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**MODERATING EFFECT OF ROLE AMBIGUITY ON THE  
RELATIONSHIP OF JOB SATISFACTION, TRAINING AND  
LEADERSHIP WITH EMPLOYEES' PERFORMANCE**



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**DOCTOR OF PHILOSOPHY  
UNIVERSITI UTARA MALAYSIA  
April 2017**

**Moderating Effect of Role Ambiguity on the Relationship of  
Job Satisfaction, Training and Leadership with Employees'  
Performance**



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By

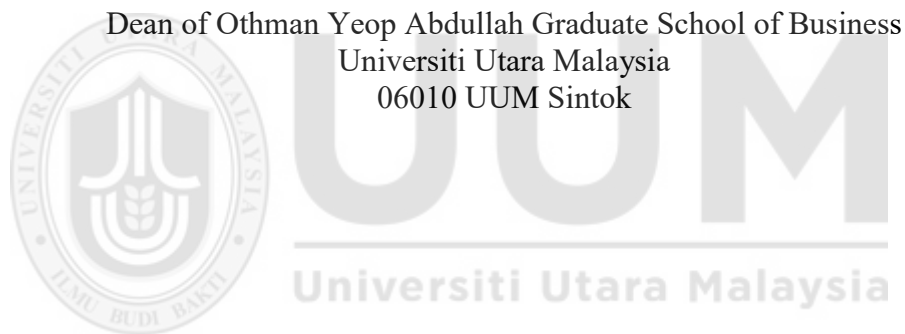
**Universiti Utara Malaysia**  
**Waleed Bin Rashed AlShery**

**Thesis Submitted to  
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## ABSTRACT

Employee performance is always considered as one of the important factors of employee management that determines the success of an organization. The higher education sector of any country is considered as an important sector which needs to concentrate on achieving its goals successfully. Thus, this research aimed to investigate effect of job satisfaction, leadership and training on employees' performance by taking role ambiguity as a moderating variable in the higher education sector of the Kingdom of Saudi Arabia (KSA). The model of the study was developed based on relevant theoretical background. To examine the hypothesized model, the quantitative research design was employed. The population of this study consisting of 39154 employees was divided into five groups based on the geographic regions (East, West, Middle, North, and South). This study used the systematic sampling. 600 questionnaires were distributed among the employees working in the higher education system of KSA. 366 questionnaires were returned and were usable for analysis. To test the proposed hypotheses, the Partial Least Squares Structural Equation Modeling (PLS-SEM) was employed. The results found that job satisfaction, leadership and training have significant positive impacts on employee performance. More importantly, the results revealed that training is the most important variable which is a significant predictor of employees' performance. The study also showed that role ambiguity significantly moderates the relationship of job satisfaction and leadership style with employees' performance in the higher education sector of KSA. Unpredictably, this study found that role ambiguity does not significantly moderate the relationship between training and employees' performance. Role ambiguity negatively influences the relationship of job satisfaction and leadership with employees' performance. Therefore, policy-makers and leaders of higher education institutions of KSA should focus on reducing role ambiguity.

**Keywords:** performance of employees, role ambiguity, job satisfaction, leadership, training

## ABSTRAK

Prestasi pekerja sentiasa dianggap sebagai faktor penting dalam pengurusan pekerja yang menentukan kejayaan sesebuah organisasi. Setiap negara menganggap sektor pendidikan tinggi sebagai sektor penting yang perlu diberikan tumpuan bagi mencapai matlamat negara dengan jayanya. Oleh itu, kajian ini bertujuan untuk menyelidik kesan daripada kepuasan kerja, kepimpinan dan latihan ke atas prestasi pekerja dengan menjadikan kekaburan peranan sebagai pembolehubah pengantara dalam pendidikan tinggi di negara Arab Saudi (*Kingdom of Saudi Arabia*) (KSA). Model bagi kajian ini dibangunkan berdasarkan latar belakang teori yang berkaitan, dan model hipotesis diteliti dengan menggunakan reka bentuk penyelidikan kuantitatif. Populasi kajian yang terdiri daripada 39154 orang pekerja pula dibahagikan kepada lima kumpulan berdasarkan kawasan geografi (Timur, Barat, Tengah, Utara, dan Selatan). Kajian ini menggunakan persampelan bersistematik untuk mengedarkan 600 borang soal selidik kajian kepada para pekerja dalam sektor pendidikan tinggi di KSA. Sebanyak 366 borang soal selidik dikembalikan dan boleh digunakan untuk tujuan analisis. Pemodelan Persamaan Kuasa Dua Terkecil Separa Berstruktur (*Partial Least Squares Structural Equation Modeling*) (PLS-SEM) digunakan untuk menguji hipotesis yang dicadangkan. Keputusan mendapati bahawa kepuasan kerja, latihan dan kepimpinan mempunyai kesan positif yang signifikan ke atas prestasi pekerja. Lebih penting lagi, keputusan mendedahkan bahawa latihan merupakan pembolehubah paling penting yang boleh meramal prestasi pekerja secara signifikan. Kajian ini memberikan nilai bagi menunjukkan bahawa kekaburan peranan merupakan pengantara dalam hubungan di antara kepuasan kerja dan gaya kepimpinan dengan prestasi pekerja dalam sektor pendidikan tinggi di KSA. Tidak seperti yang diramal, kajian ini sebaliknya turut mendapati kekaburan peranan tidak menjadi pengantara yang signifikan dalam hubungan di antara latihan dan prestasi pekerja. Kekaburan peranan didapati signifikan dan mempengaruhi secara negatif hubungan di antara kepuasan kerja dan kepimpinan dengan prestasi pekerja. Oleh itu, pembuat dasar dan pemimpin dalam institusi pendidikan tinggi KSA perlu memberikan fokus dalam mengurangkan kekaburan peranan.

**Kata kunci:** prestasi pekerja, kekaburan peranan, kepuasan kerja, kepimpinan, latihan

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## TABLE OF CONTENTS

|  |          |
|--|----------|
| TITLE PAGE                                       | i        |
| CERTIFICATION OF THESIS WORK                     | ii       |
| PERMISSION TO USE                                | iv       |
| ABSTRACT   | v        |
| ACKNOWLEDGEMENT                                  | vii      |
| TABLE OF CONTENTS                                | viii     |
| LIST OF TABLES                                   | xiv      |
| LIST OF FIGURES                                  | xvi      |
| LIST OF APPENDICES                               | xvii     |
| <b>CHAPTER ONE INTRODUCTION</b> .....            | <b>1</b> |
| 1.1 Introduction .....                           | 1        |
| 1.2 Emergence of Higher Education Globally ..... | 1        |
| 1.3 The Arab Tertiary Education System.....      | 3        |
| 1.4 Saudi Arabia Higher Education .....          | 5        |
| 1.5 Employees' performance .....                 | 10       |
| 1.6 Problem Statement .....                      | 17       |
| 1.7 Research Questions .....                     | 24       |
| 1.8 Research Objectives .....                    | 25       |
| 1.9 Significance of the Study .....              | 26       |
| 1.9.1 Practical Significance .....               | 26       |
| 1.9.2 Theoretical Significance.....              | 27       |



|  |           |
|--|-----------|
| 1.10 Scope of Study .....                                    | 27        |
| 1.11 Definition of Terms.....                                | 28        |
| 1.11.1 Employee Performance .....                            | 28        |
| 1.11.2 Leadership .....                                      | 28        |
| 1.11.3 Job Satisfaction.....                                 | 29        |
| 1.11.4 Role Ambiguity .....                                  | 29        |
| 1.11.5 Training .....  | 29        |
| 1.12 Summary .....   | 30        |
| <b>CHAPTER TWO LITERATURE REVIEW .....</b>                   | <b>31</b> |
| 2.1 Introduction.....  | 31        |
| 2.2 Employee Performance .....                               | 31        |
| 2.3 Past research on Employee Performance .....              | 36        |
| 2.3.1 Models of Job Performance.....                         | 47        |
| 2.4 Job Satisfaction .....                                   | 49        |
| 2.4.1 Job Satisfaction and Employee Performance .....        | 55        |
| 2.4.1.1 Satisfaction and Performance.....                    | 55        |
| 2.4.1.2 Satisfaction and Turnover .....                      | 55        |
| 2.4.2 Factors Affecting Academicians' Job Satisfaction ..... | 56        |
| 2.4.2.1 Intrinsic Factors.....                               | 57        |
| 2.4.2.2 Extrinsic Factors.....                               | 57        |
| 2.4.2.3 Demographic Factors .....                            | 58        |
| 2.4.3 Job Satisfaction: Theoretical Background.....          | 59        |
| 2.4.3.1 The Facet Model of Job satisfaction .....            | 59        |

|  |     |
|--|-----|
| 2.4.3.2 Herzberg’s Motivator-Hygiene Theory of Job Satisfaction..... | 60  |
| 2.4.3.3 The Discrepancy Model of Job Satisfaction .....              | 61  |
| 2.4.4 The Steady – State Theory of Job Satisfaction.....             | 62  |
| 2.4.5 Job Satisfaction and Leadership .....                          | 63  |
| 2.4.6 Leadership .....   | 65  |
| 2.4.7 Leadership Styles .....  | 68  |
| 2.4.8 Transformational Leadership Styles.....                        | 71  |
| 2.4.11.1 Idealized Influence .....                                   | 73  |
| 2.4.11.2 Inspirational Motivation.....                               | 73  |
| 2.4.11.3 Intellectual Stimulation .....                              | 74  |
| 2.4.11.4 Individual Consideration .....                              | 74  |
| 2.4.9 Transactional Leadership Style (TSL) .....                     | 75  |
| 2.4.10 Leadership and job performance .....                          | 81  |
| 2.5 Training .....   | 90  |
| 2.5.1 The Importance of Training .....                               | 93  |
| 2.5.2 Training and Employee Performance.....                         | 97  |
| 2.5.3 Availability of Training.....                                  | 104 |
| 2.5.4 Motivation to Learn.....                                       | 106 |
| 2.5.5 Manager Support for Training.....                              | 107 |
| 2.6 Role Ambiguity.....  | 107 |
| 2.6.1 Past Research on Role Ambiguity.....                           | 114 |
| 2.6.2 Role Ambiguity and Employee Performance.....                   | 118 |
| 2.7 Underpinning Theory .....  | 122 |

|  |            |
|--|------------|
| 2.8 Chapter Summary.....                                   | 129        |
| <b>CHAPTER THREE METHODOLOGY .....</b>                     | <b>130</b> |
| 3.1 Introduction .....                                     | 130        |
| 3.2 Research Framework.....                                | 130        |
| 3.3 Hypothesis Development .....                           | 131        |
| 3.3.1 Hypothesis Development of Direct Relationships ..... | 132        |
| 3.3.2 Hypothesis Development of Moderation Effect.....     | 135        |
| 3.4 Research Design.....                                   | 138        |
| 3.5 Sources of data .....                                  | 140        |
| 3.5.1 Population of the Study .....                        | 140        |
| 3.5.2 Sampling Frame.....                                  | 141        |
| 3.5.3 Sampling Method.....                                 | 143        |
| 3.5.4 Sample Size .....                                    | 143        |
| 3.6 Measurement Scale .....                                | 145        |
| 3.7 Operational Definitions and Measurements.....          | 147        |
| 3.7.1 Employees‘ Performance.....                          | 147        |
| 3.7.2 Role Ambiguity .....                                 | 148        |
| 3.7.3 Job Satisfaction.....                                | 149        |
| 3.7.4 Leadership.....                                      | 150        |
| 3.7.5 Training.....  | 151        |
| 3.7.6 Personal Information .....                           | 152        |
| 3.8 Language Translation.....                              | 152        |
| 3.9 Study Ethics .....                                     | 153        |

|  |            |
|--|------------|
| 3.10 Data Collection.....  | 154        |
| 3.10.1 Methods.....  | 154        |
| 3.10.2 Data Collection Procedure .....                                   | 155        |
| 3.11 Non-response bias .....   | 155        |
| 3.12 Pre-test .....  | 158        |
| 3.13 Data Analysis .....   | 163        |
| 3.13.1 Structural Equation Modelling - PLS Approach.....                 | 164        |
| 3.14 Chapter Summary.....  | 165        |
| <b>CHAPTER FOUR RESULTS.....</b>   | <b>166</b> |
| 4.1 Introduction.....  | 166        |
| 4.2 Response Rate .....  | 167        |
| 4.3 Descriptive analysis .....   | 168        |
| 4.4 Testing the Measurement Model.....                                   | 170        |
| 4.4.1 Construct Validity .....   | 170        |
| 4.4.2 Convergent Validity related to the Measurements .....              | 173        |
| 4.4.3 Discriminant Validity related to the Measures.....                 | 174        |
| 4.5 Goodness of Fit (GoF) of the Model.....                              | 175        |
| 4.6 Predictive Relevance and the Quality of the Model.....               | 175        |
| 4.7 The Effect Size of the Employees' performance .....                  | 176        |
| 4.8 Inner Model's Assessment and Procedures for Hypotheses Testing ..... | 177        |
| 4.8.1 Examining the Direct Relationships.....                            | 178        |
| 4.7.2 Testing the Moderation Effect of Role Ambiguity.....               | 181        |
| 4.8 Summary .....  | 186        |

|   |            |
|---|------------|
| <b>CHAPTER FIVE DISCUSSION AND CONCLUSION .....</b> | <b>188</b> |
| 5.1 Introduction .....                              | 188        |
| 5.2 Summary of the Study.....                       | 188        |
| 5.3 Discussion .....                                | 192        |
| 5.4 Contributions of the Study .....                | 206        |
| 5.4.1 Theoretical Contributions .....               | 207        |
| 5.4.2 Practical Contributions .....                 | 208        |
| 5.5 Limitations of the Study.....                   | 210        |
| 5.6 Future Research.....                            | 210        |
| 5.7 Conclusion .....                                | 211        |
| <b>REFERENCES.....</b>                              | <b>216</b> |



## LIST OF TABLES

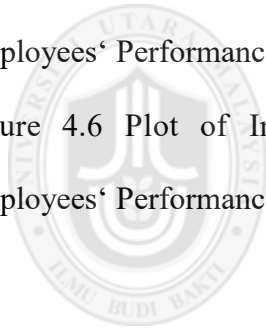
| Table  | Page |
|--|------|
| Table 1.1 Saudi Higher Education Institutions 1957-2012.....   | 7    |
| Table 2.1 Murphy's (1994) Model of Job Performance According to the In-Role and Extra-Role Distinction .....         | 47   |
| Table 2.2 Campbell's (1990, 1994) Model of Job Performance According to the In-Role and Extra-Role Distinction ..... | 48   |
| Table 3.1 The Probability Sampling of Employees for Each University.....   | 142  |
| Table 3.2 Determining Sample Size of a Given Population .....  | 144  |
| Table 3.3 Measurement Items of the Employees' performance .....  | 148  |
| Table 3.4 Measurement Items of the Role Ambiguity.....   | 149  |
| Table 3.5 Measurement Items of the Job Satisfaction .....  | 149  |
| Table 3.6 Measurement Items of the leadership .....  | 150  |
| Table 3.7 Measurement Items of the Training.....   | 151  |
| Table 3.8 Measurement Items of the personal Information .....  | 152  |
| Table 3.9 Results of Pilot Study.....  | 162  |
| Table 4.1 Summary of the Response Rate of the Questionnaires .....   | 168  |
| Table 4.2 Descriptive analysis .....   | 168  |
| Table 4.3 Nationality and Age of Respondent .....  | 169  |
| Table 4.4 Factor Analysis and cross loading .....  | 171  |
| Table 4.5 Significance of the factor loading .....   | 172  |
| Table 4.6 Convergent Validity Concerning the Measurements .....  | 173  |
| Table 4.7 The Discriminant Validity Matrix.....  | 174  |

|   |     |
|---|-----|
| Table 4.8 The Model's Predictive Quality Indicators .....   | 175 |
| Table 4.9 The effect Size of the Employees' performance, and the Interaction Terms<br>.....       | 176 |
| Table 4.10 The Results concerning the inner structural model (Direct Hypothesis<br>Testing) ..... | 178 |
| Table 4.11 The Results of the Inner Structural Model for Moderating Role<br>Ambiguity .....       | 181 |
| Table 5.1 Study Overview.....   | 189 |



## LIST OF FIGURES

| Figure   | Page |
|--|------|
| Figure 1.1 Ranking of Saudi Universities .....   | 14   |
| Figure 3.1. Research Framework .....   | 131  |
| Figure 4.1 Path Coefficient Model Results .....  | 179  |
| Figure 4.2 Model of Significance Results .....   | 179  |
| Figure 4.3 Path Model Results for Moderating Effect of the Role Ambiguity .....                            | 182  |
| Figure 4.4 Model of Significance Results for Moderating Role of Ambiguity .....                            | 182  |
| Figure 4.5 Plot of Interaction between Job Satisfaction and Role Ambiguity on Employees' Performance ..... | 185  |
| Figure 4.6 Plot of Interaction between Leadership and Role Ambiguity on Employees' Performance .....       | 186  |



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## LIST OF APPENDICES

|   |     |
|---|-----|
| Appendix A English Questionnaire .....      | 264 |
| Appendix B Arabic Questionnaire .....       | 272 |
| Appendix B Saudi Universities Ranking ..... | 280 |



# CHAPTER ONE

## INTRODUCTION

### 1.1 Introduction

The current chapter offers an overview of the background of study through discussing the outlines of higher education emergence globally, the Arab tertiary education system and Saudi Arabia higher education. It is followed by highlighting the problem statement, the research objectives, and the research questions. Then, it provides discussion on the contribution of study and the scope of study. Finally, this chapter provides the definition of key terms and a brief summary.

### 1.2 Emergence of Higher Education Globally

The role of Higher Education is indispensable towards a progressive society. It shapes up the minds, old behaviors and develops distinctive capabilities in the human being to serve the society better. Over the past few decades, higher education throughout the world has undergone significant changes regarding its role and structure (Teichler, 1988; Kelo, Teichler, & Wächter, 2006). Until the early twentieth century, higher education was limited to a few universities outside Europe, North America, and the colonies of Great Britain (Rohstock & Lenz, 2011). Higher education is considered a space for free inquiry and the developments of the minds and an exemplary locus for deliberation, communication, interaction, and searching for truth or inter-subjective consensus (Bagga, Erbe, Murphy, Freid, & Pomrink, 2007). Including aforementioned important functions of higher education, economic

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**APPENDIXES**



## Appendix A

### English Questionnaire

**School of Business Management  
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Kedah Darul Aman  
E-mail: [1bec@live.com](mailto:1bec@live.com)**



### **The Moderating Effect of Role Ambiguity on the Relationship of Job Satisfaction, Training and Leadership with Employees' Performance**

**Dear Respondents,**

This study aims to investigate the perceptions of the employee in in public universities. The researcher designed this study to collect information about the employees' performance to identify factors that may impact their performance such as raining, job satisfaction, leadership and role ambiguity in public universities of KSA. Therefore, I would like you to spend a little time answering questions related to this issue. Your answers are very important to the accuracy of the study.

Your answers are very important for this research. We sincerely appreciate your time and participation.

Information gathered was kept strictly confidential

**Thank you for your help**

**Sincerely,**

Waleed Al Shery

**Personal Information:**

Please check the box which answer is best describing you. Please do not write your Name, Employee ID, Location etc.

1. Please tick your age range: \_\_\_\_\_

25 years or less

More than 25 to 30 years

More than 30 to 35 years

More than 35 to 40 years

More than 40 to 45 years

More than 45 to 50 years

Above 50 years

2. What is your nationality? \_\_\_\_\_

Saudi

Not Saudi

3. What is your gender?

Male

Female

4. Please tick your work experience in total? \_\_\_\_\_

5 years or less

More than 5 to 10 years

More than 10 to 15 years

More than 15 to 20 years

More than 20 years

5. What is the employees' working experience in current organization?

5 years or less

More than 5 to 10 years

More than 10 to 15 years

More than 15 to 20 years

More than 20 years

6. Please tick your highest educational degree:

High School

Diploma

Bachelor Degree

Master Degree

Doctoral Degree

Other (please specify) \_\_\_\_\_

### A: Job Satisfaction

This section describes statements about Job Satisfaction in your university. Kindly read these statements carefully and circle the number that most appropriately reflects your opinion.

|                          |                 |                |              |                       |
|--------------------------|-----------------|----------------|--------------|-----------------------|
| <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
| <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |

| No. | Statements   | Scale |   |   |   |   |
|-----|--|-------|---|---|---|---|
|     |  | 1     | 2 | 3 | 4 | 5 |
| 1-  | This university is a great place for work.   | 1     | 2 | 3 | 4 | 5 |
| 2-  | I give best effort to my job.  | 1     | 2 | 3 | 4 | 5 |
| 3-  | The people I work with are very cooperative here.  | 1     | 2 | 3 | 4 | 5 |
| 4-  | I get respect here as an individual.   | 1     | 2 | 3 | 4 | 5 |
| 5-  | I think the management could do a lot to satisfy my job.   | 1     | 2 | 3 | 4 | 5 |
| 6-  | Last time I got increment as per my performance.   | 1     | 2 | 3 | 4 | 5 |
| 7-  | The university's policy is good for working here.  | 1     | 2 | 3 | 4 | 5 |
| 8-  | If any friend of mine gets an offer from the university I would say this is a good university for work-take the job. | 1     | 2 | 3 | 4 | 5 |
| 9-  | You can work very hard, but nobody from the management cares.  | 1     | 2 | 3 | 4 | 5 |
| 10- | The wrong people get promoted here.  | 1     | 2 | 3 | 4 | 5 |

### **B: Training**

**This section describes statements about Training in your university. Kindly read these statements carefully and circle the number that most appropriately reflects your opinion.**

| <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
|--------------------------|-----------------|----------------|--------------|-----------------------|
| <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |

| <b>No.</b> | <b>Statements</b>   | <b>Scale</b> |   |   |   |   |
|------------|---|--------------|---|---|---|---|
| 1.         | The trainings given here are very useful to my job                  | 1            | 2 | 3 | 4 | 5 |
| 2.         | Trainings are relevant to my job description                        | 1            | 2 | 3 | 4 | 5 |
| 3.         | Training can really translates its benefits in my performance       | 1            | 2 | 3 | 4 | 5 |
| 4.         | Selection criteria for training is fair enough                      | 1            | 2 | 3 | 4 | 5 |
| 5.         | Training is quite beneficial to improve my performance at workplace | 1            | 2 | 3 | 4 | 5 |
| 6.         | I wish to join more training sessions                               | 1            | 2 | 3 | 4 | 5 |
| 7.         | After attending training sessions now I am more clear about my job  | 1            | 2 | 3 | 4 | 5 |
| 8.         | Training brought a positive impact on my job performance            | 1            | 2 | 3 | 4 | 5 |



**C: Leadership**

**This section describes statements about Leadership in your university. Kindly read these statements carefully and circle the number that most appropriately reflects your opinion**

|                          |                 |                |              |                       |
|--------------------------|-----------------|----------------|--------------|-----------------------|
| <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
| <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |

| No. | Statements  | Scale |   |   |   |   |
|-----|---|-------|---|---|---|---|
|     |   | 1     | 2 | 3 | 4 | 5 |
| 1.  | My senior managers appreciate me whenever I do any good thing.              | 1     | 2 | 3 | 4 | 5 |
| 2.  | Whatever problem I face my manager can solve it without delay.              | 1     | 2 | 3 | 4 | 5 |
| 3.  | Whatever problem I face my manager can solve it without delay.              | 1     | 2 | 3 | 4 | 5 |
| 4.  | My manager cooperates & motivates me to do my best.                         | 1     | 2 | 3 | 4 | 5 |
| 5.  | Usually management does not care about the employee comfort level           | 1     | 2 | 3 | 4 | 5 |
| 6.  | Senior management has proper reward system which stimulates me to work more | 1     | 2 | 3 | 4 | 5 |
| 7.  | I feel a friendly relation with the management                              | 1     | 2 | 3 | 4 | 5 |
| 8.  | My managers understand my problems and try to resolve them                  | 1     | 2 | 3 | 4 | 5 |

**D: Employees' Performance**

**This section describes statements about your performance in your university. Kindly read these statements carefully and circle the number that most appropriately reflects your opinion**

|                          |                 |                |              |                       |
|--------------------------|-----------------|----------------|--------------|-----------------------|
| <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
| <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |

| <b>No.</b> | <b>Statements</b>  | <b>Scale</b> |   |   |   |   |
|------------|--|--------------|---|---|---|---|
| 1.         | I can adequately complete the assigned duties.   | 1            | 2 | 3 | 4 | 5 |
| 2.         | I am able to fulfil responsibilities specified in my job description                   | 1            | 2 | 3 | 4 | 5 |
| 3.         | I am able to perform tasks that are expected   | 1            | 2 | 3 | 4 | 5 |
| 4.         | I can meet the formal performance standards of the job.                                | 1            | 2 | 3 | 4 | 5 |
| 5.         | Generally, I engage in activities that will directly affect my performance evaluation. | 1            | 2 | 3 | 4 | 5 |
| 6.         | I neglect aspects of the job that I am obligated to perform.                           | 1            | 2 | 3 | 4 | 5 |
| 7.         | I can easily find the ways to perform well at workplace                                | 1            | 2 | 3 | 4 | 5 |
| 8.         | I am able to manage many tasks simultaneously as per the requirement                   | 1            | 2 | 3 | 4 | 5 |

### **E: Role Ambiguity**

**This section describes statements about Role Ambiguity in your university. Kindly read these statements carefully and circle the number that most appropriately reflects your opinion**

| <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
|--------------------------|-----------------|----------------|--------------|-----------------------|
| <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |

| <b>No.</b> | <b>Statements</b>  | <b>Scale</b> |   |   |   |   |
|------------|--|--------------|---|---|---|---|
| 1.         | Explanations I receive are not clear about what has to be done | 1            | 2 | 3 | 4 | 5 |
| 2.         | I do not feel certain about how much authority I have.         | 1            | 2 | 3 | 4 | 5 |
| 3.         | I have no clear planned goals and objectives for my job.       | 1            | 2 | 3 | 4 | 5 |
| 4.         | I do not know exactly what is expected of me.                  | 1            | 2 | 3 | 4 | 5 |
| 5.         | I do not know that how I divided my time properly.             | 1            | 2 | 3 | 4 | 5 |
| 6.         | I do not know what my responsibilities are.                    | 1            | 2 | 3 | 4 | 5 |
| 7.         | I do not know what are the SOPs at my workplace                | 1            | 2 | 3 | 4 | 5 |
| 8.         | I am not fully aware of appraisal criteria                     | 1            | 2 | 3 | 4 | 5 |

***Thank you, really appreciate your Cooperation***



## انگيواشن شخصت :

فجاء ختاس شَبَّغ لِماس بي عيش اكة كو كتلتب اسى اَفقى انظ فب

1. لچاء تحدفلوى ةلاعم رة

|  |                 |
|--|-----------------|
|  | 25 اقم          |
|  | بلفش ين 33-25   |
|  | بلفش ين 35-33   |
|  | بلفش ين 43 - 35 |
|  | بلفش ين 45-43   |
|  | بلفش ين 53-45   |
|  | بلفش ين 53      |

2. لچن سرت

|  |        |
|--|--------|
|  | سپ د   |
|  | ش سپ د |

3. ن عجاج نس

|  |     |
|--|-----|
|  | لوش |
|  | نث  |

4. فجاء ختاس ج ع سنات لخبشة

|  |            |
|--|------------|
|  | 5 سنات اقم |
|--|------------|

|  |                       |
|--|-----------------------|
|  | لُكُش يِن 5-13 سَنَاث |
|  | لُكُش يِن 13-15 سَنَو |
|  | لُكُش يِن 15-23 سَنَت |
|  | لُكُش يِن 23 سَنَت    |

5. فُجَاعِ مَتَسُوجِ عِ سَنَاثِ لُكُشِة لِحَانَتِ فِانَظَت

|  |                       |
|--|-----------------------|
|  | 5 سَنَاثِ أَقِم       |
|  | لُكُش يِن 5-13 سَنَاث |
|  | لُكُش يِن 13-15 سَنَو |
|  | لُكُش يِن 15-23 سَنَت |
|  | لُكُش يِن 23 سَنَت    |



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6. فُجَاعِ مَتَسُوجِ شَرِيوِي مِ نِكِه

|  |                       |
|--|-----------------------|
|  | ثَانُ                 |
|  | دَبُو                 |
|  | بَاكَا نَسَس          |
|  | لُجَسَتَش             |
|  | دَكِسْتَاة            |
|  | أَهِي (شَجَ لَحَدَاذ) |

نقاسی لَن ش ض اء ان ظف

ی ز ل ق س ی ض ح ک ب ل س ا ت گ ا ن ش ض اء ان ظ ف ی چ ک ت ل ن ش ج ا ع ش ا ء و ن ز ک ب ا س ا ت ک ن ت ف ی ا ق ت  
ض غ ع ش ء ء ح ل ش ق ی ل ز ک ک س ج ی ت ف ش ل ی .

|              |        |        |            |                    |
|--------------|--------|--------|------------|--------------------|
| 5            | 4      | 3      | 2          | 1                  |
| موفل ق ش ء ء | موفل ق | م ح اء | ع ر موفل ق | ع ر موفل ق ب ش ء ء |

| ای ق ص |   |   |   |   | ای ظ و ا ه  | سرقی |
|--------|---|---|---|---|---|------|
| 5      | 4 | 3 | 2 | 1 | ن دارح ع و ا ع ر ز ا ی د ش ذ ظ ح ی و ظ ب ا ی ی ظ ف ی د    | 1    |
| 5      | 4 | 3 | 2 | 1 | ا خ ز ز ح و ق ف ا ب ع و ح ب ف ت ب ء ع ی ر ق ط ی ظ ف       | 2    |
| 5      | 4 | 3 | 2 | 1 | ق ی ا و ط ب ط ب ی ا ب ع خ ز ط ی ع ی ع و ف ه ب             | 3    |
| 5      | 4 | 3 | 2 | 1 | ا و ص ی ع ی ع و ف ی ا ب ی ش ی ذ ص ی ی ع ی ع ر ض و ظ ف     | 4    |
| 5      | 4 | 3 | 2 | 1 | ا د ا ر ح ر ق ذ ر ا ی ع و ل ی ع د ق ج ی ل                 | 5    |
| 5      | 4 | 3 | 2 | 1 | ا ب ص ر ا ی ع ز ی ط ح ر ز ر ق ر ء ی ب ص ا ع ی             | 6    |
| 5      | 4 | 3 | 2 | 1 | ن دارح ع و ا ع ر ز ا ی د ش ذ ظ ح ی و ظ ب ا ی ی ظ ف ی د    | 7    |
| 5      | 4 | 3 | 2 | 1 | ا خ ز ز ح و ق ف ا ب ع و ح ب ف ت ب ء ع ی ر ق ط ی ظ ف       | 8    |
| 5      | 4 | 3 | 2 | 1 | ق ی ا و ط ب ط ب ی ا ب ع خ ز ط ی ع ی ع و ف ه ب             | 9    |
| 5      | 4 | 3 | 2 | 1 | ا و ص ی ع ی ع و ف ی ا ب ع خ ی ش ی ذ ص ی ی ع ی ع ر ض و ظ ف | 11   |

نقل سونثان بتونس ب

ی زلقی سی ضح کبلس اٹکن بتونس ب ف جیبت لکن شج اوشاعة و نیکب البث ب کینق فاقیت ضغ بئشة  
حلش قوی لز ککس سج بئش ک ی.

|           |      |       |         |              |
|-----------|------|-------|---------|--------------|
| 5         | 4    | 3     | 2       | 1            |
| موفق بشدة | موفق | مح آد | غر موفق | غر موفق بشدة |

| ن ق اس |   |   |   |   | سؤال  | سرقی |
|--------|---|---|---|---|---|------|
| 5      | 4 | 3 | 2 | 1 | ایوذرتای دُرُ بَطت ی طح عی ع و                    | 1    |
| 5      | 4 | 3 | 2 | 1 | ایوذرت بَطت ی عی ص فای ط ف                        | 2    |
| 5      | 4 | 3 | 2 | 1 | ظوذرت و نر ا بئب عی ا ط ی ط ف                     | 3    |
| 5      | 4 | 3 | 2 | 1 | رذذای ع ز ا د ای ز ز ی ج ت ایوذرت ف ع ب م ب ف     | 4    |
| 5      | 4 | 3 | 2 | 1 | ایوذرت م ب ف ف ع ع ی ی ای ف م ج ف ا داء           | 5    |
| 5      | 4 | 3 | 2 | 1 | أوهانصی ه ع ی رذرت ط شز                           | 6    |
| 5      | 4 | 3 | 2 | 1 | لمی مُل شذراخ ناعب ع ع نای صی ه ع ی ایوذرتای ب طت | 7    |
| 5      | 4 | 3 | 2 | 1 | ظوذرت و نر ا بئب عی ع ی                           | 8    |



نقلی سیر بیان ت: لیل ق ادة

ی ز ل ق س ی ض ح ک ب ل س ا ت ک ن ل ل ق ا دة ف ج ا ی ک ت ل ن ش ج ا ه ش ا عة ل ن ز ک ب ا ل ت ب ک ی ت ل ف ا ق ت ا ض غ ع ا شة  
ح ل ش ل ق ی ل ز ک ک س ن ج ن ی ظ ش ک ی .

|               |        |         |            |                   |
|---------------|--------|---------|------------|-------------------|
| 5             | 4      | 3       | 2          | 1                 |
| موفل ق ب ش دة | موفل ق | م ح ا د | ع ر موفل ق | ع ر موفل ق ب ش دة |

| ل ق ا س |   |   |   |   | السؤال  | ل ق ی |
|---------|---|---|---|---|---|-------|
| 5       | 4 | 3 | 2 | 1 | أص و ع ی ا ع ر ق ذ ر ۛ ۛ ذ ر ۛ ع ا ی ی ت ا ع ب ه ج ذ ح                              | 1     |
| 5       | 4 | 3 | 2 | 1 | ع ذ ی ا ج ه ا ک ش ب م و ا ن ی ع ی ق ی ع ۛ و ۛ ذ ۛ ز ا ج ب ش ز ق ی ن ف ی ج ب ش ز ح   | 2     |
| 5       | 4 | 3 | 2 | 1 | ا د ا ر ح ط ر ع ی ب ق ی ی ه ی ی ظ ف   | 3     |
| 5       | 4 | 3 | 2 | 1 | أص و ع ی ط ا ذ ع ل ی ش ج ع ف ق ذ ع و  | 4     |
| 5       | 4 | 3 | 2 | 1 | ع ب د ح ا د ا ر ح م ب د ص ی ه ی ی ظ ف ع ی ا ر ب ح ۛ ع ذ خ                           | 5     |
| 5       | 4 | 3 | 2 | 1 | ا د ا ر ح ع ی ی ب ی ن م ب ط ی ی و ر ز ع ت ف ف ع ق ذ ر ر ع ی ا ی ع ن و ش ن و ل م ج ز | 6     |
| 5       | 4 | 3 | 2 | 1 | ر ت ط خ ق ی خ ا ث ب ا ر ح   | 7     |
| 5       | 4 | 3 | 2 | 1 | ذ ۛ ز ر ف ی ش ب م ی و ذ ب و ه ل ج ب ی ل ی ی ه ی ب ل ی ع ب                           | 8     |

نقل سلهش ابغ: اء ان هف

ىزلقى سى ضح كلبس ائكن اء ان ظف انش ج اوش اءة و نكچ باس لبش پنك فوقت ض غ وئش ءل شلقى لىز ككس ج يت فئش لى.

|            |       |       |          |                |
|------------|-------|-------|----------|----------------|
| 5          | 4     | 3     | 2        | 1              |
| موفل قش ءة | موفلق | مء آء | عء موفلق | عء موفلق بش ءة |

| ن ق اس |   |   |   |   | لس ؤال  | رقى |
|--------|---|---|---|---|---|-----|
| 5      | 4 | 3 | 2 | 1 | طباب ام ولى بءا لى هئخ لى                           | 1   |
| 5      | 4 | 3 | 2 | 1 | لى ائق ذرح عى اءاى مباءئخ عئوبى و صفاى وظف لى ض صرئ | 2   |
| 5      | 4 | 3 | 2 | 1 | لى ائق ذرح عى اءاى هباءى زئق ع ائطب                 | 3   |
| 5      | 4 | 3 | 2 | 1 | لس و لى ذى طى هف ائق عبه                            | 4   |
| 5      | 4 | 3 | 2 | 1 | ئشن و عى ، لبرص لئب ض دظف رئوز ائبب عى رق ائق       | 5   |
| 5      | 4 | 3 | 2 | 1 | اه وئع طا عب لى شئوق بئب                            | 6   |
| 5      | 4 | 3 | 2 | 1 | اوطع اءب لى و هى ع وئظ لى فئئ لى ع و                | 7   |
| 5      | 4 | 3 | 2 | 1 | لى ائق ذرح عى لئس ج ع ا عب لى مئخ لى                | 8   |



## Appendix B Saudi Universities Ranking

| Ranking | World Rank ▲ | University   | Presence Rank* | Impact Rank* | Openness Rank* | Excellence Rank* |
|---------|--------------|--|----------------|--------------|----------------|------------------|
| 1       | 328          | <a href="#">King Saud University</a>                                   | 194            | 420          | 830            | 279              |
| 2       | 563          | <a href="#">King Abdulaziz University</a>                              | 113            | 1835         | 859            | 255              |
| 3       | 772          | <a href="#">King Abdullah University of Science &amp; Technology</a>   | 1563           | 2777         | 153            | 452              |
| 4       | 914          | <a href="#">King Fahd University of Petroleum &amp; Minerals</a>       | 1812           | 2020         | 743            | 756              |
| 5       | 1196         | <a href="#">Umm Al Qura University</a>                                 | 497            | 1031         | 1868           | 2033             |
| 6       | 1909         | <a href="#">Qassim University</a>                                      | 1715           | 3191         | 2337           | 2368             |
| 7       | 1930         | <a href="#">King Faisal University</a>                                 | 1032           | 4144         | 2097           | 2203             |
| 8       | 2008         | <a href="#">Taibah University</a>                                      | 531            | 5304         | 2047           | 2107             |
| 9       | 2031         | <a href="#">Alfaisal University</a>                                    | 4491           | 5630         | 1560           | 1772             |
| 10      | 2041         | <a href="#">Najran University</a>                                      | 1601           | 5087         | 2113           | 2049             |
| 11      | 2066         | <a href="#">King Khalid University</a>                                 | 3484           | 4882         | 1940           | 2033             |
| 12      | 2106         | <a href="#">Al Imam Muhammad Ibn Saud Islamic University</a>           | 5412           | 3574         | 3221           | 2154             |
| 13      | 2252         | <a href="#">Taif University</a>  | 7868           | 6909         | 1815           | 1686             |
| 14      | 2450         | <a href="#">Jazan University</a>                                       | 4069           | 7300         | 1457           | 2449             |
| 15      | 2683         | <a href="#">Tabuk University</a>                                       | 5330           | 8313         | 2205           | 2358             |
| 16      | 3074         | <a href="#">University of Ha'il</a>                                    | 7142           | 7934         | 2243           | 3116             |
| 17      | 3393         | <a href="#">King Saud bin Abdulaziz University for Health Sciences</a> | 5722           | 8303         | 4121           | 2027             |
| 18      | 3585         | <a href="#">Prince Sultan University</a>                               | 8723           | 8735         | 2654           | 3746             |
| 19      | 4283         | <a href="#">Majmaah University</a>                                     | 1967           | 6401         | 2291           | 5824             |
| 20      | 5283         | <a href="#">College of Nursing and Allied Health Sciences</a>          | 4837           | 7325         | 3633           | 5824             |
| 21      | 5317         | <a href="#">University of Dammam</a>                                   | 1493           | 10888        | 1557           | 5824             |
| 22      | 5409         | <a href="#">Al Jouf University</a>                                     | 5852           | 7472         | 3612           | 5824             |
| 23      | 5712         | <a href="#">Princess Nourah Bint Abdulrahman University</a>            | 7431           | 8046         | 3504           | 5824             |
| 24      | 5749         | <a href="#">Madinah College of Technology</a>                          | 7374           | 3461         | 4121           | 5824             |
| 25      | 5773         | <a href="#">Islamic University of Al Madinah</a>                       | 4389           | 4019         | 4121           | 5824             |
| 26      | 5935         | <a href="#">Effat University (College for Women)</a>                   | 2126           | 11144        | 2573           | 5824             |
| 27      | 6301         | <a href="#">Prince Mohammad University</a>                             | 10188          | 9773         | 2632           | 5824             |
| 28      | 6446         | <a href="#">Shaqra University</a>                                      | 9970           | 9848         | 2875           | 5824             |
| 29      | 6490         | <a href="#">Prince Sattam bin Abdulaziz University</a>                 | 2063           | 10145        | 3906           | 5824             |
| 30      | 6758         | <a href="#">Institute of Public Administration</a>                     | 3975           | 5599         | 4121           | 5824             |
| 31      | 7004         | <a href="#">Naif Arab University for Security Sciences</a>             | 358            | 7894         | 4121           | 5824             |
| 32      | 8916         | <a href="#">Fahad Bin Sultan University</a>                            | 12017          | 6971         | 4121           | 5824             |
| 33      | 9219         | <a href="#">Al Baha University</a>                                     | 7374           | 8434         | 4121           | 5824             |
| 34      | 9263         | <a href="#">King Fahd Security College</a>                             | 15191          | 6842         | 4121           | 5824             |
| 35      | 9864         | <a href="#">Yanbu Industrial College</a>                               | 12026          | 10556        | 4121           | 5269             |
| 36      | 10182        | <a href="#">College of Technology at Riyadh</a>                        | 25952          | 4166         | 4121           | 5824             |
| 37      | 10317        | <a href="#">University of Northern Border</a>                          | 6857           | 10074        | 4121           | 5824             |

|    |       |  |       |       |      |      |
|----|-------|--|-------|-------|------|------|
| 38 | 11010 | <u>Jubail Industrial College</u>                         | 15134 | 9279  | 4121 | 5824 |
| 39 | 11996 | <u>Colleges Farabi</u>                                   | 9416  | 11725 | 4121 | 5824 |
| 40 | 13207 | <u>Prince Sultan Military College of Health Sciences</u> | 11873 | 12812 | 4121 | 5824 |
| 41 | 13511 | <u>University of Business and Technology</u>             | 12065 | 13216 | 4121 | 5824 |
| 42 | 13777 | <u>Dar Al Uloom University</u>                           | 11476 | 13696 | 4121 | 5824 |
| 43 | 13882 | <u>Jubail University College</u>                         | 16864 | 12810 | 4121 | 5824 |
| 44 | 14433 | <u>Almaarefa College</u>                                 | 8031  | 15253 | 4121 | 5824 |
| 45 | 14587 | <u>Dammam Community College</u>                          | 2116  | 16875 | 4121 | 5824 |
| 46 | 14712 | <u>Al Yamamah University</u>                             | 17969 | 13703 | 4121 | 5824 |
| 47 | 14733 | <u>Jubail Technical Institute</u>                        | 17858 | 13755 | 4121 | 5824 |
| 48 | 14787 | <u>Arab Open University Saudi Arabia</u>                 | 25952 | 10078 | 4121 | 5824 |
| 49 | 15501 | <u>Yanbu University College</u>                          | 12718 | 15677 | 4121 | 5824 |
| 50 | 15735 | <u>Ibn Sina National College for Medical Studies</u>     | 19679 | 14693 | 4121 | 5824 |
| 51 | 15836 | <u>Riyadh College of Dentistry and Pharmacy</u>          | 16769 | 15365 | 4121 | 5824 |
| 52 | 17179 | <u>(1) Batterjee Medical College</u>                     | 15148 | 17278 | 4121 | 5824 |
| 53 | 17507 | <u>Prince Sultan College for Tourism &amp; Business</u>  | 19967 | 16841 | 4121 | 5824 |
| 54 | 18193 | <u>Sulaiman Alrajhi Colleges</u>                         | 19335 | 17801 | 4121 | 5824 |
| 55 | 18449 | <u>University of Hafr Al Batin</u>                       | 17213 | 18413 | 4121 | 5824 |

