



International Journal of Economic Research

ISSN : 0972-9380

available at <http://www.serialsjournals.com>

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Volume 14 • Number 14 (Part-II) • 2017

Influence of Job Satisfaction on Employee Performance of Higher Education in Saudi Arabia (KSA): A Moderating of Role of Ambiguity

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Abstract: Employee performance has been deliberate as one of the significant issue of employee management that determined 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 and on employees' performance by captivating role ambiguity as a moderating variable in the higher education sector of the Kingdom of Saudi Arabia (KSA). 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 job satisfaction have significant positive impacts on employee performance. The study also showed that role ambiguity significantly moderates the relationship between job satisfactions with employees' performance in the higher education sector of KSA. Therefore, policy-makers and leaders of higher education institutions of KSA should focus on reducing role ambiguity.

Keyword: Job satisfaction, Employee Performance, Role of Ambiguity, KSA

INTRODUCTION

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, & Pomrunk, 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 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 monetary 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.

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, Taxis, 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).

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.

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. 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)

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.

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

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.

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.

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 & RanjuBala, 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:

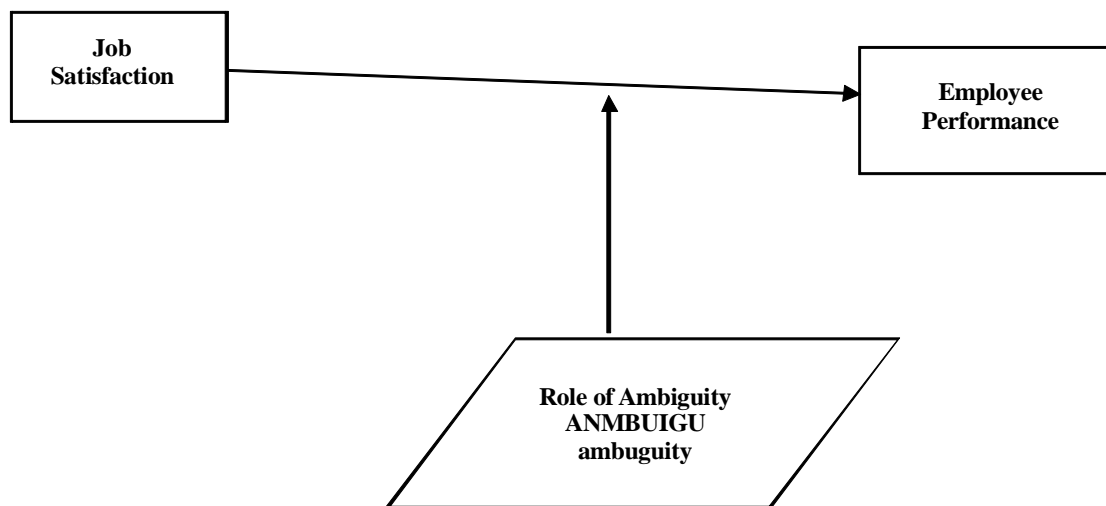
Hypothesis 1: *There is a significant effect of job satisfaction on the performance of employees working in public universities of KSA.*

Underpinning theory

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 (Alshery & Ahmad, 2016; Law, Wong, Huang & Li, 2008).

Herzberg's motivation-hygiene theory, otherwise called the two-element hypothesis, has gotten far reaching thought as having a reasonable methodology toward spurring employees. 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). Herzberg saw motivational and hygiene variables to be isolated into two measurements influencing separate parts of job satisfaction and employees' performance.

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). Cambell's job performance model sufficiently explains variables of current study's framework like employee job performance (dependent variable), job satisfaction (independent variable) and role ambiguity (moderating variable). Thereby, it is adopted as an underpinning theory.



3. METHODOLOGY

3.1. Sample and Data Collection

This study employed Probability sampling because according to Sekaran and Bougie (2013). Another reason for this techniques, according to Salkind (2003) it has the ability to reduce the biasness of selecting sample object by the researcher while Cavana, Dalahaye, and Sekaran, (2001), acknowledged as the high generalizability technique. 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. 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.

The paper used proportionate stratified sampling, 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). 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.

3.2. Measurement

3.2.1. 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 (Bornschier & 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.

3.2.2. Role of ambiguity

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.

3.2.3. Employee job 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.

3.3. Analysis Method

This paper utilized Partial Least Sequential, structural equation modelling (PLS SEM) approach was used as a main analysis technique for the data analysis. Smart PLS 3.0 software application (Gorondutse & Hilman, 2016; Ringle *et al.*, 2015) was employed in the analysis and reporting the results.

As stated earlier, this study employed PLS SEM techniques employing PLS path modelling (Wold 1974) using SmartPLS 3.0 (Ringle *et al.*, 2015) to test the theoretical model. PLS path modelling was considered because this technique can examine the relationship between constructs and between latent constructs and indicators simultaneously (Chin, Marcolin, & Newated, 2003).

4. RESULTS AND DISCUSSION

4.1. Testing of measurement model

All items were adapted from previous researches and are valid and reliable hence there is no need to do exploratory factor analysis (EFA) in line with Hair *et al.*, (2010), but there is a need to do confirmatory factor analysis (CFA). Items were appropriately allotted to their respective constructs on the basis of confirmatory factor analysis; all items were correctly assigned to their constructs. 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).

4.1.1. Convergent Validity related to the Measurements

The Table 1 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 concert related to the employed measures (Barclay, Higgins, & Thompson, 1995). Hence results authenticate the very convergent validity, which is related to the outer model.

4.1.2. 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 2 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,

Table 1
Convergent Validity Concerning the Measurements

<i>Construct</i>	<i>Items</i>	<i>Loading</i>	<i>Cronbach Alpha</i>	<i>CR^a</i>	<i>AVE^b</i>
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			
	Job Satisfaction				
JS2		0.791			
JS3		0.674			
JS4		0.734			
JS8		0.500			
Role Ambiguity	RA3	0.723	0.845	0.875	0.541
	RA4	0.734			
	RA5	0.782			
	RA6	0.759			
	RA7	0.764			
	RA8	0.641			

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

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

it is, therefore, presumed that the procured findings concerning the hypothesis testing have to be reliable as well as valid.

Table 2
The Discriminant Validity Matrix

<i>Construct</i>	<i>Employees' performance</i>	<i>Job Satisfaction</i>	<i>Role Ambiguity</i>
Employees' performance	0.732		
Job Satisfaction	0.083	0.685	
Role Ambiguity	-0.231	-0.166	0.735

Note: The bolded values in diagonals represent the square root of the AVE while those off the diagonals represent latent variable correlations

4.2. Predictive Relevance and the Quality of the Model

Result regarding the quality of the prediction related to the said model is shown in Table 3, that clarified the cross-validated redundancy concerning Employees' performance was 0.219. 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 3
The Model's Predictive Quality Indicators

<i>Variable</i>	<i>Variable Type</i>	<i>R square</i>	<i>Cross-validated Communality Redundancy</i>	<i>Cross-validated</i>
Employees' performance	Endogenous	0.426	0.386	0.219

4.3. Structural Model Assessment

Hair *et al.* (2011) viewed structural model as a model that test the hypothesized direct relationship between endogenous and exogenous variables. Whereby, in partial least squares, structural model explains on the directional association between the constructs and their t-values as well as the path coefficient. Referring to the path coefficient, partial least squares are considered by Argawal and Karahanna (2000), are the same as the standardized beta coefficient in regression analysis.

4.3.1. 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, the direct effect of role ambiguity among employees' performance and an explanatory variable, namely, training and leadership as shown above in Table 4

Table 4
The Results concerning the inner structural model (Direct Hypothesis Testing)

<i>Hypothesis</i>	<i>path Coefficient</i>	<i>standard Error</i>	<i>T-value</i>	<i>P-value</i>	<i>Decision</i>
Job satisfaction > Employees' performance (H1)	0.042***	0.071	5.223	0.001	Supported

***:p<0.001

Hypothesis 1: There is a significant effect of job satisfaction on the employee's performance who is working in the 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 ($\hat{\alpha} = 0.042$, $t = 5.223$, $p < 0.01$). According to the values of path coefficient value (Beta value) and to value which indicated that job satisfaction influence employee perforThe 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, & Pashootanzadeh, 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).

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 consistnet with other studies which found that job satisfaction is not significantly related to employee performance (e.g. Davar & RanjuBala, 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. Therefore, the first hypothesis of the research is supported.

4.4. 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 (training, and leadership) as shown above in Table 4.12.

Table 4.11
The Results of the Inner Structural Model for Moderating Role Ambiguity

<i>Hypothesis</i>	<i>Path coefficient</i>	<i>Standard error</i>	<i>T-Value</i>	<i>P-Value</i>	<i>Decision</i>
Role Ambiguity * Job satisfaction > Employees’ performance (H2)	-0.299**	0.212	1.407	0.080	Supported

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

Hypothesis 2: 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 ($\beta = -299$, $t=1.407$, $p<0.1$). 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 (H2) of this research is supported.

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 equivocallness, 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 ad 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.

The Effect Size of the Employees' performance

The effect size (FZ) allows evaluating the measurable contribution of the construct to the R² 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:

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

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

Construct	R2incl	R2excl	R2incl-R2excl	1-R2incl	effect Size	%
Job Satisfaction	0.426	0.364	0.062	0.574	0.108	10.80
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 indicated a small contribution to an observed endogenous variable; similarly, role ambiguity also contributes more than job satisfaction with effect size 0.139. According to these statistical results, role of ambiguity is the most important independent variable having a great contribution to employees’ performance

Figure 2, 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); Gorondutse and Hilman (2016). 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

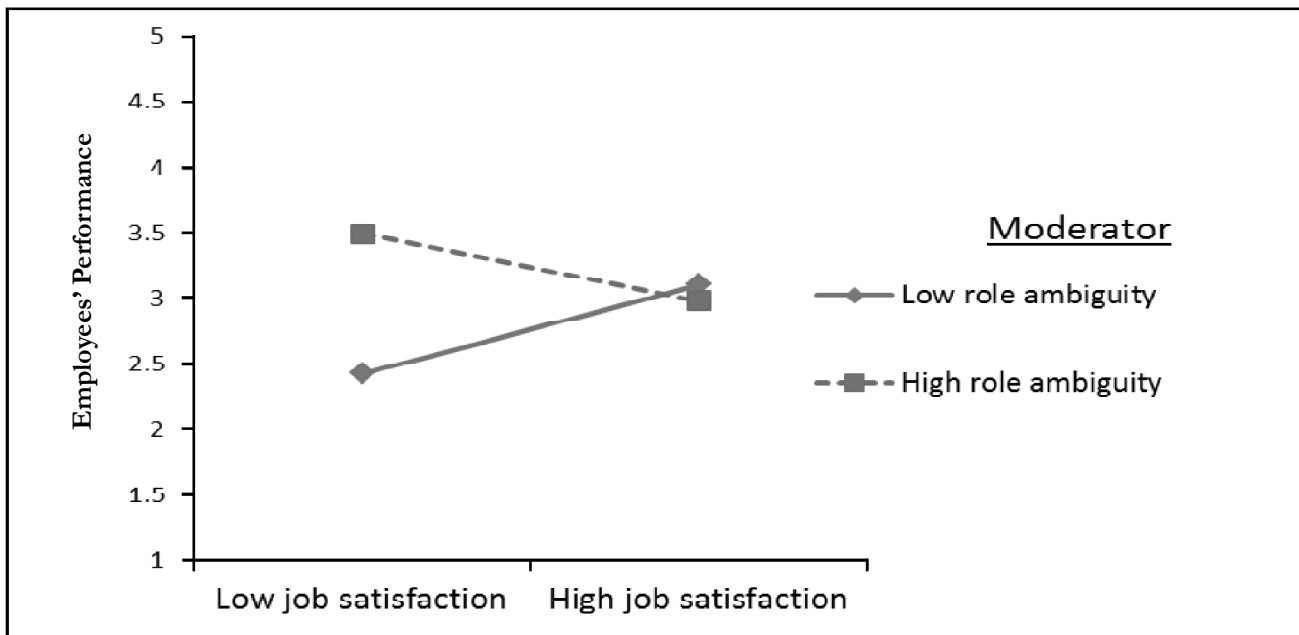


Figure 2: Plot of Interaction between Job Satisfaction and Role Ambiguity on Employees’ Performance

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.

5. CONCLUSION, IMPLICATIONS, LIMITATIONS, AND SUGGESTION FOR FUTURE RESEARCH

This study examines the influence of the job satisfaction 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 job satisfaction, while stress the significance of role ambiguity as being a moderating variable.

This study contributes to the existing body of knowledge in understanding the employees' performance. In other words, this study attempts to increase the understanding of the relationship which is between job satisfaction as well as the performance of employees with the moderating role of role ambiguity in higher education institutions of KSA.

This paper provides implications for higher authorities, decision makers, and policy planners. This paper raises the importance of employee performance in the higher education institutions of KSA. In addition impacts of job satisfaction and as predictors and the role ambiguity as being the moderator.

Secondly, this study demonstrated the importance of job satisfaction in improving the employees' performance. There are clear, practical implications of these findings. Employee performance has been a matter of quest and research in almost all sectors 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 around the world in spite of 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 on employee performance with the same or different moderator.. It was fruitful to have a better insight of employee performance by analysing more variables that are not considered in the current study. Additional study can be extended by doing multi-sector analysis as well as a assessment of various sector.

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