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

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DOCTOR OF PHILOSOPHY
UNIVERSITI UTARA MALAYSIA
April 2017
Moderating Effect of Role Ambiguity on the Relationship of Job Satisfaction, Training and Leadership with Employees’ Performance

Thesis Submitted to
Othman Yeop Abdullah Graduate School of Business,
Universiti Utara Malaysia,
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


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

In the name of ALLAH, the most gracious, the most merciful. Praise be to ALLAH, the creator and custodian of the universe. Salawat and Salam to our Prophet Muhammad, peace and blessings of ALLAH be upon him and to his family members, companions and followers.

First and foremost, I would like to express my heartfelt thanks and gratitude to Allah S.W.T for His blessing and allowing me to complete this thesis. In completing this research, I would like to acknowledge the intellectual sharing of many great individuals.

My foremost gratitude goes to my supervisors; Assoc. Prof. Dr. Fais bin Ahmad, and Dr. Abdullahi Hassan Gorondutse, for their professional guidance and devoting their expertise and precious times to guide me to reach this level. Thank you, for all that you both did.

Additionally, I would like also to express my gratitude and thanks to Assoc. Prof. Dr. Husna Johari and Dr. Kadzrina Abdul Kadir for the constructive comments and invaluable suggestions during the proposal defence session. Also thanks to all the academic and administrative staff in UUM in general and Othman Yeop Abdullah Graduate School of Business, and School of Business Management in specific for their friendship and assistance during the course of my PhD.

I would like to express my sincere appreciation and thanks to the respondents who participated in this study. Without their assistance, this study obviously could not be completed.

To my mother, father, brothers, sisters and all my family members, thank you so much for your support and prayers. I would also like to express my gratitude and thanks to all my friends especially Dr. Ali Ali Al-Ansi and colleagues for their constructive comments and invaluable suggestions.

Last but not least, I am fully grateful and indebted to my wife and my children for their encouragement, countless sacrifices and everlasting love.
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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
The contents of the thesis is for internal user only
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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
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.

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

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

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

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

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

Thank you, really appreciate your Cooperation
تهدف هذه الدراسة إلى تحرى وجهة نظر الموظف في الجامعات الحكومية. لقد صمم الباحث لجمع المعلومات عن أداء الموظف لتقييم العوامل التي تؤثر على الرضا الوظيفي والتدريب والقيادة والغموض القانوني في الجامعات الحكومية داخل المملكة العربية السعودية. لذا، أود منكم إستقطاع بعض من وقتكم الثمين بهذا الموضوع. إجابتكم مهتمة بنتائج هذه الدراسة.

车位 إعالم/ ولد راشد الشهري
بديلات / 1bec@live.com
انظر النص التالي:

في حالة تعبيرية، يُثبت أن النظام الذي تم استخدامه في تأسيس الخريطة، هو النظام الذي تم استخدامه في تأسيس الخريطة.

1. لإجراء تحليل للفترة الزمنية:

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<tr>
<th>الفئة العمرية</th>
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<td>36-43</td>
<td>20</td>
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<tr>
<td>44-46</td>
<td>14</td>
</tr>
<tr>
<td>47-50</td>
<td>12</td>
</tr>
</tbody>
</table>

2. إعداد خريطة تمثل:

- 60% من الأشخاص.
- 30% من الأشخاص.
- 10% من الأشخاص.

3. إعداد خريطة تمثل:

- 60% من الأشخاص.
- 30% من الأشخاص.
- 10% من الأشخاص.

4. إعداد خريطة تمثل:

- 60% من الأشخاص.
- 30% من الأشخاص.
- 10% من الأشخاص.

5. إعداد خريطة تمثل:

- 60% من الأشخاص.
- 30% من الأشخاص.
- 10% من الأشخاص.
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<tr>
<th>عمر بالسنوات</th>
<th>عدد حالات</th>
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<td>13-14 سنة</td>
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<td>15-16 سنة</td>
<td>23 مريضين</td>
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<td>23 سنة فأكثر</td>
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</tr>
</tbody>
</table>

5. في جهود التحصيل الجامعي، فإن عناصر الجوانب الفنية من التعليم.

6. في جهود التحصيل الدراسي، المنهج الدراسي.

ثانٍ
دبلوم
باكالوريوس
ليسانس
دكتوراه
أكاديمي
仅供内部使用
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<tr>
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</tr>
<tr>
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<td>أو مبوع فحين</td>
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<td>بصري عر عب طز قزه ع ع</td>
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<td>8</td>
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<td>9</td>
<td>حطط طيحب ع بز طيحب فصب</td>
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انقسى انثمانِ: انتذسب
ىزاء انقسى اضح ػباساث ػن انتذسب فِ جايؼتك. انشجاء قشاءة ىزه انؼباساث بؼناّت فائقت ًًضغ دائشة
حٌل انشقى انزُ ّؼكس ًجيت نظشكى.

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<td>مح أد</td>
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<td>غر شدة</td>
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انقْاس
ىزذرَت اىذٌ َزٌ ٍْبطت ىطجُعخ اىعَو
1 2 3 4 5

اىزذرَت َزْبطت ٍع اىىصف اىىظُفٍ
1 2 3 4 5

اىزذرَت َؤثز إجبثُبّ عيً أدائٍ اىىظُفٍ
1 2 3 4 5

رذذَذ اىثغزاد اىزً َزىجت اىزذرَت فُهب مبفٍ
1 2 3 4 5

داء اىزذرَت مبفٍ ىزفع ٍظزىي اىنفبءح فٍ ا
1 2 3 4 5

أود اىذصىه عيً رذرَت أمثز
1 2 3 4 5

أمىُ أمثز دراَخ ثأعَبىٍ ثعذ اىذصىه عيً اىزذرَت اىَْبطت
1 2 3 4 5

اىزذرَت َؤثز إجبثُبّ عيً عَيٍ
1 2 3 4 5
نظام الرغبة: معايدة

نظام الرغبة: معايدة

1. يزقسي ضح كميس اشتكى رزقية فح أي يكتهل شج كميسة غزتهم بكمي ماقت ضغ غشية

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<td>مح أدن</td>
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<td>ادارة ضع وبق ق في توقف</td>
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<td>اصوصي .. ًّظاها .. ٍذآغ .. جذح</td>
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<td>7</td>
<td>رجل .. ضع .. شبه دارح</td>
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<td>8</td>
<td>ذن .. زف .. كميس .. ينحو .. كميس .. في ضع .. شبر</td>
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الطريقة الصحيحة: اقرأ النص:

- ضع الخبز في مطبخ المطبخ.
- ضع الخبز في مطبخ المطبخ.
- ضع الخبز في مطبخ المطبخ.
- ضع الخبز في مطبخ المطبخ.
- ضع الخبز في مطبخ المطبخ.

الجدول:

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<td>5</td>
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الإجابة:

- 1.
- 2.
- 3.
- 4.
- 5.

الملاحظات:

- لا يوجد ملاحظات.
- لا يوجد ملاحظات.
- لا يوجد ملاحظات.
- لا يوجد ملاحظات.
- لا يوجد ملاحظات.

278
في حالة ضعف الكبسات الانتقائية، ننصح بتطبيق فوسياتوفيكيذر لتنشط الكأس بالكامل.

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<td>أي زرابي بي على زيمخ</td>
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شكرا على تعاونكم

موافق بشدة
موافق
محايد
غير موافق
غير موافق بشدة
### Appendix B

**Saudi Universities Ranking**

<table>
<thead>
<tr>
<th>Ranking</th>
<th>World Rank</th>
<th>University</th>
<th>Presence Rank*</th>
<th>Impact Rank*</th>
<th>Openness Rank*</th>
<th>Excellence Rank*</th>
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