel, engagement professionnel, physique perceptuel, organisationnel.

Abstract

Job engagement is one of the important topics related to organizational behavior. In this paper, we examine the level of job engagement among university professors according to the personal variables of gender, professional experience, and academic grade. The study adopted the descriptive-analytical approach to describe the research variables, as the study was conducted on a sample of 142 Algerian university professors, by using Saadi Akkar's Job Correlates Scale. The most important findings of the study were that university professors suffer from high job engagement, that there are statistically significant differences in the level of job engagement among professors due to the gender variable, and that there are no differences in the level of job engagement according to the variables of academic rank and experience.

Keywords: Cognitive, emotional, job Engagement, physical perceptual, organizational.

Introduction

The university professor is the most important element in the educational process, so the university provides conditions that help him to adapt, integrate and show a sense of psychological satisfaction, which makes him absorbed in his work. The challenges for organisations today are to understand employee thinking and behavior, and to identify possible ways to make individuals more integrated and engaged in their jobs by reaching individuals with high levels of job immersion, which makes them perform their tasks in the best way. Job engagement has received much attention because of its important role in achieving positive organizational outcomes such as job commitment, motivation, job satisfaction, high performance, and others (Jdey, 2021ā : 306). The human resource represents an essential element in any organization and its success is related to the efficiency and effectiveness of this resource, and job engagement is a relatively recent term compared to other terms in the field of human resource management and organizational behavior, as it expresses the emotional attachment of workers towards the organization and represents an effective indicator in reducing negative behaviours such as absenteeism and leaving work. (shbw'āt wa-ākharūn, 2022: 360).

Job engagement is related to both emotional and mental aspects such as feelings of satisfaction, happiness, anxiety, stress and dissatisfaction, so it has become an important concept to activate the motivation of individuals and as a source of motivation for workers for personal development and satisfaction with the work environment, in addition to directing behavior towards achieving the goal by enhancing the participation of workers in the various work of the organization and maintaining the distinct level in its degrees and reflections through its organizational and behavioral activities (ty wa-ākharūn, 2021 : 392).

According to the studies that addressed the topic of Job engagement among university professors and its importance in improving the quality and efficiency of university institutions. This study aimed to examine job engagement in its five dimensions (physical engagement, emotional engagement, cognitive engagement, cognitive engagement, and organizational engagement). Through this, the following questions can be asked:

Q1: What is the level of job engagement among university professors?

Q2 : Does the level of job engagement differ according to the gender of the university professor?

Q3 : Does the level of job engagement differ according to the experience of the university professor?

Q4: Does the level of job engagement differ according to the academic grade of the university professor?

1. The Hypotheses of the study

-The level of job engagement among university professors is high.

-Here is a statistically significant difference in the level of job engagement according to the gender of the professor.

-There is a statistically significant difference in the level of job engagement according to the professor's years of experience.

-There is a statistically significant difference in the level of job engagement according to the academic rank of the professor.

2. Methodology

In this study, we relied on the descriptive-analytical approach as it is the most appropriate. The descriptive method is defined as ‘the systematic collection of data related to administrative, scientific, cultural or social institutions, such as libraries, schools and hospitals, and their various activities, as well as their processes, procedures, employees and services, over a specific period of time’ (qndyljy, 2017: 100). We used electronic questionnaire on a sample of 142 participants (professors from the University of Algiers2, University of Relizane, University of Messila). A scale was used to measure job engagement in the field of work prepared by Mouayed Al-Saadi and Zainab Chalal Akkar (Mu’ayyad al-Sā’idī & Zaynab Shallāl ‘Akkār 2015). The scale consists of 33 items distributed on five basic dimensions, namely: Physical engagement (11 items), Emotional Engagement (7 items), Cognitive Engagement (5 items), Professional Cognitive Engagement (6 items), and Organizational Engagement (4 items). The items in this scale are answered on a scale ranging from 1 to 5, consisting of 5 alternatives. The data was analyzed using frequencies, percentages and t-test to measure the significance of the differences between the means.

Psychometric Properties of the Research Tools: The validity and stability of the tools used were confirmed by applying them to a sample of 60 professors, and the results were as follows:

- 1) **Reliability:** The reliability of the scale was ascertained through the reliability of the end comparison.

Table 1. Comparative Validity of the Job Engagement Variable

Variable		<i>Arithmetic Average</i>	<i>Standard Deviation</i>	<i>Degrees of Freedom</i>	<i>Frequency]</i>	<i>Statistical Significance</i>
Job Engagement	Higher Group	152.50	9.04	30	8.27	0.01
	Lower group	106.50	20.32			

Source: Authors, 2024

The table shows that there are statistically significant differences in the level of job engagement between the members of the upper group and the members of the lower group, so the scale has discriminant validity.

- 2) **Stability:** The test was measured using the Cronbach's alpha reliability coefficient, and it was found that the stability coefficient of the job engagement scale is equal to 0.96, which indicates the stability of the scale, which confirms that the scale has good psychometric qualities that qualify it to be used in the main study.

Characteristics of the sample: The study sample consisted of 142 university professors, with an arithmetic mean of 172.68, a theoretical average of 165, and a standard deviation of 42.34, selected by simple random sampling, and the sample variables were as follows:

- a) **Gender:**

Table 2. Distribution of the Sample According to the Gender Variable

Gender	Frequency	Percentages(%)
Male	70	49.3
Femal	72	50.7
Total	142	100

Source: Authors, 2024

Table 2 shows that the number of female professors exceeds the number of male professors, 49.3 per cent for males and 50.7 per cent for females.

b) The Variable of Professional Experience:

Table 3: Distribution of the Sample According to the Experience Variable

Experience	Frequency	Percentages(%)
Less Than 10 Years	51	35.9
From 10 Years To 20 Years	59	41.5
More Than 20 Years	32	22.5
Total	142	100

Source: Author, 2024

Table 3 shows that the number of professors with 10 to 20 years of experience outnumbers the other categories, with 35.9% less than 10 years, 41.5% between 10-20 years, and 22.5% more than 20 years.

C. Professional Grade:

Table 4. Distribution of the Sample According the Professional Grade Variable:

Professional Grade	Frequency	Percentages(%)
MAB(Junior Assistant Professor)	32	22.5
MAA(Registered Assistant Professor Third Year Phd)	9	6.3
MCB(Lecturer With A Phd)	28	19.7
MCA(Lecturer With A Phd And University Qualification)	41	28.9
PR(University Professor)	32	22.5
Total	142	100

Source: Authors, 2024

Table 4 shows that most of the respondents belong to the grade of MCA with 28.9%, followed by university professor(Pr) with 22.5%, the same grade of assistant B(MAB), followed by lecturer B (MCB) with 19.7%, followed by the category of f assistant A (MAA) with 06.3%.

3. Discussion The Results:

- Measuring the level of job engagement: The level of job engagement was measured using the Arithmetic Average, Standard Deviation and theoretical mean as shown in the following table:

Table 05. The Level of Job Engagement

Variable	Arithmetic Average	Standard Deviation	Theoretical Average	Evaluation
Job Engagement	131.36	16.94	99	High

Source: Authors, 2024

Reminding the general hypothesis: ‘The level of job Engagement among university professors is high.’ From Table 05, we can see that the arithmetic average value of the variable of job Engagement is 131.36 with a standard deviation of 16.94, while the theoretical average is 99 degrees, so it can be said that the level of job Engagement is high and therefore the general hypothesis is accepted.

Table 06. The Level of Job Engagement

Variables	Arithmetic Average	Theoretical Mean	Standard Deviation
Physical engagement	42.27	33	6.29
Emotional engagement	25.47	21	4.26
Cognitive engagement	20.85	15	3.05
Cognitive engagement	25.74	18	3.58
Organizational engagement	17.01	12	2.49
Total	131.36	99	16.94

Source: Authors, 2024

Table 06 shows that the level of job engagement is high as the arithmetic average is greater than the theoretical average, and the same is true for the five dimensions: physical engagement, emotional engagement, cognitive engagement, cognitive engagement and organizational engagement.

The results obtained in the current study on the level of job engagement of the university professor can be explained by a high level of 131.36 per cent. The first dimension of physical engagement by 42.27 per cent is explained by the fact that the integrated professor starts his work integrated, enthusiastic and motivated to provide the best of his abilities and energies, and this is due to the support, appreciation and encouragement provided by the university institution, followed by the fourth dimension of cognitive engagement by 25.74 per cent. This is due to the professor's perception of his effective role cognitively and his constant readiness to do his work with more and better effort, followed by the second dimension of emotional engagement by 25.47%, the professor's feeling of sincerity, love and dedication to his profession, the third dimension of cognitive

engagement by 20.85%, and finally organizational engagement by 17.01%. This can be explained by the fact that professors work in a suitable work environment that helps them to highlight their abilities and ideas, and they feel the desire to challenge, achieve success, progress and advance to the highest ranks, which increases their job engagement.

The results of our study are consistent with the results of Al-Koni (al-Kūnī wa-ākharūn2022), which found a high level of job engagement in the academic staff, (Hwmān wkhlfh,2023), which showed a high level of job engagement among teachers(Hlwqān,2022), which found a high level of job engagement among a sample of employees at Nawroz University, and Mahdi Saleh (Mahdī Šāliḥ ,2020), which found that there is a clear interest in the concept of job engagement with its dimensions, and cognitive engagement refers to teachers' beliefs about the school, the principal and the culture of the workplace, and emotional engagement with a positive attitude, and the study of Latif and Al-Qarni (2022), which found that Cognitive engagement refers to teachers' beliefs about the school, the principal and the culture of the workplace, as well as emotional engagement with what teachers feel from a positive attitude, and the study of Al-Latif and Al-Qarni (al-Laṭīf wālqrnī, 2018) on the level of perceived organizational support in secondary schools in Buraydah city(Arabie saoudite) and its relationship with job engagement behavior among teachers, with a very high degree from their perspective of the importance and usefulness of the teaching profession, fear of Allah, and the performance of the trust with all sincerity and dedication to raise and build a good and useful generation for his nation and his homeland.

•**Discuss the hypothesis that states:** « *There are statistically significant differences in the level of job engagement among professors depending on the gender variable* », we calculated the coefficient of differences (T.Test) for two independent samples to detect the differences between the degree of job engagement among professors, and the following table shows the results.

Table07.Variation in Job Engagement Among Professors According to The Gender Variable

Variable	Gender	Sample N	Average	Test T	Standard Deviation n	Freedom Degree	Evaluation	Statistical significance
Job Engagem ent	Male	70	132.42	0.73	20.04	140	There's a discrepancy	0.01
	Femal	72	130.33		13.31			

Source: Author, 2024

Table 07 shows that the value of the arithmetic average of the variable of job engagement is 132.42 with a standard deviation of 20.04 for males and 130.33 with a standard deviation of 13.31 for females, and the value of (t) of 0.73 is positive and significant at the significance level of 0.01, thus accepting the research hypothesis that there are differences in the level of job engagement due to the gender variable.

Our study agreed with the study of Houman (Ḥwmān, 2023) which showed that there are differences in the level of job absorption among teachers due to the gender variable in favor of females, considering that females are more absorbed compared to males and that they tend to the teaching profession and are closely related to it, which makes them more loyal and dedicated to their work.

Our study differed with the study of Al-Koni (al-Kūnī, 2022), which found that there were no differences in the level of job engagement due to the gender variable among faculty, and these results also differed with the study of Al-Eid Hamama (al-‘Īd Ḥamāmah, 2019) entitled: « **The relationship of quality of work life to job engagement** » / ‘**Alāqat Jawdah al-ḥayāh al-waḏīfīyah bālāstghraq al-waḏīfī dirāsah maydānīyah ‘alā ‘ayyīnah min asātidhat Jāmi‘at al-Wādī** /, a field study on a sample of professors at Al-Wadi University’, the study found that there were no differences between professors in their assessment of the level of job engagement at the university according to the gender variable. Al-Ahmari bin Zafra (al-Aḥmarī ibn zfrh, 2021) studied the impact of quality of work life on job engagement, an applied study on the employees of King Khalid University, the results found that there were no statistically significant differences between the respondents' answers due to the variables of years of experience, and Latreche (Lṭrsh, 2020) on the study of job engagement for the Algerian university professor according to the Utrecht model.

•**Discussing the results of the hypothesis that states:** There are statistically significant differences in the level of job engagement among professors depending on the experience variable, we calculated the coefficient of differences (T.Test) for two independent samples to detect the differences between the degree of job engagement among professors, and the following table shows the results:

Table 08. Variation in Job Engagement Among Professors According to the Experience Variable

Variables	Total squares	Degree of freedom	Average squares	F	Significance level	
In Groups	287.00	2	143.50			
Job Engagement	Among Groups	40189.95	139	289.13	0.49	(0.61) Not significant

Source: Authors ,2024

Table No. (08) shows above and looking at the value of (F) which amounted to (0.49), we notice that it is not significant and therefore the hypothesis that there is a difference in the

level of job engagement due to the variable of experience is not fulfilled, because job engagement is not affected by years of experience and university professors have the same adaptation and integration and do their duty towards their job with all motivation and with the same responsibility.

This result coincided with the result of Al-Koni (al-Kūnī,2022) that there were no differences attributable to the experience variable in the level of job engagement. This can be explained by the fact that teachers are physically and spiritually integrated in performing their tasks, which gives them the motivation to complete their work accurately. Homan (Hwmān, 2023) found that there is no difference in the level of job engagement according to the experience variable, and these results are also consistent with the study of Al-Eid Hamama (al-‘Īd Ḥamāmah, 2019) entitled: « **The relationship of quality of work life to job engagement** » / ‘**Alāqat Jawdah al-ḥayāh al-waḥīyah bālāstghrāq al-waḥīfī dirāsah maydānīyah ‘alā ‘ayyīnah min asātidhat Jāmi‘at al-Wādī / »**, the study found that there are no differences between professors in their assessment of the level of job engagement at the university depending on the experience variable, and the study of Al-Ahmari bin Zafra (al-Aḥmarī ibn zfrh, 2021) on the impact of quality of work life on job engagement, an applied study on employees of King Khalid University, the results found that there are no statistically significant differences between the respondents’ answers due to the variables of years of experience, and Latreche study (Ltrsh, 2020) on studying the job engagement of the Algerian university professor according to the Utrecht model.

• **Discuss the results of the hypothesis that states** ‘*There are statistically significant differences in the level of job experience among professors according to the grade variable*’. We calculated the coefficient of differences (T.Test) for two independent samples to detect the differences between the degree of job experience among professors, and the following table shows the results.

Table 09-Differences in Job Engagement Among Professors According to The Grade Variable

Variables	Total squares	Degree of freedom	Average squares	F	Significance level
Job Engagement	In Groups	432.76	4	108.19	0.37 (0.83)
	Among Groups	40044.18	137	292.29	

Source: Authors, 2024

Table No. (09) shows that the value of F (0.37) is not significant and therefore the hypothesis that there are no differences in the level of job engagement due to the variable of grade is not fulfilled, because job engagement is affected by the academic grade and university professors use the same pedagogical methods for all grades, use the same classrooms with a fair amount of time and do their duty towards their job with all motivation and the same responsibility.

Our study differed with the study of Arar (‘Ar‘ār, 2023) « *the impact of perceived organizational justice on job engagement of public sector workers - a field study of teachers in the education sector in the state of Djelfa/ Athar al-‘adālah al-tanzīmīyah almdrkh ‘alā*

al-āstghrāq al-wazīfī lil-‘āmilīn fī al-qīṭā‘ al-‘mwmy-dirāsah maydānīyah asātidhat Qīṭā‘ al-Tarbiyah li-Wilāyat al-Jaflah / ». Al-Koni et al. (al-Kūnī wākhrwn ,2022) « *study on the degree of innovative leadership practice at Sabr College of Education at Lahj University and its relationship with job engagement of faculty members / Hawla darajat mumārasat al-Qiyādah alābtkāryh fī Kullīyat al-Tarbiyah Ṣabr bi-Jāmi‘at Lahij wa-‘alāqatuhā bālāstghrāq al-wazīfī li-a‘dā‘ Hay’at al-tadrīs / »*. Darwish et al. (Darāwīsh wākhrwn,2023) *on the impact of job engagement in reducing the causes of job engagement in Palestinian business organisations/ Athar alāstghrāq al-wazīfī fī al-ḥadd min asbāb alāḥtrāq al-wazīfī fī munazzamāt al-A‘māl al-Filasṭīnīyah /*, and Al-Ahmari bin Zafra (al-Aḥmarī ibn zfrh ,2021) *on the impact of quality of work life on job engagement, an applied study on King Khalid University employees/ Athar Jawdah ḥayāt al-‘amal ‘alā alāstghrāq al-wazīfī dirāsah taṭbīqīyah ‘alā muwazzafī Jāmi‘at al-Malik Khālid /*, the results found that there are statistically significant differences between the respondents' answers regarding their views on the impact of quality of work life on job engagement attributed to the variables (gender, educational qualification). Our study is similar to some studies in following the descriptive method and using the questionnaire tool to collect study information and differs with some studies in the sample. what distinguishes this study from others is its field of application and environment, as most studies tended to research in business organisations such as companies and factories such as the study of Sanad Yukthamarani, while the current study focused on the university professor in the higher education sector, which is close to the study of Adhelya (2022), where the safe and healthy work environment was considered to increase the possibility of job engagement. In addition to the social status of the university professor, which pushes him to love his work and attachment to it more, and the availability of positive favorable conditions in the university that contribute to increasing the integration of the professor in his job, and his frequent thought about his job even outside working hours with his willingness to exert extra effort because of his sense of belonging and immersion in his job. All these factors help to create an environment that encourages success, as the researcher believes that there is no discrimination in the university administration's treatment of professors on the basis of gender and both genders work in the same conditions and environment.

4. Results of Study

Regarding the above mentioned, we present the results of the study in the following points

- University professors have a high level of job engagement.
- There are statistically significant differences in the level of job engagement due to the gender variable.
- There are no statistically significant differences in the level of job engagement due to the variables of seniority and rank.

5. Recommendations of Study

Based on the findings, we make the following recommendations:

- The university should work to motivate professors to positively engage in job immersion by providing ways of happiness at work.

- Conducting studies on the variable of job immersion in its dimensions.
- Providing a suitable and safe work environment in all respects to achieve total integration and belonging.
- Creating an encouraging environment that helps the professor(s) to exert extra effort and creative behavior.
- Considering interest in work teams that aim to support human relations, teamwork and co-operation to achieve goals.
- Paying attention and keenness to improve organizational support through the dimensions included in the study.
- Ensure that gender equity in terms of distributing tasks and responsibilities.
- Ensuring that communication is flexible and effective, allowing teachers to communicate directly with administrators and submit their suggestions, opinions and complaints, which will ultimately lead to an increase in his job utilization.

Conclusion

The university is one of the social and scientific institutions that seeks to contribute to the development and development of society, so the university institution must take care of the human element of the professor(s) with appropriate working conditions and a stable organizational environment, as job immersion is the extent of the individual's immersion in his work, and people who show high job immersion are more attached to their work and less likely to change jobs, as the feeling of workers of job immersion may be affected by a set of variables including the leadership style practiced by the leaders in the work environment.

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