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



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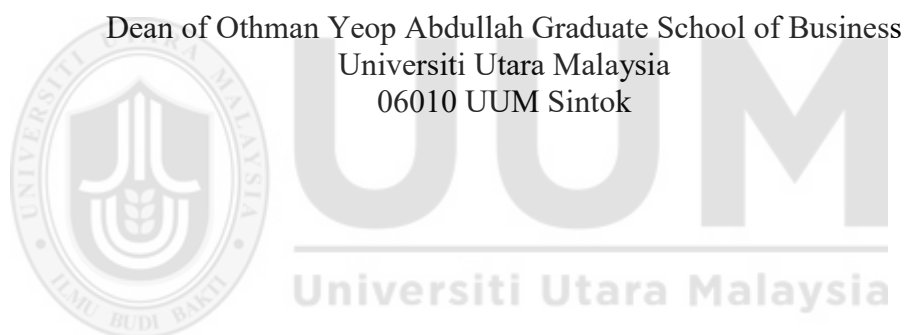
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**Thesis Submitted to
Othman Yeop Abdullah Graduate School of Business,
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in Fulfilment of the Requirement for the Degree of Doctor of Philosophy**

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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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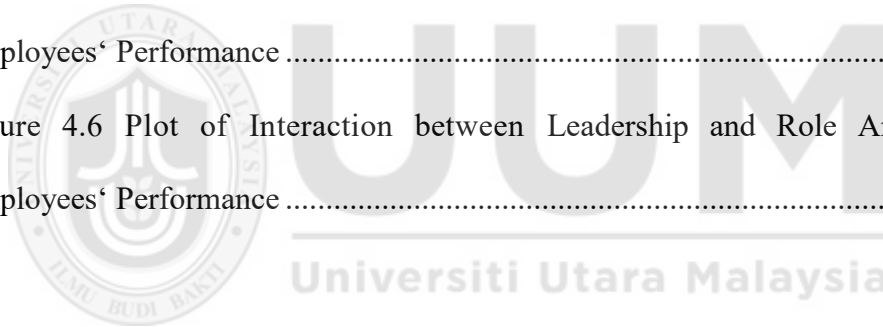
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CHAPTER ONE

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

and social demands also became important focuses for it. Thus, higher education is no longer limited to the purpose of training for the elite.

The history of higher education systems started to take place in the 1930s in the USA, and shortly after the Second World War in the UK, the USSR, and other European countries. During this period, the economic and social roles of governments changed as higher education expansion was seen as a significant means to fulfill wider political, social, and economic objectives of modern governments (Robbins, 1963; Wittrock & Wagner, 1996). Policy makers were mainly concerned with the human capital improvements requirements such as training for higher education. Modern neoclassic economists like Mincer (1993) and Becker and Brownson (1964) argued that investment in human capital through education and training would lead to economic prosperity for both individuals and businesses. It was argued that in order to increase the store of human capital within a nation, higher education should provide free tuition to all because knowledge and skills would be of social benefit (Sadlak, 2000). Similarly, governments of developed and developing countries became more concerned about improving the store of human resources, especially with the advent of globalisation and the knowledge economy at the end of the twentieth century (Blondal & Field, 2002).

Individuals also became increasingly keen to pursue higher education for its observed positive impact on their employability, personal income, social status and performance (Mincer, 1993). Thus, the higher education sector in general and public institutions have been facing significant financial and academic challenges because of this expansion of higher education scope (Teixeira *et al.*, 2009). As the world

globalises, economic competitiveness often depends on the extent to which a country can participate in the knowledge-based economy (Blondal & Field, 2002).

1.3 The Arab Tertiary Education System

Tertiary Education System in the Arabic environment countries started to expand after the period of mid-twentieth. It was apparent through the literature of the higher education, there are only three tertiary level universities within the Arab world as the year 1950, that is to say, the Syrian University, which was established in the year 1923 and currently called Damascus University, the second is the Egyptian Government University, founded in 1925 which is also known as University of Cairo at current times, and Farouk University, founded in 1942, which includes Alexandria University (Issa & Siddiek, 2012).

Nevertheless, the eighties and nineties century saw an exceptional development in higher education, with the high number of colleges and universities, and the high number of understudies' enlistment. There were around 200 new colleges in 2004 (Al-Aghbari & Dutta, 2005), and it developed to 395 Universities in 2008, where private colleges represented 48.4% (Issa & Siddiek, 2012). The four years from 2004 to 2008 saw a blast in the quantity of opening new public and private universities. This was a solid marker of quickening the rate of interest for colleges and creating new opportunities; after the state-funded colleges had been pervasive for quite a while.

Despite opening more colleges and higher education institutions in Arabic region, the general situation of higher education as indicated by the Arab Human Development Report (2008) is still unassuming compared with the achievement of different nations in the world (United Nations Development Programme (UNDP), 2009). The Arab Human Development Report stated that the creation and spread of learning is poor in the Arab nations (UNDP, 2009). In the light of these issues and other negative consequences, it is very obvious that internal and external difficulties confronting higher education foundations in the Arab nations, which are for all intents and purposes basis for the vast majority of the Arab Universities (Akkary, 2014). In Jordan, for example, the number of registered engineers in the union was 172,000 in 2008, and the number of students who were studying engineering at universities at that time was 32000 while the practical need for engineering jobs were not more than 37000. This is a large surplus in the labor market that applies to a lot of countries in the Arab world except the Gulf States. Malaysia

The Global Monitoring Report, issued by United Nations Educational, demonstrated that the enlistment rate in higher education within Arab nations is (16.2%) in 1998, rise to 22% in 2001; however, this extent was even so low if contrasted understudies' enlistment in the developed nations, (Scientific and Cultural Organization (UNESCO), 2004). The monetary element can be found within the sight of a linear relationship between the level of Higher Education success and business opportunities, particularly with the expanding information force in financial activity or the alleged knowledge economy (De Ferranti, Perry, Lederman, & Maloney, 2002). The monitory element has not only effected the financial growth within the

Arab nations, it has also brought an impactful change in the higher education. The next section highlights the status of higher education in the Kingdom of Saudi Arabia.

1.4 Saudi Arabia Higher Education

Since the oil exploitation in 1938, Saudi Arabia has a tremendous impact on the growth of the educational organisation. As the Kingdom entered a point of significant economic development, the Government recognised the demand for educational foundations that would equip Saudi citizens for the emerging domestic labour market. At that time, the country lacked enough skilled workers to oversee the new economy (Jamjoom, 2012). Over the years, the education system enjoyed a steady, though slow development until a wave of rapid growth in the 1970s. The advent of an increasingly integrated information and cognition-driven global economic system are other recent factors leading the Government to make this sector highest priority for further growth (Jamjoom, 2012).

At the time of the founding monarch, King Abdul-Aziz, the state possessed no higher education foundations. The highest training level a student could accomplish was to calibrate from the Preparatory Scholarship School, which was founded in 1935 under the superintendence of the Directorate of Education (Al-Abdulkareem, 2010). This establishment only prepares students for university teaching in other countries. The first Saudi group of scholars to follow higher education was sent in 1926 on a scholarship to Al-Azhar University in Egypt. Even so, the government

soon realised the necessity of sustaining its own higher education organisation and hence began to construct and enlarge it (Al-Abdulkareem, 2010).

Granting to the Higher Education Ministry (2010) report, the growth passed through three phases. During the foundation stage (1949-1960), the building blocks of the higher education sector were prepared. The first college was opened in the Kingdom in 1949. That was the Faculty of Sharia (Jurisprudence) in Makkah (Jamjoom, 2012). Less than five years later, two colleges were established in Riyadh, the College of Jurisprudence and Arabic Language. The educational orientation focused on religious studies and language and remained at the heart of the curriculum. In 1957, a royal decree approved the constitution of new public universities, which King Saud University was the world-class university (Jamjoom, 2012).

During the expansion stage (1961-1980), new higher education institutions were founded, including universities, academicians training colleges, and women's colleges. Six new universities were founded in Medina, Jeddah, Makkah, Riyadh, Dhahran, and Al-Hasa. The consequences of these universities were shown in a circumscribed number of cities, like Abha, Qaseem, and Ehsa (Ministry of Higher Education (MOHE), 2010). Among the existing eight universities, specialized universities were established where two universities have only Islamic studies and King Fahad University of Petroleum and Minerals focuses only on Petroleum and Minerals studies (Bashshur, 2004). Academicians training colleges and women's colleges were established in order to produce academicians for general education; the former is for male students while the latter is for female students who later teach in girls' schools. Degrees in education were offered to students upon the completion

of a four-year program, which include the practical teaching requirement. Female enrollment in these colleges has been relatively high, perhaps because teaching was the only profession available to women besides working in the health sector (Bashshur, 2004).

The third phase of development was the comprehensive stage (1981-2009). After the establishment of Umm Al-Qura University in Makkah in 1980, no new universities were established until the year 1998, with the establishment of King Khalid University in the southern region. This was not the birth of a new institution, but the result of merging two local branches of two main universities, the south branches of the King Saud University and the Imam Mohammed bin Saud University. Between 1998 and 1999, new forms of higher education were permitted--private higher education institutions and community colleges, which were detailed later in this chapter.

However, it was not until 2009 that a royal decree approved the establishment of new public universities. In sheer numbers, it appears that there are twelve new public universities since the last one was established in 1998 (see Table 1.1). In fact, however, there are only five new schools; the other seven are the result of merging branches of existing universities. This situation underlines the fact that there has been little expansion in the sector for almost two decades, especially at the university level.

Table 1.1
Saudi Higher Education Institutions 1957-2012

Higher Education institutions	No. Colleges	Year Established
-------------------------------	--------------	------------------

King Saud University	46	1957
Al-Imam Mohammad Ibn Saud Islamic University	5	1961
King Abdul-Aziz University	25	1967
King Fahd University of Petroleum and Minerals	9	1978
King Faisal University	33	1978
Umm Al-Qura University	24	1981
King Khalid University	37	1998
Qassim University	26	2005
Taibah University	21	2005
University of Ha'U	10	2005
Princess Nora Bint Abdulrahman University	33	2005
Taif University	18	2006
King Saud University for Health Sciences	7	2006
Jazan University	18	2006
Al Houf University	15	2006
Northern Borders University	12	2006
University of Talmik	11	2007
Al Baha University	11	2007
Najran University	10	2007
Total Public University	360	
Technical Colleges	35	
Prince Sultan, Military College of Health Sciences	1	
Institute of Public Administration	0	
Yunbu and Jubail Colleges	4	
Total	40	
Private Higher Education	36	2000 – 2010
General Total	458	

Source: Ministry of Higher Education (2013)

According to Ratyan and Mohammad (2016), the decision makers of higher educations in KSA have initiatives aiming at higher education system development through a long-run strategic plan. For example, the Ministry of Higher Education launched a project for developing a future plan for higher education in the Saudi Arabia in 2006. The project, named ‘_Aafaq’, incorporates a comprehensive view of the Saudi higher education system aimed at developing a long-term plan for the next 25 years. Management of Saudi higher education, both at the system and institutional levels, was a major component; particularly academic leadership in the institutions

was a key issue in this component (Altrasi, 2014). An important assumption of the ‘Aafaq’ project was that the senior academic leaders of Saudi higher education institutions who are prepared for academic careers in research and teaching may lack required skills to perform better and lead in their institutions.

Accordingly, one of the major initiatives that emanated from the ‘Aafaq’ project was the establishment of a leadership center as a vehicle for driving forward academic leadership development and performance enhancement. The main focus for the proposed leadership center was to develop the skills and competencies necessary for the academic leaders and key administrators of a world-class university system in Saudi Arabia. Subsequently, the Academic Leadership Center (ALC) was established in 2009 by the Saudi Ministry of Higher Education. The ALC vision is to be a leading center in the region for the advancement of leadership in higher education institutions. Its mission states that ‘the Centre provides developmental programs and assistance in leadership for higher education institutions, administrators, and leaders, enabling them to be more successful and effective’. The ALC has major goals, including development and spread of particular leadership behavior to foster the dynamism, innovation, performance excellence, better decision making, and succession training for leadership. Despite the Saudi government’s efforts to develop Higher education sector, Saudi universities have not obtained the required level as only King Saud University has achieved to be one of 500 top universities in the world (Ranking Web of Universities July, 2016). This indicates that more efforts and interventions need to be done by the Saudi government to help

management of universities to overcome the obstacles and occupy a better position among the international universities.

This also will contribute significantly to develop a country's economy which leads the management of universities to motivate the staff to indulge themselves to obtain more accurate and fruitful results. The stressed environment among academicians and the ambiguity in the role are reported to be the factors that caused the lack of commitment of the employee which basically leads to the dissatisfaction and thus, intention to leave the university is noted higher among the academicians who have administrative position and non-academic staff (Wielenga-Meijer, Taris, Kompier, & Wigboldus, 2010). Academic staff includes teaching faculty who has a responsibility to take lectures and accomplish the curriculum objectives (Alnassar & Dow, 2013). While non-academic staff consists of personnel that fulfills the administrative obligation and duties; also called supporting staff (Omar Al-Swailem, & Elliott, 2013). The performance of employees including academic and non-academic staff is very important which is discussed in the following part.

1.5 Employees' performance

Challenges arose from the effects of globalisation, changing demographics, skill differences and lack of skilled workforce that can determine a nation's power to maintain its competitiveness can also affect the job performance of employees (Laprade, Wentorf, Olson, & Carlson, 2006). Among the various challenges that employees need to confront is the dynamism of workplace that leads to inconveniences for employees to keep up their job performance. Thus, they tend to

lift desires concerning specialists' employment performance by reliably checking their job performance through various leadership Styles (Dessler, 2011). Thus, excellent job performance has to be maintained and employees should be well enriched with the needed skills to guarantee that the business was not in misfortunes because of the absence of obliged attitudes at both levels, broadly and globally (Tomaka, 2001) and higher education sector is not an exemption in this context.

According to Robbins and Coulter (2012), job performance is considered as one of the most important factors within organizations because of its link with employees' performance. They play a critical role in the success of the organizations by contributing to the outcomes because they are a significant source of organizational competitive advantage and organizational strategies. Specifically, it is argued that academic staffs are prerequisite for achieving the mission and vision of the universities (Hakim, 2015). On other words, achieving the goals of universities depend mainly on the capabilities and competencies of the academic staff. Therefore, the management of the universities pays more attention to the employees' improvements and considers it as a priority (Al-Ghamdi & Tight, 2013).

Abdalla and ElMaraghy (1998) recommended that training and workers, improvement rehearse embraced by various Arab organizations are below standard because of the absence of productivity measures, the performance of activities and the assessment of performance. KSA has by far most of the enormous organization with their specific in-house training centres such as Saudi Aramco, Yanpet and Samref (Abdalla & ElMaraghy, 1998).

The Saudi Arabia government's seventh and eighth national transformation development plan, which started from 2000-2005 and 2005-2010 respectively, focused dynamically on getting prepared Saudi school leavers and graduates for the work market (Smith, Achoui, & Harb, 2007). The intervention of the Saudi government has continued with the latest, the Ninth Development Plan, which has included proper training to deal with the new challenges in 2015. These advanced courses of actions have made the Saudi workforce more capable and an adaptable to new work environments. This is will increase their opportunities to get good jobs as there is an agreement among the Gulf Cooperation Council countries, including Saudi Arabia, to give the priorities for their citizens when hiring. Therefore, higher education institutions in Saudi Arabia have to provide qualified employees to the Gulf market (Smith *et al.*, 2007).

In the interim, the service sector has turned out to be more critical in the recently advanced world economy (Park & Shin, 2012). This is because as countries continue to experience development and an increase in income level, more emphasis was shifting towards service sectors, particularly education sector while moving away from the agricultural and manufacturing sectors (Lovelock, Patterson, & Walker, 2004).

In addition, Lovelock *et al.* (2004) also stated that employees in a service setting need to possess the right competency in job performance. Employees in service sector need to be skilled and trained well in order to deliver effective service and enhance their job performance, such as friendliness attitude, concern citizen, insight awareness, and communication skills and adaptation to the surroundings. Several

studies examined the relationship of competency and job performance in different contexts and then reevaluated in KSA to align these studies' outcomes in the context of KSA (Ahmad, Ramayah, Wilson, & Kummerow, 2010; Azmi, 2010). Higher education in Saudi Arabia has encountered a colossal improvement all through the last decade.

According to the world Universities' ranking, most of the Universities from KSA do not even fall into any international category of world ranking universities. Out of its five public Universities, only three universities' qualified, namely, King Saud, King Fahd and King Abdul Aziz Universities, fall somewhere in the list of academic world universities ranking. The remaining two universities, namely King Khalid and Tabuk University are not even the part of the list as they do not fulfil the criteria to be in the list on the basis of academic performance. However, although the three universities, King Saud, King Fahd and King Abdul Aziz Universities have been listed in the ranking, they have not shown the required improvements (Darandari & Cardew, 2011).

According to Ministry of Higher Education KSA (2014), academic ranking purely refers to the performance of academic staff. So, it can be observed that the employees of these universities are not showing their best performance because these universities failed to place themselves in a good position in the list of World academic rankings. As indicated in Figure 1.1 of the academic world ranking of the three public universities for last five years (2010 - 2014), it is clear that the ranking of three universities was not fixed as there was a declining trend in their rankings which may be as the result of the inefficient performance of the academicians.

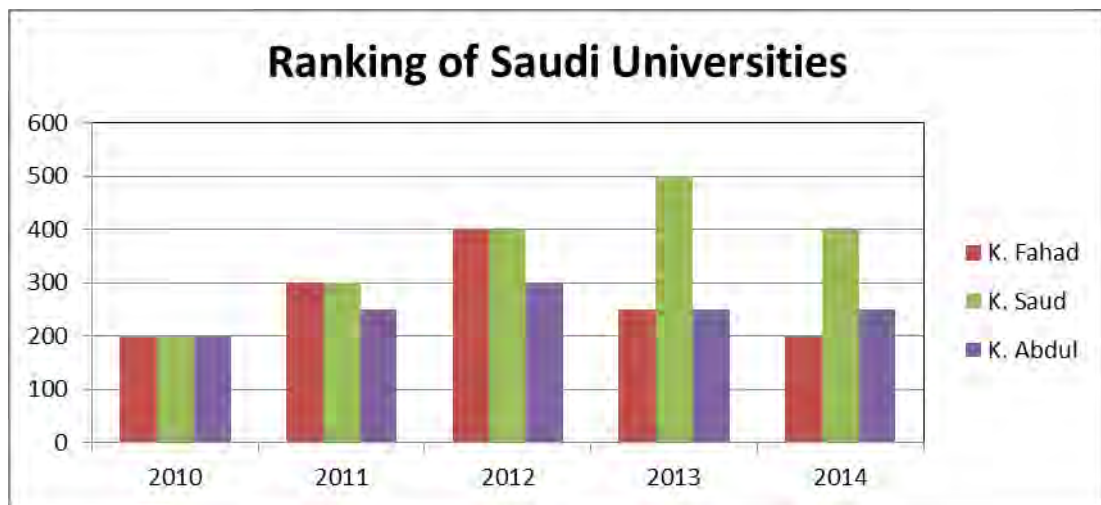


Figure1.1
Ranking of Saudi Universities
 Ministry of Higher Education KSA (2014)

Meanwhile, in order for service employees to perform well, they must personally have a job satisfaction or being attracted to jobs in a service setting as the suitability or fitness between the employee and the job is necessary (Bowen & Welfoot, 2002; Bowen, 2008).

In this age of innovation and creativity, the business world is changing rapidly, so the leadership and the role of leaders have become even more important than ever before. The present organisations meeting point on stimulating and renovating organisations to cope up the potential competitive challenges; which always encourage the researchers to investigate the leadership styles and its impact on other related variables. The leadership behaviours are of much importance as they recognised, the existing market opportunities and let the organisation avail them. Leadership related studies are very important so there is an extensive research literature on this topic in the last two decades.

Employees are considered as the most basic component that decides the achievement of an organization. Besides, if workers of an organization are overseen appropriately and feel solace, they can perform extremely well for the organization and could specifically lessen the counterproductive conduct in the organization (Fiorita, Bozeman, Young, & Meurs, 2007). An employee who is very much satisfied by his occupation was unquestionably performed more for the organization and can go additional miles for the improvement of the organization. Along these lines, this is vital to comprehend the variables that influence a worker's employment performance, including job performance and the pioneer's part (Awang, Ahmad, & Zin, 2010).

Sometimes it becomes a bit difficult to find a suitable candidate for a specific post. So, once the organisation gets an employee who is suitable for the job, it was hardly for the organization to let him/her quit easily and thus tries to retain him or her. Therefore, in the scenario of changing global environment, it has become a need for the organisation to satisfy the employees and then feel comfortable in the workplace. Job satisfaction can be referred at the employees' feelings towards his/her job.

Locke (1976) refers job satisfaction as a pleasurable enthusiastic state coming about because of the evaluation of one's occupation and as an attitudinal variable that can be an analytic marker of the extent to which individuals like their employment while Markovits, Davis, and Van Dick (2007) argue that job satisfaction is a strong determinant of an employee's performance. Job satisfaction is essentially the aggregate of reactions that employees have towards their employment.

The existence of employee dissatisfaction is characterised by a lack of treatment commensurate with the performance that has been achieved, loyalty, dedication and honesty. So, in order to improve employee performance-job satisfaction is essential to let them perform well. The problem above caused it hard to ignore, even on the contrary, that the performance and employee satisfaction play an extremely important and decisive for the achievement and disappointment of an organisation. There are employees who do their best to achieve the target objectives of the organizations regardless over loadings of the work (Kondalkar, 2007).

According to Acker (1999), organizations are in need to focus on the job satisfaction among the employees to attain more accurate and high-quality results from them. This is empirically proved that the satisfied employees can perform more as compared to the not satisfied employees (Saari & Judge 2004). Job satisfaction has been found to have an impact on employees' performance (Spector, 1997). Job satisfaction can be judged by many different factors.

In this age of technology and knowledge advancement, skills and capabilities of employees are considered as an additional competitive edge in the market (McKinsey *et al.*, 2006). It is done by enhancing the competitiveness, skills and desired abilities of an employee with the particular on job training and by giving them different workshops on work related issues. Such training usually enhances the motivation level of employees and increases their commitment level, which ultimately results in high employee performance. Training is a must thing at the workplace as without training most of the employees do not understand their

respective duties and responsibilities. As a whole employee training refers to the structured programs that give employees proper knowledge, skills and competencies and more professional ways to fulfil their job duties (Dobre, 2013). In the next part, the issues regarding the higher education sector particularly employee's performance in Saudi universities and its related factors such as job satisfaction, training, leadership and the role ambiguity are discussed.

1.6 Problem Statement

Higher education sector has been acknowledged to play a crucial role in the development of a nation's economy and social well-being (Almutairi, 2013). Due its significant role, Saudi government has played a great attention to develop this sector during the last few years. For example, there is an increase of the expenditure on higher education sector from 31,720 Million SAR in 2009 to 80,000 Million SAR in 2013, which represents 8.6% of the total public expenditure in the Kingdom. There is also an increase in the number of universities established in KSA from 20 universities in 2005 to 34 universities in 2013 (Ministry of Higher Education Report, 2014). This indicates that the Saudi government pays more attention to improve this sector as it is considered as a strategic tool for economic and human development.

The rankings are now of considerable importance everywhere (Smith & Abouammoh, 2013). In the developed countries, universities are very much concerned by their competitive positions (Mali & Altbach, 2013). Universities in many developing countries are increasingly conscious of the rankings, even though they are at a significant disadvantage in the 'race'. According to Jamjoom (2012),

the government officials and universities management have paid attention to the quality and status of Saudi universities in the world ranking. Therefore, the management of universities has initiatives to improve the universities' websites, encourage the faculty members in publishing their research works in the reputable journals and provide training programs for the staff in order to enhance their performance and meet the international standards. Furthermore, students, departments, and research groups have been encouraged and motivated to have their works cited and recognized.

However, the images of the Saudi universities have not been internationally recognized though all these efforts. According to the Ranking Web of Universities (July, 2016), only King Saud University has been ranked within the top of 500 universities worldwide which occupied the 328 ranking. According to Smith and Abouammoh (2013), academic staff performance and other related issues such as a student's ability to acquire learning skills, efficient interactive delivery of knowledge, contemporary developed curriculum and overall employee performance standards is one of the major challenges being confronted by Saudi universities. In sum, the Saudi universities have not achieved the required status among international universities due to failing in achieving high-quality teaching and performance standards.

This is because employees' performance and building qualified staff at Saudi universities has not given enough attention though allocating huge funds to improve higher education sector (Issa & Siddiek, 2012). The salary increments given to them based on the number of years serving in the universities rather on their performance

which affects negatively their job satisfaction (Al-Ghamdi, Al-Gaied, & Abu-Rasain, 2010; Smith & Abouammoh, 2013). The faculty, at the universities, must feel high level of job satisfaction as they are the most significant pillars of these educational institutions. It is stated that Saudi is currently working towards improving the quality of education; however, all efforts done will be useless if the job satisfaction of the academic staff is not taken into consideration (Almutairi, 2013). It is argued that the lack of job satisfy causes professional backward of institutions and decreases practical and professional outcomes among academic staff (Al-Smadi & Qblan, 2015). Therefore, it is very important for the management of universities to pay more attention to job satisfaction among academic staff.

In line with the previous discussion, Saudi higher education institutions are facing various problems and challenges to meet global education benchmarks including a partnership among departments, institutions and leadership development to bridge the gaps of quality of the employees' outcomes (Alnassar & Dow, 2013). The experience of academic leadership development in Saudi Arabia stemmed from a strategic perspective (Smith & Abouammoh, 2013). They also state that the 'Aafaq' project assumed that senior academic leaders of Saudi higher education institutions who are in charge of academic research and teaching tasks may lack required skills to perform better and lead their institutions. Therefore, KSA has taken remarkable initiatives to improve Higher Education leadership in order to eradicate the lack of employee performance gaps and standards (Altrasi, 2014).

Staff training is also regarded as on the challenges that face Saudi universities (Alnassar & Dow, 2013; Ratyan & Mohammad, 2016). In addition, Kattuah (2013)

states that there is a lack of skills among academic staff in Saudi universities which involve providing training programs in order to bring them to international standards. This issue is not new as almost twenty years ago scholars such as Atiyyah (1991) and Abdalla and Al-Homoud (1995) argued that training is not taken as a serious factor to improve the employees' job performance and is not considered as the strategic tool to achieve the organizational goals in Arab organizations in general including higher education institutions. Abdalla and Al-Homoud (1995) also mentioned that most of the Arab organizations' management considers training as holidays which are usually provided to the seniors only. Arab countries training and development are mostly influenced by managers who worked within a social structure, in which family and friends play a significant role.

It is also argued that lack of the lecturers' awareness level about their roles is not so clear such as research publication and community service in Saudi universities (Jdaitawi, Ishak, & Foua'd Musallam, 2013). The consequences of the role ambiguity are lower job satisfaction, less productivity, absenteeism and low commitment (Al-Kahtani & Allam, 2015). Based on the previous discussion, it is clear that higher education sector in KSA has faced many issues such lower ranking of Saudi universities compared to international universities and underperformed performance of the academic staff due to their job dissatisfaction, leadership issues, lack of training and their role ambiguity.

Employee performance in any organization is the key factor of succeeding the organization with regardless of the nature of business (Nawi *et al.*, 2016). The higher education sector of any country is considered one of the sectors that really pay

attention to achieving their goals successfully. There are different studies carried out to investigate issues in Saudi universities such as job aptitude deficiencies (Yogeesvaran, 2005; Saleh & Ndubisi, 2006), entrepreneurial skills (Zamberi Ahmad, 2011), Total Quality Management (TQM) implementation and organizational performance (Sohail Sadiq & Boon Hoong, 2003), Information and Communications Technology (ICT), selection of employees in HE (Alam & Ahsan, 2007), HE system improvement (Hashim 2008), staff training (Jamaludin & Hasun, 2007) and appraisal criteria of employees (Mahmood & Abd Rahman, 2007). However, the performance of academic staff in higher education institutions in Saudi universities has not covered. This indicates that there is a gap in the literature review needs to be filled up.

Empirically, literature review shows that the majority of studies confirmed the significant role of Job satisfaction on employee performance (e.g. Peng, 2014; Rangriz, & Pashootanizadeh, 2014; Dekoulou & Trivellas, 2015; Shalaby, 2015; Afshar, & Doosti, 2016; Alshery & Ahmad, 2016). However, there are still some studies which found different conclusions (e.g. Davar & RanjuBala, 2012; Kalkavan & Katrinli, 2014). Similarly, the link between leadership and employee performance is still confusing. While many studies found that there is a significant link between the mentioned variables such as Wambugu (2014), Rasool, Arfeen, Mothi and Aslam (2015), Girei (2015) and Desderio, Piason and Bhebhe (2016), other studies including Alshery and Ahmad (2016) have found a negative impact.

Likewise, the link between training and employee performance is conflicting as many studies such as Farooq and Khan (2011), Naqvi and Khan (2013), Diab and

Ajlouni (2015), Asfaw, Argaw and Bayissa (2015) and Alshery and Ahmad (2016) have proved the significant relationship between the two constructs; whereas other scholars Jones, Jones, Latreille and Sloane (2009) argued that the link between training and employee performance is complex due to the variety of their measurements. Many researchers also argue that training is not the only source to improve the job performance of employees (Murrell, 1984). Al-Gahtani (2002) states that many researchers showing various results regarding the training and job satisfaction to improve the job performance of the employee. Thus, the inconsistent findings regarding the relationship between the three variables, namely job satisfaction, leadership and training and employee performance shows that there is an urgent need to examine these relationships in the context of higher education sector in KSA to generalize the previous results.

In regard to the effect of the role ambiguity, there are some studies done on employee job performance concerning role ambiguity (e.g Bhuian, Menguc, & Borsboom, 2005; Murkherjee & Maholtra, 2006; Lang, Thomas, Bliese, & Adler, 2007) and competency (e.g Vakola, Soderquist, & Prastacos, 2007; Hashim, 2008; Potluri & Zeleke, 2009). Furthermore, the majority of studies carried out in the developed countries and there is a lack of evidence exists in KSA to understand the performance of employees and other related factors particularly in the education sector. Alshery and Ahmad (2016) point out that when the employees do not understand their job duties well, they may become dissatisfied with their job and the probability to leave the job is higher. It is also stated that the role ambiguity likely affect the relationship between job satisfaction and employee performance (Sum,

Mclaughlin, Khatiwada, & Palma, 2008). In addition, Almutairi (2013) recommended including other variables that can lead to less job satisfaction such as role ambiguity. Thus, it is needed to examine the moderating effect of the role ambiguity on the relationship between job satisfaction and academic staff performance in the higher education sector in KSA as examining this relationship has been ignored in the literature.

Again, the relationship between leadership and employee performance is empirically proved in the literature (Alshery & Ahmad, 2016). The leadership helps employees to achieve the objectives of the organizations, increase their satisfaction and loyalty which lead to increase their productivity and performance (Robbins & Judge, 2013). However, ambiguity becomes an obstacle in front of the employees to perform better. Thus, the leadership's role is to eliminate such ambiguity to help employees perform better by establishing effective communication methods (Njogu & Muchangi, 2015). Therefore, this study makes an endeavor to examine the moderating effect of the role ambiguity on the relationship between leadership and academic staff performance. This is needed as limited studies, if any, examined this relationship in the literature particularly in the context of higher education sector in KSA.

In line with the previous discussion, the role ambiguity creates confusion among employees to understand the job responsibilities and duties which will definitely affect their productivity and performance (Alshery & Ahmad, 2016). With respect to examining the moderating effect of the role ambiguity on the relationship between training and academic staff performance in the context of higher education, it can be

said this effort is limited and in KSA is even more ignored. This shows that it is of great importance to fill the gap by examining the moderating effect of the role ambiguity on the relationship between training and academic staff performance in Saudi universities.

Based on the previous arguments and discussions, it is clear that the success of higher education institutions depends mainly on the qualified and highly skilled staff. The importance of skillful and knowledgeable academic staff comes from their responsibility for conducting high quality teaching and research. Consequently, much focus should be given to the factors that positively affect the job performance of the employees and in turn favorable job attitudes would lead the employees to show the desired behaviors (Altrasi, 2014). Thus, this research attempts to examine the factors affecting employees' performance through job satisfaction, leadership and training in the higher education of KSA. Moreover, the moderating effect of role ambiguity on the relationship between job satisfaction, leadership and training with employee performance in the higher education of KSA is also examined.

1.7 Research Questions

Based on the aforementioned arguments and discussions in the problem statement, this research endeavors to answer the following questions related to the employee performance determinants in public sector universities of KSA:

1. Is there any significant effect of job satisfaction on the job performance of employees working in public universities of KSA?

2. Is there any significant effect of leadership style on the job performance of employees working in the public universities of KSA?
3. Is there any significant effect of training on the job performance of employees working in the public universities of KSA?
4. To what extent does the role ambiguity moderates the relationship between job satisfaction and the job performance of employees working in public universities of KSA?
5. To what extent role ambiguity moderates the relationship between leadership style and the job performance of employees working in the public universities of KSA?
6. To what extent role ambiguity moderate the relationship of training and the job performance of employees working in the public universities of KSA?

1.8 Research Objectives

Grounded along the above-mentioned questions, this study demonstrates the following aims.

1. To determine the effect of job satisfaction on job performance of employees working in public universities of KSA
2. To examines the effect of leadership style on job performance of employees working in the public universities of KSA

3. To determine the effect of training on job performance of employees working in the public universities of KSA
4. To examines to what extent role ambiguity moderates the relationship of job satisfaction and the job performance of employees working in public universities of KSA
5. To determine to what extent role ambiguity moderates the relationship of leadership style and the job performance of employees working in the public universities of KSA
6. To what extent role ambiguity moderate the relationship of training and the job performance of employees working in the public universities of KSA

1.9 Significance of the Study

1.9.1 Practical Significance

This field would be fruitful to provide concrete suggestions and recommendation to strategists and policy makers of KSA to enhance the employee performance specifically in the context higher education sector of KSA. Moreover, this study would be fruitful to understand the practical, but complex linkage and the impact of various variables like leadership, training, job satisfaction and role ambiguity on employees' performance in context of KSA public higher education sector. This would also practically contribute by delineating and revealing KSA public higher education actual realities related to the study so that they could glean guidelines for future endeavours.

This field would also contribute practically by giving sound recommendations based on empirical findings to better overall systems of public higher education institutions of KSA to enhance employee performance (Baqadir, Patrick, & Burns, 2011). Leadership role would be more clean-cut in the public higher education, specifically in relation to employee performance of public higher education institutions of KSA. Other variables like job satisfaction, training, and role ambiguity would provide empirical findings to raise employee performance.

1.9.2 Theoretical Significance

This work would contribute theoretically by postulating the unique relationship of the study variables in the context of higher education establishments that was missing earlier. Furthermore, current study would theoretically contribute by postulating and adding the complex relationship of various variables like employee performance, leadership, job satisfaction, training and role ambiguity in the surviving body of knowledge in an establishment that is lacking before. This is of great value to the body of knowledge as it opens the door for more research works in this area.

1.10 Scope of Study

Higher education sector represented by Saudi universities have been selected as the field of study where the data was collected and utilized for the model testing. In order to answer the research inquiries and accumulate the examination targets, quantitative strategy approach was used and only academic staff who have an administrative position and non-academic staffs of public university are selected, this

is because they involved of role ambiguity. It requires a survey review among public universities in which employees (an academic who has an administrative status and non-academic) performing administrative work. It further investigated the issue of (job satisfaction, training, and leadership) on employees' performance. It also investigated the issue of role ambiguity as a moderating variable. To address the limitation, it is strongly recommended that longitudinal studies should be conducted to examine the impact of job satisfaction, leadership style, and training on employee performance with the same or different moderator.

1.11 Definition of Terms

The definitions used in this study are as follow:

1.11.1 Employee Performance

Job operation is determined just as all of the behaviours employees engaged in while at work (Jex & Britt, 2008). Aside from that, it represents behaviours employees slot in while at a business which leads to organisational goals. In other words, job performance behaviours that are formally assessed by the organisation that employees' obligations and duties (Jex & Britt, 2008).

1.11.2 Leadership

It refers to a quality of doing and having things in the way of competencies, specific skills, traits or roles (Betts, Morgan, & Castiglia, 2008; Fry & Kriger, 2009) . It is a

leadership style that endeavors to hoist the desire of individual adherents for performance and self-growth, while also encouraging the growth of the group and organization (Bass & Avolio, 1998) as well as motivate the followers to go extra miles to perform well for the organization (Bass & Steidlmeier, 1999).

Academic leadership can be delineated as the enactment of establishing a community of students to determine the direction and achieve common purposes through the empowerment of faculty and staff (Wolverton & Gmelch, 2002).

1.11.3 Job Satisfaction

Assessment of the predefined and easily conceived features of a task and its environment, and experiences at the workplace in the reference of emotions (McShane & Von Glinow, 2010).

1.11.4 Role Ambiguity

It is lack of a clear set of instructions for guiding one's actions in a particular setting or to accomplish a specific goal (Eys & Carron, 2001) . When the employee of an organisation faces the confusion of multiple roles assigned by the organisation, this situation leads the employee to the condition of role ambiguity (Robbins & Alvy, 2003).

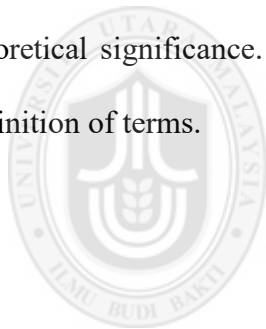
1.11.5 Training

The extensive literature suggests that training can be seen as an organized operation to enhance the employee's knowledge, competency and skills which are substantial

to attain some job specific tasks. Training creates a blow on the organisational competency and volume of revenue the way it affects the employee's competency (Elnaga & Imran, 2013).

1.12 Summary

The chapter presents the background of the study highlighting the emergence of higher Education in the world, Higher Education in the Arab World in general and in Saudi Arabia in particular. The next section includes explanation of the problem statement, the research questions, and the research objectives. More importantly, this chapter explains the significance of study specifically the practical significance and theoretical significance. Finally, it briefly explains the scope of the study and the definition of terms.



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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter traces the literature review concerning the employee performance and the principal factors influencing their public display. To achieve the purposes, this chapter has been divided into different sections, namely employee performance as the dependent variable, thus job satisfaction, leadership and training as independent variables. This chapter also reported the relationships between the variables, including the role ambiguity as a moderating variable. Arriving after a thoroughgoing critical review of the literature, the underpinning theories are discussed at the end of this chapter.

2.2 Employee Performance

It is considered as the measures of the quality of human capital which was held by the organization and is a key thrust in organizational plan (Olagunju, 2014). Job performance is normally linked to the level of competence of a specific employee to perform the responsibilities and tasks put to him or her in order to reach certain goals and targets in accordance with the set standards and outlines or the benchmarks established by the organization (Mathis & Jackson, 2000; Bohlander, Snell & Sherman, 2001) .

Performance refers to the distinctiveness of a person's achievement in his business. In summing up, the performance generally includes a certain tier of a person's output, for instance, a number of beneficiaries dealt or a number of units sold and the comparability of the performance with the set benchmarks of the organisation (Al-Kazemi & Ali, 2002).

Dharma (2003) demarcated the performance as something that is used or the merchandise or services created or provided by a soul or group of people (as cited in Winarno, 2008). And so, the study additionally shows regards job performance could furthermore defined as the consequence that could be obtained by several individuals while doing his or her job. Lastly, the consequences were assessed and assessed by the manager or other proficient authority. The reaction from the leader or other authority of the constitution was held as the pointer along the job performance. Shahzad *et al.* (2010) defines performance as a consequence or degree of a ruckus for a specific point of the fourth dimension . Job performance can be termed further as a trail record of the outcomes achieved from the numerous sorts of roles of a specific job or commotion during a time period (Bernardin & Russel, 2006) .

Similarly, Mayer (2000) demarcated job performance as the result of the work done by an individual or a group of masses in a company with the appropriate authority and responsibility for their corresponding determinations to realise company goals legally and by not violating the law and not contrary to the ethical or moral code . Though, Mackin (2006) outlines job performance as a stage to which an individual performs assigned role by the consideration of set standards that is launched by the constitution .

Therefore, performance is a distinctive feature in which an employee seeks to accomplish and ought to have realised certain objectives. The established standards and benchmarks are to be well studied into consideration while making the definite objectives. In fact, there are various methods to evaluate a specific team performance and a number of researchers have described performance in their respective conditions and by applying numerous variables.

Normally, people conceive job performance as the work performed by the employee during his task at his work. Nature of occupation, overall environment, and difficulty level could affect job performance of an employee (Murphy, 1989; Ackerman & Heggstad, 1997). Also noted, most definitions of job performance are not comprehensive and not able to pass on the entire import of this term (Campbell *et al.*, 1996). This shows that job performance should be defined comprehensively to reflect the entire import of this concept.

Employee performance can be brought up to a multi-task responsibility consist of more than one type of behaviour. Campbell (1990) suggested a model consists of eight factors of operation which was established to factor analytic study that purported to describe the scores of job performance existence among the total type of businesses. The variables are; (a) Task particular training that incorporate practices an individual attempted as a major aspect of a job and this separates one job from an alternate, (b) Non-task particular practices where an individual was obliged to embrace that do not relate just to a specific job, (c) compose and oral correspondence assignments, (d) Job tasks, (e) Personal order, (f) Acting as a decent good example, for example, drilling, giving counsel of help keeping up gathering objectives, (g)

Face to face way, where an individual was required to attempt a significant number of the things outlined under the past variable and in the meantime was in charge of gathering out prizes and disciplines, (h) Managerial tasks would be setting an organizational objective or reacting to outside boosts to support a gathering in accomplishing its objectives.

Employee performance can be explained as following a set of instructions and meeting standards of performance to achieve a certain goal. Most of the time it involves all the behaviours and actions, including psychological manners that are not observable. It comprises of decision-making, problem-solving, reasoning and program planning (Bailey & Nie, 2003). General evaluation of the performance of the employees has generally included the performance come about and work courses of action, for example, assessing how the workers do the work and outcomes attained from that subsequent process are considered as performance (Soltani, 2003). According to Gryn (2010), job performances consist of behaviours, non-observable and observable both, that can be assessed.

A multi-dimensional way through which an employee tries to use his skills and best of his knowledge efficiently and effectively to complete the task is known as employee's behaviour (Rothmann & Coetzer, 2003). Additionally, all the actions carried out to take the final output also considered as job performance. Though, this is also important to know that the overall organisational performance can also affect the individual's job performance. This is because the individual's performance is also affected by some external factors. The political and social environment of the

organisation, available economic resources and organisational culture are the examples of external factors.

Employee performance can be also defined by means of two sets; abilities and skills possessed by an employee (Sarmiento & Beale, 2007). Abilities and skills include both natural and acquired and how an employee utilises these skills and abilities to perform his duties well. This is also important that industrial psychologists may include behaviours to define the job performance of an employee (Borman, Hanson & Hedge, 1997; Schmitt & Chan, 1998; Hough & Oswald, 2000; Viswesvaran & Ones, 2000; Avery, McKay, & Volpone, 2013; Redmond, 2016).

In mandate to better explain the meaning of job performance, Campbell and his associates developed the theory of performance, which helps to highlight the importance of having an accurate understanding of meaning of performance in analysing a person's job performance (Campbell, 1990; Campbell, McCloy, Oppler, & Sager, 1993; McCloy, Campbell & Cudeck, 1994; Campbell, Gasser & Oswald, 1996).

Campbell *et al.* (1993) defined performance as actions or behaviours pertinent organisation's goals and could be measured as respective individual ability (contribution level). Performance is what the organisation employs one to do, and do well. Campbell *et al.* (1993) further noted that just an activity that can be measured could be viewed as a performance. Moreover, the behaviour is alluding to those that are controllable and that was adapted towards the organisation's objective (Campbell *et al.*, 1993). Despite the fact that there were numerous endeavours to

present different systems, Campbell's meaning of performance had been generally acknowledged as the fundamental definition of performance (Borman, Hanson & Hedge, 1997; Borman & Motowidlo, 1997; Schmitt & Chan, 1998) . In conclusion, employee performance can be seen from different perspectives; however it is recognized as the ability of an employee to carry out the tasks and duties assigned by him/her organization to achieve a specific goals measured by a set of job performance standards stated by the organization.

2.3 Past research on Employee Performance

Past analysts on job performance had found many factors that could have impacted the worker performance going from individual related elements, hierarchical level factors and in addition environmental elements. One of the factors that had been associated with job performance is commitment. In relation to this, a twenty-five years longitudinal study done by Jaramilloa, Mulki and Marshal (2005) on the effect of organisation commitment to the sales person's job performance was done across fourteen countries with research carried on sales employees and non-sales employees. The empirical study revealed there was a positive relationship between organisational commitment and job performance.

To determine job performance of nurses in Riyadh, a study was carried out by Al-Ahmadi (2009). The study found that job performance was decidedly identified with worker authoritative duty and employees' performance and also with some individual related components like age, experience, gender, nationality and marital

status. Job satisfaction had also received attention by other researchers. In the same way, through a study that was conducted on the casino employees in Macau, it was also discovered that job satisfaction was significantly related to job performance and had a positive effect while at the same time lack of interpersonal skills had also found to contribute to poor performance (GU & Chi, 2009).

An experimental study was done by Sarmiento and Beale (2007) on the determinants of perceived job performance in a specimen of shop-floor employees in an assembling plant in northern Mexico. In the study, variables like job satisfaction, age and instruction were conjectured to have an impact on employees' performance. The study showed that job satisfaction has a positive relationship with employees' performance as proven in the past studies. Then again, this study had discovered no noteworthy relationship between age and training with shop floor workers' performance. Sarmiento and Beale (2007) further noted the relationship between training and employees' performance appears to have a negative relationship. Similarly, Al-Ahmadi (2009) found that training and employees' performance to have a negative relationship.

A study done by Karatepe, Uludag, Menevis, Hadzimehmedagic and Baddar (2006) in Northern Cyprus reviewed the relationship between several variables such as competitiveness, self-efficacy, and effort with employees' job performance. The results indicated that self-efficacy, competitiveness, and effort had a significant and positive effect on the job performance of the Frontline employees.

Similarly, the effect of self-efficacy was also investigated by D'Amato and Zijlstra (2008) among the hospital employees in Italy. They had also found that self-efficacy together with psychological climate has positive effects on the work outcome in the reference of job performance. In a separate study, an attempt was made to explore the scientific relation of customer orientation, role stress, job performance, selling orientation, and of retail salespeople. The study explored that the customer orientation can be affected by role ambiguity and role conflict and ultimately it affects the job performance (Knight, Kim, & Crutsinger, 2007).

Meanwhile, the research was also conducted to determine whether job demands and job resources could affect the job performance while being mediated by burnout among the front employees working in the banking sector (Babakus, Yavas & Ashill, 2009). The study also observed the moderating role of customer orientation in the relationship. The results indicated burnout intervenes the job performance has an impact on job demands and job resources. Client introduction was connected specifically to burnout and job performance and go about as a cradle to the broken impacts of job demands on burnout and job performance.

In order to determine whether motivation, ability and role perception can be the predictors of employees' performance, an investigation was carried out by Hailesilasie (2009) on seven Ethiopian public organisations. The study revealed no significant relationship between ability and employees performance as compared to motivation and role perception, which had a positive relation with the job performance. The results had also demonstrated that even though motivation can

affect the performance of employees, its effect was a decline as the employee years of experience starts to increase.

Job performance is further studied in relation to personality factors. A study by Sawyerr, Srivinas and Wang (2009) was carried out among the call centres employees, to explore the relationship between personality factors (of the five-factor model). Utilizing structural equation modelling demonstrating as the data investigation instrument, the study uncovered exception of extraversion, whatever is left of the identity measurement of the five-factor model which comprise of uprightness, pleasantness, openness to new experience and passionate soundness and locus of control. In the meantime, the concentrate likewise exhibited the relationship between enthusiastic steadiness, the locus of control and expectation to leave was intervened by the passionate depletion.

Leadership is viewed as an element of real impact on the organisations performance, supervisors and workers (Wang Law, Hackett, Wang, & Chen, 2005; Vigoda-Gadot, 2007). Of late, researchers have concentrated fundamentally on the subordinates' perspective and proposed two essential parts of leadership worth based and transformational (e.g. Bass, 1985; Burns, 1978). This theory suggests that transformational leadership, more than value-based leadership, has a stronger positive impact on workers' behaviour towards their occupations, their job environments, and at least influences their job performance (Vigoda-Gadot, 2007).

Performance is defined in the reference of the set goals designed by the organisation (McCloy *et al.*, 1994). Competent authorities always judged the performance on

some benchmarks and make sure to set some realistic and goal oriented benchmarks. Moreover, performance cannot be seen as the result or outcome of an action or behaviour, in any case, performance is the activity itself. Moreover, performance is multidimensional, such that for a particular employment there are various substantive performance segments that are recognizable between relationship and examples of collaboration with different variables. Pollard (2008) conducted a research base on the grounded theory, research, to analyse the influence of leadership styles. The study was at aim to conclude and derive a leadership theory which suits to the nursing sector and the common leadership strategies in Southeast Texas.

Chen and Silverthorne (2008) carried out a study to analyse the impact of locus of control and the work-related specific behavioural aspects related to job satisfaction, job stress and job performance in Taiwan . The methodology of the research includes a questionnaire technique and the respondents were the accounting professionals. Their findings revealed that one of the aspects of an accountants' personality which is actually measured by the locus of control has an important role in determining the job satisfaction level, job stress and job performance in CPA firms in Taiwan (Chen and Silverthorne, 2008). Additionally, the research reveals that the individuals with comparatively a high internal locus of control face the lowest level of job stress which results in high-level job satisfaction and more job performance.

Another study found that there are three types of performance. One of them can be classified as output rates, the number of units sold over a stipulated time of period, the number of units produced by a group of workers, etc. the second type of measure

can be categorised as the measure of performance of an individual to rate them by any other individual. Self-rating and self-appraising are known as the third measure of performance. So, by incorporating self-appraisal and self-rating tools employees can be encouraged to enhance their capabilities and to make their performance better than the previous. Employees can also understand their designated role in the organisation by opting self-measurement techniques. Therefore, job performance is used to measure the organisational performance and personal capabilities and enhance an individual's work efficiency and to judge any other person's output (Hersey & Blanchard, 1993; Chen & Silverthorne, 2008).

Lee, Tan and Javalgi (2010) conducted a study with the aim to find out the relation of and impact of organisational commitment and goal orientation on job attitude and job performance. The study conducted in a way to find out the performance of various organisational factors that how these factors actually create an impact on an employee's job performance. An online overview was directed to acquire the information. 497 employees of a hospital were selected to conduct this online survey. Their results show that while the main goal is to determine the three major components of organisational commitment, organisational performance goal is only related to affective commitment. The study found that both the normative and effective commitments directly have an impact on job satisfaction and determines the employees' job satisfaction, but only the effective is directly connected to the employee performance.

The researchers found that part of the performance is connected to control approved errands, obligations and responsibilities formally documented in a set of behavioural

expectations Lee, *et al.* (2010). Moreover, Kante (1988) creative performance refers to the imagination of employees and issue resolution skills in the workplace. As an additional part of the action, original works, as the production behaviour, progress and recognition of the innovative ideas in the work environment is known to be critical and valuable to the achievement of the organisation (Janssen, 2000; Lee *et al.*, 2010).

Motowidlo and Van Scotter (1994) contended that advanced job examination methods are accessible to identify important errands and practices; however, their centre is essentially exact and regularly specific to specific jobs or occupation families. Hence, did not deliver any reasonably measurements that could be utilised to portray the job performance requirements. They receive truly diverse calculated introductions, not the same as conventional job analytic methodologies and from one another, yet they merge on the refinement between task performance and relevant performance (Borman & Motowidlo, 1993; Motowidlo & Van Scotter, 1994) .

As reported in Motowidlo and Van Scotter (1994), Katz and Kahn (1978) revealed the three ways theoretical scheme which divide the job performance into three leafs (a) joining the organization and stay in the same organization, (b) meeting the set standards of job performance by the organization (c) showing organizational citizenship behavior by adding innovative and creative performance at workplace to help out the colleagues and to go beyond the responsibilities set by the organization. This makes an ease level in the organization and by generating a good word of mouth for the organization and having more conscious behavior towards the development of the organization.

As per Motowidlo and Van Scotter (1994), Campbell's (1990) model draws out a critical qualification between performance behaviour that add to organisational effectiveness since they include task proficiency and performance behaviour that add to hierarchical viability in different ways. The task proficiency elements in Campbell's model are more overwhelmingly submerged with, embraced part conduct, and exchange segments are all the more extraordinary doused with segments of organisational citizenship behaviour, pro social behaviour, and organisational spontaneity. Thus, three related points course through these tries to depict non-solely foremost parts of job performance. One is the capability between the supported and optional role behaviour. The second is the substitute is the effectively upgraded arranged of cooperation and backings rehearse in organisational citizenship, behaviour, master social behaviour and organizational spontaneity. The third is the capability between performance hones recognized by undertaking ability and productivity hones not related to errand capacity.

Bass and Stogdill (1990) and Vigoda-Gadot (2007) argue that transformational leadership is of more importance as it can create identification with and internalisation of desirable values as opposed to the limited goal of transactional leadership to create a compliant workforce. Parry (2003) specifically examined leadership styles in public sector organisations and found that a transformational leadership style affects the innovation and effectiveness positively within organisations. In numerous regards, the LMX theory is in accordance with Vroom's (1964a) hope hypothesis and Blau's (1964) trade hypothesis that calls for a

stronger adjustment between leaders and employees. As indicated by these theories, better performance can be attained just when there is a sensible level of expectation fit and when the social trade between leaders and employees is reasonably and equivalent . Wang *et al.* (2005) recommend that subordinates have part desires of their leaders and that they are not aloof party beneficiaries, as they may reject, grasp, or renegotiate roles prescribed by their leaders. A complementary methodology is focused on decency and value of exchange and desires and is created over the long run .

Campbell *et al.* (1993) expressed that a general component does not give an adequate conceptual clarification of performance, and they diagram eight elements that ought to account for the greater part of the practices that are included in job performance (i.e., work particular task proficiency, non-work particular errand capability, composed and oral correspondence task proficiency, exhibiting exertion, keeping up individual order, encouraging associate and team performance, supervision/administration, and leadership/organization) .

Therefore, Campbell *et al.* (1993) urge against the use of overall performance ratings and suggest that studies should look at the eight dimensions of performance separately because the general factor cannot possibly represent the best fit (Campbell *et al.*, 1993). Other researchers have stated that even though specific dimensions of performance can be conceptualised, there is utility in using a single, general factor which is overall performance. Using meta-analytic procedures to look at the relationships between overall performance and its dimensions, Viswesvaran, Schmidt, and Ones (2005) found that approximately 60 percent of the variance in

performance ratings come from the general factor. Further, this general factor is not explainable by rater error (i.e., a halo effect). Thus, overwhelming empirical evidence suggests that researchers should not dismiss the idea of a general factor and that unidimensional measures of overall performance may have an important place in theories of job performance.

In the performance literature, a distinction is made between in role and extra-role performance (Katz & Kahn, 1978). Extra-role performance is also conceptualised as organisational citizenship behaviours (Smith, Organ, & Near, 1983). Based on their research, Borman and Motowidlo (1993) suggested that performance can be divided into two parts, task performance and contextual performance. Task performance involves the effectiveness with which employees perform the activities that are formally part of their job and contribute to the organization's technical core. Contextual performance comprises organisational activities that are volitional, not prescribed by the job, and do not contribute directly to the technical core. Organ (1997) mentions that Contextual performance includes activities such as helping, cooperating with others, and volunteering, which are not formally part of the job but can be important for all jobs. The current study focuses on the task or in-role performance .

Using grounded theory, MacIntosh and Doherty (2010) qualitatively explored the impact of workplace bullying on employee performance. Based on interviews with 21 employees, the study found there were three stages of workplace bullying. The identified stages were developed insight, resisting, and rebuilding meaning of work. MacIntosh and Doherty (2010) also revealed several interesting findings. Among

them, firstly, women tend to blame themselves as if their fault and thus increases health effects. Secondly, the job orientation provided more distance and requires less commitment. Therefore, the change of meaning of work implicated in reducing work effectiveness and personal investment in work, in which are costly to workers and employers. Women were also found to be successfully adjusting to the meaning of work once they had support from managers, family, friends, and professionals. Lastly, the women also experienced personal growth due to negative life experiences. The outcome of their experiences has contributed to women's ability to invest and improve self-care health practices, reflect on their experiences, and learn from them, and develops more independent health management skills and improved their confidence level. These negative health outcomes might jeopardise their job performance at work as speculated by Lin (2011).

Stress and performance were also being studied among the school students. A longitudinal study of Kuroda and Sakurai (2011) investigated on 116 Japanese adolescents of the interactions between social goal orientations (social learning goals, social performance-approach goals, and social performance-avoidance goals) and interpersonal stress. In the presence of interpersonal stress, the regression analysis has supported the postulated hypotheses; (a) social learning goals protect against the onset of depressive symptoms, (b) social performance-avoidance goals promote depressive symptoms, and (c) social performance-approach goals neither protect against nor promote depressive symptoms. As previous studies being discussed, the models of Job performance is presented in the next section.

2.3.1 Models of Job Performance

A couple of researchers thought of different hypotheses and models on job performance. Every hypothesis and model identify with various circumstances. This segment highlights a couple of hypotheses relating to job performance. Literatures review shows that two noteworthy dimensions of job performance, namely in-role (undertaking) performance and extra-role (contextual) performance (Borman & Motowidlo, 1993) . In-role performance is the technical aspects of the worker's employment, and extra-role performance alludes to nontechnical capacities, for example, having the capacity to convey successfully, demonstrates the high motivation and excitement at work (Jex & Britt, 2008).

Murphy (1994) suggested the succeeding model of job performance. Despite the fact that the model was particularly created to encourage a comprehension of job performance in the United States Naval force, the performance measurements are likewise pertinent for customary occupations. Contrasted with the first model mentioned earlier, this model divides into four dimensions. The attributes of the model are outlined in Table 2.1 below.

Table 2.1

Murphy's (1994) Model of Job Performance According to the In-Role and Extra-Role Distinction

No	Performance Dimensions	Descriptions of Performance Dimensions
	In-Role	
1	Task-Oriented Behaviours	Performing major tasks associated with the job
	Extra-Role	

2	Interpersonally Oriented Behaviours	All interpersonal transactions that occur on the job
3	Downtime Behaviours	Behaviours outside of work that affects job performance (drug, use of alcohol, extra jobs)
4	Destructive / Hazardous Behaviours	Safety violations, sabotage, accidents

Campbell (1990) and Campbell, Kuczmariski, Flegal and Johnson (1994) thought of a comprehensive model of job performance to establish a different arrangement of job performance. The model proposed a hierarchical model of eight performance factors. Among these eight factors, five refer to task performance: (1) job-specific task proficiency, (2) non-job-specific task proficiency (3), written and oral communication proficiency, (4) supervision, in case of leadership position, (5) management/administration, (6) providing assistance to the team, (7) supervision/leadership and (8) management/Administration. It is argued that not all the eight measurements would be pertinent to all employments rather only those related to Job-Specific-Task Proficiency were distinguished to be real performance measurements for occupations (Campbell, 1990). Table 2.2 demonstrates Campbell's (1990) model of job performance as per the in-roll and extra-roll refinement distinction.

Table 2.2
Campbell's (1990, 1994) Model of Job Performance According to the In-Role and Extra-Role Distinction

No	Performance Dimensions	Descriptions of Performance Dimensions
In-Role		
1	Job-Specific-Task Proficiency	Technical aspects of job performance
2	Non-Job-Specific-Task Proficiency	Common tasks performed by different employees
Extra-Role		
3	Written and Oral Communication	Ability to write and communicate effectively

4	Demonstrating Effort	Going the extra mile at work
5	Maintaining Personal Discipline	Refraining from negative behaviours, following through on tasks
6	Providing assistance to the team	Being a good team member, working well with other members
7	Supervision/Leadership	Effectively supervising and leading others
8	Management/Administration	Effectively organising and keeping track of critical information

As indicated by Jex and Britt (2008), the Murphy's (1994) four-dimensional model was viewed as less valuable contrasted with Campbell's (1990) eight-measurement model, on the grounds that the model was created to clarify the work performance for the U.S. Naval force work force; though, Campbell's goal was to depict the performance in a more extensive term of occupations. On the other hand, Murphy's model was broad to the point that it was hard to decide the elements that prompted contrasts among workers on the performance measurements. From the point of view of job performance models, the coordination of the models outlines into a particular presence of in-roll or task performance that depicts the fundamental assignments or specialized parts of a vocation that were analyzed and assessed amid job performance assessment . After discussing the different measurements of employee performance, the literature on job satisfaction is presented in the following section.

2.4 Job Satisfaction

Numerous managers would not hesitate to know whether their employees or subordinates are fulfilled by their jobs. Job satisfaction is characterised as an individual's estimation about his/her job and work environment (Nath Gangai & Agrawal, 2015). It is also seen the extent to which one feels absolutely or contrarily

about the inborn and/or outward parts of one's job (Bhuiyan *et al.*, 2005; Hunt, McEwen, & McKenna, 1985).

As per Lok and Crawford (2001), the closure element or variable with commitment are job satisfaction. Ivancevich Lorenzi and Skinner (1997) explain the definition of job satisfaction as a mentality that people have about their jobs. It comes about because of their view of their work nature and the extent to which there is a great fit between people and the organisations. McNamara and Houston (1999) characterises job satisfaction as one's sentiments or perspective with respect to the way of their work.

While Luthan (1998) theorised that, there are three essential measurements of job satisfaction or satisfaction of a job:

- I. Job satisfaction is an enthusiastic reaction to an occupation circumstance. Overall, it cannot be seen, it must be derived.
- II. Job satisfaction is regularly dictated by how well conclusion meets or surpasses desires. For example, if organization members feel that they are working much harder than others in the office yet are getting less remunerates, they were most likely to have a negative relationship towards the work, the leader as well as colleagues. Then again, on the off chance that they feel they are consistently treated exceptionally well and are generally paid fairly, they are prone to have the motivational mentality towards the job.
- III. Job satisfaction speaks to a few related mentalities, which are most paramount qualities of an occupation about which individuals have a viable

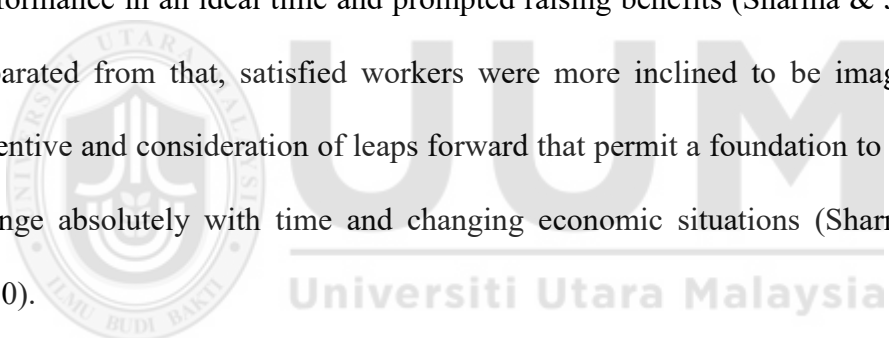
reaction. These are the work of Luthan (1998) advancement opportunities, supervision, and associates .

Philosophy of job satisfaction by Herzberg (1959) proposes that workers have primarily two sorts of requirements, recorded as cleanliness and inspiration. Cleanliness variables are the needs that may be exceptionally fulfilled by some certain conditions named as hygiene factors (which can dissatisfy the person's life, for example, supervision, interpersonal relations, physical working conditions, pay, advantages, and so forth.

Job satisfaction speaks to employees' general assessment of their occupations, including emotions of positive influence to their job or job circumstances (Jex & Britt, 2008) and about one's work and works setting (Schemerhon, Hunt, & Osborn, 2011). No doubt, job satisfaction is one of the most heavily studied topics in organisational psychology, as well as in the broader field of industrial/organizational psychology (Jex & Britt, 2008). Job satisfaction was earlier defined as an employee's overall evaluation of his or her job as favourable or unfavourable. By the two authors' definition, it can be narrowed to an employee's attitude toward his or her job. McShane and Von Glinow (2010) expanded Locke's definition of job satisfaction as an appraisal of the predefined and well-conceived features of a job and its environment and experiences at the workplace in the reference of emotions.

Earlier literature recorded by Nias, Southworth, and Yeomans (1989) interpreting educators' job satisfaction as a summary of total rewards experienced in teaching. Kalleberg (1977) also explained job values and job rewards and found that both are

the determinants of job satisfaction. According to Fishbein (1979), the behavioural component of job satisfaction is often less informative compared to the affective and cognitive components of job satisfaction. This is because one's attitudes are not always consistent with one's behaviour (Fishbein, 1979). Since jobs have a significant role in the life of a person, being satisfied with one's job is crucial and central to overall well-being (Smith, 2007). Wagner and Gooding (1987) and Wright and Crapanzano (1997) agreed that worker satisfaction is exceptionally imperative in an organisation on the grounds that it is the thing that gains relies upon. On the off chance that the employees were satisfied, they would create a predominant quality performance in an ideal time and prompted raising benefits (Sharma & Jyoti, 2010). Separated from that, satisfied workers were more inclined to be imaginative and inventive and consideration of leaps forward that permit a foundation to develop and change absolutely with time and changing economic situations (Sharma & Jyoti, 2010).



As for many other concepts, it is not easy to get a single definition for job satisfaction. Meanwhile, many of these definitions may – in a way or another – refer to the same elements that lead to job satisfaction definition. In addition to that, as stated by Gull and Azam (2012) measurement of job satisfaction is a relatively difficult task because it's a nonfigurative personal cognition that exists in a person's mind.

Chutia, Rossi and Blum (2012) stated that job satisfaction is the result of various attitudes possessed by an employee towards his job. These attitudes may be related

to job factors such as wage, job security, job environment, nature of work, the opportunity for promotion, prompt removal of the grievance, the opportunity for participation in decision-making and other fringe benefits.

Most of the definitions emphasised on the features of job and job environments. For example, Smith (2007) efferent levels of job satisfaction, namely the colleagues, the compensation, the promotion, the job and the leader. While Vroom (1964a) stated seven aspects: the leader, the compensation, the colleagues, the job content, the working environment, the organisation self and the promotion.

Clark, Oswald and Warr (1996) give solid proof to a U-shaped relationship between age and job satisfaction. Besides, he demonstrates that a comparative age example happens for employees' connection free, mental well being; recommending that both job satisfaction and setting-free mental well being are influenced by non-occupation variables of life-stage and individual circumstances. The imperativeness of changes in desires with expanding age is accentuated.

The two-factor theory of job satisfaction by Herzberg (1968) recommends that job disappointment is plausible in the circumstances where hygiene variables do not exist in somebody's workplace. Conversely, when cleanliness needs are supplied, notwithstanding, it does not fundamentally bring about full satisfaction; instead the disappointment level is diminished (Furnham, Petrides, Jackson, & Cotter, 2002).

Davis and Newstorm (1985) express that one of the surest indications of falling apart conditions in an organisation is low job satisfaction. Low job satisfaction is typically connected with strikes, work gradualness, nonappearances, and employee turnover.

It additionally may be connected to performance, poor item quality, worker's fraud, disciplinary issues, grievances and different troubles. Higher job satisfaction, then again is generally connected with lower turnover, fewer nonappearances, more seasoned workers, and higher job levels.

Other than that, as per the Linz (2003), job satisfaction, for the most part, intimates a positive assessment of work and a positive impact getting from it; that is, a positive passionate state coming about because of the examination of one's job or occupation encounters (Locke, 1976). Gruneberg (1979) recognised various individual contracts, for example, age, instructive level, and identity contrast that influences job satisfaction. He remarked that job satisfaction ordinarily began high, decay, and then expanded with age. Dobrow Riza, Ganzach, and Liu (2015) found that people became less satisfied as their tenure increased within each organisation, yet as people aged – and transitioned from organisation to organisation – their satisfaction increased. They also found that an exemplary of job rewards and pay mediated these relationships.

As per Gruneberg (1979), one clarification for this pattern is that people got to be balanced in their work and life circumstances. Starting high job satisfaction decays as occupation desires are not met, for instance, exceptionally instructed people rapidly get to be disappointed with a job that did not empower full usage of their abilities while people who were goal-oriented were prone to be disappointed when the advancement was troublesome or subtle. When an employee started adjusting in a work environment, job satisfaction started increasing. The link between job satisfaction and employee performance is presented in the following section.

2.4.1 Job Satisfaction and Employee Performance

Job satisfaction affects employee performance in the following ways:

2.4.1.1 Satisfaction and Performance

Job satisfaction and employee's performance are exceedingly interlinked variables. Job satisfaction is an evaluative judgment about the level of pleasure a worker gets from his or her employment that includes both passionate and psychological components (Hulin & Judge, 2003). The relationship between job satisfaction and job performance has been given much attention during the last decades and a couple of variables have been used to explain this relationship (Schleicher, Watt, & Regulus, 2004). Thus, it is recommended to make employees more satisfied with the work by upgrading work conditions (Icondalkar, 2007; Robbins & Judge, 2007).

More recent studies found that many studies proved that Job satisfaction as a significant indicator of employee performance (e.g. Peng, 2014; Rangriz & Pashootanizadeh, 2014; Dekoulou & Trivellas, 2015; Shalaby, 2015; Afshar, & Doosti, 2016; Alshery & Ahmad, 2016) whereas some studies found otherwise (e.g. Davar & RanjuBala, 2012; Kalkavan & Katrinli, 2014). This shows that this relationship has yet settled and it needs more investigation.

2.4.1.2 Satisfaction and Turnover

It turned out that employees who are dissatisfied with their work have a high turnover. Satisfaction is also negatively related to the volume of job, but the relationship is stronger than what is found in absenteeism. Employee performance is

moderating factor satisfactory relationship (Redmond, 2016). The organisation attracts competent and capable employees for the development of the organisation. According to Redmond (2016), dissatisfied employees can express the dissatisfaction with the workplace in four forms, each of which differs from the others on two dimensions: active vs. passive and constructive vs. destructive. The four responses are :

Exit – Resigned from the current job and start searching a new job.

Voice –Starts increasing communication, help the organisation to improve the work environment, increased union activities to perform well.

Loyalty–People remain calm and just wait for the betterment of the environment. They wait for the organisational changes improve the performance.

Neglect –Showed counterproductive behaviour. Make the environment not feasible for the work and put the organisation in a passive mode by making absenteeism and showing less interest in the work.

2.4.2 Factors Affecting Academicians' Job Satisfaction

According to Sharma and Jyoti (2010), three factors affect an academician's job satisfaction. Those factors were intrinsic factors, extrinsic factors, and demographic factors. In their study, they used the term academicians instead of teachers. Since the terms academicians and teachers referred to the same job sector that interaction between academicians and students exist, this study accepts that academicians and teachers can be used interchangeably.

2.4.2.1 Intrinsic Factors

The best example of intrinsic factors affecting an academician's job satisfaction is the features of students and the perception of academicians about how they control the class (Lee, Dedrick, & Smith, 1991). Conferring professional autonomy enhances the attraction of the teaching profession as the best choice for the career and enhances the overall effectiveness and efficiency of teaching and practices (Boe & Gilford, 1992). Apart from that, having conferred professional autonomy was indirectly motivate individuals to join the profession of teaching as they can enjoy their profession because of salaries, prestige, and other benefits many academicians join the field of education (Choy, Bobbit, Henke, Horn, & Lieberman, 1993).

2.4.2.2 Extrinsic Factors

Extrinsic factors or “hygiene” influence job dissatisfaction (Iiacqua & Schumacher, 1995). It relates to work environments (Sharma & Jyothi, 2010) including salary, benefits, institutional environments (Looten, 2009), support from administrators, safety, and the availability of resources (Bobbit, Leich, Whitener, & Lynch, 1994). When there is a lack of support in academicians' work, they felt unmotivated to do their best for the students. Hence, when they are not satisfied with their working conditions, they are more likely to opt out of their present situation or work environment (Choy *et al.*, 1993).

2.4.2.3 Demographic Factors

Job satisfaction in academicians has been related to demographic variables, including age, education, marital status and gender (Feldman & Turnley, 2001; Laden & Hagedorn, 2000; Looten, 2009; Sharma & Jyoti, 2010). Perie and Baker, (1997) reported that female academicians have a higher level of job satisfaction, but found weak relationships with salary and benefits. As with age for men as well as women in various jobs, the majority of studies observed a “U” shaped relationship (Clark, Oswald & Warr, 1996), while others reflected a linear relationship (Haque, 2004).

Meanwhile, Holdaway (1978) conducted a survey about job satisfaction among the academicians and revealed that overall satisfaction rates for female educators were 87 percent and satisfaction rates for male educators was 80 percent. In another research by Latham (1998), the report showed that educators can be more satisfied with their jobs if the following factors present; if students attained the higher grades, had a very few issues with students' behaviour, had low turnover rates and a well effective and efficient management system. Narimawati (2007) conducted a study on the influence of job satisfaction, organisational commitment, and loyalty towards the job performance of educators in Indonesia. She found that the influence of work satisfaction on performance was significant and positive. That means, if a person has a high work satisfaction, he or she would show high performance on the job.

Looking into the scenarios of academicians, their job satisfaction is believed to be a multifaceted phenomenon (Sharma & Jyoti, 2006) and is critical to turn over (Hom

& Griffeth, 1995), commitment (Mathieu & Zajac, 1990) and school effectiveness (Sharma & Jyoti, 2010). It was also found that most academic researchers defining job satisfaction based on the dual theory of Herzberg (Lacy & Sheehan, 1997; Ssesanga & Garret, 2005; Rad & Yarmohammadin, 2006; Sharma & Jyoti, 2010). The definition of job satisfaction that was adopted for this study is the reactions of academicians towards their jobs, taking into consideration both the intrinsic and extrinsic factors of job satisfaction.

2.4.3 Job Satisfaction: Theoretical Background

Most literature concerning research in academicians' job satisfaction adapted Herzberg's motivation-hygiene theory (Dhanapal, Subramaniam & Vashu, 2013). The theory categorise sources of satisfaction into two areas, that is, the conditions of the workplace, and the intrinsic motivation such as recognition and respect. Apart from this model, there are other models which are equally influential; the facet model, the discrepancy model, and the steady-state theory (George & Jones, 2008).

2.4.3.1 The Facet Model of Job satisfaction

The main focus of the facet model is of the factors of work situation by dividing a job into many sub-components, or job facets, and to search that how the employees who are satisfied with each facet (George & Jones, 2008). The model is useful because in a way it forces managers and researchers to recognise that jobs affect

employees in many ways. Factors that satisfy an employee may not be favourable to another group of employees. The need for childcare centres within an organisation, for example, may be an important facet for employees with children to care for, but not so for childless employees.

Another issue that arises when using the facet model of job satisfaction is that some job facets may be important to an employee, but not to another (George & Jones, 2008). True academicians may feel more important in dealing with teaching activities and improving students' understanding and considers clerical work as something less important. The most popular instrument to measure job satisfaction for the facet model is by using the Minnesota Satisfaction Questionnaire, the Faces Scale, and the Job Descriptive Index (JDI) (George & Jones, 2008).

2.4.3.2 Herzberg's Motivator-Hygiene Theory of Job Satisfaction

Herzberg's motivator-hygiene theory is one of the earliest theories of job satisfaction. The theory proposed that every employee has two sets of needs or requirements, that is, motivator needs that are associated with the actual work itself and the challenges it carries; and hygiene needs that are associated with the physical and the psychological environment in which the work is performed. Some job facets that represent motivator needs are the responsibility and the amount of authority that the job carries. Hygiene needs can be represented by facets such as working environment like air conditioning, security of the job and amount of pay. A unique characteristic of this theory is that an employee can experience satisfaction and dissatisfaction of his job at the same time.

Motivator-hygiene theory of job satisfaction is basically different from the old traditional point of view. From the traditional point of view of satisfaction, job satisfaction and dissatisfaction are at quite different from one another and explains that either employee is satisfied with their jobs or dissatisfied (George & Jones, 2008). Herzberg, on the other hand, proposed that an employee could be satisfied and dissatisfied at the same time because dissatisfaction and satisfaction are two different extremes.

2.4.3.3 The Discrepancy Model of Job Satisfaction

The discrepancy model of job satisfaction explains that if the expectations of an employee are high about their job, and they are not met, employees ultimately become dissatisfied (George & Jones, 2008). In other words, employees are bound to experience a certain level of job dissatisfaction if the new position they were offered fails to meet their job expectations. Discrepancy model is useful since it takes into account that people often take a comparative approach to evaluation (George & Jones, 2008). According to McFarlin and Rice (1992), employees compare their jobs to some other jobs that they consider ideal. New graduates who are highly ambitious and having overly high expectations of their first jobs may be dissatisfied when they find out that the jobs do not meet their expectations (Lee *et al.*, 1992).

2.4.4 The Steady – State Theory of Job Satisfaction

According to George and Jones (2008), the steady state theory proposes that every employee has a commonplace level of job satisfaction, called the balance level or steady state. As per Landy (1978), diverse situational elements or occasions at work may relocate a worker incidentally from the consistent state; however finally, they came back to their own particular balance level. An exploration led by Staw and Ross (1985) discovered that job satisfaction was somewhat steady after some time and the study underpinned the consistent state hypothesis. Griffin (1991) in his study inferred that when changes were made in the way of the work itself, levels of job satisfaction or job satisfaction expanded incidentally yet then came back to their previous levels.

Spector (1997) presents three motivations to elucidate the critics of job satisfaction. First, relationships can be controlled by helpful qualities. In light of these qualities, they were endeavouring to treat their employees respectably and with deference. Job satisfaction evaluation can then serve as a marker to the degree to which employees are managed successfully. A lot of job satisfaction could in like manner be an evidence of excited prosperity or mental happiness.

Second, affiliations can handle a utilitarian position in which employees' behaviour would be depended upon to effect various levelled operations, according to the agents' level of job disillusionment or satisfaction. Job satisfaction can be communicated through positive practices and job disappointment through negative practices. Third, Job satisfaction can be a marker of organisational operations. Appraisal of job satisfaction may distinguish different levels of satisfaction among

organisational offices and, in this way, be useful in binding ranges in need of change. Spector (1997) accepted that every one of the reasons is acceptance unpleasant of the centrality of job satisfaction and that the mix of the reasons gives an understanding of the concentrate on job satisfaction. Spector, obviously, is standing out of numerous analysts, researchers, and essayists who tended to the significance of job satisfaction.

Bruce and Blackburn (1992) and Cranny, Smith and Stone, (1992) agree with Spector's (1997) reasons that have all the earmarks of being illustrative of numerous perspectives on the critics of the idea in either real works. In characterising job satisfaction as the extent to which individuals like their jobs. The discussion related to job satisfaction and leadership is highlighted in the following part.

2.4.5 Job Satisfaction and Leadership

Having examined the real hypotheses of leadership behaviour in the first area and of job satisfaction in the second segment, this segment audits the experimental proof of the relationship between leadership behaviour and job satisfaction. As what have been known is that leader essential obligation to wage things done through others (Frunzi, & Patrick, 1997). The successful leader gets the majority of their helpful data from chatting with individuals (Hill, 1979). Keeping in mind the end goal to correspond with individuals for data, the leader must give genuine exertion and duty. A great leader must be great mentors who know skilled workers to motivate staff to raise their performance at work, enhance their insight, and understand their

maximum capacity (Heller, 1998). The leader or head should likewise work with individuals to take care of issues.

To do this viable, a leader or pioneer must have the capacity to impact what and how other -individuals do things (Hill, 1979). This is a test in light of the fact that individuals are novel and have diverse identities, needs, objectives, goals, and foundations. Each individual's identity is a result of heredity, childhood, educating or absence of it, family and companions, work, religion, neighbourhoods, and encounters (Hill, 1979). Thus, leaders should dependably adjust to the employee's behaviour to consider, the desires, qualities, and view of the individuals they are collaborating with (Hill, 1979).

Referring to literature review, the link between job satisfaction and leadership is confirmed. For example, Lee and Wilber (1985) reported a positive relationship between job satisfaction and leadership in their investigation of cops in Malaysia separately. Holdnak, Harsh, and Bushard, (1993) discovered a positive relationship between consideration leadership behaviour and job satisfaction, and negative relationship between initiating structure leadership behaviour and job satisfaction.

A part from that, Pool (2010) found that consideration leadership behaviour has a positive relationship with job satisfaction while initiating structure, leadership behaviour has a negative relationship with job satisfaction. While different studies discovered both initiating and attention, leadership behaviour emphatically identified to employee job satisfaction (Katerberg & Home, 1981). Others like Downey and

Slocum. (1975), O'reilly and Roberts (1978), and Hampton Dubinsky and Skinner (1986) discovered no relationship between the two variables.

2.4.6 Leadership

Leadership keeps on being at the centre and receives noteworthy exploration consideration. There are numerous approaches to characterize leadership. In view of 54 specialists from 38 nations, the leadership management is about affecting, propelling and empowering others to contribute to the viability and the accomplishment of an organisation (McShane & Glinow, 2010). The leadership is additionally characterized by Robbins and Judge (2007) as the capacity to impact a gathering toward the accomplishment of a vision or set of objectives . A less complex definition was given by Kassim and Sulaiman (2011) where they define leadership as to be a piece of administration that includes the supervision of others . Pater (2001) as cited in Lu & Yang's (2010) study, state that safety leadership was highlighted as a sub-system of hierarchical administration . Lu and Yang (2010) state that the meaning of safety leadership as the procedure of connection amongst leaders and adherents, through which leaders can apply their impact on devotees to accomplish organisation objectives in light of the current situation of hierarchical and individual components . Furthermore, Morgeson, DeRue and Karam, (2010) stated in their study that leadership is critical in upgrading the performance of an organization.

Leadership is the process of transforming the vision into reality in the life of the group as an entity. It is the collective brains of the group applied to solve their

problems collectively. The process of making sense, developing strategies, creating a cohesive teamwork, finding resources, control plans execution generation of energy and to achieve the objectives of the political groups and meet their needs. There are several definitions of leadership as follow:

- Leadership is defined as –ability to influence a group toward the achievement of goals“ and in today’s dynamic world, we need leaders to challenge the status quo, to create visions of the future, and to inspire organizational members to want to achieve the visions (Robbins, 2001).
- Yukl (2006) broadly defines leadership as influence processes affecting the interpretation of events for followers, the choice of objectives for the group or organization, the organization of work activities to accomplish the objectives, the motivation of followers to achieve the objectives, the maintenance of cooperative relationships and teamwork, and enlistment of support and cooperation from people outside the group or organization.
- Cohen (1990) defines a general leadership as the group member whose influence on a group’s attitudes, performance or decision making greatly exceeds that of the average member of the group .
- Leadership is the ability of an individual to motivate others to abandon the interest of the collective interests of vision and contribute: realising this vision and collectively through significant personal sacrifice and beyond the call of duty willingly (Shamir, House, & Arthur, 1993).
- Leadership can be explained as a process of social influence in which a leader influences the group members to achieve the mutual goal (Bryman, 1992).

- Martinko and Gardner (1990) hold that leadership is the accomplishment of group purpose, which is furthered not only by effective leaders, but also by innovators, entrepreneurs, and thinkers; by the availability of resources; by questions of value and social cohesion.
- Leadership can also be defined as a process of creating an impact on the overall performance of a group of people to achieve the set goals (Rauch & Behling, 1984).

In line with the definitions, organisational theories of leadership are used to theorise how organisations function and how they affect and are affected by the environment in which they operate. For example, trait theories of leadership focused on personal qualities and characteristics to differentiate leaders and non-leaders. A comprehensive review on personality traits is represented by the Big Five personality (McShane & Glinow, 2010; Robbins & Judge, 2007). From the Big Five personality, the personality dimensions are conscientiousness, agreeableness, neuroticism, openness to experience, and extraversion. These five personality traits were largely studied and used by many researchers due to their elements which are important to explain on workplace behaviours and performance outcomes. It is a style of leadership which relied on an exchange process between leaders and followers. Value-based leaders concentrate on the elucidation of assignment prerequisites and the particular of unforeseen prizes (Bass & Steidlmeier, 1999).

McShane and Glinow (2010) stated that among the personality dimensions, extroversion, agreeableness, and openness-to-experience were identified have a direct relationship with performance. In examining tourism industry among the

cruise ship employees, Gibson, *et al.* (2008) qualitatively carry out a research on the motivation of workers. Using semi-structured interviews, the author found that the roles of leaders are crucial to ensure effectiveness in the operations of a cruise ship. Among the criteria, Gibson, *et al.* (2008) pointed that the approach to work, team building and problem-solving are a must in the Leadership style. In addition to this, the diverse nationality and cultural background have an impact on leadership and thus, the leadership ability is important to maintain the harmonious working balance at sea. However, while the research helps cruise practitioners to reveal the complexity of their working environments, the study was not supported by any analysis rather limited to interpreting the realities only.

2.4.7 Leadership Styles

Leadership is about having predominance on gathering training so as to understand the goals. To perform the leadership assignment, managers attempt to influence the general population under their watch and attempt to inspire them straightforwardly to accomplish the hierarchical goals. Motivating staff in a manner that they do their training and work in the organization with eagerness and accomplish the objectives.

Leadership is one of the approaches to set up the acknowledgment of employees in the organization by inspiring them for better production and performance (Taleghani, Salmani, & Taatian 2010).

Besides that, the leadership is also about trading relationship amongst leaders and subordinates by which leaders impact the devotees in setting up the vision, values and the environment, so the goals can be accomplished. Leaders ought to persuade of

the staff through the meeting, negotiation and compromise to assemble the certainty among them with the goal that they can impact the worker performance to accomplish the objectives and gains because of the leaders of the organization. The leaders should assess their performance styles to know how they influence the inspiration and increase the employees' performance (Koech & Namusonge, 2012). As indicated by Zaccaro and Klimostki (2001), leadership in the organizations nowadays is turning into an extreme business. Today's leaders confronted loads of critical difficulties in their parts and the worldwide changes around them have expanded in multifaceted nature. Stogdill (1957), characterized leadership as individual behaviour that aides a gathering to accomplish the basic target .

Lee and Chuang (2009) accentuated that the amazing leader motivates subordinate's capability to upgrade proficiency as well as to meet their prerequisites during the time spent accomplishing hierarchical objectives. In accordance with that, leadership is momentous as the primary element in upgrading the organisation performance and effectively meets the goals . It can be comprehended that there is a solid connection between leadership styles and high organizational performance (Santora, Seaton, & Sarros 1999; Venkataraman, 1997) . Further studies recommended that effective leadership behaviour can encourage the change of performance when an organisation confronts these new difficulties (McGrath and MacMillan, 2000; Teece, Pisano & Shuen, (1997) . Additionally, Koontz and Donnell (1993) stated that although organizational performance alludes to the capacity of an enterprise to accomplish such destinations as high profit, quality item, large market share, goof financial books and survival at a pre-decided time utilizing applicable strategy for actions .

In order to achieve better organizational performance, which intends to accomplish the objective and use survival techniques that could be more common sense; organizations need to have privilege and viable leadership style (Rowe, *et al.*, 2001). Moreover, the performance of the organization can likewise be utilized to perceive how the organization gets along with the level of benefits, a bit of the entire business and the issue of quality in connection with the distinctive organizations in the same industry. Understanding the effects of leadership on performance is the most basic component in light of the way that initiative is seen by various bosses as one of the key principle of stimuli for an improving relationship's performance. In addition, the effective activity is seen as an exceptional wellspring of leadership headway and maintains a point of authoritative performance change (Avolio, Bass, & Jung, 1999; Lado, Boyd, & Wright, 1992; Rowe *et al.* 2001) .

Visionary leaders on the other hand, always come up with the strategic vision and communicate that vision to create and build the strategies within the organization (Avolio *et al.*, 1999; McShane & Von Glinow, 2000). Zhu and Sarkis, (2005) recommended that the visionary leadership assured that all the results should be in coherence, and there should be the element of the high level of commitment and performance.

Numerous organisations feel that their people can give leverage, and thus could help the organisation's performance. Employees assume a crucial part in the authoritative achievement (Collis & Montgomery, 1995). Employee performance has been demonstrated to have a critical positive impact on authoritative performance (Collis & Montgomery, 1995). One of the significant pitfalls that happen in an organisation

is that when leaders accept their organisations to work at the largest amount of effectiveness, or that they do not oblige data from their employees (Foot & Hook, 2008).

It can be seen that the individual's performance is very important which ought to be overseen (Hellriegel, 2004). Not only individual's performance, performance leadership also plays a crucial role to enhance the performance of their organisations (Holloway, Francis, & Hinton, 1999). As the performance of organisations impacts the relationships proceeded with presence, it is along these lines important to examine the idea of dealing with this performance.

The main goal of all types of manager is to enhance the organisational efficiency by increasing production level and overall performance. Job satisfaction always brings in the high motivation level (Boyett & Conn, 1992). Managers need to take it as a challenge to provide a healthy working environment to make employees at ease level and perform more.

2.4.8 Transformational Leadership Styles

As per Robbins and Judge (2007) the leader ought to be both transformational and value-based and pay consideration to the sympathy toward the advancement needs of individual supporters so they are changing devotee's attention to the issues by comforting them level and to make conceivable to determine the issues in an imaginative way . In addition, leaders ought to be equipped for making employees roused to accomplish the organisation's objectives by making them energized and by putting organisations citizenship behaviour in them. For all intents and purposes

every single hypothetical treatment of transformational leadership asserts that, among its more straightforward impacts, are employee performance and commitment leading to the additional exertion required for noteworthy organisations change (Yukl, 1989).

Transformational leadership is seen as a more motivational way to deal with leadership than other managerial methodologies (Colquitt, Lepine and Wesson, 2010). As indicated by Burns (1978), the leader and supporters ought to work for specific objectives that demonstrate the qualities and motivations. Yukl (1999) states that the leadership model neglects a portion of the essential practices which are really identified with the persuasive and productive initiative, for example, influence behaviour. The influence is characterized as an intuitive procedure in which individuals endeavour to persuade other individuals to accept and/or act in certain ways (Rost & Sander 1993). Transformational leadership is frequently connected to high level of efforts (Seltzer & Bass, 1990).

As indicated by Bass and Avolio (1993), a transformational leadership incorporates the accompanying:

- (1) Idealized influence
- (2) Inspirational motivation
- (3) Intellectual stimulation
- (4) Individualized consideration

The four elements as mentioned above greatly affect the level of performance; there is a solid relationship between the four elements in accomplishing the goals of

transformational leaders in creating the desire and motivation among the followers. In addition, the relationship between these variables demonstrate the performance beyond desire, in this manner, each component has a few qualities that increase success.

2.4.11.1 Idealized Influence

Glorified impact happens when leaders impel the trust and reverence of their enthusiasts by settling on the best choice as opposed to ensuring they do things right. When they focus on settling on the best decision, they serve as good examples. This model relies on upon the attribution of persona to the leader. If a leader is thought by a follower to demonstrate certain positive characteristics (e. g. seen force, focus on higher-demand objectives and qualities), his/her enthusiasts made an energetic appendage to his/her leader. This relationship then involves trust and conviction. Leaders with respecting effect can be trusted and respected by accomplices to utilize sound judgment for the organisation (Yukl, 1999).

2.4.11.2 Inspirational Motivation

The main concern of all managers is to add in the level of production and performance to achieve the best results for their organisation. The motivation to have more efficient performance is actually the product of job satisfaction, recognition achievement, and professional development. Provide a healthy environment in the workplace is tough business managers' motivate. Therefore, managers must understand the needs of employees and their unions (Yukl, 1999).

2.4.11.3 Intellectual Stimulation

Savvy incitement includes captivating the sanity of the test in their suppositions and to consider old issues in new ways. Incorporate leaders' practices, for example, testing the presumptions of devotees' convictions and additionally examine subordinates' issues and conceivable arrangements. Leaders with savvy incitement advance basic deduction and critical thinking to greatly improve the situation (Yukl, 1999).

2.4.11.4 Individual Consideration

Individualised consideration manages to treat workers as people, by being humane acknowledging and reacting to their needs and perceiving and commending their performance. The leadership is a key subject in the field of organisational behaviour. The initiative is unified with the most dynamic impacts amid individual and organisational communication. The extraordinary leader ought to move subordinate's capability to upgrade performance as well as meets their prerequisites at present accomplishing authoritative objectives (Yukl, 1999). Leadership contains the consideration of individual needs and the improvement of adherents' individual qualities. Managers of individual consider encouraging colleagues to achieve the objectives that help employees and the organisation. Transformational leadership results in actions that exceed the expectations of the organisation (Yukl, 1999).

The leader who utilizes the transformational style spur their supporters by the standards and ethics that need to be accomplished. These leaders engage their adherents with their own convictions and individual qualities rouse them, for

instance, Martin Luther King and Walt Disney are well known leaders in the field of utilizing transformational leadership style. Leaders who focus on moving motivation increase current standards for its employees, urging them to achieve a better performance level compared to the last stated targets. Fundamental to this variant is the explanation of transformational leadership and vision representation. In the event that adherents have an uplifting mentality towards the future as an after effect of initiative, behaviour, was being propelled to perform well. Leaders motivate employees to cooperate with each other and work as a team in order to accomplish the goals of the organization (Fuller, Patterson, Hester, & Stringer 1996; Judge & Piccolo, 2004).

2.4.9 Transactional Leadership Style (TSL)

TSL has widely been used in the organisational behaviour studies as an effective style which can motivate the followers to enhance their motivation to achieve the objectives of the organisation. According to Burns (1978), transactional leaders are those who sought to motivate followers by appealing to their self-interests .

Individualised consideration leads to treating employees as people, by being sympathetic acknowledging and reacting to their needs and perceiving and commending their performance. The initiative is a vital subject in the field of organisational behaviour. The leadership is unified with the most dynamic impacts amid individual and authoritative cooperation. The incredible leader ought to rouse subordinate's capability to upgrade performance as well as meets their prerequisites currently accomplishing authoritative objectives. Leadership contains the attention of

individual needs and the advancement of devotees' individual qualities (Den Hartog House, Hanges, Ruiz-Quintanilla, & Dorfman, 1999).

According to Bass and Stogdill (1990), the achievement of tasks and goals are the responsibilities of the leaders who are the main factor to motivate the followers to identify the objectives and developed confidence to meet the desire of high-performance levels. Transactional leadership is performed when the leaders pledged to expand and enhance the interests of their subordinates when knowledge and acceptance of tasks and missions of the group are generated.

From an alternate point of view, leadership is dealt with as value-based, when it sees the explanation behind the positive relationship between the start of structure and performance, and between consideration and satisfaction, in the conveyance of significant assets to the growth by the leader. It is comprehended, that the leader got such a position on the grounds that he/she is key for the gathering. The parts of the gathering acknowledge such authority, in light of the fact that it advantages them in a manner that is difficult to supplant. It looks as though, an exchange is created between the leader and the parts in which the first gives certain exceedingly important leaderships and the second acknowledges his/her power in exchange exhibiting in broad daylight a more prominent love for that individual than for some other part of the gathering (Morales, & Molero, 1995). Kark and Van Dijk (2007) contended that value-based leadership would concentrate on outer desires and commitments, and would foresee followers' avoidant motivational introduction. The value-based initiative, which includes unforeseen remunerates and leadership by

special cases, has been depicted as controlling and as blocking supporters' determination toward oneself (Gagne' and Deci, 2005; Sheldon *et al.*, 2003).

More specifically, scholars have argued that the emphasis on transactional leadership awards and external monitoring, control operation followers create a context in which believers experience the high coercion and low self-determination (or autonomous motivation). According to Felfe (2003), transactional leadership aims to make a process of social exchange between the leader and followers to discuss what are the requirements and the necessary resources to achieve the target. The leader and followers influence each other in a sense of the task responsibilities of the organisation. There is a business relationship between the leaders and followers in the business transactions, so the followers accept obedience and support the recognition of norms and the necessities for teamwork. In the philosophy of give and take, the leaders are being able to impose decisions on the basis of significant performance. Generally, transactional leaders focus on the goals and set some specific standards and instructions to make the goals clear.

According to Bass and Avolio (1994), there are three components that related to transactional leadership which are: (1) contingent reward, (2) management-by-exception active (3) and management-by-exception passive. Avolio and Bass, (1998) explains that the contingent consideration was considered effective enough to achieve a higher level of the performance. This method helps the leader to assign or to get the consent on what to do, and promises a reward or really rewarding others for the proper performance of the task. Leadership by exception, passive leader

intervenes with supporters of the rules concerning non-compliance only when errors occur or has already happened.

Transactional leadership includes unexpected fortification where supporters are propelled by their leaders' guarantees, remunerates and prizes. In the meantime, the leaders respond to whether the adherents complete what the leaders and devotees have 'transacted' to do (Bass & Steidlmeier, 1999). It may take the type of employee being remunerated likewise and the leader was elucidated to the adherents through heading or cooperation (Erkutlu, 2008). As per Hollander (1993), the adherents who are working under transactional leaders would have more power and the capacity to impact the quality of the leader behaviour style and performance of the gathering. Then again, this sort of initiative may take the manifestation of uninvolved leadership, particularly when the leader rehearses detached overseeing by special case by holding up for issues to the surface before taking restorative measure (Burns, 1978; Northouse, 2001).

In addition, transactional leadership depends on strengthening parole (Bass & Avolio, 1994). –Good leaders are usually good negotiators transaction, even aggressive, authoritarian, to obtain the maximum benefit from the economic impact of the relationship that has been created. This advantage, however, is optimal from the point of view of other companies with higher added value, because it produces uniformity, which includes actions required only formally (Cardona, 2000).

In the original work which fortified the enthusiasm toward transformational leadership, Burns (1978) reasoned that transformational leadership and transactional

leadership were totally distinction ideas, depicting the object of the recent. Bass (1985) portrayed the value-based leadership as comprising of three fundamental variables which depicted leadership practices: unforeseen prize, leadership exception, and free enterprise leadership. A Central factor was divided into active and passive to emphasise the dominance of the conditional grant, expressed the view that the transaction manager prototypical leader can come closest followers, explaining what is expected of them and what compensation shall, if fulfilled these requirements (Pastor & Mayo, 2008).

The main focus of transactional leadership is the contingency relationship with transformational leadership. This relies basically more on interpersonal skills and influence. Transformational leaders are usually at aim to make people busy in adding more vision in employees' interest and to give them awareness about the organisational goal and make them accept the organisational goal as their own. In addition, to realise them the importance of organisational leadership behaviour which compels them to go beyond their specified job descriptions and work for the betterment of the organization (Bass & Stogdill, 1990) Transactional leadership, on the other hand, is often described as having a quid-pro-quo nature, emanating from the leader's ability to control access to organisational rewards and the creation of a contingency between follower efforts toward the performance of organisational goals and receipt of those rewards. This differentiation between transactional and transformational leadership is reminiscent of the delineation between management and leadership.

Many researchers investigated and mentioned that transformational leadership has a relation with various variables measured at the different levels of individual and organisational (Krishnan, 2005). By taking Burns' theoretical ideas as a base, Bass (1985) established a model of transformational leadership which intellectualised that transactional and transformational forms are separate but interrelated simultaneously. Bass (1998) did most of his work on industrial and military and on the basis of his research work he mentioned that transformational forms of interaction supplement transactional forms by creating enhanced levels of followers' effort.

A leader should have a charismatic personality and a very good intellectual level to stimulate his followers for such work. It raises the followers' intellect level and ideal and maturity as well as trepidations for success, self-actualization, and in a bigger picture the betterment of others organisations and for the society. A leader becomes a true leader when he/she depicts the true leadership qualities in him/her, using his/her vision to advance the organisation and for the development, set better goals for the organisation and suggests the ways how to achieve these goals, and by performing sets higher achievement levels and standards. Leaders are considered even more respectable when they come forward and perform for their followers to display more creative and innovative behaviours. Erkutlu (2008) argued that organisational performance refers to the ability of an enterprise to achieve such objectives as high profit, quality product, large market share, good financial results, and survival at a pre-determined time using relevant strategy for action (Koontz & Donnell, 1976).

A leader is always considered as a role model for others and set examples for others to follow. It is not leadership that someone becomes more powerful or bigger than

others or even comes first. It is rather more of about the ability to make others to follow his/her footsteps and to be able to guide his/her followers to achieve certain goals. Employees feel more relaxed when they feel that their leader is depicted both relational and task oriented behaviours (Erkutlu, 2008).

The leadership styles can help aspiring leaders to understand and adapt themselves to the styles that have an impact on leadership effectiveness. Thus, leadership style is crucial to leaders' success. One of the practical approaches to understanding leadership and to identify the best style to be applied is to investigate the facts of fellowship and the expectations of the followers from their leaders. Leadership styles and employee performance as a causal link the success of organisations relying on the leader's ability to optimise human resources. A good leader always understands the importance of employees and uses their capabilities to their best to achieve the organisational goals. Moreover, to do this, he/she keeps them motivating consistently. It is a known fact that without a good leadership an organisation cannot achieve its goals and in the presence of a good leadership organisation performs well (Fiedler & House, 1988).

2.4.10 Leadership and job performance

Referring back to the history of research on leadership and performance, it can be concluded that the history can be divided into several important phases of evolution. From the early studies, it is assumed that the human who is destined to become great leader has these selected inborn characters that are able to help them to fulfil their destiny of becoming a successful leader to others (Stogdill, 1948) as cited in

Ogbonna & Harris, 2000). However, it is hard to identify these special qualities within an individual and cause dispute and dissatisfaction to the theory and led to the born of “style” and “behavioural” theories in leadership. After years of studying and research, the key conclusion of that period was the leaders who practised democratic and participative leadership style are better received and followed by the followers and considered as successful leaders (Bowser & Seashore, 1966 as cited in Ogbonna & Harris, 2000). During this early phase, most of the studies only focus on determining the best leadership style compare to others in order to increase subordinates' work performance. Higher work performance indicates that the leaders' Style of leading their followers is effective in providing beneficial results to the organisations and the followers as well.

However, this early research approach on behavioural theories was not accurate since they fail to include and consider the significant roles of situational factors that also have a part in measuring the effectiveness of great leaders (Mullins, 1999). It is this weakness that gives birth to yet another approach on the leadership studies which is the „situational“ and „contingency“ leadership models (Fiedler, 1967). Therefore, the previous studies approach in to determine the one best leadership style to become great leaders was moved aside by this two new factors. Even though each approach looks at different factor's importance, the ultimate similarity of these two new models is on the effectiveness of the leader can only be determined by his ability to understand and analyse the situational factors around him and identify the correct way to adapt to the environment and manage certain circumstances.

Recent studies on leadership style apparently returned to the concept of „the one best way of leadership style“ has distinguished transactional“ leadership with „transformational“ leadership. Transactional leadership style is more on keeping on changing relationship with the staff and categorised as „instrumental“ (Bass & Avolio, 1993). On the other end, a transformational leader is said to be more visionary and enthusiastic, other than being able to motivate subordinates (Howell & Avolio, 1993).

From the previous phase mentioned above, research on leadership has experienced a period of criticism and scepticism, more current studies focus on the importance of successful leader's role in an organisation. One of the respected researchers in leadership studies, Fiedler (1967) has come to an agreement regarding the significance of successful leaders in an organisation and corporations. He concluded that leader is the most important part in determining whether the organisation was successful or not. There has been some discussion that to overcome the uncertainty and volatility from external surroundings, an organization needs to training and develop leaders that are able to cope with the surroundings and lead the organization to go forward (Darcy & Kleiner, 1991; Hennessey, 1998; Saari, Johnson, McLaughlin, & Zimmerle 1988).

There are a lot of random researchers that can be found discussing on the direct link of leadership and performance and how changes in leadership can change the performance of the organisation (Quick, 1992; Simms, 1997). However, more proven experiments on the relationship between leadership and performance need to be conducted since these empirical studies are still lacking. Nevertheless, there exists

one comprehensive research on how leadership can determine the performance of Iceland fisherman's ship. Based on that research, the researcher suggested that variation of leadership on different ships performed differently, even though they experienced the similar condition. The captain ability to lead his crew on the ships was determined their performance on the seas (Thorlindsson, 1987). During his studies in a three-year period, he synthesised that captain with greater leadership feature accounted for 35 to 49 percent of differences in the catch of every crew.

In conclusion, many previous researchers on the relationship of performance and leadership are still anecdotal and sometimes they presented data that are not fully proven and recognised by other researchers. Over-concentrated is also an issue faced by some studies, especially on „transformational“ leaders that said to have the vital influence on a success (for example, Quick, 1992; Simms, 1997). The inadequate of strong and reliable character in the research conclusion in this field need to be overcome. More studies are needed to analyse deeply in order to really understand the relationship between these two variables.

Each school leader emphasised the specific aspects of leadership and were one of the reasons why there have been many performances of leadership (and therefore many theories). Many researchers have given different definitions of leadership. Leadership is defined in terms of the characteristics of the personality, set of behaviours and different role as the influence and persuasion, as the art of inducing compliance, or to obtain the cooperation as emerging effects, the power or a combination of elements Bass and Stogdill. (1990) In fact, leadership can be featured as a position, person, property, or process, or all together (Bass & Stogdill. 1990) It

would seem logical that the definition of leadership must also mean the definition of a "followership", but only a few scholars have attempted to study systematically (Kelley, 1992; Chaleff, *et al.*, 1995).

The source of a leader's influence over his/her subordinates is his/her position power' and his/her personal power' (Wexley & Yukl, 1975). Position power, includes the leader's legitimate authority and his/her control over organisational rewards and punishments. Personal power is derived from the affection and loyalty of subordinates (referent power) and their respect for the leader's expertise (expert power). Position power is primarily determined by the organisation while personal power depends on upon the personality and behaviour of the leader.

Leaders serve as true leaders when they established the culture of team work within t-he organizations (Carlopio & Gardner, 1995). Locke (1991) mentioned three functions of the leaders, namely team leaders, team coordinators; our coaches, served on the organising team. Most of the organisational units, even those considered most self-management have some people assume leadership roles in those with primary responsibilities for the performance (Zaccaro & Klimoski, 2002). Team-based structures produce changes in social and organisational dynamics within the organisation and the need for flexibility in the application of these units established in the minds of those in your head. Therefore, the nature of leadership in the 21st century has become even more demanding, complex and varied (Bornstein & Smith, 1996).

As it is known fact, the definition of leadership differs in terms of emphasis on leadership skills, personality traits, relationships, influences, cognitive, the emotional orientation of the individual against the orientation of the comparison group, and appeal to the other face collective interests. Definitions also differ in whether they are primarily descriptive or normative, as well as its emphasis on behavioural- styles (Brodbeck, *et al.*, 2000). (Kotter, 1990) Leadership is sometimes distinguished from the management or perceived as one of several Leadership functions.

In the other words, leadership is a matter that concerns every member of society, as effective leadership had been seen to provide positive changes towards economic progress, social stability, and harmonisation. Leadership works in the form of an individual or a group of individuals who are called leader (s) and they are differentiated from the rest of the group or society. Leadership is a key process in any organisation. It can be attributed the success or failure of an organisation to its leadership. Leadership has been defined in various ways, but the definition usually includes the concept of influence. The leadership and job performance has a relation and researchers have given the due importance to this relation. Most of the studies which describe the relationship of transformational/transactional leadership and job performance have ended in both positive and negative conclusions (Judge, Thoresen, Bono, & Patton, 2001).

According to Bass (1985), transactional leadership that emphasises the relationship crisis, often opposed to transformational leadership, which is based more on the processes of interpersonal influence. Transformational leaders are seen as the practice observed extension and improvement of the interests of its employees while

generating awareness and acceptance of the goals and mission of the group, and when their employees are mixed to look beyond their own interests for the good of the group. Transactional leadership, however, is often described as having the nature of a quid-Pro Quo, derived from the leader's ability to control access and the creation of conditional organisational benefits between leaders' efforts towards achieving organisational goals and to receive these awards; this transactional and transformational leadership distinction reminds distinction between management and leadership.

Among the various theories of leadership and motivation on the effective management of organisational change, perhaps the most important of which is the transformational transactional theory leadership. As explained by Saowalux and Peng (2007), Burns (1978) conceptualised two factors distinguish between "normal" leadership "extraordinary": transactional and transformational leadership. Transactional leadership is based on a traditional exchange relationship in which the follower of compliance (effort, performance, and loyalty) in return for expected benefits. The processing (over time) leaders recognise the level of a follower in terms of the importance and value of the results appointed and means to achieve them. Also, motivate followers to beyond their own immediate interest for the good of the mission and vision of the organisation.

The commitment, including all types of moral, emotional and intellectual commitment helps to develop the role of an employee to go beyond the responsibilities to serve the organisation (Burns, 1978; Bass, 1985). Burns (1978) notices that transformational leadership includes the process which influences the

main changes in behaviours to achieve the set goals and strategies are encouraged the leaders of the organisation. Bass (1985) observed that the leaders of their organisational culture transactional work following the rules and procedures and transformational leaders to change their culture is based on a new vision and a review of the common assumptions, values, and norms. When an organisation has to adapt to changes in technology, leadership is a critical factor in the success of the change. Bass (1985) aids in the work of Burns (1978) by making a development in his model related to transformational and transactional leadership which is referred in many recent publications as the full range leadership model (Bass & Avolio, 1997).

The previous studies show that leadership styles have a great impact towards job performance. Obviously, transformational and transactional leadership styles have positive effects on job performance. Moreover, studies also identify the responsibilities of leaders and followers to achieve the target. There are several dimensions which help the approach of both transformational and transactional to gain value and reach goals (Givens, 2008).

Leadership and job performance qualities are the most effective factors that help organisations to achieve their objectives. Leaders can impose decisions on the strength of achievable performance. The goal of all the managers is to increase the production level and to enhance the efficiency to achieve the set targets of the organisation. The positive relationship between job performance and leadership styles influence the improvement and help organisations to achieve the vision and mission with great success (Ullah & Batool, 2013).

Referring to the above mentioned, it has been identified that leadership and performance have a positive relationship, no linkage, and even negative relationships. However, to point out the positive relationship, it can be found in research done by Yarmohammadian and Mosadegh Rad, (2006 as cited in Voon, Lo, Ngui, & Ayob, 2011). On the other hand, studies from Sheridan and Vredenburg (1978) concluded that they have found out that these two qualities have a negative relationship with each other. There have also several researchers that concluded that these two qualities have no relationship at all. Some of the researchers that stated that were such as O'Reilly and Roberts (1978); Sheridan and Vredenburg (1978). Referring to previous research on leadership and performance relationship with the banking industry, it has been confirmed by Dolatabadi and Safa (2010) that employees' performances do affect the leadership style practised by management. One of the major factors that determine the employee job satisfaction is the leadership style (Lashbrook, 1997). Several previous researchers have confirmed based on their studies, that the different working atmosphere was propagated by different leadership style and was definitely having an influence in the employee job satisfaction (Bogler, 2002; McKee, 1991). Avolio and Bass (1999) proposed that more work satisfaction can be intrinsically fostered by transformational leadership since it has the element to promote a sense of belongings and intellectual inspiration to the employees. It has been confirmed that transactional leadership has the capabilities to encourage and inspire leaders to be more mature in decision making and be accountable for their actions (Emery & Barker, 2007). By focusing their

efforts on the rewards that was received upon successfully achieved the goals set by the manager, the workers felt the accomplishment and satisfaction in their work.

Empirically, it has been widely established that both transactional and transformational leadership has a direct impact on individual and organisation (Bass & Stogdill, 1990; Wambugu, 2014; Rasool *et al.*, 2015; Girei, 2015; Desderio *et al.*, 2016). The positive impact has been identified as the result of employee expectations in the job, leaders, and company contentment (Felfe & Schyns, 2006; Bycio, Hackett, & Allen, 1995; Niehoff, Enz, & Grover, 1990). Based on the studies by Castaneda and Nahavandi (1991) it was found that leader that exhibit both jobs oriented and relational behaviours have more satisfied employees. Both of these characters can be found in transformational leaders since the main elements within it clearly acknowledge the importance of job performance beyond the normal expectations and direct one to one relationship between the leaders and his followers to achieve the common goals. In the following section, the concept of training and related issues are presented.

2.5 Training

The literature reviewed contained substantial attention to the foundational works of Ericsson, as well as to the ensuing research that built upon his theoretical framework of deliberate practice. Review of the foundational research in the field of corporate training ensured a substantive examination of the applications of deliberate practice training in business environments. Detailed study of comprehensive workplace training studies, as well as literature pertaining to the challenge of teaching learners

to write well. The literature review includes studies about the impact of training on organization profitability, the retention of employees, and employees' performance such as those conducted by Jones *et al.* (2009).

In the fast pace changing world of business and environmental uncertainty, organizations realize its limitation of dealing with new challenges (Tai, 2006). Therefore, the organizations should invest in training programs to make their employees competent enough to face uncertainties and take effective decision in time, in order to remain competitive in the market. Effective training is beneficial for the firm in variety of ways, such as, it plays a vital role in building and maintaining capabilities, both on individual and organizational level, and thus participates in the process of organizational change (Hamosh, Scott, Amberger, Valle, & McKusick, 2000).

Moreover, it enhances the retention capacity of talented workforce, hence decreasing the unintentional job rotation of the employees (Jones & Wright, 1992). Furthermore, it indicates organization's long-term commitment towards its employees and increases the employee's motivational level (Pfeffer, 1994). All these contributions lead to achieving competitive advantage (Youndt *et al.*, 1996) and to an enhancement in employee performance and organizational productivity (Bartel, 1994; Knoke & Kalleberg, 1994; Huselid, 1995; Delery & Doty, 1996).

Nonetheless, it further expresses that the organizations ought to put resources into training projects to make their employees sufficiently equipped to face instabilities and take possible choice in time, so as to stay focused in the business. Compulsory

training is advantageous for the firm in a mixture of courses, for example, it assumes an imperative part in building and keeping up capacities on both the individual and organizational level (Hamosh *et al.*, 2000).

Effective training and development programs aimed at improving the employees' performance. Training refers to bridging the gap between the current performance and the standard desired performance. Training could be given through different methods such as on the coaching and mentoring, peers' cooperation and participation by the subordinates. This team work enable employees to actively participate on the job and produces better performance, hence improving organizational performance. Training programs not only develops employees but also help an organization to make best use of their human resources in favors of gaining competitive advantage. Therefore, it seems mandatory by the firm to plan for such training programs for its employees in order to enhance their abilities and competencies that are needed at the workplace (Jie & Roger, 2006).

Training not only develops the capabilities of the employee but sharpen their thinking ability and creativity in order to take better decision in time and in more productive manner (Elnaga & Imran2013). Moreover it also enables employees to deal with the customer in an effective manner and respond to their complaints in timely manner (Hollenbeck, Derue, & Guzzo, 2004). Training develops self-efficacy and results in better performance on job (Talwar & Thakur, 2016), by replacing the traditional weak practices by efficient and effective work related practices (Kathiravan, Devadason, & Zakkeer, 2006).

Training refers to a planned intervention aimed at enhancing the individual job performance (Chiaburu & Tekleab, 2005). It is all about improving the skills that seems to be necessary for the achievement of organizational goals. Training programs may also help the workforce to decrease their anxiety or frustration that originated by the job (Chen & Paulraj, 2004). Those employees who feel themselves to be unable to perform a task with the desired level of performance often decide to leave the organization (Chen *et al.*, 2004), otherwise their stay at organization will not add to productivity (Kanelopoulos & Akrivos, 2006).

The greater the gap between the skills necessary and those possessed by the workforce, the higher the job dissatisfaction of the workers. Rowden (2002), suggest that training may also be an efficient tool for improving ones job satisfaction, as employee better performance leads to appreciation by the top management, hence employee feel more adjusted with his job. According to Rowden and Conine (2005), trained employees are more able to satisfy the customers (Tsai, Yen, Huang, & Huang, 2007), and employees who learn as a result of training program shows a greater level of job satisfaction along with better performance. The importance of training in organizations is clearly discussed below.

2.5.1 The Importance of Training

Training is essential and a basic instrument for the organisation to patch up the performance of the entire workforce for organisational development and achievement. It is advantageous to both leaders and workers of an organisation. An employee got to be more productive and beneficial on the off chance that he is

prepared well. Firms can create and upgrade the nature of the current employees by giving extensive training and advancement. Training is an essential in order to fabricate benefit and in addition to a rousing and persuades the authorities by letting them know how crucial their occupations are and accommodating every one of them the information required as the basis of the employments (Talwar & Thakur, 2016).

The general points of interest acquired from employees training are extended to job performance and soul, extended motivation, extended efficiencies in systems, achieving fiscal benefit, extended capacity to get new advances and schedules, assemble development in strategies and things and diminished employee turnover. Training is a paramount remembering the final objective to make the advantage and despite invigorating and instigates the forces by letting them know how huge their occupations are and satisfying every one of them the information required as the reason of the employments (Maltby, 1998).

Organisational performance is straight forward connected with worker training (Delaney & Huselid, 1996); suitable training encourages correspondence and enhances the nature of work (Fussell, Kraut, & Siegel, 2000). It also enhances the information and attitudes of specialists, which ought to enhance their gains in errands and consequently the aggregate profit of an organisation. The relationship between training, the employee state of mind and organisational performance is extremely solid in social organisations and in SMEs (Huang, 2001). Hansson (2007) utilised a worldwide dataset arranged from 26 nations to inspect the degree to which training speculations improved organisational performance, and found that the sum

put resources into training was the essential variable suggesting that the monetary profits of training exceed the expense of employee turnover.

Executive management has a key part to play in training (Aladwani, 2001). Forstenlechner and Rutledge (2010) referred to Saudi Arabian firms as illustrations of free enterprise leadership style and suggested expanded and enhanced leadership training. In the United Arab Emirates, Zeffane and Al Zarooni (2008), mulled over employees' reactions to leadership training destinations, revealing that organisation affected job performance and thus having an impact on the structural job.

Previous literature showing ability improvement for employees can incorporate performance, fitness or competency, and worker satisfaction (Huang, 2001). For the organisation, advantages incorporate upgraded benefit, lessened slip rate and more noteworthy considering regarding organisation objectives through more prominent concentrate on results (Jennex, 2008). Legitimate measures of the performance of authoritative training incorporate objective and course of events, satisfaction and adherence to proposed work environment rehearse. In general, the gains levels of the relationship and its status in the business are valuable advisers for effective training.

The literature suggests that participation in training senior management gives positive results the training of employees (Kotter, 1995). Kelloway and Barling (2000) argued that participation in the organisation of employees has increased significantly and the performance improves when managers participated in the training. In another study, the owners / managers of SMEs also participate in their

staff training, learning with them and discussing problems (Johnston & Loader, 2003).

Management should have a thorough grasp of the content of the training and the outcomes expected from it. The transfer of new knowledge is obviously crucial to the organisations; in this way to encourage students to transfer their new skills for new jobs, management needs to reinforce the effects of training through incentives and long-term benefits, such as specific path. For efficiency, training is to support the management, which can have a significant impact on the success or failure of the program of study. With the continued commitment of management, regular staff training may be more effective than irregular, given the complex nature of competition and changing the global market (Jennex, 2008; Navaretti, 1998).

Many researchers explored that the commitment of executives towards the training includes effective and solid training, financing and monitoring produce higher quality outcomes for the firm. Commitment of top management has been cited as one of the most important factors impacting the success potential of TQM in a firm. Commitment to change by the firm leaders influenced the behaviour of their employees. Executive managers should provide clear goals for their organisations and communicate these regularly so that all staff members are aware of their roles (Yao, Evers, & Dresner, 2007). Individuals are obliged to have a perfect understanding of their particular roles and accountabilities and the colleagues (Dresner *et al.* 2007).

They also displayed an extensive structure for building viable leadership training and improvement programs. The contribution of officials in training shifts among organisations, contingent upon leadership style. Hamzah and Zairi (1996), researched official contribution in training to outfit workers with learning as well as aptitudes, with financing to designate adequate assets to help the changing training. To a few analysts, official leadership contribution implies strengthening to impact change, to make an organised society for supporting change and to the organisation the fitting prize framework and build correspondence all through the relationship. With the end goal of this study, the official organization's enthusiasm toward training stretches out to the normal yearly rate every worker, whether the training is adjusted to specialised proficiency or company's objectives, and its esteem to the worker. Impetuses for workers are explored: training is compensated as a component of vocation deprived of expense to the worker, and might incorporate performance pay if work conclusions altered altogether in the wake of training. This writing audit demonstrates that official backing for training is important to maximise organisational performance. The discussion about the link between training and employee performance is presented in the following section.

2.5.2 Training and Employee Performance

As indicated by Hawthorne, workers who are fulfilled by their occupation had a higher employment performance (Landy & Dorsey, 1985). Moreover, it is conveyed that workers will probably turnover in the event that they are not fulfilled and misfortune inspired to indicate unbelievable performance. Employee productivity is

higher in fulfilling workers and the organization feels that it simply to inspire better workers to accomplish firm targets (Kinicki & Kreitner, 2007).

The past researchers confirmed a positive connection between training and employee performance, as training brings favourable circumstances for the individual adjacent for the firm by completely influencing employee performance through the change of employee's performance and behaviour. The development of employess' capabilities and skills should be given much attention by the firms for the benefits of the onshareholders and customers alike (Elnaga, & Imran 2013).

Overlooking the pace of instantaneous training, facilitate authorities to bring about a significant improvement of work atmosphere that ultimately improves the level of motivation furthermore the performance of the employees. According to Leonard-Barton, (1992), such affiliation that compromises are adapt worthy as a source of picking up a focused verge than competitors, should create a system that ensures unfaltering learning, and in an effective manner for performing such is by training . Pfeffer (1994) highlighted that generally arranged employees is much established to accomplish performance aims and getting a playing point in the corporate area.

Training enables the employee to complete the endeavour through further foremost viability, besides consideration to be a vital segment of managing the human resource performance (Lawler, 1994; Delaney & Huselid, 1996).

The importance of training on the employee performance, through accelerating the learning process, is specified in many types of research (Mcgill and Slocum, 1993; Ulrich, 1993; Nonaka and Takeuchi, 1995; Dibella, Nevis, & Gould 1996) .

Employee performance, accomplished through training, alludes to quick enhancements in the knowledge, skills and capacities to do job-related work and thus attain more worker duty towards the organisational objectives (Huselid, 1995; Ichniowski, *et al.*, 1997) . Kamoche and Mueller (1998) specified that training ought to prompt the society of upgrading learning, to raise employee performance and eventually higher quantifiable profit (in training) for the firm .

Furtermore, many recent studies including Farooq and Khan (2011), Naqvi and Khan (2013), Diab and Ajlouni (2015), Asfaw *et al.* (2015) and Alshery and Ahmad (2016) have have found significant association between training and employee performance. The employee's performance imperative for the organisation to endeavour to help low performers. Performance is classified into five components: Training, observing, creating, rating and compensating. In the training stage, Training means setting objectives, creating methods, and delineating errands and timetables to achieve the goals. Monitoring is the stage in which the objectives have taken a gander at to perceive how well one is getting along to reach them. Monitoring means continuously measuring performance and giving progressing criticism to employees and work for bunches on their progress to arriving at their objectives. Progressing checking gives the chance to check how well employees are meeting foreordained models and to roll out improvements to unlikely or risk norms. Amid the developmental stage, a worker should enhance any poor performance that has been seen amid the time span one has been working at the organisation. Amid arranging and checking of work, lacks in performance become apparent and can be tended to (Elnaga & Imran, 2013).

A percentage of the noteworthy conclusions from a couple of prior investigates depicted that training and advancement projects are to a great extent impacted by personal relations, preference, ideological connections and acquaintances that mimic social strengths. Then again, Arab organisations use an enormous sum on the training and improvement of their employees yet have no impact. Guest (1997) also mentioned that training and improvement programs, as one of the indispensable human asset management training, absolutely influences the nature of the specialists learning, abilities, and subsequently, brings about higher employee performance on the job. This connection eventually helps incomparable performance. Therefore, we can foresee from this observing that it is impractical for the firm to increase higher returns without the best use of its human asset, and it can just happen when the firm has the capacity reach its employee's job-related needs inopportune manner. Training is the main methods for recognising the need of workers and then building their obliged skill level with the goal that they may perform well to attain organisational objectives.

As depicted by the work of Harrison (2000), learning through training influences the organisational performance by greater employee performance, and is said to be a key factor in the achievement of oorganization goals. However, implementing training programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance (Swart Mann, Brown, & Price, 2005). According to Swart *et al.* (2005), bridging the performance gap refers to implementing a relevant training intervention to develop particular skills and abilities of the workers and

enhancing employee performance. He further elaborates the concept by stating that training facilitates organisation to recognise that its workers are not performing well and a thus their knowledge, skills and attitudes needs to be formulated according to the needs of the company.

There might be various reasons for poor performance of the employees such as workers may not feel motivated anymore to use their competencies, or maybe not confident enough in their capabilities, or they may be facing work- life conflict. All the above aspects must be considered by the firm while selecting most appropriate training intervention that helps the organisation to solve all problems and enhance employee motivational levels to participate and meet firm expectations by showing desired performance. As mentioned by Swart *et al.* (2005), better performance occurs only because of a good quality training program that leads to employee motivation and their needs performance .

According to Wright and Geroy (2001), employee competencies are changing through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job, but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to the better organizational performance. Through training, the employee competencies are developed and enable them to implement the job-related work efficiently, and achieve firm objectives in a competitive manner .

However, employee performance is also achieved with some environmental factors such as corporate culture, organisational structure, job design, performance appraisal

systems, power and politics prevailing in the firm and the group dynamics. If the above-mentioned problems exist at the firm, employee performance decreases not due to lack of relevant knowledge, skills and attitude, but because of the above-mentioned hurdles. To make training effective and to ensure the positive effect of training on employee performance these elements should be taken into consideration (Wright & Geroy, 2001).

Bartel (1994) reports that there is a positive relationship between viable training system and employee performance, however, to make it possible, (Swart *et al.*, 2005) suggested that it is obligation for the leaders to recognize the factors that blocks training project viability and ought to take important measures to identify factors that impact training program effectiveness which ultimately effect on employee performance. In addition, Ahmad and Bakar (2003) concluded that high levels of employee commitment are achieved if training achieves learning outcomes and improves the performance, both on the individual and organisational level. These findings are also consistent with the results of Kim (2006) research work (Ahmad & Bakar, 2003).

Generally, it can be debated that the effect of the training program on employee outcomes such as motivation, job satisfaction and organisational commitment, did not receive much attention so far. A rare work was done to test whether firms can affect their worker's attitude, through proper training interventions. According to Lang (1995), training should be planned in such a way that it results in organisational commitment. On the other hand, Gaertner and Nollen (1989) proposed that employees' commitment is a result of some human resource practices, that is,

succession planning and promotions, career development and training opportunities. All these practices, when achieved results in greater employee performance. Moreover, Meyer and Smith (2000), investigate the link between human resource management practices and organisational commitment, so as to discover the causes of effective employee performance .

Although the above literature provides the evidence regarding the benefits of training and its positive influence on employee performance, it is argued that management mostly feels hesitant while investing in its human resource due to various reasons (Cheramie, Sturman, & Walsh, 2007). Sometimes, in spite of receiving effective and timely training programs, the employee is intended to cash it for the sake of their own market value and employment opportunity, or willing to change jobs just because of higher salaries, and thus, firm investment in training results as a cost rather than profit. It is also observed that due to the resistance of the organisation towards offering training, propels individuals to invest themselves in their career development and higher performance (Baruch, 2006).

As mentioned by Arnoff (1971), training sessions accelerate the initiative, ability and creativity of the workforce and facilitate to avoid human resource obsolescence that may occur because of demographic factors such as age, attitude or the inability to cope with the technological changes. Obisi (2001) reported that training is a systematic process of enhancing the knowledge, skills and attitude, hence leads to satisfactory performance by the employees on the job. He further mentioned that the need and objectives of the training program should be identified before offering it to the employees.

Scott, Clothier and Spriegel (1977) argued that training is the crux of better organisational management, as it makes employees more efficient and effective. They further elaborated that training practice is to have a strong bond with all other human resource practices as (Mamoria, 1995) it enables employees to develop themselves within the firm and raise their market value in the market. Moreover, training supports to shape employees' job-related behaviour and facilitate them to participate in the success of the organisation and ultimately firm gets higher return due to the better performance of its employees.

Mamoria (1995) further mentioned that a well-trained worker is able to make the best use of organisational resources along with the minimum level of wastages. As stated by Ohabunwa (1999) when employees are well-trained organisation can delegate responsibility and authority to them with full confidence of ensuring organisational success. Effective training is useful to the firm in an assortment of routes, for example, it assumes an indispensable part in building and look after capacities, both for the individual and authoritative level, and in this way take an interest during the time spent on hierarchical change (Hamosh *et al.*, 2000).

2.5.3 Availability of Training

The availability of training is being stretched out to which workers anticipate the capability to approach training opportunities offered by their organizations. Previous study recommended that employees, who are entitled for the training program, are more dedicated to their organizations (Bartlett, 2001). Previously, it has been called attention to by exploration that in the USA and Malaysia, the availability of training

was exceedingly connected with a persuasive yet not persistent with authoritative responsibility (Bartlett, 2001). These results bolster that organizations upgrade the successful liability of the employees by urging them to take part in training programs. There is an earth shattering connection amongst's training and occupation satisfaction, and especially those employees who acquired training are more satisfied than the individuals who have not taken part (Patrick & Owens, 2006). Many studies have brought up that openness of training and improvement programs are huge components of intensifying job performance and diminishing turnover intentions among workers (Bartlett & Ghoshal, 1999).

Training is depicted as planned intervention that is designed to enhance the determinants of individual job satisfaction (Chiaburu & Tekleab, 2005). Training is connected with aptitudes required by the organization that must be acquired by the worker in reference to accomplishing the hierarchical objectives. Employees, who are eager to learn, exhibit an abnormal state of job performance through an idealistic impact on their performance (Tsai *et al.*, 2007). It has been portrayed that a solid affiliation is accessible between employee turnover and accessibility to the training programs. In any case, the precise overview of this relationship is not clear (Reddy & Venakatachalam, 1996). The proficient training programs brought about enhanced establishment, diminish employee turnover, and better job performance of the employee (Harris, 1990). As opposed to earlier discoveries, it has expected that accessibility of training program totally corresponded to the authoritative responsibility of the employee. The motivation of employees to learn is discussed in the next part.

2.5.4 Motivation to Learn

A motivated worker has a positive view of the training program offered by the organization. It has been recognized to lead the prevalent commitment in training activities (Mathieu, Tannenbaum, & Salas, 1992). In any case, observational research correspondingly called attention to those employees who are motivated to learn prone to apply the educated skill most effectively on their (Facteau, Dobbins, Russell, Ladd, & Kudisch, (1995). Moreover, the subsequent advantages basically create idealistic feelings toward the organization and expansion of the hierarchical duty of workers. Studies built up that motivation for training is the most noteworthy part of the viability of training programs (Kontoghiorghes, 2004). Apart the preparatory motivation of apprentices to enhance the training program, the vast majority of the individuals had positive desires concerning the exchange of training to the working environment. Noe (1986) portrayed in an exploration that motivation for training is a precise yearning of the learner to obtain every one of the components of the training program and apply that educated information and abilities in their employments.

Motivation to learn encourages the organization to identify the variables related with the issues of productivity which is assumed by "Integrative Theory of Training Motivation" (Colquitt, LePine, & Noe 2000). Baldwin, Magjuka, and Loher (1991) recommend that workers with higher motivation before training establish their eagerness to take an interest in training have a better scholastic accomplishment, contrast with those employees that have lower levels of pre-training motivation. Motivation to learn is the most noteworthy component of the viability of training

programs when contrasted with different variables, grounded on the reaction towards the program (Cannon-Bowers, Tannenbaum, Salas, & Volpe, 1995). Research affirm that there is a very critical association between employee motivation to learn and their hierarchical duty (Bartlett, 2001; Ahmad & Bakar, 2003)

2.5.5 Manager Support for Training

Allen and Meyer (1990) proposed that the sustenance in the working environment has crucial ramifications for the proper viability of the organization. Analysts recommended that social support develops job performance and duties of the employee and lessen turnover. Be that as it may, distinctly social support is a critical element of hierarchical viability. There are three fundamental assets of social support: associates, family and friends (Ganster, Fusilier, & Mayes, 1986), and immediate leaders (Eisenberger, Stinglhamber, Vandenberghe, Sucharski, & Rhoades, 2002). For the most recent decades, researchers have always affirmed that social support is a crucial basis for encouraging the passionate, physical and general prosperity of the workers (La Rocco, House, & French, 1980). The role ambiguity factor and its related literature is presented below.

2.6 Role Ambiguity

In a seminal study that advanced the concept of role ambiguity in team cohesiveness, Kahn (1964) created a theoretical model through which role ambiguity was measured as a multidimensional construct. In their study, the objectives included: 1) exploring the nature of role conflict and role ambiguity in industrial positions, 2) identifying work situations or contexts which intensify role ambiguity, 3) identifying

the relationships between situations or context and role ambiguity, as well as how individuals adjust, and 4) exploring how the effects of role ambiguity might be moderated by individual characteristics. Role ambiguity occurs when there are a number of leaders on a single employee or if there are different standards and demands regarding one particular job (Shenkar & Zeira, 1992). Role ambiguity can cause employee dissatisfaction and thus, decreased his organisational commitment and ultimately results in low job performance (Shenkar & Zeira, 1992).

Rizzo, House and Lirtzman (1970) described role ambiguity as the inharmoniousness of the organisational demands from an employee in the reference to his role. Based on the theoretical model developed by Rizzo *et al.* (1970), there are three dimensions of role ambiguity, namely: 1) organisational factors, 2) personality factors, and 3) interpersonal factors. For organisational factors, role requirements were measured in three areas. First, the role was measured in terms of the extent to which the position crossed outside of the organisation's boundaries or interacted with individuals outside of the organisation. The researchers hypothesised that employees who work close to a boundary - both of the organisation or of a department or work area - experience increased conflict about their role and increased tension. Second, the extent to which an employee's role requires innovative problem-solving for non-routine problems were measured. There is a tendency for organisations to select individuals with high self-confidence, high levels of career aspirations, and high engagement in the position for jobs with high requirements for innovative problem solving. Third, the role was measured for the extent to which the position was responsible for the work products of others. The study found that the highest levels

of conflict regarding a role in a job were in the upper/middle level of management, rather than at the lower levels of management.

For personality factors, several dimensions were measured and found to be significantly related to the ambiguity an individual felt in his or her role. These include emotional sensitivity, introversion-extroversion, flexibility-rigidity, and needs for career achievement. The study found that those with higher sensitivity to emotion experienced higher tension scores in the context where their jobs are ambiguous. Likewise, introverts were found to be more susceptible to tension and stress when their role was uncertain. Finally, an individual who has higher career aspirations has a generally higher level of engagement in his or her position and any stress or confusion with that position role is more pronounced than for those with less engagement with their positional roles.

For interpersonal factors, the sources of pressure and role expectations were measured. For example, the greatest pressure on an employee likely came from other employees working directly with the employee. Sources of influence can include direct organisational leaders, employees within the same organisational unit, and employees or peers outside an employee's organisational unit. The study shows that typical reactions to pressure or communication from most of these sources, but especially, direct organisational leaders and employees within the same organisational unit, is withdrawn or weakening of communication channels with these individuals.

Measurement of these three dimensions of role ambiguity in addition to the construct of role ambiguity, itself, has shown to better provide a full picture of the nature of role ambiguity. In terms of measurement, the multidimensional aspect of role ambiguity identified by Eys and Carron (2001), and described above has been further supported by studies on the job of sports teams. It has been shown that role ambiguity, measured through dimensions, has successfully been measured as a multidimensional construct when studied with satisfaction (Eys, Carron, Bray, & Beauchamp, 2003), role conflict (Beauchamp & Bray, 2001), leadership role (Beauchamp, Bray, Eys, & Carron, 2005) and athletes' perceptions of the sources of role ambiguity (Eys, Carron, & Hausenblas, 2005).

According to Kahn, Wolfe, Snoek, and Rosenthal (1964), role ambiguity can arise from the state where multiple expectations stemming from an organisational order which employee's responsibilities. Role ambiguity is the direct result of a conflict between the amount of information available to the individual and the amount of information required by the individual for successful performance of his or her role. Role ambiguity can be studied from two perspectives: subjective or objective. Subjective ambiguity occurs when an individual perceives a role differently than it was communicated to them. Perhaps they feel the information was not communicated or they understand the task or the goal differently. Objective ambiguity occurs when the physical or environmental context of the communication of role influences an employee's perception. For example, an employee may not have access to a leader to ask role clarification questions or receive ongoing guidance and feedback due to work assignments in different physical locations. Role ambiguity

can arise from both formally assigned roles and informal roles which an individual takes on due to the expectations of those individuals around them. Role ambiguity is perpetuated by a lack of clear communication from an individual employee's leader, and this is reflected in the literature on role ambiguity in the workplace (Beauchamp, Bray, Eys, & Carron, 2002; Beauchamp *et al.*, 2005).

Beauchamp *et al.*, (2002) examined whether an individual's perception of a lack of clear and consistent information about his or her role is a significant factor in performance in individual and group work settings. In a qualitative study of the subject, using a sample of 151 athletes from several interactive sports, the researchers asked the respondents a series of open-ended questions regarding role ambiguity. An inductive approach was used in analysing the data, whereby researchers first sorted the data based on keywords into groups, then four researchers independently created labels and grouped like units into similar groupings. The consensus among the four researchers was high for the groupings: scope of responsibilities (92.5%), behaviour to fulfil responsibilities (93.7%), evaluation of role performance (94.3%), and consequences of non-performance (90.6%). Discussion among researchers occurred until 100% consensus was reached.

Results primarily showed that role sender factor was the major source of role ambiguity, indicating that most players held the role sender, typically a coach or team leader, responsible for their lack of clear information regarding their role. This finding supports earlier empirical findings by Jackson and Schuler (1985) which identified a statistically significant negative relationship between training and feedback and role ambiguity, indicating that the fewer input individuals have a

leader regarding their performance in a role, the great their perceptions of role ambiguity were toward that role.

Role ambiguity has constantly been the focus of studies in the field of human performance. Logically employee can only experience one or the other end of the continuum as when work is performed from the opposite end of the ambiguity of the role is unclear. Jackson and Schuler (1985) emphasised the importance of having an understanding of their role, from an individual point of view, as it is said to have an effect on your own motivation, satisfaction, and performance.

Furthermore, there were various types of effects resulted from one experiencing role ambiguity ranging from increased psychological stress (Lang, Thomas, Bliese, & Adler, 2007), effects on interests, innovation, self-actualization, autonomy, self-esteem, tensions, physical stress and intention to leave (Beard, 1999; Ivancevich & Donnelly, 1974) to level of satisfaction (Busch & Bush, 1978). Given such impacts, role ambiguity can have a serious long-term effect on the success of the job performance of employees. Ilgen and Hollenback (1991) characterised parts as the example of training that are normal or needed by the parts of an organisation. Kalbers and Cenken (2008) related part equivocalness to the absence of certainty that an employee sees of his or her responsibility. Part uncertainty is likewise frequently seen as having an absence of part clarity (Shepard, 1994).

In an alternate viewpoint, part equivocalness is said to happen as when an inadequate measure of data is given to a single person to perform a part and usually seen as a condition when contradiction happens in the work of group with small seeing on the

employee side of what are normal for (Fisher & Gitelson, 1983; Jackson & Schuler, 1985). Meanwhile, Babin and Boles (1996) viewed role ambiguity as a condition when employees having either lacking in information pertaining to appropriate actions to be taken in a given situation or not having a clear knowledge of the management expectations.

Moreover, the role of ambiguity is also defined as the occurrence of insufficient information regarding the powers and duties, leadership to carry out its function (Kahn *et al.*, 1964). This infamous seminal work of Kahn *et al.* (1964) has set forth the meaning of role ambiguity. The definition given by Kahn *et al.* (1964) was originated from the formation of a theoretical framework that described two major types of role ambiguity. The first type of role ambiguity known as the task ambiguity happens when employee having a lack of information pertaining to the job, its goals and on how the job can be accomplished. As for the second type, known as the social-emotional ambiguity which Kahn *et al.* (1964) described as the condition where employees having the concern of what others think of them and how their actions can have consequences on their goal attainment.

In the same study, Kahn *et al.* (1964) also discussed further three forms of task ambiguity, which comprised of the scope of responsibility, means-end knowledge, and priority of expectation. The scope of responsibility was mainly a form of ambiguity that relates to the employee having a lack of clarity in terms of the rights, duties and responsibilities expectations. As for the means-end knowledge, it was referred to as having uncertainty in relation to activities that is required to fulfil one's responsibilities and how these responsibilities can be best carried out. Meanwhile,

concern on the priority of expectation was looking at how employees may have apprehension on wheels and which expectations to be given a priority in carrying out day-to-day work.

Similarly Singh, Verbeke, and Rhoads (1996) generated four dimensions of role ambiguity which comprised of process ambiguity (a person should get things done and how to achieve the organization's objectives), priority ambiguity (when things should be done), expectation ambiguity (what is expected and what employee should be doing) and behaviour ambiguity (how the employee is expected to act in various situations). One of the meanings of role ambiguity after the work of Kahn *et al.* (1964) was given by Rizzo *et al.* (1970). They said that part uncertainty happened when one is not furnished with great seeing about job responsibility and having little learning about what is relied upon in connection with job performance. Then again, part clarity happens when a worker is clear about behavioural desires that aid in giving the fundamental information on what is considered as adequate behaviour (Rizzo *et al.*, 1970). Since the opposite end of role, ambiguity has been role clarity, one can only experience one or the other as when work is performed (Rizzo *et al.*, 1970). Similarly, Kahn *et al.* (1964) defined role clarity as the belief of an individual on the expectations and behaviours that are associated with the work-related role. The previous studies regarding role ambiguity are reviewed in the next part.

2.6.1 Past Research on Role Ambiguity

In the past, role ambiguity as a variable had received many considerations and secured a prominent position in many empirical researchers (King & King, 1990;

Ortqvist & Wincent, 2006; Tubre & Collins, 2000) and in various perspectives. Role ambiguity was found to have decreased job performance, satisfaction and commitment (Chang & Chang, 2007) while studies by Thompson, McNamara and Hoyle (1997), Wolverton, Wolverton and Gmelch (1999) and Koustelios, Theodorakis and Goulimaris (2004) focused on role ambiguity in relation to education.

The tendency for employees in the service setting to experience role ambiguity was investigated by Singh (1993). According to Singh, this was mainly due to them having to engage constantly in high interactions with their environment, having to deal with non-programmable decisions and perhaps being expected to hold a variety of roles from the internal or the external members of the organisation.

The importance for boundary workers to be cleared concerning their job requirements and expectations plays a crucial part in the success in delivering good services. This is because the boundary workers in the service sector have high customer contact. Therefore, in order to determine the importance of employee possessing role clarity and its relationship with their work performance, the study of Rhoads, Singh and Goodell (1994) revealed that when workers experienced role ambiguity, they tend to experience poor job performance and this condition had shown that role ambiguity and job performance possessed a negative relationship. The same study also revealed that role ambiguity had a negative influence on the job satisfaction of employees as well as on their organisational commitment (Rhoads *et al.*, 1994).

Using the seminal work of Khan *et al.* (1964), Smith (2009) found that there was a significant relationship between emotional reactions and job ambiguity. The employees that experienced role ambiguity tends to have uncertainty attached to a scope of responsibilities, about others expectations on them and ways to achieve task success. The study also found that emotional tension increased when ambiguity increased and ambiguity had also reduced job satisfaction. At the same time, the same study revealed that when an employee experiences role ambiguity, they tend to display lower self-confidence, which may have resulted in an ineffective performance in the workplace. Therefore, it can be concluded that when one experiences role ambiguity, one feels more stressful while role ambiguity resulted in lower job satisfaction and self-confidence.

Negative relationships were found between role ambiguity and quality of services when the factor was examined in relation to the performance of salespeople. It was found that employees tend to produce the poorer quality of service when they experienced role ambiguity (Wetzels, De Ruyter, & Bloemer, 2000). Perhaps the results obtained by Wetzels, *et al.* (2000) have an effect simply because when employees are unsure of what was being expected, motivation to exert greater effort in delivering good service tended to be diminishing and ultimately service performance tends to suffer.

In the meantime, the past scrutinises identified by employees that work in a leadership setting (Murkherjee & Maholtra, 2006; Lang, Thomas, Bliese, & Adler, 2007) had demonstrated that role uncertainty impacted the workers' job performance.

Besides, the result of past studies had uncovered either a mixture of negative, powerless or no relationship between role ambiguities with job performance (Beauchamp *et al.*, 2005). These outcomes thus created a need to re-examine the factor of role ambiguity (Boles, Wood, & Johnson, 2007).

Role ambiguity can have a negative impact on the employees and their satisfaction in their position and with the organisation (Boles, Wood, & Johnson, 2007). Employees who do not understand their role in the work team, how their work impacts the team goals or the specific instructions for carrying out their tasks often exhibit dissatisfaction with their job, stress, and a higher tendency to leave their position or the organisation for another. As such, role ambiguity can have serious long-term implications for the success of individual employees and organisations. The need to study on role ambiguity as a variable emerges on the grounds that in any leadership setting, an employee who has the capacity to comprehend and clear about their roles in the organisation are prone to perform well in their job (Anderson, 2006).

Therefore, one of the greatest needs of organisations is to provide a situational context in which members can perform successfully and effectively. Organisations function through interdependent processes which are performed by the individual staff. Like cogs in a wheel, each member must do his or her part successfully in order to keep the organisation functioning successfully. But, an age-old question has always been how to influence individual employee behaviour to ensure conformity and, ultimately, the successful interdependent functioning of the employees.

To do this, organisations must identify those factors which cause individual employee nonconformance to the social and work-related norms. In the literature, the most predominant factor influencing this lack of conformity to predetermined work-related norms is an unclear understanding or no understanding of the individual job tasks, processes, or goals. This state is identified in the construct of role ambiguity. Kahn (1964) found that for measures of ambiguity to have meaning role ambiguity must be measured as a multidimensional construct.

The above literature revealed that role ambiguity had often been linked with many factors related to employees. The following section reviewed the literature on the relationship between role ambiguities with the employee performance of employees.

2.6.2 Role Ambiguity and Employee Performance

Role ambiguity is normally connected with employee job performance. At the point when employees experience part equivocalness, they have a tendency to perform at lower levels (Bhuian *et al.*, 2005). Similarly, the employee has the capacity to perform well if they have a clear job understanding of what is normal and needed from them (Babin & Boles, 1998).

The relationship between ambiguities with employee performance had been widely studied in past researches. Nevertheless, there were often found to have mixed empirical evidence between role ambiguity and performance (Singh, 1993). A meta-analysis based on the work of Jackson and Schuler (1985) by Tubre and Collins (2000) found that in order for an individual to carry out a task effectively, sufficient information is imperative. This is due to the occurrence of ineffective performance

when there is a lack of information regarding what need to be achieved and the most effective work behaviour that can help to achieve that. Although most researchers found a negative relationship between role ambiguity and employee performance, the strength of the relationship between role ambiguity and employee performance varies greatly depending on the type of work and performance measurement (Jackson & Schuler, 1985).

The employee performance of front leadership workers was contemplated by Singh and Rhoads (1991). It was uncovered there were a few shots of part equivocalness that leadership, employees can experience, for example, with their leaders, the organisation, moral issues, clients, collaborators, family and different leaders. Results have shown that these factors can affect an employee's job performance negatively. An empirical work of Abramis (1994) further strengthened the studies by Singh and Rhoads (1991) when found evidence that role ambiguity resulted in the reduction in work performance.

Role ambiguity was also studied at the opposite end of the continuum, which is the role clarity. A study by Murkherjee and Maholtra (2006) with the aim to evaluate the effect of role clarity and its antecedents and consequences for employees of Frontline staff in a call centre revealed the importance of role clarity in determining the service quality performance with role clarity is strongly related to service quality performance. Therefore, the study conveyed that there is role ambiguity existed among the employees; they were not able to deliver effective job performance.

In addition to this Hall (2008) conducted a study on a comprehensive performance measurement system effect on managerial performance with role clarity (goal and process clarity) and psychological empowerment mediating the relationship. In terms of role clarity, a positive relationship was shown to exist between goal clarity and managerial performance, but the absence of relations was found between process clarity and managerial performance. On the other hand, dissimilar results were obtained from some previous studies in which role clarity was found not to have a relationship with one's job performance, which means whether one is clear about his or her role or not has no relationship with one's job performance (Michaels, Day & Joachimsthaler, 1987; Wetzels *et al.*, 2000). Anyhow, research by Kahn *et al.* (1964), House and Rizzo (1972), as well as by Zeithaml, Berry, and Parasuraman (1988) found otherwise. Their findings revealed that role ambiguity had negatively affected the job performance of employees.

In an attempt to explain the perception that athletes may have to pertain to their role judging from a number of coaches and feedback that they have obtained, Beauchamp *et al.* (2005) found that when training instruction was being analysed in relation to role ambiguity, the relationship was found to be significant. The study demonstrated that players' role ambiguity could be reduced if training and instructions from their leader exists. This result implied that training and instruction increase clarity and thus reduces role ambiguity which was in turns resulted in higher performance among the athletes.

A culturally diverse study to analyse whether part stressors, for example, part equivocalness and role ambiguity can impact the work's conclusion among sales

employee in the US, Japan and Korea was done by Dubinsky, Michaels, Kotabe, Chae and Hee-Cheol (1992). The discovering uncovered that role ambiguity had a huge negative relationship with the job performance of the workers and there was no distinction in the size of the coefficients when looking at between the three example countries. To conclude that, it is believed that role ambiguity is recognized to be one of the most influential factors in organizations. When the employees understand their responsibilities and duties clearly, the effect of job satisfaction, training and leadership behaviours on their performance will be higher.

In regard to the effect of the role ambiguity, there are some studies done on employee job performance concerning role ambiguity (e.g Bhuian, Menguc, & Borsboom, 2005; Murkherjee & Maholtra, 2006; Lang, Thomas, Bliese, & Adler, 2007) and competency (e.g Vakola, Soderquist, & Prastacos, 2007; Hashim, 2008; Potluri & Zeleke, 2009). Furthermore, the majority of studies carried out in the developed countries and there is a lack of evidence exists in KSA to understand the performance of employees and other related factors particularly in the education sector. Alshery and Ahmad (2016) point out that when the employees do not understand their job duties well, they may become dissatisfied with their job and the probability to leave the job is higher. It is also stated that the role ambiguity likely affect and can serve as moderator on the relationship between job satisfaction and employee performance (Sum, Mclaughlin, Khatiwada, & Palma, 2008). The literature showed the inconsistent results of the role ambiguity as mentioned above, so this study examined the role ambiguity as moderating variable. In addition, Almutairi (2013) recommended including other variables that can lead to less job

satisfaction such as role ambiguity. Thus, it is needed to examine the moderating effect of the role ambiguity on the relationship between job satisfaction and academic staff performance in the higher education sector in KSA as examining this relationship has been ignored in the literature. Therefore, this study makes an endeavor to study role of ambiguity as a moderator on the relationship between the independent variables namely, job satisfaction, training and leadership behaviours and employee performance in the Saudi universities.

The underpinning theory section is presented below.

2.7 Underpinning Theory

Even though performance has been a frequent dependent variable in many management studies, the theory of job performance has received little consideration (Campbell, 1990; Campbell *et al.*, 1993). Campbell and Zook (1992) as cited by Del Vecchio., Ciarmiello, and Salvatore, (1999) explained that Campbell model was first developed and tested for the US Army's Project A , which looked into the selection and classification research project sponsored by the U.S. Army Research Institute for the Behavioural and Social Sciences. The model by Campbell is considered as the most important model of job performance in the literature which is compared with a few other related theories of performance theories (Hunter, 1983; Pritchard, & Costa 1991) and have been adopted by researchers on individual job performance studies (e.g. Del Vecchio, *et al.*, 1999; Stoke, Podraza, Cao, Deng, & Collins, 2008; Law, Wong, Huang & Li, 2008).

Campbell's (1990) model makes clear distinctions between three components, which comprised of performance components, performance determinants, and the antecedents of performance determinants. Since in this study, the purpose is to look at the determinants of performance components, the antecedents of the determinants are not discussed. However, in general, the antecedents are made up of those variables such as person's abilities, personality, interests, education, experience that was lead to individual differences in performance determinants.

Performance segments allude to the performance measurements that constitute different parts of the general job performance. Campbell's (1990) scientific categorization of the performance element incorporates eight general components or measurements: (1) job particular errand capability, (2) non-work particular undertaking capability, (3) composed and oral correspondence, (4) showing exertion, (5) keeping up individual teach, (6) encouraging associate and group performance, (7) supervision, and (8) administration/Organization.

Campbell placed that each of the eight performance segments is a capacity of three performance determinants. Particularly the performance part is a capacity of definitive information, procedures, abilities, learning, and motivation (Campbell, 1990; Campbell *et al.*, 1993). As such, to achieve the training in one of the measurements, an individual needs to comprehend what to do, how to do it and have the craving to do it. In point of interest, decisive information incorporates learning about actualities, standards, objectives, and self- information, which speaks to an understanding of a given undertaking's necessity. Procedural learning and expertise incorporate cognitive aptitudes, psychomotor abilities, physical aptitudes,

organization toward oneself attitudes, and interpersonal aptitudes. Inspiration is a consolidated impact from three decision practices: the decision to complete, the level of exertion, and the constancy of the determination (Campbell *et al.*, 1993).

In line with Campbell's model of job performance, declarative knowledge would influence the performance of an individual since having knowledge about facts, principles, goals and self-knowledge (declarative knowledge) represents an understanding of a given task requirement. In this context, the existence of role ambiguity reflects an absence of declarative knowledge resulted in a lack of good understanding of his (her) responsibilities and having little knowledge of what is expected pertaining to his (her) job performance (Rizzo *et al.*, 1970).

At the same time, individual performance is also a function of the procedural knowledge and skills, which includes cognitive skills, psychomotor skills, physical skills, self-management skills, and interpersonal skills (Campbell *et al.*, 1993). The component of procedural knowledge and skills in Campbell's model is best describing the level of competency that an individual should possess in order to generate an acceptable behaviour or performance. Competency is a reasonable predictor of procedural knowledge and skills, because when competency is there, a person has some basic abilities which basically reflect the skill, motive, aspect of one's image, or knowledge that an individual uses in performing different tasks and to achieve the goals (Boyatzis, 1982). This is in line with the description of giving by Campbell's model. Thus, possession of competency was allowed a person to know how to carry out a task successfully.

In addition, Campbell *et al.* (1993) also stated that an individual performance would also be affected by motivation and leadership, which is a consolidated impact from the three decision practices: the decision to perform, the level of exertion, and the diligence of the struggle. All things considered, this inspiration component was not particularly given to the model by Campbell as the model expressed that any sorts of free variables from and the theory of motivation could be considered as indicated by individual inclination (Campbell *et al.*, 1993).

As pointed by Vroom (1964b), motivation is derived from a Latin word, which signifies to move. Motivation is an internal strength, reliant on the necessities that drive a man to accomplish. Schulze and Steyn (2003) attested that with a specific end goal to comprehend individuals' behaviour at work, leaders or pioneers must know about the idea of necessities or thought processes, which move their employees to act. As per Robbins (2001), motivation is a requirement, achieving process, which implies when a man's needs are fulfilled by specific variables; the individual was applied prevalent exertion toward accomplishing hierarchical objectives. Speculations of inspiration can be utilized to clarify the conduct and demeanour of employees (Rowley, 1996; Weaver, 1998). The theories integrate constituent hypotheses, in view of the suspicion that individuals have singular needs, which spur their activities. Scholars, for example, Maslow (1954), McClelland (1961), Herzberg (1966) and Alderfer (1969) are eminent for their works in this field. As opposed to substance speculations, process hypotheses recognize connections among variables which make up the inspiration and include works from Heider (1958), Vroom (1964b), Adams (1965), Locke (1976) and Lawler (1973).

The primary centre of this exploration, be that as it may, is on Herzberg's hypothesis of inspiration.

Herzberg's motivation-hygiene theory, otherwise called the two-element hypothesis, has gotten far reaching thought as having a reasonable methodology toward spurring employees. In 1959, Herzberg distributed his investigation of the sentiments of 200 engineers and accountants from more than nine organizations in the United States. These experts were requested to portray encounters in which they felt either amazingly terrible or extraordinarily great about their employments and to rate their emotions on these encounters. Reactions about positive sentiments identify for the most part with the employment content (motivators), while reactions about terrible emotions connect with the occupational setting (hygiene component). Motivators include components incorporated with the occupation itself, for example, accomplishment, acknowledgment, obligation and progression. Hygiene components are outward to the employment, for example, interpersonal connections, pay, supervision, and organizational strategy (Herzberg, 1966).

In the retail setting, Winer and Schiff (1980) have led concentrates on utilizing Herzberg's two-component hypothesis. They found that achievement was the most elevated motivator. In a similar manner, making more money got the second-most elevated rating in the study, trailed by chances of promotion and recognition. Conversely, Lucas (1985) found that the leader-employee relationship was a huge variable impacting employees' performance in an investigation of U.S. retail locations, and two hygiene elements were accounted for as critical, to be specific company policy and relationship with peers. Herzberg saw motivational and

hygiene variables to be isolated into two measurements influencing separate parts of employees' performance. This conviction varied from the customary methodology of review job performance and disappointment as inverse closures of the same continuum (Herzberg, 1966). They are vital just to maintain a strategic distance from awful sentiments at work. Then again, motivators are the genuine elements that rouse employees at work. The two-component hypothesis was tried by numerous researchers, who demonstrated altogether different results.

Some examination has demonstrated that a portion of the variance pronounced by Herzberg (1966) as hygiene components are actually motivators. The consequences of Herzberg's hypothesis can shift if the test is led in various commercial ventures. The distinctions are because of the power of the work prerequisite and the term of occupation (Nave, 1968). Broad editorial has developed about how to recognize hygiene elements and motivators. While a few components have demonstrated to fall plainly in one of the two classes, different elements, especially compensation, have turned out to be uncertain in the matter of whether they are motivators or hygiene elements.

Previous literature found that employees' performance is connected with pay, word related anxiety, strengthening, organization and authoritative approach, accomplishment, self-awareness, association with others, and the general working condition. It has been contended that increase in employees' performance builds high-quality performance (Wright and Cropanzano, 1997; Shikdar and Das, 2003). As specified by Dunnette, Campbell and Hakel (1967) and Robbins (2001), job performance is a passionate state in which a man sees different components of

his/her work or the workplace. In this manner, job performance majorly affects individuals' lives. Locke (1976) demonstrated that job performance most generally influences a man's physical well-being, psychological wellness and social life. Besides, Rain, Lane and Steiner (1991) composed that job performance is linked with life performance, whereby individuals who are fulfilled by their employments had a tendency to be content with their lives too, and the other way around. Coster *et al.* (1992) bolstered the perspective that work has impact on individuals' lives.

Moreover, Breed and Breda (1997) showed that employees' performance may influence truancy, grumblings, and work distress. In this way, it is comprehended that fulfilled employees were considerably more beneficial and be held in the organization for a more extended period, as opposed to disappointed employees who was less valuable and who have a more noteworthy inclination to stop their employments (Sarker, Crossman, & Chinmeteepituck, 2003). Significantly, fulfilled employees perform better as well as give better support of clients, which could bring about enhancing consumer loyalty. As indicated by Dawson (2005), employee performance is connected with positive employee behavior. It is obvious that fulfilled employees create clients who are fulfilled and steadfast.

Thus, the current study's theoretical framework is underpinned by Campbell's performance model and further supported by Herzberg Two- Factor Theory (Herzberg, 2008) as well as Barrett's (1978) Congruency theory. Campbell's job performance model sufficiently explains variables of current study's framework like job performance (dependent variable), leadership (independent variable), training (independent variable) and role ambiguity (moderating variable). Thereby, it is

adopted as an underpinning theory. The remaining variable, job satisfaction is grounded by Herzberg's two-factor theory and by Barrett's congruence theory. Thus, the current theoretical model is well aligned and explained by previous theories.

2.8 Chapter Summary

The literature review provides a detailed discussion of the concepts and the previous major studies. The above-mentioned literature review presents the concept of employee performance, past research works on employee performance and its models. It also explains the concepts of variables under the study and their relationships with employee performance. Finally, it discusses the underpinning theories and how they related to the research framework.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

The fundamental basis of conducting this study is to determine the effect of job satisfaction, leadership and training relating to the job performance of the staff working in public universities of Kingdom of Saudi Arabia with role ambiguity as a moderating variable. This chapter begins with the discussion of the theoretical underpinning, research framework, hypothesis development, and research design, followed by the measurements that are used for this research. The chapter continued with the sampling process and followed by elaborations on data collection. Finally, explanations of the types of data analyses are discussed.

3.2 Research Framework

Although there were many variables that have been identified to have an influence on employees' performance, few of them were consistently supported by studies that investigated specifically on employees' performance as to how Campbell's (1990) had defined it. This is mainly due to lack of a standard definition for what constitutes employees' performance (Del Vecchio, *et al.*, 1999). Along these lines, in light of the examination inquiries and destinations of this study and upheld by the supporting speculations for this exploration, a hypothetical structure is produced in connection with the theories of this study as appeared in Figure 3.1. This study incorporated the research work by Rizzo *et al.* (1970), McClelland (1973) and Muchinsky and

Monahan (1987) into a multivariate framework that relates the factor of role ambiguity, leadership, and job satisfaction with job performance among the employees of the service sector.

3.3 Hypothesis Development

A hypothesis is defined as a tentative yet testable statement, which predicts what you expect to find in your empirical (Sekaran & Bougie, 2013). Therefore, once hypotheses had been developed to delineate the relationship between two or more variable, testing can be carried out to confirm the relationship so that a solution can be found to overcome identified problems (Sekaran & Bougie, 2013). Furthermore, in terms of the choice of hypothesis directions, it is always preferable to use the two-tailed test in order to avoid making a wrong judgment in the direction of a relationship while at the same time when conflicting findings are observed in previous investigation studies (Hair, 2010).

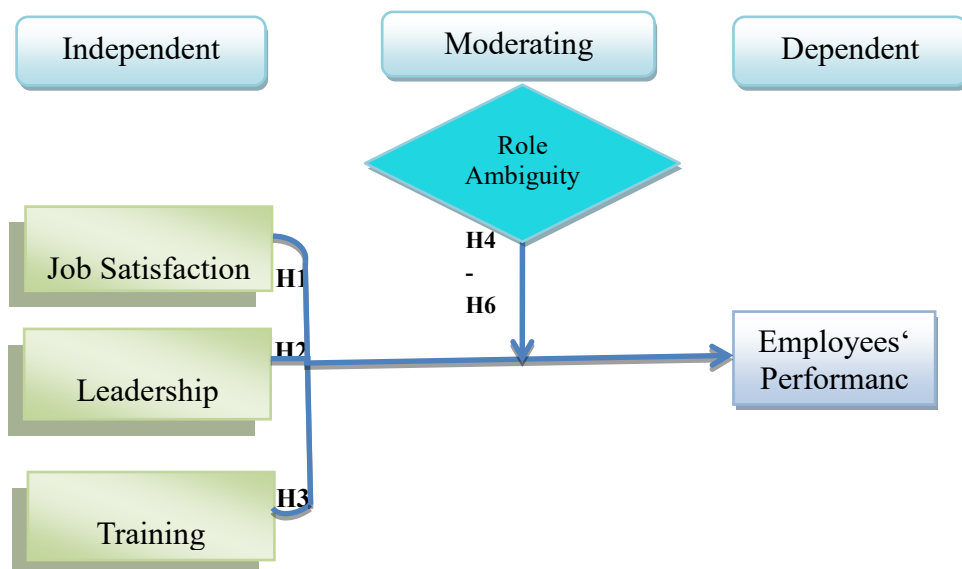


Figure 3.1
Research Framework

Therefore, to respond to the research question, the following researchers' hypotheses were developed based on the given research framework (see Figure 3.1) and to determine the effect of job satisfaction, leadership and the training on the job performance of staff working at public Universities in Saudi Arabia with role ambiguity as a moderating variable.

3.3.1 Hypothesis Development of Direct Relationships

Job satisfaction is considered as one of the determinants of employees' performance and many researchers showed a positive relationship between job satisfaction and employees' performance (Hakeern, 2008). As researchers defined that job performance is an emotional state of mind which employee actually perceives many features about his job and its features, it is a known fact that satisfied employees bring more customers which ultimately increase their performance (Ahmed, 2010).

It is widely observed that job satisfaction is a variable of great interest among the researchers. Employee involvement in their work and their loyalty to the organisation is very important for the development of the organisation and job satisfaction is the best tool to make them motivated to achieve the organisational goals (Armstrong-Stassen & Le, 2009) and Campbell *et al.* (1993). So, job satisfaction and employees' performance going side by side (Armstrong-Stassen & Le, 2009) and Campbell *et al.* (1993) identified and discussed various determinants that make the stronger affiliation between job satisfaction and employee work performance.

Babalola, Tambashe, and Vondrasek, (2005) mentioned, Job satisfaction and employees' performance are highly interlinked variables. Job satisfaction is an evaluative judgment about the level of an employee's delight getting from his or her job that comprises both emotional and cognitive components (Hulin & Judge, 2003). Moreover, many studies concluded that Job satisfaction is significantly related to employee performance (e.g. Peng, 2014; Rangriz & Pashootanizadeh, 2014; Dekoulou & Trivellas, 2015; Shalaby, 2015; Afshar, & Doosti, 2016; Alshery & Ahmad, 2016) whereas some studies found otherwise (e.g. Davar & Ranjuba, 2012; Kalkavan & Katrinli, 2014). This shows that this relationship has yet settled and it needs more investigation. Therefore, the first hypothesis is specified on the following:

Hypothesis 1: *There is a significant effect of job satisfaction on the performance of employees working in public universities of KSA.*

It is proven fact that motivated and soft approach leadership always brings the employees to perform the assigned work harder, towards achieving the organisational goals (Buble, Juras, & Matić, 2014). –The good relationship between the leaders and the employees can brand employees go beyond their organisational responsibilities thus establish organisational citizenship behaviour” (Robbins & Alvy, 2009). The relationship among employees at work and between employees and transformational leadership are very important due their impact on employees' performance (Bass, 1985; Jyoti, & Bhau, 2015). It is notable on the relationship between Transformational Leadership style and employees work related to job performance, has a relatively high relationship between Transactional Leadership

and employees work related to job performance (Taleghani, Salmani, & Taatian 2010).

Basically, employees with an attachment to an organisation with the appreciation actually get better performance with an employee's performance and the organisation, employees' performance (Bass, 1985; Jyoti, & Bhau, 2015). Moreover, Campbell *et al.* (1993) also identified the importance of leadership by including supervision/leadership as an entire component of his formulated job performance model. They maintained that leadership; guidance, visual sensation, and abilities keep motivating the employees that urged them to perform better (Campbell *et al.*, 1993). Furthermore, more recent studies confirmed that leadership styles has a significantly effect on employees' performance (Wambugu, 2014; Rasool *et al.*, 2015; Girei, 2015; Desderio *et al.*, 2016). Thus, the second hypothesis is specified as follows;

Hypothesis 2: *There is a significant effect of the leadership style on performance of employees working in the public universities of KSA.*

Organisational mechanism and market requirements are shifting so rapidly, organisations need to embrace quick changes and replay them in an efficient manner, such as training to its staff, being innovative and update the employees' capabilities (Tai, 2006). Efficient preparation plan in an organisation can help in many ways, including the upgrading of the operation of the employees change (Wang, Lawler, & Shi, 2010). The Job retention rate among employees' increases and employee and improve the employees' performance (Taleghani, Salmani, & Taatian 2010).

As stated by Kinicki and Kreitner (2007), Training programs are regarded one of the tools to increase the employees' job performance to reach the organisational ends. As training refers to improve the existing performance and upgrade it to the standardised benchmark, so, training in a way not merely amend the personal capabilities of employees, but also establish the best usage of the human resource of the organisation. Campbell *et al.* (1993) delineated various vital parts to raise employee performance, including declarative knowledge (DK), procedural knowledge and skills (PKS) and Motivation. They argued that to raise the employee performance organisations should specifically focus on to DK and PKS by shaping personalities, improving training, fulfilling interests and enhancing the experience and personal abilities by providing specific job-related training equipped with innovative instruments and techniques. Thus, the third hypothesis is defined as follows;

Hypothesis 3: *There is a significant effect of training on performance of employees working in the public universities of KSA.*

3.3.2 Hypothesis Development of Moderation Effect

Employees who do not feel responsible for work and feel confuse regarding their own job description often dissatisfied with their own task and job (Elnaga, & Imran 2013). Such employees will, probably, depart the system and will not support and align towards achieving various organisational goals. Declarative knowledge of Campbell *et al.* (1993) model consists determinant of understanding job requirements, facts and other things which stress on the role ambiguity in the

constitution. The employee must have role clarity in their minds that is what they induce to do or what their organisation requires them to behave (Campbell *et al.*, 1993).

Role ambiguity is of core importance which actually affects the employees' performance (Sum *et al.*, 2008). Several studies indicate a substantial relationship between role ambiguity and employee job satisfaction (Huselid, 1995; Ichniowski *et al.*, 1997). Some subject areas have likewise been performed on the universities' employees to find the empirical outcomes about the link of employees' job performance and role ambiguity and establish the same results (O'Driscoll & Beehr, 2000). Thus, the fourth hypothesis is as follows;

Hypothesis 4: *Role ambiguity moderates the relationship between job satisfaction and the performance of employees working in public universities of KSA.*

The relationship between leadership and employee performance is demonstrated by several studies, but an instance of role ambiguity existence, it gets important to appreciate the relative of leadership and employee performance. Leadership is the facilitating role of the management to facilitate the employees to achieve the high-level goals and to get them more prosperous and loyal to the governing body to increase their performance (Judge, Jackson, Shaw, Scott, & Rich, 2007).

The existence of role ambiguity can be difficult for an employee in the case of achieving a certain benchmark to do comfortably. Leadership then comes forward and rules out the ambiguities in the head of an employee and let them perform well (Othman, Daud, & Kassim, 2011). Through vision, infusing abilities in the followers

and clarifying their purpose in the organisation which ultimately enhances employee's performance (Kassim, *at al.*, 2011). Thus, the fifth hypothesis can be defined as follows:

Hypothesis 5: Role ambiguity moderates the relationship between leadership style and the performance of employees working in the public universities of KSA.

According to Sekaran and Bougie (2013), organisations require the highly talented, skilled employees get more precise results and to avoid errors in their work. It is likewise due to the fluctuating condition of the invention and more self-assurance in the fluctuating condition of the current markets. Several organisations provide skill training to their employees to raise their skills and capabilities (Sekaran & Bougie, 2013).

Herzberg's two-factor theory discusses the various incentives that are immediately related to job satisfaction or dissatisfaction including achievement, recognition, responsibility, growth and the work itself (Herzberg, 1959). Of course for achievement, growth and recognition one must possess suffice and dynamic skills aligned with organisational job requirements and there are no other means to accomplish all those except enhancing capabilities through continued breeding.

Role ambiguity could lead to confusion in understanding the job descriptions and working task demands. An employee with a lower job-based maturity will not perform well at their job tasks without the injection of some training sessions (Bougie *et al.*, 2009). Thus, the sixth hypothesis is as follows;

Hypothesis 6: *Role ambiguity moderates the relationship between training and the performance of employees working in the public universities of KSA.*

3.4 Research Design

In quantitative research methodology, there are different research designs that can be used and deployed in doing research. According to Zikmund (2003), there are four research designs for casual and descriptive research: survey, experiment, secondary data, and observation.

Research is defined as the pursuit of the truth (Hair, Sarstedt, Hopkins, & Kuppelwieser, 2014). A business research, on the other hand, is defined by Sekaran and Bougie (2013) as an organised, systematic, data-based, critical, objective, scientific inquiry or investigation into a specific problem, undertaken with the purpose of finding answers or solutions to it . According to Hair *et al.* (2014), a business researcher contains several key elements comprising of which a business research can be broadly, formal, informal, and applicable and the benefits should outweigh the costs.

Leedy and Ormrod (2001) put forward a research design that should be directed towards solving the central problem of a research. As a basis, there are two types of research approaches, which are the qualitative, and the quantitative approach. The qualitative approach utilises qualitative data, which represents the descriptions of things that are made without assigning numbers directly. These data are normally collected using unstructured interviews or observation where data are collected by recording words, phrases and sometimes pictures (Hair, 2010). On the other hand, a

quantitative approach will use quantitative data, which reflects the numbers that are used directly to represent the characteristics of something. These data will then be analysed using statistical analysis as they are in the form of numbers (Hair, 2010). Likewise, Leedy and Ormrod (2001) also stated that quantitative method is best used when one intends to answer questions about relationships amongst measured variables by explaining, predicting and controlling phenomena whilst qualitative research is best used when the answers to the questions involved complex nature of phenomena, which requires the point of views of participants.

Thus, in this study, quantitative research was utilised based on Williams and Monge's (2001) explanation. This approach is suitable when three conditions are present; measurement is relevant and possible, statistical generalisations may be applicable to the problem, and when probabilities or hypothesis tests are a consideration to be useful. At the same time, Hair *et al.* (2014) had also given a list of advantages of the quantitative approach of research as shown below:

- Importance of attaining consistency and cogency of the measures employed,
- Sophisticated concern for job holders,
- Interrogator inquiries straight, but should not probe intensifies,
- The sample must be large, i.e. more than 50
- Objective rating and structure data collection methodologies,
- More convenient for analysis,
- Offers concise view of evidence on many features,
- Must be concise interview ranging, no more than 20 minutes,
- Outcomes are relatively unbiased,

- Convenient in tracking tendencies.

Thus, current research would employ a quantitative method to support the theory of performance presented by Campbell *et al.* (1993). To ensure a high quality of the data and a high response rate, this study employed the survey questionnaire research design, based on the self-administered mechanism to collect the data.

3.5 Sources of data

The data was gathered by following the procedures mentioned below:

3.5.1 Population of the Study

A population used for research essentially alludes to the whole assembly of individuals, social functions, or things of premium that specialists may need to probe (Sekaran & Bougie, 2013). Nevertheless, this may unlikely to occur or feasible and thus the next best option is always to the sample of the population (Hair *et al.*, 2014).

Sampling is defined as the process of selecting a sufficient number of elements from the population so that a study of the sample and an understanding of its properties or characteristics would make it possible for the generalisation of such properties or characteristics of the population elements” (Sekaran & Bougie, 2013).

Therefore, a sample simply means as a subset of the population (Sekaran & Bougie, 2013; Hair *et al.*, 2014). The population of the study is the academic staffs who have an administrative position and non-academician staffs of public sector universities in KSA as both are considered as university employees who have lack of a clear set of instructions for guiding one's actions in a particular setting. Since academician staffs

have clear tasks while academic staffs that have an administrative position and non-academician staffs have multiples roles and there are some tasks not clear. Hence, it is important to evaluate both together to examine university employee performance in KSA (Ghamdi & tight, 2013). In order to determine the population of this study, reference was made to a sampling frame that was obtained from the ministry of higher education in Saudi Arabia, which indicated that there are 71976 employees in 26 public universities of KSA. The number of public universities (population of the sample) was divided into five groups based on the geographic regions (East, West, Middle, North, and South), which these universities considered as the largest in each region in KSA.

3.5.2 Sampling Frame

Higher education in Saudi Arabia has experienced a huge development throughout the most recent two decades. Saudi Arabia has 26 public universities and there are 47 private universities and colleges. Therefore, this is very significant to investigate the employees' performance in a growing sector of KSA. The unit of analysis for this research consists of the non-academic staffs and academic who have an administrative position which are performing additional administrative duties in the public sector universities in KSA. In order to determine the population of this study, reference was made to a sampling frame that was obtained from the ministry of higher education in Saudi Arabia, which indicated that there are 71976 employees in 26 public universities of KSA.

Then, proportionate stratified sampling applied to determine the number of sample employees that entered into the sample scope for the present study (see the Table 3.1). The number of public universities (population of the sample) was divided into five clusters to determine the population of the study based on the geographic regions (East, West, Middle, North, and South). These universities considered the largest in each region which have 39154 employees. The number of universities in the Middle region is the highest and the number of employees 26775 of the total employees in all the universities. This is followed by the Western region with 6189 than a Southern region with 3171 after that Eastern region with 2165 and then lastly the Northern region with 854.

The number of employees for each university was divided by total of all five universities to get the proportion of sampling for example, the number of employees in King Saud University (26775) was divided by total number of all five universities (39154) to get the proportion of sampling which was 68% ($26775/39154=0.68$). Then proportion of sampling for each university multiply by 600 distributed questionnaires (see the next following section of sample size) in order to get the probability sampling of employees ($0.68*600=408$). So, 408 questionnaires were distributed to the King Saud University. See the following Table 3.1 which provides the probability sampling of employees for each university.

Table 3.1
The Probability Sampling of Employees for Each University

Area	Name of University	Number of Employees	% of sampling	Probability Sampling of Employees
Middle	King Saud University	26775	68	408
East	King Fahd University of Petroleum & Minerals	2165	6	36
West	King Abdulaziz University	6189	16	96
North	University of Tabuk	854	2	12
South	King Khalid University	3171	8	48
Total		39154	100%	600

3.5.3 Sampling Method

The number of public universities was divided into five clusters based on the geographic regions (East, West, Middle, North, and South) which these universities considered as the largest in each region. This work was used proportionate stratified sampling, which is appropriate sampling design because the stratification provides the researchers more information with a given sample size (Sekaran & Bougie, 2013).

Stratified sampling offers the researchers more info with a given sample size. Normally, the consequences of a probability sampling can be extrapolated to the entire population with a defined degree of confidence (Sekaran & Bougie, 2013). Therefore, in order to gather up the samples, this study used the systematic random sampling, which represented one of the most commonly used methods when a generalisation of the work. It is a method involves the process of randomly picking out an initial starting point on a list and thereafter every element in the sampling frame is selected (Hair, 2010).

3.5.4 Sample Size

In order to ensure that the result obtained from studying the samples can truly represent the population and can be generalised, it is important to determine the correct sample size. There are seventy-one thousand and ninety hundred seventy-six (71976) employees in all public sector universities in KSA. Moreover, Roscoe (1975) had also suggested that generally, a sample size should fall between 30 to 500 samples. In most researchers and about multiple regression analyses, Roscoe (1975) had also suggested: that the sample size should be several times (preferably ten times or more) as large as the number of variables in the study.

Therefore, for the population between 75,000 and 1000,000, Table 3.2 shows that 382-384 employees are suitable. This study selected 384 employees as the sampling size (Krejcie & Morgan, 1970).

If the prey population is finite, the following formula (Krejcie & Morgan, 1970) may be applied to set the sample size.

$$S = \frac{X^2NP(1-P)}{d^2(N-1) + X^2P(1-P)}$$

Where:

S = Required Sample size

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level

N = Population Size

P = Population proportion (expressed as decimal) (assumed to be 0.5 (50%))

d = Degree of accuracy (5%), expressed as a proportion (. 05); It is the margin of error

Table 3.2

Determining Sample Size of a Given Population

Population Size (N)	Sample Size (S)
20000	377
30000	379
40000	380
50000	381
75000	382
1000000	384

Based on the above discussion, 384 samples are targeted to be technically acceptable, completed, and returned. However, the recorded response rate for the universities' employees in past studies is between 40-60% (Sneed, 2007; Kosugi, Hamanaka, Hori & Nakajima, 2007). Thus, this research fulfils the rule of thumb as proposed by Roscoe (1975); therefore, this study increase the number of distributed questionnaires by 56% ($384 \times 1.56 = 600$), so 600 questionnaires were distributed to five public university employees in five regions in KSA.

In the eastern region, 36 questionnaires were distributed to King Fahd University of Petroleum & Minerals. In the west, the King Abdulaziz University has received 96 questionnaires. In the middle region, 408 questionnaires were distributed at King Saud University. In the North, University of Tabuk was received 12 questionnaires. Finally, for the South region, 48 questionnaires were distributed to King Khalid University.

3.6 Measurement Scale

Sekaran and Bougie (2013) clarified a pre-formulated composed set of questions to which respondents record their answers inside nearly characterised options . Hence,

estimations have vital influence in any exploration, as without fitting estimations the capacity to test the created speculation that gets from the variables was not possible precisely. At the end of the day, estimation permits one to give a remark on a business behaviour or occasion (Sekaran & Bougie, 2013).

Although there are many different types of scaling method, this study employed the Likert scale, which is most commonly used in research (Sekaran & Bougie, 2013).

It is often used when one intends to measure the strength of agreement about the variables that are understudied (Hair, 2010). The scaling for the measurements of this study used the five-point Likert scale which comprised of 1= strongly disagreed, 2 = disagreed, 3 = neither disagreed nor agreed, 4 = agree and 5 = strongly agrees for questions in all sections. A 5-pointed Likert scale, according to Hair *et al.* (2014), the more points are used, the more precision you get with regard to the extent of the agreement or disagreement with a statement .

The questionnaire of this study consisted of four pages. The first page of the written questionnaire explained the resolution and the importance of the study. It also described maintaining the confidentiality of the respondents. Following on that, from page two to seven, the questionnaire contained five sections starting with questions on employees' performance (section one), role ambiguity (section two), job satisfaction (section three), leadership (section four), training (section five) and ended with background information (section six).

The question on the background of the respondent is placed at the end with a purpose in mind, although the arrangement of the section on background/personal information in a questionnaire is said to be a matter of personal choice (Sekaran & Bougie, 2013). Oppenheim, Kovacs, Matsushima, and Durum, (1986) as cited by Sekaran and Bougie (2013) mentioned that some researcher might place personal questions at the end rather than at the beginning of the questionnaire. The reason was simply because once respondents have reached to the end of the questionnaire, they may be convinced of the validity and authenticity of the questions designed, and hence, was more persuaded to provide personal particulars (Sekaran & Bougie, 2013).

3.7 Operational Definitions and Measurements

Following are the tools of measurement of different variables used in this study which all the items are adapted from the appropriate literature.

3.7.1 Employees' Performance

Job performance represents behaviours that are formally evaluated by the organisation as part of the employees' responsibilities and duties (Jex & Britt, 2008). The researchers also described the employees' performance as an individual level variable; the performance was something that an individual did. The measurement of employees' performance is adapted from the previous research by Williams and Anderson (1991) using a five-point Likert scale ranging from strongly agrees to strongly disagree for job performance scales. Reported reliability by William and Anderson (1991) on the measurement was about 0.91. The employees

were asked to rate their job performance on the selected items. This section contained eight items as the following:

Table 3.3
Measurement Items of the Employees' performance

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

3.7.2 Role Ambiguity

Role ambiguity is defined as the lack of a clear set of instructions for guiding one's actions in a particular setting or to achieve a specific goal (Eys & Carron, 2001)

When the employee of an organization faces the confusion of multiple functions assigned by the organization, this situation leads the employee to the condition of role ambiguity (Robbins & Alvy, 2003). The measurement of role ambiguity was adapted from Rizzo *et al.* (1970). It consists of seven-point Likert scales, ranging from strongly agree to strongly disagree for role ambiguity scales. The reliability of this instrument was reported 0.81 as recorded by Rizzo *et al.* (1970). Since the nature of role ambiguity is negative, all of the items were reversed scored in which high scores indicated higher role ambiguity. This was done to maintain the meaning of the response as suggested by Sekaran and Bougie (2013) since this study measures role

ambiguity, not role clarity. The eight items that included in this section were as the following:

Table 3.4
Measurement Items of the Role Ambiguity

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

3.7.3 Job Satisfaction

Job satisfaction is seen as a mindset that people hold about their occupations (Ivancevich, 1997). It comes around because of their view of their work nature and the extent to which there is a great fit between the masses and the organisations. Job satisfaction is an imperative territory to firms. Numerous leaders would not falter to know whether their employees or subordinates are fulfilled by their jobs (Aladwani *et al.*, 2012). Job satisfaction is characterised as a disposition that people have about their jobs; it is a degree to which one feels decidedly or adversely about the inherent and/or outward parts of one's job (Bornschiefer & Chase-Dunn, 1985). The reactions were evaluated using a five pointed scale Likert scale, such as 1- strongly agrees, 2 - Agreed, 3 - Neutral, 4 - Disagreed and 5 - strongly agreed. This section contains the following items:

Table 3.5
Measurement Items of the Job Satisfaction

No.	Items
-----	-------

1	This university is a great place to work.
2	I give the best effort to my job.
3	The people I work with are very cooperative here.
4	I get respect here as an individual.
5	I think the management could do a lot to satisfy my job.
6	Last time I got increment as per my performance.
7	The university's policy is good for working here.
8	If any friend of mine gets an offer from the university I would say this is a good university for work takes the job.
9	You can work very hard, but nobody from the management cares.
10	The wrong people get promoted here.

3.7.4 Leadership

The development of leadership remains to be a focus and has received substantial research attention (Yang, 2010). Leaders are about influencing, motivating, and enabling others in their workplace to give the strength and success of the organisations (McShane & Glinow, 2010). Leaders, as defined by Robbins and Judge (2007) as the ability to determine a group toward the accomplishment of a vision or set of destinations . Therefore, a simpler definition was made by (Kassim & Sulaiman, 2011) as to be part of management that involves the oversight of others . The measurement of leadership is adapted from Yang (2010), which had been applied successfully. The reactions were evaluated using a five-pointed Likert scale, such as 1- strongly agrees, 2 - Agreed, 3 - Neutral, 4 - Disagreed and 5 - strongly agreed. This section contains the following items.

Table 3.6
Measurement Items of the leadership

No.	Items
1	My senior managers appreciate me whenever I do any good thing.
2	Whatever problem I face my manager can solve it without delay.
3	Management tries to listen what employees are saying.
4	My manager cooperates & motivates me to do my best.

No.	Items
5	Usually, management does not care about the employee comfort level
6	Senior management has a proper reward system which stimulates me to work more.
7	I feel a friendly relation with the management
8	My managers understand my problems and try to resolve them

3.7.5 Training

Organisational performance or Authoritative performance is straightforwardly identified with employee training (Delaney & Huselid, 1996). Fitting training encourages correspondence and enhances the nature of work (Fussell *et al.*, 2000). They also mentioned that fitting training enhances the information and attitudes of employees, which ought to enhance their benefit in assignments and ultimately enhance the performance. The relationship between training, employee performance is exceptionally solid in social organisations and in Small Medium Enterprises (Huang, 2001). Hansson (2007) utilised a universal data set incorporated from 26 nations to analyse the degree of training, which improves performance and resources for training where the essential variable ultimately enhance the performance. The measurement of training is adapted from Hansson (2007). The measurement of training is adapted from Hansson (2007). The researcher was using a five-pointed Likert scale, such as 1- strongly agrees, 2 - Agreed, 3 - Neutral, 4 - Disagreed and 5 - strongly agreed. This section contains the following items.

Table 3.7
Measurement Items of the Training

No.	Items
1	The training given here is very useful for my job.
2	Training is relevant to my job description
3	Training can really translate its benefits in my performance

4	Selection criteria for training is fair enough
5	The training is quite beneficial to improve my performance at the workplace
6	I wish to join more training sessions
7	After attending training sessions, now I am more clear about my job
8	Training brought a positive impact on my job performance

3.7.6 Personal Information

This information appeared in the last section of the questionnaire. Questions in this section are self-developed for this study and basically looked at the gender, age group, ethnic group, type of business sector, working experience, service tenure as well as the level of education. They are meant to provide the information on the respondents' profile. There was a total of seven items related to the background of the respondents as the following:

Table 3.8
Measurement Items of the personal Information

No.	Items
1	What is your age?
2	What is your nationality?
3	What is your gender?
4	How many years of working experience do you have in total?
5	How many years of working experience do you have in total?
6	How many years have you been working in the present university?
7	What is your highest educational qualification?

3.8 Language Translation

In designing the questionnaire, consideration was made in terms of language used. Since the Arabic language is the official language in KSA, the questionnaire was translated into the Arabic language version in order to cater to those respondents that may have difficulties in understanding the questionnaire in the English language.

This process of translation was done using the back-translation method. Back translation is regarded as the best practice when comes to questionnaire design (Hilton & Skrutkowski, 2002).

In order to conduct a back translation, the first stage involved, the source language (in this context the English language) being translated directly into the target language (Arabic language) resulted in a new version. The second stage takes place when a translation for the second time carried out by an independent person to translate the target version into the source language. A comparison was made in order to eliminate any discrepancies between the original and the back-translated version (Potaka & Cochrane, 2004). The accuracy of the translated version of the questionnaire for this study was reviewed by an educationist of one of the private institutions who has years of experience in teaching the Arabic language.

3.9 Study Ethics

Since this study involved the collection of data from those respondents who are currently working in the Public sector Universities of KSA, care was given on the credibility of the respondents, as well as their privacy. Therefore, respondents will not be forced to participate in this study, meaning which participation was on the voluntary decision and all personal information was sealed away from non-relevant parties. At the same time, no direct personal identification of the respondents were required, such as their names or any other forms of information, which can expose their identities. Besides that, approval of the firms involved was obtained prior to the research so that employees that participated could rest assure that they would receive

the blessing from the employers concerning their participations. In addition, all participants were given each a stamped self-addressed envelope, which to be sealed, in order to maintain confidentiality before posting.

3.10 Data Collection

3.10.1 Methods

To gather information for this study, a questionnaire based strategy was utilised in which it included the accumulation of numerical information utilising organised poll that was utilised to gather essential information from the samples (Hair *et al.*, 2014). They also mentioned that a structured questionnaire is a pre-determined set of questions designed to capture data from respondents. It is basically a scientifically designed instrument for measurement of key characteristics of individuals, companies, events or other phenomena. This method of data collection would, therefore, allow greater control as the researcher is able to know what is needed and to measure the variables understudied (Hair, 2010). Babbie (2004) had also suggested that a survey is the most useful tool for collecting similar information from a large sample of respondents similar to employees working at the public sector universities in KSA.

The three common types of data aggregation methods in survey research are interviewing, administering questionnaires and observing people or a phenomenon (Sekaran & Bougie, 2013). Interviewing has the advantage of being flexible in which the interview is able to adopt, adapt and the modifying the questions by the researcher during the process of interview. On the other hand, if a researcher intends

to obtain data in a much efficient manner in terms of time, effort and costs, the way to do it is with the use of questionnaires whereas observation will allow an unobtrusive way of collecting data (Sekaran & Bougie, 2013).

3.10.2 Data Collection Procedure

Before mailing occurred, an exertion has reached the individual, in control (leader) in each of the organisations either through appearances, sends or through phone brings to clarify the motivation behind the exploration. At the point when support was gotten, every poll was set in an envelope encased with a presentation document alongside a stamped return tended to envelop so it was advantageous for the respondent to post it once it is finished. The presentation document contained a clarification on the motivation behind the exploration, which is individualised for scholarly research and an affirmation that just the analyst might have admittance into the reactions given by the employees. Besides that, a letter was prepared (with approval obtained) for the person in- charge (manager) to encourage the employee to participate in the survey as an attempt to get a better response from the respondents. A follow-up letter was sent to those firms as a way to obtain their support in getting their staff to participate in the research. In order to further encourage participations, an offer was also made for the participating firms to be given the summary of the findings should they be interested in obtaining one.

3.11 Non-response bias

A mail survey was regarded as the most common means of data collection and inexpensive (Erdos, & Spencer, 1974; Babbie, 2004; Sekaran & Bougie, 2013).

Nevertheless, the poor response rate has always become an issue among researchers as the response rates can be as low as less than 50 percent (Pearl & Fairley, 1985). Having no responses in mail survey had often been remarked by past researchers (e.g. Armstrong & Overton, 1977; Pearl & Fairley, 1985; Hair, 2010; Sekaran & Bougie, 213).

In line with that, a generally composed study and an examination based organisational technique, taking after by and large adequate conventions and methodology and also writing them in the exploration, investigation and to control for non-reactive inclination (Dillman, 2000; Lindner, Murphy & Briers, 2001; Porter, 2004). Non-response bias occurs in the statistical survey if the responses of respondents differ from the potential answers of those who did not reply. In other words, non-response bias occurs when there is a dispute between the tastes of these non-respondents and those that do not response on which estimates are established upon (Pearl & Fairley, 1985 pg. 553).

According to Ellis, Endo and Armer (1970), non-response bias is a function of:

- (a) The proportion of non-respondents in the total sample and
- (b) The extent to which there is a systematic discrepancy between respondents and non-respondents on variables relevant to the query .

Berg & Otley (2002) referred to non-response bias as the mistake one expects to make in estimating population characteristics based on a sample of survey information in which, due to non-response, certain types of survey respondents are under-mapped . The mail survey technique has frequently been criticised for non-

response bias. On the other hand, Bose, Morin, Stojmenović, and Urrutia (2001) defined bias as the difference between a survey estimate and the actual population value while non-response bias connected with an estimate consists of two components-the amount of non-response and the difference in the estimate between the respondents and non-respondents.

According to Armstrong and Overton (1977), late respondents are assumed to share similar responses as non-respondents. Those late respondents who respond less readily were a consideration to have responded simply because they have been reminded or prompted to do so by the researcher. Due to this stimulus, the researcher will obtain responses through different waves with persons that responded in later waves would be assumed to be as non-respondents (Armstrong & Overton, 1977). Furthermore, Pearl and Fairley (1985) noted that although efforts were put in to have a well-designed survey, the existence of the unknown opinions of individuals cannot contribute to estimates of population preferences.

Consequently, based on the idea from Armstrong and Overton (1977) non-reaction inclination had likewise been characterized as a predisposition that exists in study results when respondents to an overview are unique in relation to the people who did not react regarding demographic or attitudinal variables, or different variables significant to the review subject (DDS Research, Inc., 2004).

One methodology on non-reactive inclination is to gauge the impacts of non-reaction (Daniel, Bobrow, & Norman. 1975). Armstrong and Overton (1977) said that there were a few explanations behind the appraisals the non-reaction predisposition to be

in utilised: Reanalyzing the past reviews, Appraisals of non-reaction predisposition can be utilised to gauges of review that was carried out after eventually prior. Consequently, if appraisals of non-reaction inclination can be completed, tolerating a lower rate of return can get to be conservative as through estimation (Sekaran & Bougie, 2013). It is good to use estimates as the better solution in managing non-response bias. Thus, before a sample can be used to generalise to the population, it is necessary to know whether the response given by those responded and those do not, were not significantly different (Armstrong & Overton, 1977). Therefore, it is necessary that non-response bias does not occur in this study in order to ensure generalizability of the study. The presence of non-response bias is a menace to the external validity or generalizability of research findings to the target population of a study” (Lindner *et al.*, 2001).

3.12 Pre-test

A pre-test was carried out to ensure measurement reliability and validity exists. Nunnally (1978) noted that it is necessary to have a pre-test in order to ensure that questions are understandable and the items can represent the constructs understudied. Thus, a pre-test was carried out on data that collected from a sample of thirty-nine employees (academic staffs who have an administrative position and and non-academician staffs). The 39 who were randomly selected from other public universities (Prince Sattam Bin Abdulaziz University and Majmaah University) in KSA. According to Hair *et al.* (2014), the number of respondents that can be used for a pre-test can range somewhere among thirty individuals. Through a pre-test study,

the researcher was able to obtain knowledge of the reliability and the consistency of the intended measurements (Hair *et al.*, 2014).

3.12.1 Validity

And so again, dependability alone is not sufficient to survey the fitness of a metre, which necessitates an alternate type of assessment. This is experienced as the test of validity. The validity of a measure is expected to guarantee that the scale in utilised can quantify the planned idea (Sekaran & Bougie, 2013) or what it assumes to gauge (Hair 2010; Nunnally, 1978). When a measurement is not measuring the intended concept due to the presence of a non-random error, invalidity is said to occur (Carmines & Zeller, 1979). Two common tests that can be used to test the goodness of measures are the content validity and construct validity (Hair, 2010; Sekaran & Bougie, 2013).

On the other hand, a construct validity refers to the power of a set of measured variables to stand for the theoretical latent constructs of those variables (Hair, 2010) while Sekaran and Bougie (2013) stated that construct validity testifies to how well the results received from the utilisation of the measure fit the theories around which the examination is planned. The existence of construct validity will give confidence that the item measures taken from a sample can stand for the actual true score of the entire population. Thus, Carmines and Zeller (1979) established that construct validity via face validity is most useful for many abstract social science concepts as compared to content validity. The researcher asked five academic staff and other five non-academician staffs to evaluate the questionnaire in order to explain the

construct validity. Therefore, in order to define the construct validity, factor analysis was run out in order to confirm that the details of the measurements are most appropriate to evaluate the selected variables.

3.12.2 Reliability

In surveying the estimation of scales, the dependability of the estimation is imperative. A poll is considered as solid on the off chance that it rehashed application brings about steady scores (Hair, 2010). As such, the examination discoveries have to be steady and in a large portion of the case, unwavering quality takes as multi-ten scale. On the off chance that the instrument is a multi-thing scale, its unwavering quality is produced when the scores for the individual inquiries (things) that made up the scale correspond.

In an alternate definition, dependability was characterised as the degree to which a variable or set of the variable is predictable in what it is proposed to gauge. On the off chance that various estimations are taken, the dependable measures will all be reliable in their qualities (Hair, 2010). A similar view was also given by Clark-Carter (2004) in which reliability is defined as the degree to which a measure would produce the same result from one occasion to another ; in other words, consistency of the test.

Since this research used the Likert scale, having inward unwavering quality of the estimations is essential. This can be evaluated through the coefficient alpha or otherwise called the Cronbach's alpha. Cronbach's alpha can be gotten by ascertaining the normal of the coefficients from all conceivable mixes of split parts

and the world can move from 0 to 1 (Hair, 2010) . At the period when the estimation of the alpha is high, it evidences that the things on the scale correspond well, though a lower score will prove that the things do not connect easily and can't measure the variables well when used as a constituent of the mix (Nunnally, 1978). The Cronbach's alpha coefficient value should be of at least 0.7 in order to be considered as good as it shows that all the items in the measurement can be combined to measure a particular variable (Hair, 2010) and to be judged as acceptable (Nunnally, 1978). In the present study, before distributing the final questionnaire, a pilot test was conducted. The pilot study was conducted at the beginning of the study, before the actual survey. Previous studies recommended conducting a pilot study because it improves the format and the contents of the questionnaire and brings it to a more understandable language and relevance format (Neuman & Baron, 1997; Trochim & Donnelly, 2006). Questionnaires were distributed to 50 employees in public universities a total of 39 questionnaires were returned.

Cooper and Schindler (2008) indicate that the appropriate sample size of the pilot study is approximately between 25 to 100 respondents. Reliability of the instrument was checked to know the internal consistency. Basically, reliability refers to the stability and consistency of the measurement items. The most frequently used statistical test of reliability estimate is the Cronbach's alpha (Sekaran & Bougie, 2013; Zikmund, Babin, Carr, & Griffin, 2013). Smart PLS-2 was used to test the Cronbach's alpha and composite reliability of the measurement instrument. Table 3.2 shows the reliability test results.

Table 3.9
Results of Pilot Study

Construct	Items	Loading	Cronbach Alpha	CR ^a
Employees' performance	JP1	0.622		
	JP2	0.757		
	JP3	0.865		
	JP4	0.798	0.787	0.899
	JP5	0.745		
	JP7	0.676		
Job Satisfaction	JP8	0.675		
	JS2	0.793		
	JS3	0.697	0.629	0.766
	JS4	0.721		
	JS8	0.611		
Leadership	LE1	0.789		
	LE2	0.778		
	LE3	0.786		
	LE4	0.751	0.867	0.897
	LE6	0.612		
	LE7	0.613		
	LE8	0.711		
	RA3	0.711		
Role Ambiguity	RA4	0.741		
	RA5	0.764	0.832	0.868
	RA6	0.767		
	RA7	0.736		
	RA8	0.659		
Training	TR3	0.669		
	TR6	0.842	0.832	0.872
	TR7	0.898		
	TR8	0.851		

Prior literature has suggested the use of Composite Reliability (CR) as a replacement (Hair *et al.*, 2014). From Table 3.2 such values are shown to be larger than 0.70, so high levels of internal consistency reliability have been demonstrated among all seven reflective latent variables. The values of CR ranged from 0.766 to

0.899, which exceeds the recommended of values between 0.70 and 0.90 this can be regarded as satisfactory (Hair *et al.*, 2014).

3.13 Data Analysis

All gathered reactions were legitimately analysed before they are transferred into SPSS and PLS. Hence, the researcher employed the Structure Equation Modelling (SEM). The model helps to comprehend the mechanism by which the independent variables impact on the dependent ones. Moreover, PLS-SEM is the model of choice as it provides the entire tools needed for hypothesis testing. To examine the model, the PLS-SEM approach is employed, using Partial Least Squares (PLS) 2.0.

The aim of the analysis is to achieve reliability in data analysis and hypothesis testing. Among the various tests, this study used data screening and preliminary analyses of missing data, normality, outliers and test of non-respondent bias. This study follows the two main steps in PLS-SEM. The first step is to confirm the validity and reliability of the measurement model. The second step is to test the proposed hypothesis. The analyses are presented in the following sections.

a. Descriptive Analysis

Many methods can be used to furnish a description quantitative summary form of the information. The descriptive analysis comprises analysis of mean, median, response rate and useable rate.

b. Measurement Model

Measurement model was used to explain or assess constructs' reliability and validity of the current study. PLS-SEM comprises a two-step approach of measurement model and structural model in one statistical test. For the measurement model, the validation of the measurement model is by employing confirmatory factor analysis. Unidimensionality, reliability, convergent validity, discriminate validity, and predictive validity were tested by the researcher once the construct validity had been examined (Anderson & Gerbing, 1988) . The researcher carried out the approximation on the structural relation and latent variables after the idea of the model fit had been deported. It was done after measurements related to the model were validated.

c. Hypotheses Testing

This study tested the hypotheses using the PLS-SEM. ~~It~~ is a statistical test to quantify the relationship between one dependent variable and one or more independent variables (Hair, 210). The R Square (R^2) is a measurement of how well the independent variables can predict the dependent variable.

3.13.1 Structural Equation Modelling - PLS Approach

Structural Equation Modelling (SEM - PLS) is a statistical modelling combination which examines the relationships among numerous latent constructs (Hair *et al.*, 2014). These relationships expound changes in the constructs (exogenous variables) which were impacted other constructs (endogenous variables). SEM - PLS is one of the criteria to be considered during the selection of research methodologies, particularly in the study of issues that are connected to social and behavioural

sciences (Baumgartner & Homburg, 1996). According to Hair (2010), SEM - PLS involves two primary roles: first, the measurement (i.e. what are the items which require being evaluated; how to appraise the items; and how the reliability and validity conditions are satisfied). Second, causal relationships among constructs that the explanation because the variable is unobserved and complex. Since the complexity of the mannequin in this survey, the researcher implements the SEM - PLS as the key analysis method. To boot, there is a need for analysis of moderating effects. SEM - PLS user to investigate causal relationships among the latent variables.

3.14 Chapter Summary

Research and methodology section comes up with the main research strategies which are opted to carry out the study to obtain more reliable empirical results in a more scientific way. This section contains the methodologies and their logical reasoning to obtain the data and analysis process to get empirical results. It mainly deals with the research framework, hypothesis development, research design and operational definitions. It also presents the techniques used in data collection and data analysis to get reliable and valid empirical results.

CHAPTER FOUR

RESULTS

4.1 Introduction

The current chapter would discuss the results of the analysis. The data of this survey are analyzed through PLS smart version 2. PLS (Partial Least Squares), which is a measurement tool, got popularity over past few decades. PLS also deals with multivariate and complex models more effectively (Esposito Vinzi, Chin, Henseler, & Wang, 2010; Vinzi, 2013). Furthermore, the targeted statistical population of this research is both the academic who has an administrative position and nonacademic staff in public universities in KSA. A sample of 366 workers is selected while considering the sample selecting recommendations by Krejcie & Morgan (1970).

After removing the uncompleted questionnaires the final sample size for analysis was 366. Moreover, the tool for data collection was questionnaires which the researcher uses a Self-administrated survey approach to the target population. The descriptive analysis shows the demographic values of the respondent like age and nationality. Furthermore, the validity of measurement instruments was evaluated by using the convergent validity and content validity. However, convergent validity denotes to the notion that any construct items have an adequate correlation with each other. After having the goodness been determined which is related to the outer model, then comes the other stage where it was to examine the hypothesized

relationships existing among the constructs by employing the bootstrapping techniques in Smart PLS.

4.2 Response Rate

As earlier mentioned in Chapter 3, the sample size for the current study was 366 from employees in public universities of KSA. The data was distributed via self-administered questionnaires to the 600 employees. 393 of which were returned and 27 of which were excluded because of several missing pieces of data per case. The cases with missing data were excluded when they comprised less than 5% of the total cases (Meyers, Gamst & Guarino, 2006). However, at the end of the data collection period only 366 employees participated. The 366 participated in this study gave an effective response rate of 61% which covered the biggest public universities based on the geographic regions (East, West, Middle, North, and South). This response rate was considered more than adequate because the data were collected in a self-administered manner, with no prior contact or personal connection made with the employees. In addition, a review of the published social research literature suggests that a response rate of at least 50% can be considered adequate for analysis and reporting (Anderson, Richardson, McKie, Iezzi, & Khan, 2009; Babbie, 2007). As shown in the Table 4.1 summary of the response rate of the questionnaires.

Table 4.1

Summary of the Response Rate of the Questionnaires

Description	Frequency/Rate
Number of distributed questionnaires	600
Returned questionnaires	393
Returned and excluded questionnaires	27
Returned and usable questionnaires	366
Usable response rate	61%

4.3 Descriptive analysis

The descriptive statistics are reported in Table 4.2 shows that the number of respondents was 366 and the mean and Std. deviation of variables are as follows, the role ambiguity has the lowest mean 3.027 among all independent variables with Std. deviation 1.019, the leadership has a second lowest mean of 3.157 with Std. Deviation 1.045. Then, job satisfaction has a mean value 3.362 with Std. deviation 0.809. While the employees' performance has the highest mean 4.012 with Std. deviation 0.805, finally, the training has a second highest mean 3.641 and Std. deviation 0.794.

Table 4.2

Descriptive analysis

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Role Ambiguity	366	1	5	3.027	1.019
Leadership	366	1	5	3.157	1.045
Job Satisfaction	366	1	5	3.362	0.809
Training	366	1	5	3.641	0.794
Employees' performance	366	1	5	4.012	0.805

Table 4.3 shows the nationality of the respondents, Saudi nationality represents the large number (317) of total respondents with percentage 86.6 and the second group

contributes the remaining percentage 13.4 with a number of non-Saudi respondents 49. This means that staffs are mostly from Saudi Arabia.

Table 4.3 shows also the age of respondents, results show that the minimum number of respondents lies in the age of above 50 years with 3.6 percentages. Second and third minimum percentages are 4.6% and 5.2% with a number of respondents 17 and 19 respectively. On the other hand, the highest number of respondents is 97 under the age of more than 30 to 35 years with 26.5%; the second highest number of respondents is 86 lies under the age of more than 25 to 30 years with 23.5%. So, on the third and second highest is 22.7% and 13.9% with a number of respondents 83 and 51 respectively.

Table 4.3
Nationality and Age of Respondent

Nationality	Frequency	Percentage	Cumulative Percent
Saudi Arabia	317	86.6	86.6
Not Saudi	49	13.4	100
Total	366	100	

Age			
25 years or less	17	4.6	4.6
More than 25 to 30 years	86	23.5	28.1
More than 30 to 35 years	97	26.5	54.6
More than 35 to 40 years	83	22.7	77.3
More than 40 to 45 years	51	13.9	91.3
More than 45 to 50 years	19	5.2	96.4
Above 50 years	13	3.6	100
Total	366	100	

4.4 Testing the Measurement Model

First of all, by employing partial least squares structural equation modelling (PLS-SEM) the measurement model outer model was gauged before the hypotheses of the study was a test. For these two stages were observed to know the model's goodness of fit. First, the construct validity, which includes composite reliability factor loadings, Cronbach's alpha, and average variances extracted (AVE) which included convergent validity, was determined. Second, discriminant validity that includes the criterion of Fornell and Larcker (1981) was established.

4.4.1 Construct Validity

The construct validity alludes to the stage up to which the very items devised to gauge a specific construct may properly ascertain the very concept for which they were devised to determine as per the opinion of Hair (2010). In specific terms, all the items developed to gauge a specific construct have to load more high upon their related construct as compared to their loadings upon other constructs. That was established with the help of a very comprehensive review of the literature to produce those items which have been determined already and also evaluated in the past studies.

Since all the items are adapted, there is no need to do exploratory factor analysis (EFA) but there is a need to do confirmatory factor analysis (CFA) Hair et al., (2010). Items were appropriately allotted to their respective constructs on the basis of confirmatory factor analysis; all items were correctly assigned to their constructs. Table 4.4 shows the content validity of the measures, there are high loadings in the

items on their respective constructs when compared to other constructs as illustrated in Table 4.4 And construct's validity was determined by two ways. First, the items indicated high loadings on their constructs while they were juxtaposed with the other constructs. Second, the item loadings loaded very significantly upon their respective constructs as per the opinion of Chow & Chan (2008). Table 4.4 and Table 4.5 show the result.

Table 4.4
Factor Analysis and cross loading

Construct	Items	JP	JS	LE	RA	TR
Employees' performance	JP1	0.634	0.335	0.063	-0.098	0.325
	JP2	0.839	0.042	0.048	-0.242	0.453
	JP3	0.835	0.359	0.052	-0.192	0.481
	JP4	0.776	0.297	-0.025	-0.152	0.340
	JP5	0.733	0.409	0.101	-0.182	0.390
	JP7	0.608	0.378	0.164	-0.149	0.298
	JP8	0.664	0.246	0.035	-0.141	0.292
Job Satisfaction	JS2	0.476	0.791	0.142	-0.119	0.455
	JS3	0.206	0.674	0.436	-0.111	0.253
	JS4	0.276	0.734	0.390	-0.159	0.331
	JS8	0.144	0.500	0.327	-0.040	0.331
Leadership	LE1	0.078	0.368	0.778	-0.048	0.384
	LE2	0.054	0.355	0.786	-0.075	0.296
	LE3	0.025	0.301	0.797	-0.036	0.216
	LE4	0.081	0.339	0.851	-0.232	0.203
	LE6	0.056	0.142	0.634	-0.053	0.227
	LE7	0.037	0.275	0.634	-0.144	0.156
	LE8	0.066	0.300	0.769	-0.088	0.198
Role Ambiguity	RA3	-0.194	-0.135	-0.118	0.723	-0.049
	RA4	-0.102	-0.155	-0.175	0.734	-0.013
	RA5	-0.259	-0.090	0.024	0.782	0.029
	RA6	-0.132	-0.190	-0.174	0.759	-0.066
	RA7	-0.091	-0.114	-0.183	0.764	-0.019
	RA8	-0.056	-0.040	-0.213	0.641	-0.016
Training	TR3	0.323	0.406	0.354	-0.074	0.669
	TR6	0.494	0.433	0.174	-0.029	0.842
	TR7	0.428	0.445	0.345	-0.011	0.900

Construct	Items	JP	JS	LE	RA	TR
	TR8	0.424	0.444	0.255	0.024	0.872

Table4.5
Significance of the factor loading

Construct	Items	Loading	Standard Error	t-value	P Value
Employees' performance	JP1	0.634	0.053	11.872	0.000
	JP2	0.839	0.017	50.364	0.000
	JP3	0.835	0.021	39.396	0.000
	JP4	0.776	0.030	25.769	0.000
	JP5	0.733	0.034	21.466	0.000
	JP7	0.608	0.051	12.019	0.000
	JP8	0.664	0.043	15.566	0.000
Job Satisfaction	JS2	0.791	0.040	19.863	0.000
	JS3	0.674	0.065	10.400	0.000
	JS4	0.734	0.054	13.656	0.000
	JS8	0.500	0.087	4.943	0.000
Leadership	LE1	0.778	0.212	3.675	0.000
	LE2	0.786	0.215	3.651	0.000
	LE3	0.797	0.222	3.586	0.000
	LE4	0.851	0.205	4.142	0.000
	LE6	0.634	0.231	2.739	0.003
	LE7	0.634	0.211	3.004	0.001
	LE8	0.769	0.203	3.800	0.000
Role Ambiguity	RA3	0.723	0.060	12.083	0.000
	RA4	0.734	0.082	8.950	0.000
	RA5	0.782	0.052	14.925	0.000
	RA6	0.759	0.082	9.304	0.000
	RA7	0.764	0.104	7.319	0.000
	RA8	0.641	0.110	5.807	0.000
Training	TR3	0.669	0.041	16.439	0.000
	TR6	0.842	0.025	33.232	0.000
	TR7	0.900	0.017	53.864	0.000
	TR8	0.872	0.024	35.841	0.000

4.4.2 Convergent Validity related to the Measurements

The Table 5.6 indicated the values concerning the composite reliability varied from 0.759 to 0.901. And thus the values surpassed the endorsed value, i.e. 0.6 (Hair, 2010; Fornell & Larcker, 1981). But the AVE (average variances extracted value) fluctuated between 0.508 and 0.681 that is greater than the recommended value (0.5) of AVE by Hair, Hult, Ringle and Sarstedt (2016). This indicates a good level concerning the validity of the construct related to the employed measures (Barclay, Higgins, & Thompson, 1995). Hence results authenticate the very convergent validity, which is related to the outer model.

Table 4.6
Convergent Validity Concerning the Measurements

Construct	Items	Loading	Cronbach Alpha	CR ^a	AVE ^b
Employees' performance	JP1	0.634	0.853	0.889	0.536
	JP2	0.839			
	JP3	0.835			
	JP4	0.776			
	JP5	0.733			
	JP7	0.608			
	JP8	0.664			
	JS2	0.791			
Job Satisfaction	JS3	0.674	0.630	0.759	0.508
	JS4	0.734			
	JS8	0.5			
	LE1	0.778			
Leadership	LE2	0.786	0.874	0.901	0.568
	LE3	0.797			
	LE4	0.851			
	LE6	0.634			
	LE7	0.634			
	LE8	0.769			
	RA3	0.723	0.845	0.875	0.541
Role Ambiguity	RA4	0.734			

	RA5	0.782			
	RA6	0.759			
	RA7	0.764			
	RA8	0.641			
Training	TR3	0.669			
	TR6	0.842	0.841	0.894	0.681
	TR7	0.9			
	TR8	0.872			

$$*^a CR = (\Sigma \text{ factor loading})^2 / \{(\Sigma \text{ factor loading})^2 + \Sigma (\text{variance of error})\}$$

$$*^b AVE = \Sigma (\text{factor loading})^2 / \{\Sigma (\text{factor loading})^2 + \Sigma (\text{variance of error})\}$$

4.4.3 Discriminant Validity related to the Measures

The differentiated validity concerning the quantifications was authenticated through using the method of Fornell and Larcker (1981). As it has been explained in Table 4.7, the square root of the average variance extracted (AVE) for all the constructs was put at the diagonal elements related to the correlation matrix. Since the diagonal elements were greater as compared to the elements concerning the row and column where they were placed. This authenticates the differentiated validity of the said outer model. In conclusion, it may be said that after having determined the validity of the construct which is related to the outer model, it is, therefore, presumed that the procured findings concerning the hypothesis testing have to be reliable as well as valid.

Table 4.7
The Discriminant Validity Matrix

Construct	Employees' performance	Job Satisfaction	Leadership style	Role Ambiguity	Training
Employees' performance	0.732				
Job Satisfaction	0.469	0.685			
Leadership	0.083	0.400	0.633		
Role Ambiguity	-0.231	-0.166	-0.138	0.735	

Training	0.513	0.522	0.329	-0.023	0.825
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4.5 Goodness of Fit (GoF) of the Model

With a view to supporting the validity related to the PLS model, Goodness of Fit value was approximated as per Using the formula, the Goodness of Fit value was 0.486.

$$Gof = \sqrt{(R^2 \times AVE)}$$

A juxtaposition was drawn from the baseline values related to GoF (small = 0.10, medium = 0.25, large = 0.36), as proposed by Wetzels, Odekerken-Schröder, & Van Oppen (2009). Table 4.8 indicates that the goodness of fit model measurement remained higher, that indicated a reasonable level concerning the validity of the global PLS model.

4.6 Predictive Relevance and the Quality of the Model

Result regarding the quality of the prediction related to the said model is shown in Table 4.8 that clarified the cross-validated redundancy concerning Employees' performance was 0.219189. So, this value was greater than zero, which indicated an adequate predictive validity related to the model which relies upon the criteria proposed by Fornell and Cha (1994).

Table 4.8
The Model's Predictive Quality Indicators

Variable	Variable Type	R square	Cross-validated Communalities	Cross-validated Redundancy
Employees'	Endogenous	0.426	0.386831	0.219189

4.7 The Effect Size of the Employees' performance

The effect size (FZ) allows evaluating the measurable contribution of the construct to the R^2 value of the endogenous latent variable. It is the rule of thumb that FZ values range among, 0.02, 0.15, and 0.35 which reveals that the exogenous construct's large, medium or small effect upon the endogenous construct (Hair *et al.*, 2016). The following formula shows how the effect size was calculated:

$$Effect\ size(f) = \frac{R_{incl}^2 - R_{excl}^2}{1 - R_{incl}^2}$$

Table 4.9
The effect Size of the Employees' performance, and the Interaction Terms

Construct	R ² incl	R ² excl	R ² incl-R ² excl	1-R ² incl	effect Size	%
Job Satisfaction	0.426	0.364	0.062	0.574	0.108	10.80
Leadership style	0.426	0.411	0.015	0.574	0.026	2.613
Training	0.426	0.314	0.112	0.574	0.195	19.51
Role Ambiguity	0.426	0.346	0.08	0.574	0.139	13.94

According to the above mention criteria by Cohen's (1988), job satisfaction has FZ 0.108 indicate a small contribution to an observed endogenous variable; FZ of leadership style is 0.026 shows that the very small involvement in employees' performance. Consequently, training has the greatest effect size 0.195 than all other independent variables which indicate the greater contribution of training to employees' performance. Similarly, role ambiguity also contributes a little more than job satisfaction and leadership style with effect size 0.139. According to these

statistical results, training is the most important independent variable having a great contribution to employees' performance.

4.8 Inner Model's Assessment and Procedures for Hypotheses Testing

Having the goodness been determined which is related to the outer model, then comes the other stage where it was to examine the hypothesised relationships existing among the constructs. By making use of the Smart PLS2.0, the hypothesised model was examined by employing the bootstrapping techniques.

As illustrated in Table 4.10 and Table 4.11, based on the result of bootstrapping technique, the independent variables namely, job satisfaction, leadership style, and training significantly influence the employee's performance. P-value of job satisfaction on employees' performance is (0.000) which is significant; leadership style on employees' performance is (0.042) which is significant; the P- value of training on employees' performance is (0.000) which is significant and the p-value of moderating effect of role ambiguity between job satisfaction and employees' performance is (0.080) which is significant; role ambiguity between leadership style and employees' performance is (0.041) which is significant; p-value of role ambiguity between training, and employees' performance is (0.455) which is not significant. All these three independent variables significantly influence employee's performance.

Similarly, the independent variable that has the higher path coefficient value among the independent variables is training (0.397), which means that training has the biggest effect on employees' performance among the other independent variables.

Thus, each unit increase in training, there was an expected increase of 0.397 in employees' performance. Furthermore, job satisfaction has the second highest path coefficient value (0.042). Meanwhile, leadership style has a path coefficient value (0.035) only. Moreover, the role of ambiguity significantly moderates the relationship between only two independent variables (leadership style, and job satisfaction) and employees' performance.

To sum up, the purpose of the analysis was to offer answers to the proposed objective of the current research that is supposed to test as to which independent variable among job satisfaction and leadership style and training has the biggest influence on the employees' performance of the higher education sector in KSA. Therefore, the conclusion is that the critical factor is training in explaining employees' performance.

4.8.1 Examining the Direct Relationships

The previous studies associated the results which were found out of the analysis that was carried out for the development of the hypothesis in section 3.3. Figure 4.1 and 4.2 represent the direct effect of role ambiguity among employees' performance and an explanatory variable, namely, job satisfaction, training and leadership as shown above in Table 4.11.

Table 4.10

The Results concerning the inner structural model (Direct Hypothesis Testing)

Hypothesis	path Coefficient	standard Error	T- value	P- value	Decision
Job Satisfaction >> Employees' performance (H ₁)	0.042***	0.071	5.223	0.000	Supported
Leadership > Employees' performance (H ₂)	0.035**	0.105	1.733	0.042	Supported

Hypothesis	path Coefficient	standard Error	T- value	P- value	Decision
Training > Employees' performance (H3)	0.397**	0.079	5.005	0.000	Supported

*:p<0.1; **:p<0.05; ***:p<0.01

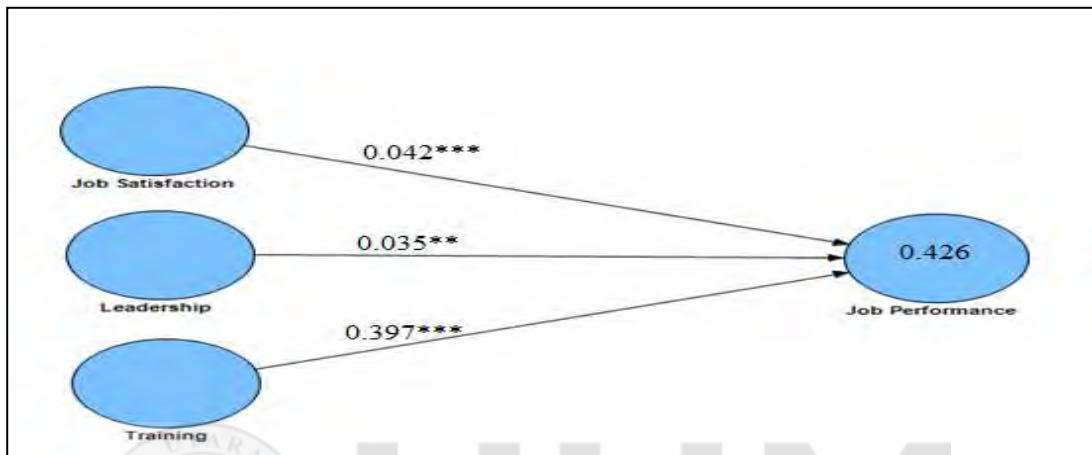


Figure 4.1
Path Coefficient Model Results

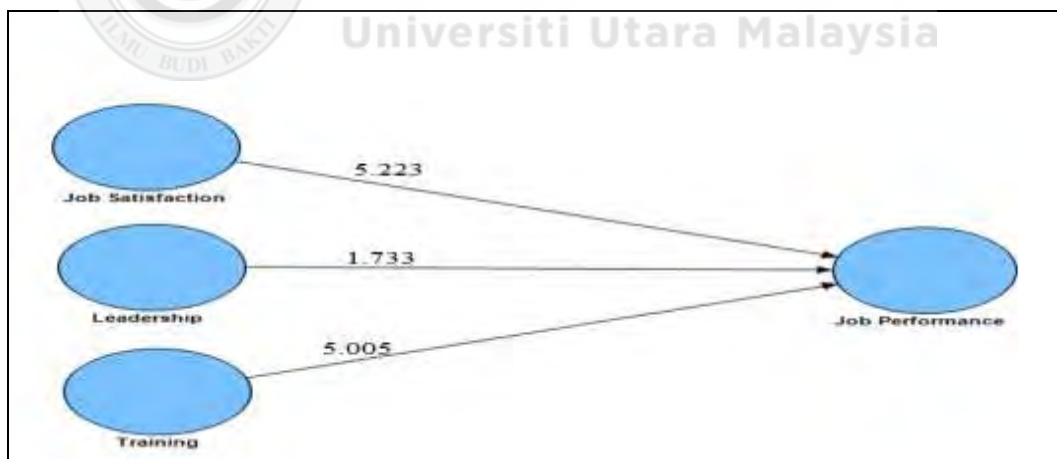


Figure 4.2
Model of Significance Results

Hypothesis 1: There is a significant effect related to the job satisfaction of the employees' performance who is working in public sector universities in Saudi Arabia.

The result from the analysis using bootstrapping techniques indicates that job satisfaction has a positive and significant effect on employees' performance because the path coefficient value of job satisfaction meeting the acceptable criteria. In this study, the model reaches statistical significant results ($\beta = 0.042$, $t = 5.223$, $p < 0.01$). According to the values of path coefficient value (Beta value) and to value which indicated that job satisfaction influence employee performance. Therefore, the first hypothesis of the research is supported.

Hypothesis 2: There is a significant effect of leadership style on the employee's performance who is working in the public sector universities in Saudi Arabia.

The bootstrapping technique was employed to test the hypothesis. The results show that leadership has a significant and positive effect on employees' performance ($\beta = 0.035$, $t = 1.733$, $p < 0.05$). In this study, the model proved significant and positive results. Thus, this supports the second hypothesis of this research.

Hypothesis 3: There is a significant effect of training upon employees' performance who is working in the public sector universities in Saudi Arabia.

Training has a significant as well as the positive impact upon employee's performance, which is the third independent factor that influences the employees' performance in this research ($\beta = 0.397$, $t = 5.005$, $p < 0.01$). In this study, the model

reaches statistically significantly. Hence, the third hypothesis test of the current research is underpinned as shown in Table 4.11.

4.7.2 Testing the Moderation Effect of Role Ambiguity

In this section, Figure 4.3 and 4.4 represent the moderating effect of role ambiguity between employees' performance and independent variable (job satisfaction, training and leadership) as shown above in Table 4.12.

Table 4.11

The Results of the Inner Structural Model for Moderating Role Ambiguity

Hypothesis	Path coefficient	Standard error	T-Value	P-Value	Decision
Role Ambiguity * Job Satisfaction > Employees' performance (H4)	-0.299*	0.212	1.407	0.080	Supported
Role Ambiguity * Leadership > Employees' performance (H5)	-0.259**	0.148	1.746	0.041	Supported
Role Ambiguity * Training > Employees' performance (H6)	0.023	0.079	0.113	0.455	Not Supported

*: $p < 0.1$; **: $p < 0.05$; ***: $p < 0.01$

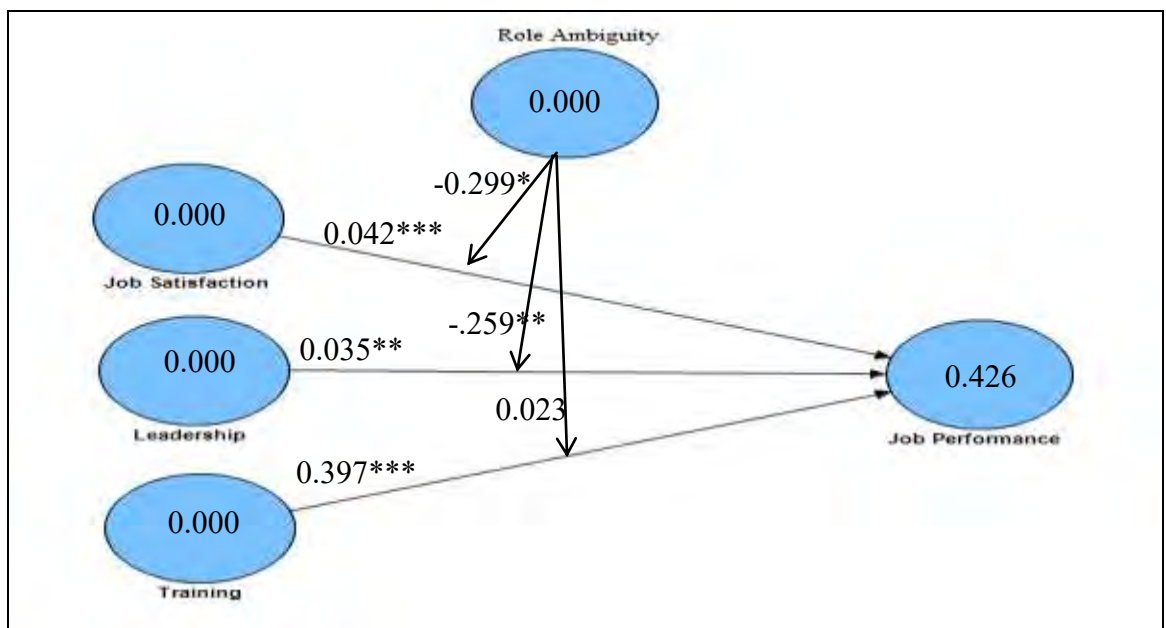


Figure 4.3

Path Model Results for Moderating Effect of the Role Ambiguity

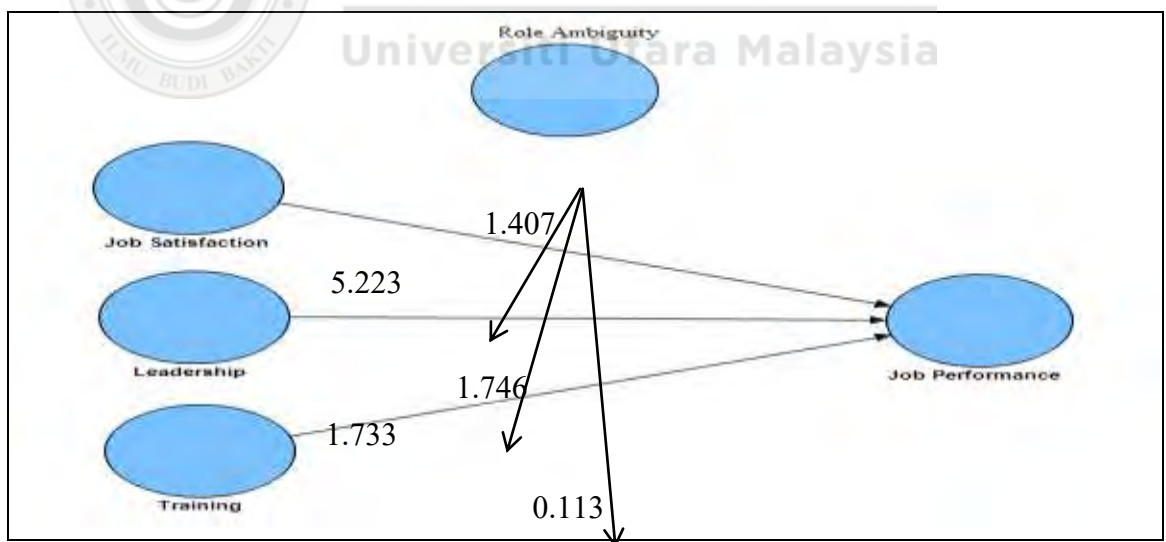


Figure 4.4

Model of Significance Results for Moderating Role of Ambiguity

Hypothesis 4: Role ambiguity moderates the relationship existing between job satisfaction as well as the employees' performance who are working in public sector universities in Saudi Arabia.

Role ambiguity has significant and negatively influence the relationship which exists between job satisfaction and employees' performance ($\beta = -0.299$, $t = 1.407$, $p < 0.1$). In this study, the model which means that role ambiguity significantly and negatively moderates the relationship between job satisfaction and employees' performance. As a result, the hypothesis (H4) of this research is supported.

Hypothesis 5: Role ambiguity moderates the relationship existing between leadership style as well as the employees' performance who are working in the public sector universities in Saudi Arabia.

Role ambiguity has significant and negatively influence the relation of leadership and performance on the job ($\beta = -0.259$, $t = 1.746$, $p < 0.05$). In this study, the model reaches statistics significant values which mean that role ambiguity significantly and negatively moderates the relationship existing between the leadership and the employees' performance. Resultantly, the hypothesis (H5) of this research is supported.

Hypothesis 6: Role ambiguity moderates the training relationship as well as the employees' performance who are working in the public sector universities in Saudi Arabia.

Role ambiguity has no significant effect on the relationship between training and employees' performance ($\beta = 0.023$, $t = 0.113$, $p > 0.1$). In this study, the model

reaches statistically significant which means that role ambiguity, not significantly moderate the relationship that exists between training and employees' performance. Resultantly, the hypothesis (H6) of the research is not supported.

Figure 4.5 provides plot of the interaction between job satisfaction and role ambiguity on employees' performance at high and low job satisfaction based on the recommendation of Madera, Dawson and Neal (2013). As shown in Figure 4.5, the relationship between job satisfaction and employees' performance was strongest among employees in public universities in the case of low role ambiguity and weak in the case of high role ambiguity. Individuals of different level of role ambiguity did not differ much in performance under conditions of high job satisfaction, but large differences were noted under conditions of low job satisfaction. In other words, under conditions of low job satisfaction, individuals reporting higher levels of role ambiguity than under conditions of high job satisfaction which individuals reporting lower levels of role ambiguity.



Figure 4.5
Plot of Interaction between Job Satisfaction and Role Ambiguity on Employees' Performance

Figure 4.6 provides plot of the interaction between leadership and role ambiguity on employees' performance at high and low leadership based on the recommendation of Madera, Dawson and Neal (2013). As shown in Figure 4.6, the relationship between leadership and employees' performance was strongest among employees in public universities in the case of low role ambiguity and weak in the case of high role ambiguity. Individuals of different level of role ambiguity did not differ much in performance under conditions of high leadership, but large differences were noted under conditions of low leadership. In other words, under conditions of low leadership, individuals reporting higher levels of role ambiguity than under conditions of high leadership which individuals reporting lower levels of role ambiguity. The Figure 4.6 shows also that high employees' performance with low

role ambiguity. Therefore, the university with high job satisfaction among employees and low role ambiguity can be improving the employees' performance.

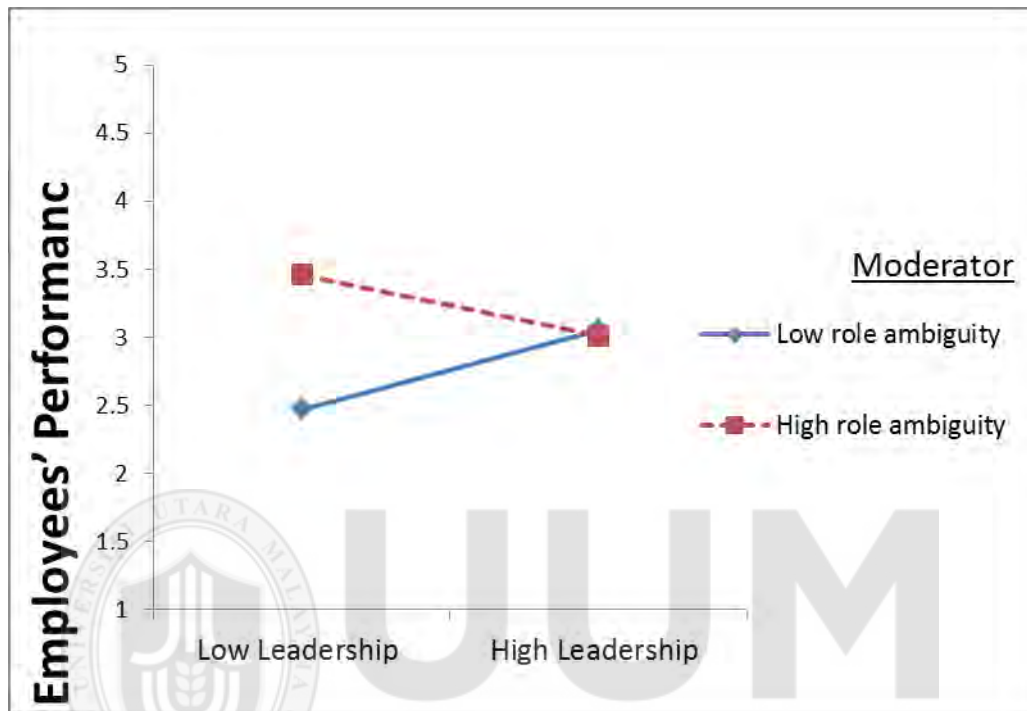


Figure 4.6
Plot of Interaction between Leadership and Role Ambiguity on Employees' Performance

4.8 Summary

This chapter discussed the statistical results of the model using PLS smart version 2.0. As the main tool for data collection is a survey questioner so the validity and reliability of the items are checked through the convergent, construct and discriminant validity pertaining to items. Statistical outcomes show that all measurement items are significant and relevant to the measurement of variables. Furthermore, descriptive results exhibit the demographic statistics of respondents. Consequently, GOF of the model is 0.486 shows that the model is a good fit and also

this value meets the recommended criteria. Furthermore, statistical results indicate that all hypotheses are supported except last hypothesis (H6) was not supported.



CHAPTER FIVE

DISCUSSION AND CONCLUSION

5.1 Introduction

The current chapter discusses the findings, which were presented in the previous chapter. Before that, this chapter provides an overview of the study, followed by an in-depth discussion of the research findings. The second part outlines the theoretical and practical contributions of the present work. The third part provides limitations of the study and suggestions for future research. This chapter ends with some concluding remarks.

5.2 Summary of the Study

This study explores the effect of various key variables, including job satisfaction, leadership, and training on employees' job performance via examining the role ambiguity as moderator in the Kingdom of Saudi Arabia's sector of higher education. The main motivation behind this study is to improve the employees' performance belonging to higher education department of the kingdom of Saudi Arabia while identifying the vital role of various variables including job satisfaction, leadership, and training while highlighting the importance of role ambiguity as a moderating variable. The research objectives, analysis procedure, and finding are presented in Table 5.1.

Table 5.1

Study Overview

Objectives of Research	Analysis Employed	Findings
1. To determine the effect of satisfaction of job upon the performance of employees of the KSA's public universities.	Hypotheses testing: Smart-PLS Algorithm and bootstrapping. The path coefficients and P-value were generated	The results show that job satisfaction has a significant effect on the performance of employees (H1 is supported).
2. To determine the effect concerning leadership style upon the performance of employees of the KSA's public universities.	Hypotheses testing: Smart-PLS Algorithm and bootstrapping. The path coefficients and P-value were generated	The results show that leadership style has significant effect on the performance of employees (H2 is supported).
3. To determine the effect concerning training upon the performance of employees of the KSA's public universities.	Hypotheses testing: Smart-PLS Algorithm and bootstrapping. The path coefficients and P-value were generated	The results show that training has a significant effect on the performance of employees (H3 is supported).
4. To examine to what extent role ambiguity moderates the relationship between job satisfaction and the performance of employees of the KSA's public universities.	Hypotheses testing: Smart-PLS Algorithm and bootstrapping. The path coefficients and P-value were generated	The results show that role ambiguity has significant and negatively influence the relation of job satisfaction and employees' performance (H4 is supported).
5. To examine to what extent role ambiguity moderates the relationship between leadership style and the performance of employees of the KSA's public universities.	Hypotheses testing: Smart-PLS Algorithm and bootstrapping. The path coefficients and P-value were generated	The results show that role ambiguity has significant and negatively influence the relation between leadership style and employees' performance (H5 is supported).
6. To examine to what extent role ambiguity moderates the relationship between training and the performance of employees of the public universities of KSA.	Hypotheses testing: Smart-PLS Algorithm and bootstrapping. The path coefficients and P-value were generated	The results show that role ambiguity has no significant influence the relation of training and employees' performance (H6 is not supported).

Despite the immense interest of the Saudi government in improving the higher education sector by investing a huge amount, employees of KSA higher education institutions facing a severe lack of quality work (Alnassar & Dow, 2013). As indicated by the other renowned organisations KSA universities are lagging behind in producing quality work as compared to its global competitors.

Employee performance has been a central issue for organisations to sustain in the industry for the long term (Mathis & Jackson, 2000). Many researchers emphasised to enhance the employee performance by identifying the fact that employee performance is the most vital factor and a sign of employee engagement to attain targets and objectives set by the organisations (Bohlander, Snell, & Sherman, 2001). Job satisfaction is an important factor that affects the employees' performance a paucity of studies is quite prevalent to empirically testify the relationship of (Schleicher, Watt, & regulars, 2004). Job satisfaction has been referred to as an evaluative judgment concerning the level of delight which an employee attains from her or his job comprising of components both cognitive and emotional (Hulin & Judge, 2003).

Leadership has been a matter of intense research and discussion in the management literature (Quick, 1992). Due to the importance of leadership, the trend has been shifted towards the educational leadership or role of leadership in the education sector and its effect on employee performance (Eysenck, 1998). There are a lot of random researchers that can be found discussing on the direct link of leadership and performance and how changes in leadership can change the performance of the organisation (Simms, 1997). Higher education ministry of KSA is keen to enhance

its personnel's leadership abilities by introducing 'Aafaq' which means a project to develop a futuristic plan for the higher education sector of the Kingdom of Saudi Arabia.

Employee training is another important factor to enhance the employee performance (Elnaga & Imran, 2013). Employee training has got the immense consideration of researcher due to its importance (Elnaga & Imran 2013). Through training and development, employees glean skills and abilities that help them to perform their tasks. Hawthorne studies, as well as various other investigations, discourage the benefit of the worker, which emphasised the fact that those employees who are very much satisfied with their job would show greater employees' performance and transcend location support as compared to those who are not contented with their jobs (Landy, & Dorsey 1985). The firms which concentrate upon shareholders or client satisfaction appreciated the importance of consuming resources into training really perceived the value regarding the improvement of the employees (Elnaga & Imran 2013).

Due to the importance of each variable indicated in the past literature and paucity of empirical research about the relationship of the aforementioned variables in the context of higher education sector of KSA a conceptual model was formulated and then hypothesised subsequently. In developing the research model and hence the hypotheses, the present study is by two key theories. They are two-factor theory and Campbell's job performance model that postulates the fundamental components to achieve higher employee performance (Campbell *et al.*, 1993).

Data were collected via self-administrated questionnaire in which different instruments to measure different variables were assembled. A valid response rate of 61% was achieved. Analysis of data was conducted using Smart-PLS. The following section discusses the findings.

5.3 Discussion

Hypothesis 1: There is a significant and positive impact of job satisfaction on performance of employees working in public universities of KSA.

The result presented in the previous chapter found support for the first hypothesis at the 0.001 level of significance ($\beta = 0.042$, $t = 5.223$, $p < 0.01$). The result means that job satisfaction was observed to be a significant determinant of the performance of employees who are working in public universities of Saudi Arabia. The finding is in line with various previous studies (Smith, 2007; Peng, 2014; Rangriz, & Pashootanizadeh, 2014; Dekoulou & Trivellas, 2015; Shalaby, 2015; Afshar, & Doosti, 2016; Alshery & Ahmad, 2016). Evidence from previous work indicated that job satisfaction remains a significant predictor employee performance or job performance (Hakreen & Almarganhi, 2008).

It is also indicated that a satisfied employee enhances its job performance and strive to attract and serve more customers (Ahmad *et al.*, 2010). Similarly Gu and Chi Sen Siu (2009) also empirically found that job satisfaction is a significant predictor of employee performance in an organisation. This relationship being positive between job satisfaction and employee's performance is further authenticated by the empirical analysis of Khan, Nawaz, Aleem, and Hamed (2012). They found that job

satisfaction has a significant relationship with the employee performance in autonomous medical institutions of Pakistan.

Job satisfaction is a pivotal factor to motivate the employees as it is believed that a satisfied employee has a more organisational commitment that leads to organisational loyalty; hence it increases employee job performance to attain the organisational goal (Armstrong-Stassen & Le, 2009). Satisfied employees would produce paramount and predominant quality performance at an ideal time with scarce resources to attain organisational objectives (Sharma & Jyoti, 2010).

Job satisfaction, as well as employee's performance, is those variables which are highly interlinked (Hulin & Judge, 2003). Job satisfaction which is an evaluative judgment concerning the level of delight which an employee attains from her or his job which consists of components, both emotional and cognitive (Hulin & judge, 2003). But the relationship existing between job satisfaction and its performance has fascinated specialists for a long time and as a result, few hypothetical clarifications were placed for the clarification of this very relationship (Schleicher, Watt, & Greguras, 2004). As such, social, cognitive speculations have foreseen: (a) a state of mind around the job (e-g. Job satisfaction) have to impact training upon the work (b) training in the workplace or the prize product by performance, guide to the arrangement pertaining to the state of mind of the job as well as (c) job satisfaction is correspondingly interlinked.

Moreover, Pushpakumari (2008) conducted an empirical analysis of job satisfaction employee performance in manufacturing and service sector o-f Sri Lanka; the researcher also concluded that employee satisfaction has a significant positive

relationship with the employee performance in private sector organisations. Furthermore, Hyz (2010) had similar finding with the aforementioned various studies that job satisfaction has a significant relationship with the employee performance in the Greek banking sector. However, the finding of this relationship is not consistent with other studies which found that job satisfaction is not significantly related to employee performance (e.g. Davar & Ranjuba, 2012; Kalkavan & Katrinli, 2014).

As Schleicher and Greguras (2004) showed that the relationship which existed between job satisfaction, as well as employee's performance, is vague and more empirical evidence are required. This inconsistency in previous results pertaining concerning the determination, relationship existing between job satisfaction as well as employee performance also highlighted by the Pugno and Depedri (2010). However, this study would fill the gap by exploring the positive significant relation exists in the public sector universities of KSA which is consistent with the various previous studies as discussed above. This research implies that if job satisfaction among academic who has an administrative position and non-academic employees of public sector universities of KSA is higher, it would lead to higher employee performance.

Hypothesis 2: There is a significant and positive impact of leadership style on performance of employees working in the public universities of KSA.

The current study analyses the impact leadership style upon employee's performance who are working in the public sector universities of KSA. Results reveal that there

exists a significant relationship between the leadership and the employees' performance ($\beta = 0.035$, $t = 1.733$, $p < 0.05$) in the public universities of Saudi Arabia. In this study, the model proved leadership and employees' performance have a statistically significant relationship. Thus, this supports the second hypothesis of this research.

The results of the current study pertinent to the relationship of leadership and employee performance are contrary to the past studies. Several past studies have found a significant and positive relationship between the leadership and the employee's performance. For instance, motivation and leadership always bring and develops motivation among employees that ultimately affects employee work standards positively. This result is in line with previous studies including Wambugu (2014), Rasool, Arfeen, Mothi and Aslam (2015), Girei (2015) and Desderio, Piason and Bhebbhe (2016).

Bass (1985) asserted that there exists a strong relationship between the leadership and the employee's job performance. Vigoda-Gadot (2007) also confirmed similar results pertinent to the transformational and transactional relationship leadership. The study authenticates that a transformational leader whose influence comes from his high level of professionalism, as well as personal integrity, has the potential to create an environment which is conducive to trust, creativity, commitment, satisfaction, involvement and above all excellence of performance at the organisation. Likewise, a transactional leader whose influence comes from his position of leadership, as well as his ability to give rewards and punishments,

succeeds in his job but in a very limited way (Ehrhart, 2004; Pillai, Schriesheim, & Williams, 1999).

In Saudi Arabia, the phenomenon related to academic leadership development originated from the strategic perspective. The Ministry of Higher Education, in 2006, initiated a project for the development of a future plan concerning higher education. The said project, called ‘Aafaq’, comprises of a comprehensive view pertaining to the higher education system of Saudi Arabia the aim of which was to develop a plan for the next 25 years.

The management, as well as the leadership of Saudi Arabia's higher education, was a major component of the system as well as institution levels where the academic leadership of the institutions remained a key issue in that component. Whereas the important assumption regarding the AAFQ project was that senior leaders of Saudi higher education institutions who are very well prepared to embark upon academic careers in research and teaching to perform better and lead in their institutions as Chen and Silverthorne (2006) empirically identified that if leaders do not have adequate skills and capabilities, employees would not follow them that will ultimately undermine the role of leadership in the organization.

Therefore, one out of the major initiatives which emerged from the Aafaq project was to establish a leadership centre as a medium to drive forward the academic leadership development as well as the performance enhancement. And the main focus for that proposed leadership centre meant to develop the skills as well as the

competencies important for the academic leaders as well as key administrators of the world-level university system in the Kingdom of Saudi Arabia.

Resultantly, in 2009, the foundation for the Academic Leadership Center (ALC) was laid down by the Ministry of Higher Education (MOHE) Saudi Arabia. The Academic Leadership Center vision was ‘to be a leading centre in this particular region for the development of the leadership at higher education institutions’, administrators, as well as leaders, to enable them to be more effective and successful.

From the above discussions, it is evident that there exists a positive relationship between leadership as well as the performance of employees. Results of current research are in line with the previous research as showing the significant and positive relationship that exists between leadership and performance of the employee. The current research also reveals if public sector universities of KSA want to enhance employee performance, they should focus on leadership aspect among academic who has an administrative position and non-academic employees.

Hypothesis 3: There is a significant and positive impact of training on performance of employees working in the public universities of KSA.

Training has a significant positive relationship between employee performance ($\beta = 0.397$, $t = 5.005$, $p < 0.01$) which confirmed the influences of training on employees’ performance in this research. The current study reveals that training holds a positive and significant relationship with the performance of the employee in the public universities of Saudi Arabia.

The result of the current study is line with various previous studies that also showed the same result such as Farooq and Khan (2011), Naqvi and Khan (2013), Diab and Ajlouni (2015), Asfaw *et al.* (2015) and Alshery and Ahmad (2016). However, Jones *et al.* (2009) argued that the link between training and employee performance is complex due to the variety of their measurements. For instance, (Wang *et al.*, 2010) concluded that employee training enhances the employee capabilities and experience that consequently elevate the employee performance. Wright & Geroy (2001) found that the competencies of the employee change via effective training programs. It, therefore, not only enhances the overall performance of the employees to perform effectively at their current jobs, but it also improves the attitude, knowledge and skills of the workers which are important for the future job. Hence, it contributes to higher organisational performance.

Furthermore, Kinicki & Kreitner (2007) also found that employee training improves competency to perform his work and it is the best way to capitalise the organisational human resources in an effective way. Most recently, Elnaga and Imran (2013) explored that putting organisational resources into employee training gives greater employee improvement and consequently greater shareholder and customer satisfaction. The earlier research about employee performance and training has also reached similar conclusions concerning this relationship (Forstenlechner & Rutledge, 2010). Training has proved to have generated performance improvement concerning advantages for the employee and for the organisation having a positive influence upon employee performance by developing the skills, knowledge, competencies, behaviour and ability of the employee (Appiah 2010; Harrison 2000; Guest 1997).

According to the findings of Wright & Geroy (2001), the competencies of employee change by effective training programs which not only enhances his overall performance to perform effectively in his current job but also it improves his skills, attitude and knowledge of the workers which is necessary for them in their future job. Thus, it contributes to higher organisational performance. The employee's competencies are developed through training which enables him to perform the job-related tasks efficiently, to attain firm objectives very successfully (Nassazi, 2013). Furthermore, absenteeism dissatisfaction and turnover are greatly reduced only when employees are very well trained as direct satisfaction is associated with the sense of achievement as well as knowledge (Pigors & Myers, 1981).

Harrison (2000) explained that employee training has a higher impact on employee performance, which has been established to be the key factor to attain organisational objectives. Implementation of the training programs as being a solution includes performance problems like filling the gap that existed between the actual results and the standards which are an important method to improve the performance of the employee (Swart *et al.*, 2005). Tai (2006) pointed out that business environment is changing rapidly and to be compatible with such a dynamic environment organisations should adopt and provide necessary skills and competencies to its employees to enhance their capabilities to perform the work. It is worth noting that employees feel are motivated and satisfied when they feel that their organisation is investing to make them more productive and competent (Zeffane & Al Zarooni, 2008).

A standout amongst the most provocative regions of Ericsson's examination incorporates a test to the aphorism that elevated amounts of experience connect with elevated amounts of skill and employee performance (Ericsson, 2008). The literature suggests that participation in training senior management gives positive results the training of employees (Kotter, 1995). Kelloway & Barling (2000) argued that participation in the organisation of employees has increased significantly and the performance improves when managers participated in the training. (Johnston and Loader (200) state that the owners/managers of SMEs participation in their staff training, learning with them and discussing problems is advataouges.

Current studies unfolds the relationship existing between training and performance of the employee in public sector universities in KSA. The current study shows the significant and positive relationship existing between training and performance of the employee. So, this study implicates that in order to uplift the employee performance, training is a significant factor among academic who has an administrative position and non-academic employees of public universities of KSA.

Hypothesis 4: The role ambiguity moderates the relationship between job satisfaction and the performance of employees who are working in public sector universities in Saudi Arabia.

Role ambiguity has significant and negative influence on the relationship between job satisfaction as well as employees' performance ($\beta = -0.299$, $t = 1.407$, $p < 0.1$) which means that role ambiguity significantly and negatively moderate the relationship existing between job satisfaction as well as employees' performance.

Above result of hypothesis shows that in order to enhance the performance of the employees through employee job satisfaction in higher education institutions of KSA should clarify the role of each employee in reducing role ambiguity. Every employee should know well what his/her core responsibilities and duties to attain the objectives of the organisation. This result is in line with several previous studies (Beauchamp *et al.*, 2005).

Beard (1999) role ambiguity can cause the employee failure by confusing them about their core responsibilities that dissatisfy the employee and organisational performance ultimately can be influenced as a result. Sum, *et al.* (2008) found the similar result and discussed that in order to enhance the employee performance by creating employee satisfaction; role ambiguity has the core importance. O'Driscoll and Beehr (2000) concluded that in many universities empirical results show that role ambiguity has a significant impact on employee performance. Role ambiguity is normally connected with employee job performance. At the point when employees experience part equivocalness, they have a tendency to show performance at lower degrees. Similarly, the employee will have the capability for good performance if they gain a clear understanding of the job and what is normally expected and required (Babin & Boles, 1998). Abramis (1994) concluded after meta-analysis 39 studies on job satisfaction, role ambiguity, and job performance and confirmed that role ambiguity significantly and negatively affect the relationship existing between job satisfaction as well as employee's performance at the job.

Role clarity has been perceived by the Frontline employees as being positive and role ambiguity does effect negatively upon their job satisfaction, job performance

and organisational commitment (De Ruyter, Wetzels, & Feinberg, 2001). Role ambiguity would enhance anxiety as well as dissatisfaction with a person's role which ultimately leads to lower performance (Rizzo *et al.*, 1970; Srikanth & Jomon, 2013). Similarly, (Fried, Ben-David, Tiegs, Avital, & Yeverechyahu, 1998) concluded that role ambiguity had influenced the leader-rated performance and those employees having high degrees of role ambiguity were bracketed with lower degrees of satisfaction and the performance effectiveness standards. Besides, Ling, Bahron and Boroh (2014) scrutinised the aspects role ambiguity as well as role stress regarding job satisfaction. They stressed out that when an employee of a bank encounters, role ambiguity as well as stress, he is likely to exhibit unfavourable behaviour such as low performance or resignation from an organisation, and there is the likelihood that was inclining to job dissatisfaction. Furthermore, they recommended that bank management needs to be made aware of the role ambiguity as well as stress while they are considering the ways to enhance the job satisfaction as well as employee performance.

In this study role ambiguity appeared and analysed as moderator and show the negative and significant effect on the relationship between job satisfaction and employee performance. This study reveals that in order to make a strong and positive relationship existing between job satisfaction and performance of employee, role ambiguity needs to be reduced in both academic who has an administrative position and non-academic employees of public universities of KSA.

Hypothesis 5: The role ambiguity moderates the relationship between leadership style and performance of employees in the public sector universities of Saudi Arabia.

Role ambiguity has significant and negatively influence the relation of leadership and employees' performance ($\beta = -0.259$, $t = 1.746$, $p < 0.05$) which means that role ambiguity significantly and negatively moderate the relationship between leadership and employees' performance.

Above result of hypothesis shows that in order to enhance the performance of the employees through leadership style in higher education institutions of KSA should clarify shows the role of each employee in reducing role ambiguity. It is a core responsibility of the leader to enlighten his follower by clarifying and educating that what he/she ought to do for the attainment of organisational objectives.

It is in line with the findings of Kassim *et al.* (2011) who asserted that role ambiguity is one of the most crucial impediments that hinder the employees to achieve their optimum level of performance. He further stated that in the case of role ambiguity leader should come in the front and clear the ambiguities so that employees may feel satisfied and attain organisational objectives. Judge *et al.* (2007) also asserted the similar findings that it is the leader who eradicates the role ambiguities from the minds of the employees to transform them to be more comfortable as well as loyal to their respective organisation so that they may perform higher.

Wetzels *et al.* (2000) explained that role ambiguity creates difficulty for employees to serve effectively and it lets the employees produce poor service quality. So, various studies are supporting the current study, findings that role ambiguity plays an important role of moderator between employee performance and leadership style. Paracha Qamar, Mirza, and Waqas (2012) in the context of their empirical findings recommended that in order to enhance employees' performance, if tasks are complex (high role ambiguity) transformational leadership is more appropriate and if tasks routine (role clarity) than transactional leadership style is more appropriate to enhance employees' performance in education institutions.

Smylie and Brownlee-Conyers (1992) employed a micro-political approach to the study of seven academicians as well as their relationships with their respective principals with a view to developing academicians' leadership. As per the study, academicians, as well as 43 administrators, grappled with the ambiguity and uncertainties of endeavouring to redefine new leadership styles and their roles. Each group strived to formalise the leadership styles as well as roles from their respective perceptions and interests. So, Smylie and Brownlee-Conyers (1992) established that the differences in these perceptions might result in interpersonal tensions as well as role ambiguity. Resultantly, this lowers the overall performance.

In this study role, ambiguity examines as moderator and shows a significant effect on the relationship between leadership style and performance of the employee. This study reveals that in order to make a significant influence on the relationship between leadership style and performance of the employee, role ambiguity needs to

be reduced in both academic who has an administrative position and non-academic employees of public universities of KSA.

Hypothesis 6: Role ambiguity moderates the relationship between training and the performance of employees working in the public sector universities of KSA.

Role ambiguity has no significant effect on the relation of training and employees' performance ($\beta = 0.023$, $t = 0.113$, $p > 0.1$) which means that role ambiguity did not significantly moderates the relationship existing between training and employees' performance. It is core responsibilities of the organisation to provide suffice training to its employees to have more skills and competencies in order to attain organisational objectives.

Sekaran and Bougie (2013) explained that organisations provide adequate training to its employees to enhance their skills and abilities to perform their task effectively and efficiently. Role ambiguity confuses the employees and any kind of training would be futile activity as long as employees are not aware of their role and responsibility through proper training mechanism (Bougie *et al.*, 2009). Role ambiguity has constantly been the focus of studies in the field of human performance.

A logical employee can only experience one or the other end of the continuum as when work is performed from the opposite end of the ambiguity of the role is unclear. Jackson and Schuler (1985) emphasised the importance of having an understanding of their role, from an individual perspective, it is believed to have an effect on your own motivation, satisfaction, and performance. Moreover, Ng and

Smith (2012) based upon their empirical findings recommended that the leader should give training to their students while taking care of their cross-cultural differences and level of the study, and should mitigate their role ambiguity to enhance their educational performance.

Current research analyst role ambiguity as a moderator between training and employee performance and shows significant influence between the relationship of training and employee performance. The implication of this study is, role ambiguity should be reduced to make a strong and positive relationship between training and employee performance among academic who has an administrative position and non-academic employees of public universities of KSA.

5.4 Contributions of the Study

In this study, possible executive factors affecting including job satisfaction, leadership, and training that affects the employee performance with the moderating role of ambiguity have been examined in Higher education institutions of KSA. To date, the current study is one of the very few studies conducted in the Arab world to examine such relationships. Hence, this study is an attempt to add to the already existing knowledge by way of examining the very moderating effect of role ambiguity on the relationship between job satisfaction, leadership and employees' performance. In the following sub-sections, the contributions of this study are elaborated.

5.4.1 Theoretical Contributions

This study contributes to the existing body of knowledge in understanding the employees' performance as this is the first study with the set of such variables. In other words, this study attempts to increase the understanding of the relationship which is between job satisfaction, leadership, training as well as the performance of employees with the moderating role of role ambiguity in higher education institutions of KSA. Based on previous studies, a research model was developed from which hypotheses were formulated and tested. Generally speaking, the model has received empirical support, which enhances our theoretical understanding.

The study, in general, has made contributions. First and foremost, contribution of this study to the literature is, it offers deep insight of compound relationships of various variables including job satisfaction, leadership style, training, role ambiguity and employee performance that have been discussed in different studies and in a different context have examined together in the context of higher education institutions of KSA. Thus, current study fills the theoretical gap that highlighted in the problem statement by extending the current literature through empirical analysis and findings of several study variables such as the performance of employee, leadership style, job satisfaction, training as well as role ambiguity in the context of higher education institutions of KSA.

Second, from the reviewed literature, it could be argued that the current study is the firstly to examine the moderating effect of role ambiguity upon the relationship between Job satisfaction, leadership, and training and employee performance in the

context of higher education institutions of KSA. The results ascertained the positive relationship existing between job satisfaction, leadership, training and employees' performance in higher education institutions of KSA. Furthermore, role ambiguity plays a significant negative role in the relationship of the performance of employee, job satisfaction and leadership in higher education institutions of KSA.

Third, the current study has provided empirical evidence about the relationship of all study variables pertaining to the research framework drawn on the basis of sound literature reviews. The results of this research validate the underpinning theory adopted for the current study. Role ambiguity empirically found to have established a significant moderating effect upon the relationship of job satisfaction, leadership, and employee performance at public universities of KSA as discussed in the Campbell job performance model (Campbell *et al.*, 1993; Rizzo *et al.*, 1970).

5.4.2 Practical Contributions

The present study's results have implications for higher authorities, decision makers, and policy planners. This study raises the importance of employee performance in the higher education institutions of KSA. In addition impacts of various other variables have also been examined, including leadership, job satisfaction and training as predictors and the role ambiguity as being the moderator.

Secondly, this study demonstrated the importance of job satisfaction, leadership, and training in improving the employees' performance. And the results indicate that training was the most important variable which significant predictor of the employees' performance. There are clear, practical implications of these findings.

Employee performance has been a matter of quest and research in almost all industries due its importance and higher education institutions are not different in this regard. Job satisfaction urges the employee to put their optimum effort to attain their objectives aligned with the objectives of the organisation. As discussed previously in detail that job satisfaction plays a vital role to motivate the employees and creates organisational commitment and loyalty. So, higher education institutions of KSA and policymakers should formulate such policies that can satisfy the employees of higher education institutions of KSA.

In this study, employee training found the significant positive impact on employees' performance. Higher education institutions can glean better insight and importance of training to enhance its employee performance. Higher education institutions of KSA should arrange training programs on the job as well as off job, including workshops, seminars, conferences, and case study in which real problems and discuss issues and present solutions. It would enhance the skills as well as competencies of the respective employees to perform higher in their workplace.

Finally, the results of the current study emphasised the role of ambiguity as moderator and demonstrated the importance of role ambiguity as it plays significant and negatively influence the relation of an employee's performance, job satisfaction and leadership in higher education institutions of KSA. And the present study's results have significant contributions and implications for managers, practitioners, and policymakers. Again policy makers and leaders of higher education institutions of KSA should focus on to role clarification of each employee to understand his/her basic job responsibility.

5.5 Limitations of the Study

Despite the insight offered, this study has several limitations that should be considered by future studies. Firstly, this study incorporates only public sector universities that affect the employee performance in the higher education institutions of KSA. To address the limitation, it is strongly recommended that longitudinal studies should be conducted to examine the impact of job satisfaction, leadership style and training on employee performance with the same or different moderator. The longitudinal research approach could explain the complex relationship over a long period of time and could explain better the changes that may develop over time among the variables. Thirdly, this study was conducted specifically in the context of public sector universities.

5.6 Future Research

The current study offers several future research opportunities. In addition to the above suggestions on how to address the limitations of the present study, future research may also consider other possibilities. Further study can be extended by doing multi-sector analysis as well as a comparison of various industries. It was fruitful to have a better insight of employee performance by analysing more variables that are not considered in the current study. Firstly, to better understand the process and mechanism of how and why better employee performance is achieved, a case study approach could be considered in the future. This approach enables researchers to comprehend the complex relations between the variables.

Secondly, future studies may consider examining the research model in other contexts, such as private universities of KSA as discussed above and testing its validity and applicability in other countries. By doing so, the generalizability of the model can be ascertained. Thirdly, the literature reveals that there are various components that affect employee performance, including our independent variables of the study for deeper insight into other variables should also testify like motivation, organisational culture, and technology infrastructure of the organisation.

Fifth, this study focuses on the KSA context without a comparison with any developing or developed country. Future studies could focus on this comparison that would provide new insights into the employees' performance. Finally, role ambiguity and its importance empirically examined in this study to explore the relationship of employee performance with other various predictors. In a future study, other variables can be analysed as a moderating or mediating variable to explain the relationship of employee performance and other predictors of this study.

5.7 Conclusion

This study explores the effect of the main variables, including job satisfaction, leadership, and training on employees' job performance via examining the role ambiguity as moderator in the KSA's higher education sector. The main motivation of this study is to improve the employees' performance concerning the higher education sector of the kingdom of KSA while identifying the vital role of various variables including job satisfaction, leadership, and training while highlighting the importance of role ambiguity as being a moderating variable.

In view of the problem statement, this research endeavours to answer the accompanying inquiries at work performance of employees of the public sector universities Saudi Arabia: 1). To determine the effect of job satisfaction on the job performance of employees working in public universities of KSA, 2). To determine the effect concerning leadership style upon the job performance of employees working in the public universities of KSA, 3). To determine the effect of training on the job performance of employees who are working in the public sector universities of Saudi Arabia, 4). To examine to what extent role ambiguity moderates the existing relationship of job satisfaction as well as the job performance of employees who are working in the public universities of Saudi Arabia, 5). To examine to what extent role ambiguity moderates the relationship pertaining to leadership style as well as the job performance of employees working in the public universities of KSA, 6). To examine to what extent role ambiguity moderates the existing relationship pertaining to training as well as job performance of employees who are working in the Saudi public sector universities.

Public universities of KSA have been chosen as a field of study to be the source of the data that to be used for model testing. In order to answer research questions and meet the research objective, this study was employed a quantitative methodology approach. It involves a questionnaire survey among public universities in which employees (an academic who has an administrative position and non-academic) performing administrative work. It further investigated the effect of (job satisfaction, training, and leadership) on employees' performance. It also investigated the effect of role ambiguity as a moderating variable.

The literature review provides a detailed analysis of all the previous major studies which are basically related to the topic and have a logical relation to making the variables more understandable in the reference of the specific context, discussed in the study. The literature review explains all the variables of this study and their relationships with one another in detail. It gives the logical reasoning to carry out the study as it helps in identifying the research gap in a more scientific way.

Moreover, the current study's theoretical framework is underpinned by Campbell's performance model and further supported by Herzberg Two-Factor Theory (Herzberg, 2008) as well as Barrett's (1978) Congruency theory. Campbell's job performance model sufficiently explains variables of current study's framework like job performance (dependent variable), leadership (independent variable) and role ambiguity (moderating variable). Thereby, it is adopted as an underpinning theory. The remaining variables like motivation explains the two-factor theory of Herzberg as well as job satisfaction by Barrett's congruence theory, therefore, adopted as supporting theories. So, the current theoretical model is well aligned and explained by previous theories.

The population of the study is the academic who has an administrative position and non-academic staff of public sector universities in KSA because both are considered as university employees. Hence, it is important to evaluate both together to examine university employee performance in KSA. In order to determine the population, reference was made to a sampling frame that was obtained from the higher education ministry of KSA which indicated that the number of employees in 26 public universities of KSA is 71976. Then, proportionate stratified sampling applied to

determine the number of sample employees that entered into the sample scope for the present study.

Saudi Arabia has 26 public universities. However, this study was used proportionate stratified sampling as being the most probable sampling design because the stratification sampling furnishes the researchers with more information for a given sample size. So, the number of public universities (population of the sample) was divided into five clusters to determine the population of the study based on the geographic regions (East, West, Middle, North, and South) which have 39154 employees. The data collected by questionnaires from employees in the five public universities (King Fahd University of Petroleum & Minerals, King Abdulaziz University, King Saud University, University of Tabuk, and King Khalid University) which distributed in five regions in KSA respectively.

To examine the model, the PLS-SEM approach is employed, using Partial Least Squares (PLS) 2.0. As the tool for data collection is questioners so the validity and reliability of the items are checked for the convergent validity, construct validity and discriminant validity of the items. Statistical outcomes show that all measurement items are significant and relevant to the measurement of the dependent variable. Furthermore, descriptive results exhibit the demographic statistics concerning the sample data, i.e. mean, standard deviation, maximum and the minimum point of sample size (366), sample group age range and nationality. Consequently, GOF of the model is 0.486 shows that the model is a good fit and also this value meet the recommended criteria by Hair *et al.* (2014). Moreover, effect size also checked to investigate each independent variable importance of underlying dependent variables.

The results of effect size show that the training has the largest effect on employees' performance. Furthermore, statistical results indicate that all direct hypotheses are accepted. Moreover, the empirical results also show that the moderating impact of role ambiguity is statistically significant.

To date, the current study is one of the very few studies conducted in the Arab world to examine such relationships. Hence, this study is an attempted to add to the already existing knowledge by way of examining the moderating effect role ambiguity upon the relationship between job satisfaction, leadership and employees' performance.

In conclusion, employee performance is still a significant problem that affects higher education institutions and community of KSA. Previous studies highlighted this issue in other sectors or industries, but this study, particularly focuses on higher education institutions of KSA. Due to the importance of education sector and especially employee performance current study analysed important variables such as job satisfaction, leadership, and training as independent variables and role ambiguity as a moderating variable.

Results found that job satisfaction, leadership, and training have significant positive impact on employees' performance in the higher education sector of KSA. Moreover, role ambiguity moderates the relationships significantly between job satisfaction, leadership and employees' performance in the higher education sector of KSA. Moreover, the results show that training has the most effect on employees' performance.

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UUM
Universiti Utara Malaysia

APPENDIXES



Appendix A

English Questionnaire

**School of Business Management
Universiti Utara Malaysia
Sintok UUM 06010
Kedah Darul Aman
E-mail: 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.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

No.	Statements	Scale				
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.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

No.	Statements	Scale				
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

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

No.	Statements	Scale				
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

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

No.	Statements	Scale				
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

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

No.	Statements	Scale				
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

Appendix B

Arabic Questionnaire

**University Utara Malaysia
School of Business Management
Sintok UUM 06010
Kedah Darul Aman**



جَبَّعَ لِقُرْبَرِ اَيِّ بِي شَخ
مِي خَا رَح
طَرِي ك- مَذَح دَار ب

دراسة مدى تأثر الضاء الوظيفي في درج ولقد على ا
الغ موضع على ال ب ن ج مع لامت غرات و داء الوظيف

عز زيا لقا ريء / عزت ألقراءة

تهدف هذه الدراسة إلى تحقيق وجهتي نظر الموظف والجامع أثناء حكمهم لخدمة المجتمع على حد سواء. من أهداف الدراسة التعرف على أداء الموظف في ظل عوامل التي تؤثر على الأداء بشكل عام. كما تهدف الدراسة إلى التعرف على العوامل التي تؤثر على الأداء بشكل عام. وأحد أهداف الدراسة هو التعرف على العوامل التي تؤثر على الأداء بشكل عام. وأحد أهداف الدراسة هو التعرف على العوامل التي تؤثر على الأداء بشكل عام.

الْبُلَاتِ لَتَسْتَ دَلْبَهُ سَتَكُونُ مَحَاطِلًا لِرَّسْرِ^١ لَاتِ لَوْ قُنْ تَسْتَ خَدِمَ إِ غَرَضُ الْحَثِّ لَعَلَّمْ.

شاکرؑ نومقدّرؑ نحسن نتج اہلکم

أَطْب لِحَات

الباحث / ولّد راش دل اش مری

ایچ زد ا نف زو 1bec@live.com

انکھن اشن خصّت :

فجاء ختاس فبغ لرماس بي غش اكة كو كتبت ا سى ا فقى ان ظ ف

1. لچاء تحدفلى ة لاعم رة

25 اقم	
بلش ين 33-25	
بلش ين 35-33	
بلش ين 43 - 35	
بلش ين 45-43	
بلش ين 53-45	
بلش ين 53	

2. لچن سرت

سپ د	
ش سپ د	

3. ن عناجنس

لوش	
ن ث	

4. فجاء ختاس ي ج ع سن ا ث لخبشة

5 سن ا ث اقم	
--------------	--

	لُكْشِي ن 5-13 سَنَّاث
	لُكْشِي ن 13-15 سَنَّاو
	لُكْشِي ن 15-23 سَنَّاو
	لُكْشِي ن 23 سَنَّاو

5. فُجَاعُ مَتَّاسُ يَجْعُ سَنَّاثُ لُكْشِي ن لُحَانَتُ فِالْ نَظَّتْ

	5 سَنَّا ث أَقْم
	لُكْشِي ن 5-13 سَنَّاث
	لُكْشِي ن 13-15 سَنَّاو
	لُكْشِي ن 15-23 سَنَّاو
	لُكْشِي ن 23 سَنَّاو



UUM
Universiti Utara Malaysia

6. فُجَاعُ مَتَّاسُ خُشْرِي وَى م نَكِبُهُ

	ثَانُّ
	دَبُّو
	بَكَانْ سَسْ
	لُجْسُشْ
	دُكْشِي نَاو
	أَهْلِي (شَجَّ لُحْدُذْ)

نقاسی لَن شِضاءِ اَن ظَف

ی زل قس ی ضح ک بلس ا ت گ لَن شِضاءِ اَن ظَف ف ی چ ک ت لَن شِج ا شِضاءِ لَن ک بلس ا شِک ن ت ف ی ا ق ت
ض غ شِشَة ح ل ش ق ی ل ز ک ک س ج ی ت ف ش ل ی.

5	4	3	2	1
موفق شِشَة	موفق	مح آد	غَر موفق	غَر موفق ب شِشَة

ای ق ص					ای ظوا ه	سرقی
5	4	3	2	1	نَ دارح عَ وَاغْزُ زای دُ شَظْظِی و ظَبْءِی ظُفِی دُ	1
5	4	3	2	1	أَخَزِ زَحْوَقُ فُئْبَاعِ وَحِمْ فَتْبَاءُ عِی رَقُ طِی ظُفِ	2
5	4	3	2	1	قِی اُ وُطْبِطْبِی لُج عِخْ زِ ظُطْطِی عِو فُئْبُ	3
5	4	3	2	1	أَوْ صِیْئِی عِو فِی لُجِ ی لَشِ ی ذَ ظُیْی عِی عِزْضِ وَظُفِ	4
5	4	3	2	1	ا دارح رَقْ ذِزای عَ وَاغْزُ قِجِی ل	5
5	4	3	2	1	ا بصرای غُزِ بَطْطِ رُزْزُ رُزْهَی بَصِ ا عِی	6
5	4	3	2	1	نَ دارح عَ وَاغْزُ زای دُ شَظْظِی و ظَبْءِی ظُفِی دُ	7
5	4	3	2	1	أَخَزِ زَحْوَقُ فُئْبَاعِ وَحِمْ فَتْبَاءُ عِی رَقُ طِی ظُفِ	8
5	4	3	2	1	قِی اُ وُطْبِطْبِی لُج عِخْ زِ ظُطْطِی عِو فُئْبُ	9
5	4	3	2	1	أَوْ صِیْئِی عِو فِی لُجِ عِخْ ی لَشِ ی ذَ ظُیْی عِی عِزْضِ وَظُفِ	11

نقل سولن ثا ن بتلنس ب

ی زلق سی ضح گلبس اٹکن بتلنس ب ف جلیت لکن ش ج اوش اء و نیکب البث ب کیتق فاق ت ض غ یث شة
حل ش قوی لز ککس سنج یظش کی.

5	4	3	2	1
موفق بشدة	موفق	مح آد	غر موفق	غر فوق بشدة

سرقی	لہ سوال	ن ق اس
1	اعوذرتای دُرُ بَطت ی طج ع طای ع و	5 4 3 2 1
2	اعوذرت بَطت ی ی ص فای ط ف	5 4 3 2 1
3	ظوذرت وُز اِجْثَبَّ عِ اُطْ ط ی ظ ف	5 4 3 2 1
4	رذذای غزاد ای ز ز ی ج ت ای ذرت ف ع ب م ب ف	5 4 3 2 1
5	اعوذرت م ب ف ف ف ع ط ی ی ای ف م ج ف ا داء	5 4 3 2 1
6	أوهانصی ه ع ی ر ذرت ط ش ز	5 4 3 2 1
7	لمی مُلْش ذر ا خ ث ا ع ب ی ع ن ای ص ی ه ع ی ا ی ذرت ای ب ط ت	5 4 3 2 1
8	ظوذرت وُز اِجْثَبَّ عِ ع ی	5 4 3 2 1

نقلی سى شان ت: لىق ادة

ى زلى سى صى كى بلس اى كى ن لى قة فى اى كى ت لى شى ج اى ش اة لى زى ب لى ش ب كى شى لى قة ت صى غ لى شة
ح لى شى لى زى كى كى سى نى طى شى كى.

5	4	3	2	1
موفى قى شة	موفى قى	م ح اء	غ موفى قى	غ موفى قى ب شة

ل قى اس	السؤال	ل قى
5 4 3 2 1	أص و عى لى قى ذى ر لى زى ر غ لى قى ش ا ع ب ه ج ذ ح	1
5 4 3 2 1	غ ذى ا ج ه لى شى م و لى ع لى قى شى ع و لى ز لى شى ش ر قى لى شى ج ب شى ز ح	2
5 4 3 2 1	ا دارى ط ع لى قى لى لى لى ط ف	3
5 4 3 2 1	أص و عى لى ذ ع لى شى ج ع ف ق ذ ع و	4
5 4 3 2 1	ع ب ح ا دارى م ب د ص لى لى ط ف عى لى ر ب ح لى ع ذ خ	5
5 4 3 2 1	ا دارى لى لى لى لى لى ر ز ع ف ف ع ق ذ ر ع لى لى ع لى شى و لى ج ز	6
5 4 3 2 1	ر ت ط لى شى خ لى شى ب دارى	7
5 4 3 2 1	ذ لى ز لى شى ب م لى و ذ ب و لى لى لى لى لى لى لى لى لى لى لى	8

نقل ساریش اب غ: اء انّ قل

۱۰ یزل قس ی ض ک بلس ائگن
 ان ظف انش ج ائش اء ۱۱ یفک باس لبک نئ فئق
 ض غ مئش ء ح ل
 شل قوی لزل ک س ج یت فئش ائ.

5	4	3	2	1
موفق بشدة	موفق	مح آد	عَر موفق	عَر هوق بشدة

سؤال	ل ق ا س					رقم
1	طَبَّبَ أَمْ وَطَى تَبَطَّى يَخْطَى					1
2	يُخْذَرُ عِيٌّ أَدَايَ مَبَايَ عَقِبَ يَصْفَايَ ظَفَّ يَخْصَرُثْ					2
3	يُخْذَرُ عِيٌّ أَدَايَ مَبَايَ زَقَعَ أَطْب					3
4	طَسُو إِيَّايَ ذَنَاطِيَّةَ فِ أَطَّى عَجَبْ					4
5	تَشْنُو عِيٌّ، لَبْرَصَ طَشَبَ فِي دَلَفَ رُؤْزَ إِجْتَبَّ عِيٌّ رَقُّ أَطَّى					5
6	أَهْ وَشَعَطَا عَبْ هَيَّ شَيْشُوقُ بَشَبْ					6
7	أَطْطَعَ إِجْبِيَّايَ وَهَيَّ عَ وَشَطْطَى خَ فِشُوقُ طَايَ وَ					7
8	يُخْذَرُ عِيٌّ طَسَخْ جُ عَا عَبْ هَيَّ مَخْطَى					8

نقلی سیریل خایس: غَضَلْ یَاو

یزلقی سیّ ضح کلبسات کق دسلث تک نّ جّ انّ کپی اٹ ف ی و س ی ک ی ف (ن ش ج ا و ش ا ع یر ه ان کپ باس ا ب ک ی ت ق ا ق ت ص غ ی ط ش ة ح ل ش ق ی ل ز ک ک س ج ی ت ط ش ل ی .

5	4	3	2	1
موفلق شدة	موفلق	مح آد	غر موفلق	غر موفلق بشدة

نقلی	سیریل خایس	نقلی
1	ق حاش زحای ا طخب جت ا طخ	1 2 3 4 5
2	ض ی ذی وظی یئی بُدا یز ا ر ع ش ب	1 2 3 4 5
3	ض ی د ح ل گ و ا م ذ ا ف و ا ط ی ی ع و	1 2 3 4 5
4	أعز ف ربب ی ط ر ق ع ا ط خ	1 2 3 4 5
5	ج هی ف ح ر ق ا ط ی ق اء ا غ ب ه	1 2 3 4 5
6	ع ز ف ب ه ط و ی بُرا ی ی ظ ف ح	1 2 3 4 5
7	أعز ف ربب ا ط ب ط د ا ج ز اء د ط ل ش غ و ف ط ب ق ا ی ع و	1 2 3 4 5
8	ض ی ل ا ی ف ی ر ی ا ی ا ط خ ع ر ع ب ز ا ی ق ا ی ی ظ ف	1 2 3 4 5

ش کرا علویت عان کم

Appendix B

Saudi Universities Ranking

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

