



Psychological Perspectives of Scientific Researchers in Studying The Problem of Involvement

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Abstract: This article analyzes the phenomenon of involvement as a central link in the relationship between the individual and society. At the same time, the history of the concept of involvement, philosophical and psychological approaches, as well as the involvement of employees of organizations are analyzed. Modern definitions of the phenomenon of involvement, analytical models, and forms of manifestation in work are described based on foreign and national research.

Keywords: Involvement, Alienation, Personalism, Consensus, Meaningfulness, Presence, Organizational Psychology, Interpersonal Relationships

Introduction

The phenomenon of “involvement” is manifested as a multifaceted and complex process that implies the active participation of a person in social life. This concept has been interpreted differently in the fields of philosophy, psychology, and education. To fully understand involvement, it is necessary to study its roots from a historical and theoretical perspective.

The concept of personhood emerged in the works of French personalists in the first half of the 20th century. This concept is primarily associated with the role of man in society, personal development, and the process of goal-seeking. Personhood is seen as a central theme in the philosophy of personalism. The word “persona” comes from the Latin word for person, meaning an individual who actively participates in society.

Personalists see man as a spiritual and social being with universal development potential, and assess his involvement in terms of personal and social responsibility. In this approach, man is involved in the fate of society in addition to his personal life.

Methodology

The French philosopher E. Mune describes the individual as a responsible being. In his opinion, the individual is responsible for the circumstances of his life, that is, he feels moral responsibility for his decisions and actions. The German philosopher P.L. Landsberg, on the other hand, shows “involvement” as an expression of the historicity of man. In his opinion, man is responsible for the future and has the ability to influence society through his activities.

Another German philosopher, Jürgen Habermas, developed a sociological and philosophical theory of engagement called the “Theory of Communicative Action”. The theory is based on the idea that social interaction and social order are built on dialogue aimed at achieving mutual understanding and agreement between participants. Engagement is interpreted by the scientist as a condition for achieving consensus in communication. It is considered a mechanism that leads to social consensus through the equality and active participation of participants in the communication process. Jürgen Habermas’ philosophical views connect engagement with human nature and consciousness, describing it as a source of meaning in social life. Through these approaches, ideas were developed about the individual emerging from alienation and becoming an active participant in society.

Psychological and Social Approaches to Engagement

The psychological approach to engagement links this phenomenon to an individual’s internal feelings, cognitive and emotional reactions. In psychology, engagement is an important criterion for determining how deeply an individual is involved in their work activities, in line with their activities, views, beliefs and goals.

According to the founder of psychoanalysis, Z. Freud, the “I”, which is considered one of the foundations of human involvement, performs the function of coordinating the opposing forces operating in the human psyche, relying on the reality principle. A person is active due to the manifestation of instinctive inclinations inherited from his ancient ancestors. Instinctive inclinations arise in the form of an instinct for self-defense. However, society limits the individual in many ways, his instincts and inclinations are “censored”. As a result, he is forced to stop and prohibit most of his instincts and inclinations. Instinctive inclinations, as a mental state affecting his personality, are squeezed out of his conscious life, but do not disappear, but are only transferred to the sphere of the unconscious. Representatives of this doctrine created the “Oedipus complex” to reveal the internal conflicts of the individual. In their opinion, instinctive tendencies, while retaining their strength and activity, enter into various forms of human culture and the products of individual activity (“sublimation”), and from a state of unconsciousness continue to participate in the control of human behavior. In psychoanalysis, there is an absolutization of the antagonistic relationship between the unconscious and the conscious, as a result of which the possibility of their complementarity is denied.

In his research, Z. Freud emphasized the conflict between a person's conscious and unconscious processes, explaining alienation and involvement in terms of personal internal difficulties. According to him, a person can deviate from his true needs under the influence of culture and social norms.

Representatives of the direction of existential psychology, including J.P. Sartre and E. Fromm, associated involvement with the existence of a person and the desire to live a meaningful life. In the issue of the involvement of a person, E. Fromm reveals the internal need for involvement of a person through the concepts of "Being" and "Being". In his opinion, in order to achieve excellence or achieve high efficiency, each person needs to be involved in all the internal and external goals of the organization in which he operates, in addition to his own internal experiences.

Result and Discussion

Existential psychology is a branch of psychology that studies human existence, freedom, responsibility, and the meaning of life. It views the individual as an individual and focuses on their unique experiences, choices, and search for meaning in life. The following key ideas of existential psychology, related to involvement, can be outlined:

1. Seeing a person as a free and responsible being: a person is always forced to make choices and be responsible for their own lives.
2. Searching for the meaning of life: Man is constantly searching for the meaning of life and his place.
3. Recognizing fear and anxiety in life: existential psychology studies human fears such as death, meaninglessness, and isolation, and how to deal with them.
4. Self-awareness and personal growth: A person must constantly grow and develop, realizing themselves and their potential.
5. Living in the present: One should live and experience the present moment rather than thinking about the past and future.

According to the idea of Salvador Maddy, an American psychologist and professor at the School of Social Ecology at the University of California, who put forward scientific ideas on the problems of personality involvement, a comparative analysis of personality theories involves studying different approaches to understanding personality, identifying their strengths and weaknesses, and comparing them with experimental data. S. Maddy considers a wide range of theories, including psychodynamic, analytical, humanistic, cognitive, behavioral, activity, and dispositional. He critically evaluates each theory, analyzes its experimental validity and practical application.

S. Maddi's research has shown that loss of involvement can manifest itself in various forms, including vegetative state, weakness, and adventurism. In such cases, there is a possibility of loss of meaning in a person's life and a decrease in involvement in activities. In psychological approaches, involvement is often closely related to a person's attitude to their work, interest in work, personal values, and the meaning of work. In this view, mental states and emotions in human activity play a central role.

In social psychology, belonging is analyzed in relation to interactions within a group, interpersonal relationships, and social norms. In particular, in M. Buber's concept of "I and the Other", interpersonal communication and direct dialogue are considered as factors influencing the formation of belonging.

Y. Habermas defines participation as a condition leading to constructive dialogue and social consensus (Latin consensus - unanimity, agreement), evaluating it as a central element of human relations. These views also allow us to analyze participation from the perspective of social partnership and culture of thought.

Involvement of Employees of The Enterprise and Organization.

When studying the scientific work of researchers engaged in the problems of engagement, the concept of engagement in the context of organizational management and work activities usually refers to the emotional and cognitive attitudes of employees towards work, the organization, and management. Researchers in this field have analyzed engagement in relation to behavior, motivation, and work performance.

According to W. Kahn's theory, engagement means that an employee fully performs his role, which requires physical, mental, and emotional energy. He distinguishes cognitive (thoughts about work), emotional (satisfaction with work), and physical (level of involvement in work) components.

William Kahn is the author of the model of employee engagement in organizations, which focuses on three psychological states that influence this commitment: meaningfulness, safety, and availability.

W. Kahn states that employee engagement in an organization depends on three psychological factors:

1. **Meaningfulness:** Employees perceive their work as meaningful, important, and valuable to them.
2. **Safety:** Employees feel safe to express themselves, their thoughts, and their feelings without fear of negative consequences.
3. **Availability:** Employees feel they have the necessary resources (physical, emotional, psychological) to actively participate in work.

At the same time, according to the scientist, when three factors are present, employees can fully engage, that is, use cognitive, emotional and behavioral resources, to their full potential at work. Kahn's model provides a valuable tool for understanding and increasing employee engagement, emphasizing the importance of creating conditions in the work environment that provide meaning, safety and comfort.

According to the data obtained, engagement is also manifested in the sense of "engagement" - encouragement, involvement in something, and is a physical, emotional, and intellectual state in which employees strive to do their best work and achieve results.

Initially, the concept of engagement was used by social psychologists to assess the degree of adaptation of people to their roles. William Kahn gave the first formal definition of employee engagement as "the attachment of organizational members to their work roles;

involved people use and express themselves physically, cognitively, and emotionally in the process of performing role behaviors". Studies by a number of scientists show that engagement is strongly correlated with business results (0.7-0.8), based on total shareholder return, productivity, employee turnover, and customer satisfaction. At the same time, the high activity achieved due to engagement brings significant economic benefits to organizations, as employees use their experience, skills, and assigned working time more efficiently to complete tasks faster and better.

The Dutch scientist Wilmar Schaufeli (professor at Utrecht University in the Netherlands and research professor at the Catholic University of Leuven in Belgium), who conducted major research on the problem of the phenomenon of engagement, in his book "Enthusiasm for Work: How to Learn to Love and Enjoy Your Work", analyzed the relationship between the phenomena of emotional exhaustion, hard work, and enthusiasm for work; combating stress at work; and the formation of positive emotions at work. W. Schaufeli defines engagement as the psychological capital of employees, their loyalty to the organization, and extra-role behavior. If a person does his work without enthusiasm, only for money or other benefits, then the results of his work will probably not be as impressive as if he were doing the same thing, but will be enjoyed by immersion in the process, joy and responsibility during work, and the attractiveness of receiving a reward for the result.

At the same time, V. Schaufeli in his work identifies three main components of work engagement:

- Energy is a strong interest and stability in work. A curious person feels cheerful, active and full of energy. He feels confident, capable of success, ready to give his all at work, and does not easily deviate from his chosen path.
- Commitment to work - dedication to work and understanding of their goals. Passionate, committed employees are full of enthusiasm, they look for a purpose and a reason, they strive to do their job in the best, most productive way, a positive result is important to them. Their work is filled with a certain meaning, they are proud of their work.
- Dedication to work - people who are completely devoted to an activity are completely immersed in their work. They focus on their work, perceive it as a challenge for themselves, enjoy what they do, enjoy it, and often lose track of time while working. Interest in work is a deep and stable state that accompanies not only the work process, but also affects the entire life activity of a person.

Discussion

In the course of research on the problem of engagement, the British-American multinational company, known from foreign companies under the brand name WTW and depicted as wtw in its logo (now Willis Towers Watson), pays special attention to employee engagement and offers a model of "Sustainable Engagement". This model considers engagement as a combination of three main aspects: the physical, emotional and mental states in which employees strive to do their best work. Willis Towers Watson also emphasizes the importance of creating conditions that support employee well-being and

productivity, and implementing supportive management to fully unlock the potential of employees. Based on Towers Watson research, dimensions and forms of engagement were identified. In their opinion, engaged employees:

- speaks - speaks positively about the company;
- remains - Willingness to work in the organization for a long time;
- moves - takes initiative and makes extra effort.

From the research conducted, it is worth noting that in order to increase the involvement of employees in enterprises and organizations, it is necessary, first of all, to organize special training for employees in order to improve their professional skills and make them involved in the goals of the state and the enterprise. Mikhail Ivanovich Magura, head of the management consulting sector of the Higher School of Personnel Management of the Academy of National Economy under the Government of the Russian Federation, in his book "Organization of Training of Company Employees", noted the following: employee training is the most important tool that allows management to increase the potential of human resources and influence the formation of organizational culture. M.I. Magura and other authors note that when an employee feels like a part of the organization, his level of involvement is high. Such employees show more initiative, take a personal interest in the success of the company, and act outside corporate standards. Strategies for developing involvement are very important in the field of management and organizational psychology. These include understanding employee values and goals, supporting personal motivation, creating an environment where employees enjoy their work, and improving internal communication.

Features of Participation in The Education System

Educational engagement is the level of active and emotional participation of students in the educational process. It is not just about attending classes, but also about the readiness and desire to acquire new knowledge and skills, as well as active participation in educational activities. From a psychological point of view, educational engagement includes the levels of emotional, cognitive and behavioral involvement of the student. For example, students' positive feelings towards the educational process, meaningful and purposeful actions, and initiative in solving problems are important indicators of educational engagement.

In pedagogical approaches, engagement in education is not limited to the process of acquiring knowledge, but also considers factors such as the student's relationships in the entire educational environment - their role in the group, communication with the teacher, and feelings towards the educational institution.

In the educational system, engagement is the desire to make personal efforts to achieve the goals of the educational institution, to contribute as a member of the educational process. Involvement in the educational process can only be achieved if the following are encouraged and formed::

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- be prepared to make additional efforts, not limited to job descriptions, if the interests of the organization require it;
 - to develop a sense of self-esteem based on one's professional achievements and job satisfaction;
 - be interested in achieving work results that are important to the organization;
 - always feel responsible for the results of your work.

At the same time, a high level of involvement is a state of a person in which there is an unconditional motivation to devote himself completely to a task or action in the interests of the organization. In this case, a person takes the initiative and mobilizes all his capabilities and hidden reserves to solve the task. It is customary to call such a state emotional involvement.

It is worth noting that today, for higher education institutions, the opportunity to educate not just random students, "their" students, who have meaningfully chosen their future profession and place of study, who share the goals, development strategy, and objectives of the university, and who are representatives of its ideas, is becoming a fundamentally important task. The course of the educational process in a higher educational institution, the level of professional training of each student, and the quality of education in general largely depend on involvement.

Theoretically, the following factors are important for building engagement in education:

- quality of the learning process (compliance with the student's personal goals);
- self-awareness and the opportunity to actively participate;
- trusting pedagogical relationships and a supportive environment;
- use of interactive and creative methods.

From a practical perspective, the following student activities are taken into account when assessing educational engagement:

- active participation in the lesson process;
- active approach to independent and group tasks;
- initiative in finding creative solutions to problematic situations;
- participation in school events and personal contributions.

It is also necessary to introduce motivational training, personal development courses, and platforms for the exchange of ideas in educational institutions in order to build engagement.

In conclusion, engagement in education plays an important role not only in increasing effectiveness, but also in personal development, socialization, and shaping the future active citizenship position of young people.

The Role of Participation in Society

Research in various fields has shown that involvement is an important factor in the formation of a person as a social subject in society, in ensuring his personal potential and

interdisciplinary interaction. It is manifested not only through active actions, but also a state filled with new ideas, expressed in the inner world of a person and social relations.

From a philosophical perspective, involvement is inextricably linked to categories such as individual freedom, responsibility, and enlightened participation, and serves to understand a person's creative and spiritual development, communication with other people, and their place in society.

In psychology and the social sciences, the emotional, cognitive, motivational, and behavioral aspects of engagement are of particular importance. These include factors such as an individual's acceptance of their role, taking initiative, feeling a sense of personal significance, and finding meaning in their work.

In the management and work of an organization, involvement is seen as emotional loyalty to the organization, dedication to professional goals, and alignment with corporate values. Full dedication to work, initiative, and openness to change foster an entrepreneurial atmosphere. Today, successful companies strive to create a culture of involvement in their employees.

Thus, engagement serves as the main bridge that ensures balance and cooperation in the relationship between man and society, between the individual and the organization. Its proper formation is an important basis for the development of the individual, the effectiveness of the organization, and the sustainable development of society.

Conclusion

The article comprehensively analyzes the phenomenon of involvement from the perspective of philosophy, psychology, management and education. In the philosophical approach, involvement is considered in connection with human freedom, personal spirituality and a sense of responsibility to society. Based on the teachings of personalism and existentialism, involvement is interpreted as a process of human activity and search for meaning in life. In psychological views, involvement is explained in close connection with a person's motivation, meaning in his activities and personal identification. At the same time, the importance of interaction and communication in interpersonal relationships is emphasized. Participation is manifested as a process of a person's awareness of his own life and role in society.

In the fields of engagement in education, management, and organizational psychology, engagement is expressed through employees' attitude towards work, alignment with organizational goals, and level of active participation. A number of scientific models, concepts, and indicators have been developed to assess engagement in these areas.

In conclusion, involvement is a complex and multifaceted phenomenon, the formation and manifestation of which depends on many factors. Involvement plays an important role in the stability and development of society, ensuring the active involvement of the individual in social life. Therefore, it is necessary to further deepen scientific and practical research on the formation and development of involvement.

This article not only serves to understand the concept of involvement theoretically, but can also serve as a methodological basis for its practical application in educational institutions, production enterprises, and management systems.

For every citizen with boundless love and loyalty to the Motherland, the fate of the country is above his own fate. A sense of belonging to the homeland encourages each of our compatriots to self-sacrifice and dedication. The principle “For the sake of human dignity”, which is set as the main criterion in the new development strategy of Uzbekistan, implies for every citizen a worthy participation in the laws, decisions and decrees issued by our government for the prosperity and development of the homeland.

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