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



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DOCTOR OF PHILOSOPHY
UNIVERSITI UTARA MALAYSIA
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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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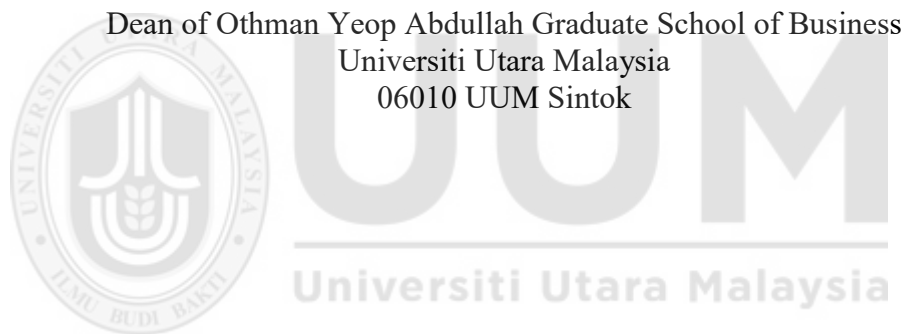
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**Thesis Submitted to
Othman Yeop Abdullah Graduate School of Business,
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ABSTRACT

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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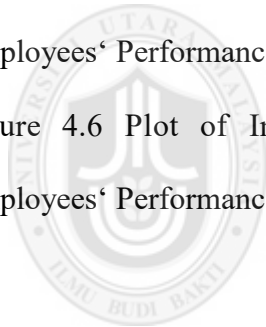
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CHAPTER ONE

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

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

B: Training

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

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



جبع بربرای نیشخ
میخ ارح
طزیك- مذح دار یب

رلاسة مدی تاأثو الرضاء الروظق ء لک درب ولقڈة على ا وهف ومدی تاأثر عامل
الرغ موضعلى ال ب ن ج م عملات عرات و داء الروظف

عز زیال قاریء / عزت ألقراءة

تهدف هذه الرواسة إلى تحرى وجهة نظر الرموظف ألامعامل حكومفة لقصم لمبل احث
هذه الرواسة لجمع لامبحومات عن أداء الرموظف لتحدال عوامل التى تاأثر على ا داء نفل
لارضاء الروظف و لتدرّب والقادة وكفى كفتكأر غموض القولن و اة فآلامعرات
الرحكومفة داخل المملكة. لذا ، أود منكم إساق طابعى عرض من بقاكم أثم ن بلة ا قلى علقة
بهذا الرموضوع. إبعككم عامل مهم ففة هذه الرواسة.

البلات لتسوت دلّب سلكون محاطم لاسر طات لعلقن تسق خدم إ غراض ال احث ل علم.

ش الكرنوم قدرن حسن نت ج اولكم

أطب لتحات

الباحث / ولّد راش دلش مري

اىج زذا نذ زو 1bec@live.com

انگيواشن شخصت :

فجاء ختاس شَبَّغ لِماس بي عيش اكة كو كتلتب اسي اَفقى انظ ف

1. لچاء تحدفلوى ةلاعم رة

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

2. لچن سرت

	سپ د
	ش سپ د

3. ن عجاج نس

	لوش
	نث

4. فجاء ختاس ج ع سنات لخبشة

	5 سنات اقم
--	------------



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

5. فُجَاعِ مَتَسُوجِ عِ سَنَاثِ لُكُشِة لِحَانَتِ فِانَظَت

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



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6. فُجَاعِ مَتَسُوجِ شَرِيوِي مِ نِجَاةِ

	ثَانُ
	دَبُو
	بَاكَانَ سَس
	لُجَسْتَش
	دِكْسِنَاة
	أَهِي (شَجَ لَحْدَاة)

نقاسی لَن ش ض اء ان ظف

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

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

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

نقل سونثان بتونس ب

ی زلقی سی ضح کبلس اٹکن بتونس ب ف جیبت لکن شج اوشاعه ونزکب بالث ب کینق فاقق ت ضغ بئشہ
حلش قوی لز ککس سنج بنظش کی.

5	4	3	2	1
موفق بشده	موفق	مح اد	غر موفق	غر موفق بشده

ن ق اس					سوال	سرقی
5	4	3	2	1	ایوزرتای دُرُ بَطت ی طح عحای ع و	1
5	4	3	2	1	ایوزرت بَطت ی عی ص فای ط ف	2
5	4	3	2	1	ظوزرت و نر ایشب عی ا ط ی ط ف	3
5	4	3	2	1	رذذای غزاد ای ززی جتا یوزرت فعبم ب ف	4
5	4	3	2	1	ایوزرت م ب ف ف ف ع ح ط ی ی ای ف م ج ف ا داء	5
5	4	3	2	1	أوهانصی ه ع ی رذرت ط شز	6
5	4	3	2	1	لمی مُل شذراخ ثاعب ع ع نای نصی ه ع ی ایوزرتای ب طت	7
5	4	3	2	1	ظوزرت و نر ایشب عی ع ی	8

نقلی سیر بیان ت: لیل ق ادة

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

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

ل ق ا س					السؤال	الرقم
5	4	3	2	1	أص و ع ي أعرق ذر . . ذر " غدا هبأ تأعب ه ج ذح	1
5	4	3	2	1	غذ ي ا ج ه ا ك س ب م و ا ن ع ي ق ي ض ع و ، ذ ز ا ج ب ش ز ق ي ن ف ي ج ب ش ز ح	2
5	4	3	2	1	ا دار ح ط ع ي بق ي ه ي ي ظ ف	3
5	4	3	2	1	أص و ع ي ط ا ذ غ ل ع ش ج ع ف و ذ ع و	4
5	4	3	2	1	ع ب د ح ا دار ح م ب د ص ي ه ي ي ظ ف ع ي ا ر ب ح . . ع ذ خ	5
5	4	3	2	1	ا دار ح ع ي ب ي ن م ب ط و ي و ر ز ع ك ف و ع ق ذ ر ر ع ي ا ي ع ن و ش ن و ل م ج ز	6
5	4	3	2	1	ر ت ط خ ق ن خ ا ث ب دار ح	7
5	4	3	2	1	ذ ز ز ف س ب م ي و ذ ب و ه ل ج ب ي ل ي ي ه ي ب ل ج ع	8

نقل سلهش ابغ: اء ان هف

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

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

ن ق اس					لس ؤال	رقى
5	4	3	2	1	طباب ام ولى بءا لى هئخ لى	1
5	4	3	2	1	ى ائق ذرح عى اءاى مءائخ عئوبى و صفاى ظف لى ض صرئ	2
5	4	3	2	1	ى ائق ذرح عى اءاى هءاى زئق ع ائطب	3
5	4	3	2	1	لس و اى اى ذئاى طىءة ف ائق عه	4
5	4	3	2	1	ئشن و عى ، ابرص لئب ض دظف رئوز ائب عى رق ائق	5
5	4	3	2	1	اه وئع طا عه لى شئق بئب	6
5	4	3	2	1	اوطع اءب لى و هى ع وئظ لى فئئ لى ع و	7
5	4	3	2	1	ى ائق ذرح عى لى ع ج ع ا عه لى مئخ لى	8

نقلی سری لکھی ایس: غَضُّ لِّیْ اَوْ

یزلقی سی یضح کلبسات کتقی ذلالت تک نَنْ ج اَنْ کئی اٹ ف ی و س ی ک ف ی ک ی (ن ش ج ا و ش ا ع ی ز ه ان کب اس ا ب ک پ ت ق ا ق ت ص غ ع ی ش ة ح ل ش ق ی ل ز ک ک س ج ی ت ظ ش ل ی .

5	4	3	2	1
موفق شدہ	موفق	مح آد	غَر موفق	غَر فوق بشدہ

ل ق ا س					سوال	رقم
5	4	3	2	1	ق حاش زحای ا ظخ ب آ ج ت ا ط خ	1
5	4	3	2	1	بض ی ذی وظی بیئی بُد ای ز ا ر ز ع ش ب	2
5	4	3	2	1	بض ی دُ ح ل گ و ا ه د ا ف و ا ظ ن خ ی ع و	3
5	4	3	2	1	ا ع ز ف ر ب ب ی ط ر ق ع ا ا ط خ	4
5	4	3	2	1	ج ه ی فُ خ ر ق ا ط ی ق ا ا ع ب ه	5
5	4	3	2	1	ع ز ف ب ه ط و ی بُ ر ا ی ی ظ فُ خ	6
5	4	3	2	1	ا ع ز ف ر ب ب ا ط ب ط د ا ج ز ا ا د ل ا ش ع و ف ط ب ق ا ی ع و	7
5	4	3	2	1	بض ی ل ا ی ف ی ر ی ا ی ا ط خ ع ع ب ز ا ی ق ا ی ی ظ فُ	8

ش کرا غ ل و ی ت ع ا ن ک م

Appendix B Saudi Universities Ranking

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

