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An Analysis of Saudi Arabian Employee Performance in Selected Public Sector Service Organizations

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AN ANALYSIS OF SAUDI ARABIAN EMPLOYEE PERFORMANCE IN SELECTED PUBLIC SECTOR SERVICE ORGANIZATIONS

by

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DEDICATION

This study is dedicated to my Dad, Mohamad-Saad AL-Hendy, who passed away, to whom I owe "after God" my prosperity and manhood. God bless him for his valuable teachings. To my Mother, Fatima AL-Hendy, who raised me with love and encouragement. She has all my respect. Thanks Mom for such an upbringing. To my brothers, Abdulmohyee, Mobaireek, Saleh, Abdulkareem, Saud, and Faisal AL-Hendy, and my sisters, Saida, Aisha, Suad, and Layla AL-Hendy, for your friendship, love and support. They have my deepest respect and all my love.

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<div align="right">Yousif Mohamad Saad AL-Hendy</div>

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CHAPTER I

INTRODUCTION

Human performance has been a constant object of research by human resource development scholars and practitioners (Bush & Raban, 1990). It is one of the most important personnel activities in both public and private sectors. The success of many organizations depends on how well it implements its objectives. Although, many considerations such as: culture, work environment, satisfaction, etc., affect the organizational goal, few seem to play as prominent a role as the performance of the organization's human labor force (Jreisat, 1991). As a result, a remarkable amount of attention has been paid to employees' performance.

Performance is defined as the way of commitment in completion and exercise particular assignments, i.e., operation, scheduling, and control (Morrisey, 1983). It also refers to the formal process of employees handling assigned duties and responsibilities (Imundo, 1980). This perspective combines the traditional approach and the guidance approach to implementation of the assigned duties. Eichel and Bender (1984) defined performance as the level of results needed to ensure the accomplishments of the organization. These results are the positive or negative outcomes of one individual accountable for a particular objective or assignment. In this case, Eichel and Bender are talking about the person's productivity not the performance. I look at the definition of performance as an appropriate positive or negative personal action in implementing a

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particular project or assignment.

The critical importance of performance in human resource management is also obvious from the growing emphasis on performance appraisal, in both the public and private sectors, and the vast amount of literature on it (Lovrich, 1983). Morrlsey (1983) stated that performance appraisal, properly used, is one of the most powerful supervisory tools available. The fact that performance is not meeting its potential in many organizations is no secret, particularly to those in middle and first-line supervision who have the greatest responsibility for its effective use, in order to deliver their services to the public in a proper manner.

Delivering of services occasionally becomes the subject of heated controversy, and is often surrounded by myths and misinformation (Jones, 1980). To understand public sector services, it is important to define this function of government. Local governments are service providers. Therefore, a public service is any thing the government provides "through it's employees" to meet its constitutional and legislative responsibilities to serve common goods, such as education, transportation, social services, public protection, health, recreation, water supply, sewage treatment and highways.

In the past, most people in Saudi Arabia could perform some of these services for themselves, or with the help of friends or neighbors; but this is no longer possible. However, individuals cannot personally access some of the key services mentioned above. Thus, the local government, as the primary provider of services, provides these services for them. Citizens share some of the cost of the services while the central government pays the remaining. Therefore, we could say the performance of tasks by

public employees to provide the services are public service.

Historically, most public services in Saudi Arabia have been supervised by public sector employees. For city officials whose budgets have been affected by recent recessions and central government budget cuts, there is a strong need for reliance on alternative service delivery techniques that involve new partners in the process. The use of private contractors is a valuable alternative in providing a wide variety of public services. It is the most widely accepted and frequently used alternative service delivery method. Yet, what is critical is this method is not economically profitable, and the government has to pay more for a job that could be done less expensively by public employees if they performed well in their tasks and duties.

Over the years, the public sector in Saudi Arabia has taken increasing responsibility for addressing the need of the growing population. In the past, within the public sector the driving force had been the central government. These conditions are changing and grater responsibility is falling to the private sector. In addition, local governments are defining their roles and managing their operation in new ways.

This study is designed to analyze the Saudi Arabian public sector employees' performance, and the impact of the three C's (organizational commitment, communication, and cooperation) on employees and their job performance. This study helps to identify major employee performance problems in Saudi Arabian public organizations and to identify strategies for achieving organizational goals. This study benefits Saudi Arabian organizations, and similar organizations in developing countries. The results of this study are important to management, employees and, overall, the government of

Saudi Arabia. For the manager, these results can be used as a basis for critical personnel decisions, such as work assignments, promotion, transfer, and layoff. Performance results are also used to judge the effectiveness of various selection methods, training programs, and compensation systems. Managers will also benefit from higher personal performance ratings in helping their employees to be more effective. (Morrisey, 1983). For employees, performance study results help to inform each employee about where he stands, to point the way for the improvement of an employee's performance, to incite self-development, and acknowledge each employee's achievement (Terry, 1978). Furthermore, as indicated by Frechette and Wertheim (1985), "performance can affect the very nature of the individual's relationship or 'psychological contract' with the organization, and can therefore play a central role in determining the degree to which the individual's short- and long- term needs are satisfied through membership in the organization". Study results serve not only as an essential human resource development tool but also as a motivational tool to elevate employees' job satisfaction. In other words, performance study is vital as long as personnel decisions have to be made about who to promote, to give a raise to, or lay off. For the government, the adequacy of employee performance has a far- reaching effect on the productivity of the public sector and, in turn, on the successful attainment of the national economy, and the nation's goals and development.

The Background of Saudi Arabia

Since the study is concerned with Saudi Arabian public sector employees'

performance, it is necessary to understand the Kingdom's bureaucracy and its development. The Kingdom of Saudi Arabia encompasses about four- fifth's of the Arabian peninsula. It occupies 865,000 square miles of land mass (Al- Farsy, 1990). The Kingdom's population is 16,925,000--12,304,000 of these are Saudis (Asharq Al-Awsat, no. 5130, Dec. 14, 1992). All Saudi citizens, with minor exceptions, are Arab Muslims.

With urbanization traditional institutions began to decline as oil, wealth, and modernization increasingly bridged the differences between the population of the country's provinces. Notwithstanding these processes, national integration and political ability of the Kingdom are largely the result of the Kingdom's oil revenues and the "delicate" or "sensitive" balance of power within the House of Al- Saud between the rulers and the religious scholars (Ulama), and between traditional elites and the expanding new middle class, led by the intelligentsia (Niblock, 1982).

The Structure and Role of Public Bureaucracy in Saudi Arabia

Like any other bureaucracy in the world, the Saudi bureaucracy is a product of its environment. It is shaped by the historical, political, social, and economic environment in which it operates (Hedy, 1984). A brief overview of the ecological factors provides some insights into the Saudi public bureaucracy's major characteristics and some of the obstacles it is facing.

The present bureaucratic structure of the Saudi public administration consists of five major components: (1) the Council of Ministers, the legistlative council; (2) the

Ministries; (3) the independent agencies; (4) the public corporations; and (5) the local government. Each component has unique functions but all are interrelated.

As the present time, Saudi Arabia has completed the establishment of a comprehensive organizational structure as follows: (a) the Council of Ministers (executive and legislative body), (b) the legistlative council, (c) 21 ministries, (d) 12 government agencies, (e) 14 regional municipalities, (f) 6 municipalities for major cities, (g) 103 municipalities of different classes, (h) 45 ruler compounds to provide service for rural areas, (i) 3 agencies for central control, (j) 32 public corporations (including 7 universities), (k) 5 independent agencies, and (l) 6 agencies for administrative development (Al- Taweel, 1986, p. 10).

As a "tradition-oriented modernizing bureaucracy" the Saudi public administration is playing an ever increasing major role in assuming responsibility for the welfare of the citizens. According to Al- Saud (1988), there are three aspects of the rule of government:

> First, it must be understood that the absence in Saudi Arabia of the kind of political party systems typical of Western countries has given the country's policy an administrative emphasis.... Therefore, ... public servants play key roles in setting policy agendas and in formulating policies. A second aspect evolves from an additional dimension of the concept of " welfare state".... The government role tends to increase because the government's concern goes beyond the basic services ... to such concerns as major industrial or agricultural projects. The third aspect of the role of government stems from the concept of development (pp. 9-12).

The government has the sole responsibility for social and economic development. It is the developer and the real stimulator of the economy. Increasing demands have been placed on the government which has taken full responsibility for implementing

economic and social development. Consequently, the role of the public bureaucracy has become more difficult and complex than it was before. It is because of these circumstances that the Saudi public sector has a major role in the country's modernization and development.

<div align="center">Statement of the Problem</div>

Studies of the public sector in developing countries have focused on the ability of public organizations to guide the modernization of their societies in regards to the complexity of the problems faced. The public sector in developing countries plays an important and essential role in social and economical development (Palmer, 1985). Likewise, in Saudi Arabian public administration penetrates all aspects of Saudi life (El Mallakh, 1982).

The Saudi Arabian public sectors suffers from a number of administrative problems, such as: waste of working hours, loyalty, job satisfaction, etc. Low level performance by public service employees at all levels is one of the greatest problems (Al-Taweel, 1986). Therefore, the public services sectors come under fire from all directions. Public service employee performance affects the productivity of individuals, groups, institutions, and, overall, the national economy. This study focuses on analyzing the employee performance of public service organizations in two major cities (Riyadh and Jeddah) because they are the two largest cities in the Kingdom and include the majority of public sector employees and organizations. Riyadh is the capital of Saudi Arabia, where all government ministries and public agencies headquarters are located.

Jeddah, the second largest city in Saudi Arabia, is where most public agencies branches are located.

The Kingdom of Saudi Arabia was thrust into international attention in 1938, following the commercialization of oil. Its income has led to a rapid increase in economical and social activities at all levels, such as: education, health, social services, etc. This development brought in the urgent need for competent manpower, specially in the government sector which has taken full responsibility for guiding the nation development. Heady (1984) stated that "Saudi Arabian bureaucracy is still lacking in capability to meet the demands being place upon it, even though it is growing in numbers and has assumed new obligations in formulating and administrating development programs" (p. 296). Policy and decision makers in Saudi Arabia recognized the need to meet the demands of the national development process, by emphasizing the building of competent labor force. In the country's five-year development plans, manpower development has been given priority. For example, the fourth objective in the sixth five-year development plan 1995- 2000, indicates the same objective concerning human resources as the fifth five-year development plan. It says: "to develop human resources ... to upgrade and improve its effectiveness ... and replacing non-Saudi manpower with suitably qualified Saudis." In the fourth five-year development plan (1985-1990), human resource developments had the largest share of development spending. Table 1 compares the planned expenditures by development agencies for the fifth plan to the actual expenditures from 1985-1990, the fourth plan. As the table indicates, the share spent in the human resource development category climbed from 33.4 percent during the fourth plan to 35.4 percent

Table 1

Development Expenditures During the Fourth and Fifth Plan Expenditures in Billions

Spending Agency	Fourth Plan 1985-1990		Fifth Plan 1990-1995	
	Actual (SR)	Actual (%)	Planned (SR)	Planned (%)
Economic Resource Development	71.4	20.9	73	18.5
Human Resource Development	114.2	33.4	139.9	35.4
Health and Social Services	59.3	17.4	66.1	16.8
Communication and Transportation	50.6	14.8	52.6	13.3
Municipalities and Housing	46	13.5	63.2	16
Total	341.5	100	394.8	100

The Ministry of Planning (1990), p.100.
Note: SR, Saudi Riyal. The average value of the riyal (SR) to the US dollar as of January 1995, was 3.75 SR to $1.

during the fifth plan. In fact, in the fourth and fifth plans more money was allocated for the human resource development category than any other category.

In the case of Saudi Arabian public sector, it can be said that it has been hampered by many deficiencies that have slowed the economic and the social development of the country. However, it has also been argued that most of the deficiencies and obstacles are administrative in nature. These problems include authority over centralization, functional overlapping, over staffing, excessive red tape, inadequate responsiveness

to the public, and performance to name a few (Ayubi, 1977; Jreisat, 1988, 1991; (Palmer & Al-Hegelan, 1987). Bkhary and Haddad (1986) stated that a saner Saudi technocrat, AL-Gosaiybi, once stated that social and economic development in Saudi Arabia has resulted in many situations that affect Saudi bureaucracy. Some of these are:

1. Abundant wealth, which has led to irrational decision making and a lack of concern for the cost- benefit factor in the feasibility and efficiency of projects.

2. The establishment of new agencies in response to new administrative and organizational problems that caused the expansion of the bureaucracy with no clear improvement in its productivity.

3. The impartiality of development concepts, ideas, methods, technology, and expatriates, which leads to the ignorance of cultural factors.

4. The low desire for hard work and responsibilities (p.140-141).

Furthermore, Abdulrahman (1987) stated in his study of the administrative systems of the Arabian peninsula countries, including Saudi Arabia, that "public bureaucracy was unable to perform the new task created by aspirations to development. As a result, these was a large discrepancy between bureaucracy's state of deficiency and its expected role".

This problem of public sector organization's performance has been characterized either by a concern for the performance in the delivery of the services or by a concern for the quality of the services. Both concerns are related to the need to upgrade and improve the overall human resource quality and productivity. To increase human resource quality and productivity, it is necessary to know how people are performing.

Public sector employee performance deserves a close evaluation because the adequacy of employee performance has a far-reaching effect on the productivity of the public sector and, in turn, on the successful attainment of the nation's goals and development.

Purpose of the Study

Delivering services to citizens is the primary function of a municipal government. This function occupies the majority of time and effort of most government employees. Furthermore, the nation is experiencing rapid growth and development in the demands for public services. The public sector of Saudi Arabia plays a major role in this development and the life of the citizens, politically, economically and socially. As the Saudi government has taken full responsibility for providing the needed public services, there is a need to investigate and evaluate Saudi public service employees' performance in order to improve the quality of their performance and to upgrade productivity. Alsaeeri (1993) stated that even though the Saudi public sector organizations have gone through several reforms, including the enactment of a public personal law in 1970 which adopted concepts of position classification and merit principles in public employment, it is still suffering from the same problems (performance and productivity). For example, the level of performance among Saudi public sector employees remains low. This negatively impacts upon the productivity of individuals, groups, institutions, and the national economy as a whole.

In recent years, the public service sectors in Saudi Arabia have often suffered from tremendous image problems and seen their activities come under fire from all

directions. For example, individuals who have relatives or even friends working for the government get special service for these relatives or friends. Abu-Shaer (1981) found that public employees wasted 54, 608, 200 working hours a year, which cost the government the equivalent of SR 1,436,829,115 ($383,154,431). An understanding of the low level of performance and productivity may be gained by examining the performance of public services employees on the job, and determining the factor(s) that influence such behavior.

Employees' performance research has been guided by question like these: "Are organizational objectives clear?" "Does the organization create positive working environment for employees?" "How does the organization create a feeling of 'oneness' among the employees?" "Does the organization treat employees respectively?" "Does the organization provide clear and consistent guidance in doing the job?"

The study will analyze the impact of organizational commitment, communication within the organization, and the cooperation among employees (the three C's) on employees' performance. It also will try to uncover the attitudes of public sector employees toward their job and their organization's clients. Yet, more attention has to be paid to employee's attitude in the job. According to Siehl and Martin (1988), management concepts, such as reward systems, work design, and job performance appraisal in an organization are a reflection of the practiced values-in-use, and they function as the mediator of the commonly shared values in determining how things should be done in the organization. It seems likely that the organization's environment and culture, as well as employees' attitudes, are also major factors that may influence employee's perfor-

mance. Dipboye and De Pontbriand (1984) suggest that employees' opinions about the job may be important to the long-term effectiveness and productivity. Conversely, negative employee attitudes may affect the organization's goals negatively. This study will point out factors that may influence public employees' performance.

<div align="center">Significance of the Study</div>

The growth of national demands for public services is a particularly significant development as it raises serious questions of accountability and control within the local government. It is not clear what effect the public sector employee's performance will have on the government's ability to react to citizen complaints, or on a change in citizens' needs for public services.

As I stated before, services delivery is the primary function of a municipal government, occupying the majority of time and effort of most government employees. It is through the delivery of services that most contacts occur between citizen and local government. This function occasionally becomes the subject of heated controversy, and is often surrounded by myths and misinformation. Yet, service delivery remains the main function of local government (Jones, 1980). At the present time, there is a need to make the public sector more active and productive in order to achieve the public's demands for better services.

Any research study must demonstrate its significance in three ways: (1) it must contribute to the knowledge, (2) the relevant policy arenas should fine usefulness and meaning in the study, and (3) it should be useful for practitioners (Marshal and Rosman

1989).

From general theoretical perspective, this study examines the impact of internal and external organizational efficiency on public employees performance. As stated earlier, most performance research has been done in private sectors in the United States. In private sectors, the analysis of capital accumulation, profit earned, return on investment, etc., are used to explain the relationship between organizational concepts and employees' performance. However, employees' performance cannot be measured solely based on private sector criteria because they are misleading and inappropriate. When analyzing public employees performance, we must consider many "external" factors (i.e., political influences, changing public demands, etc.) in addition to "internal" factors. Yet, the method of measuring public sectors employees' performance must be different. This study utilizes the behavioral approach to measure Saudi public sector employees' performance.

This study derives its importance from the role played by the Saudi public sector in the life of Saudi society. Public sector personnel, as agents of the government, play an important role that effects the everyday live of individuals and society as a whole. Those public employees, however, are viewed as lacking efficiency, motivation and, very often, competence. The public display a great deal of dissatisfaction with public employees' performance (AL-Mizjaji 1982). It is not clear what affect public sector employees' performance will have on the government's ability to react to changes in citizens' needs for public services.

More importantly, the study of Saudi public employees' performance is timely

in light of the current emphasis placed by decision makers on improving the productivity of government personnel and the concern of the public for waste and mismanagement (Abu-Shaer, Al-Ezza 1981). As a result of the current emphasis of performance and productivity in Saudi public service, and the demand for more effective public employees, a new performance and productivity appraisal system was introduced in 1985. Increases in the demands for the public sector services have necessitated an increased emphasis on the development of the capacities of public services, in order to effectively guide the economic and social development plans and to maximize the productive capacity of the government.

As we can see, the third basic strategic principle of the fifth four-year plan strategy, implemented in the period, 1990-1995, was: "To lay stress on the need to upgrade the effectiveness of government departments, in ways that will lead to reduced government expenditure, but without in any way lowering the standards and availability of service to citizens". (p.39)

This study should be useful to those concerned with the Saudi Arabian experience with low levels of public service employee performance. The few studies that have been done on this provide us with only partial and mostly descriptive knowledge. This study should help fill the gap.

This study also provides a better understanding of employees' opinions of their performance in the job for developmental purposes. A general awareness of prevailing opinions should provide assistance in making decisions about the employee performance

This study attempts to identify some of inadequacies of the public sector's

administrative (i.e., communication, cooperation, etc.) and their impact on employees' performance. The study also proposes recommendations that may help in overcoming some of the existing problems in the organization, thus making it valuable for the decision makers in the public sector.

This study will enrich the study of performance in public administration, especially in the field of human resource development. Much previous research has focused exclusively on private sector's employees (Lovrich, 1983). It also extends the understanding of cultural impact on employees' performance. Since most past research on performance has focused on western countries, the current study will extend the applicability of employee performance to different administrative, economical, cultural, behavioral, and environmental settings. In other words, the present study will offer a comparative and broader perspective.

The study is designed to explore employees' performance behavior and attitudes, the key aspect of current performance instrument, the performance improvement among employees, the utilization of performance results, and motivating employees performance. This study serves as a foundation for comparison with other research, and for students of human resource development to conduct further studies that deal with public employees' performance in Saudi Arabia. The study uses the public employee performance perspective in understanding the Saudi bureaucracy and its administrative problems.

The practical significance of this study is to provide Saudi Arabian public managers with a broader perspective on (a) public employees' performance, (b) the way in

which it effects the organization's effectiveness, productivity and goal, (c) the opportunities and shortcoming of organizational performance concepts, and (d) how employees' performance is linked to managerial strategy.

This study should be added to the contributions of other researchers whose works are vital for building a systematic framework for improving the performance of Saudi employees.

Scope of the Study

The scope of this study deals only with the public sector employees' performance in randomly selected Saudi public service employees. This study focuses on analyzing employees' performance of randomly selected public trainees at the Institute of Public Administration head quarter in Riyadh, and its branch in Jeddah. They are the two largest and major cities in the Kingdom and they include the majority of public employees and organizations. The study employs the three C's multivariate behavioral approach variables which are considered determinants of organizational performance. They are:

1. Organizational commitment. This refers to the nature of an individual's relationship to an organization. It also refers to the tendency toward strategic persistence (Pankaj, 1991) which in this case is the basis for performance.

2. Communication. This refers to the ability to transmit messages to other members one on one, between group(s), or one-to-a-group fashion.

3. Cooperation. This refers to social behavior involving two or more indi-

viduals previously unacquainted with each other in order to reach or obtain "what is needed or sought" (Hinde & Groebel, 1991).

These variables assess the relationship between internal and external organizational concepts and its employees' performance. The randomly selected public employees are assumed to be representative examples of many Saudi public sector employees and an accurate reflection of their organizations.

The research seeks to assess employee performance in public organizations and its relationship to organizational variables such as commitment, cooperation, and communication. The organizational variables in this case are the independent variables while employees' performance is the dependent variable. The major assumption is that the greater the level of organizational commitment, communication, and cooperation in an organization, the better the performance of employees and their organization. The study, however, displays practical aspects and limitations of this type of investigation. The practical limitations stem from time and resource considerations. The study of public sector employees' performance requires a long period of time for study and observation. Usually, with the help of insiders (Schein, 1985), this study is limited by a much shorter time (four months). This research was conducted at the two largest cities in Saudi Arabia (Riyadh and Jeddah); therefore, results of the study are tentative and may not be generalized beyond the two cities.

Another limitation of this study is the exclusion of females as employees. Cultural customs made accessibility to the Saudi female employee's difficult. Furthermore, there are a limited number of female employees in Saudi Arabian public sector

service.

In spite of these limitations, the utilization of the perspective of public sectors organizations as a framework, to study Saudi public sector employees provides new and interesting insight into its function and performance.

Organization of the Study

This study is organized into five chapters. The first chapter includes the introduction, the background of Saudi Arabia, the structure and role of public bureaucracy in Saudi Arabia, the statement of the problem, the purpose of the study, the significance of the study, the scope of the study, and the organization of the study. This introductory chapter is the general setting of where the study is established.

The second chapter deals with a comprehensive review of the public sector employees' performance literature. It includes the theoretical background, organizational factors, employees' performance and organizational commitment, communication, cooperation, and satisfaction, the theoretical model of the study, and a review of selected empirical studies.

The third chapter is the research methodology and design. It includes the variables performance, the population of the study, the development of the instrument, the research procedure, the hypotheses of the study, instrumentation, and data analysis.

The fourth chapter is analysis and reporting of the findings obtained from the questionnaire. It determines the relationship between the organizations' concepts and employees' performance, using a number of performance criteria.

The fifth chapter concludes the study and summarizes the findings and implications on both theoretical and practical perspectives of Saudi Arabian context.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose in analyzing public employees' performance is to provide the organization with valuable and reliable information in order to motivate employees and achieve organizational goals. This has been a major issue in the field of human resource management (Steers, 1981). A review of the literature on the subject leads to the conclusion that public employee performance remains highly controversial. This may be partly due to the fact that research has not provided answers for many questions that have been raised (Perry, 1989). Also, the organization itself as a source of variation in employees' attitude has received less attention than other factors affecting job performance.

The irony of recent developments is that so much emphasis has been placed on the negative that we lose sight of the greater positive impact of doing an effective job. Furthermore, this process can be, and in fact, is beneficial to the individual supervisor. The solution can be accomplished through teaching of positive reinforcement skills to those people in a supervisory position (Morrisey, 1983).

Performance is the result of employees meeting organizational goals and objectives (Eichel & Bender, 1984). It comes in the form of opinions and attitudes supported by behavioral feedback (Brown, 1988). This behavior comes in the form of satisfaction

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or dissatisfaction with the job or the organization in general and will transform into positive or negative performance.

In the field of human resource development, scholars and analysts have been wrestling with organizational concepts and their relationship with employees' performance. Many of the debates about public employees' performance are caused the different terms and definitions used to explain public organization concepts. Smircich (1985) stated that:

> Organizations are cultural phenomena and need to be understood in those terms. Of course, I think that means a reorientation in how we think about organizations and how we think about ourselves and what we are doing. I'm not too sure about how this will go over. I'm only just learning it for myself. (p.56)

As we can see in Smircich's statement, the perspective of the organization is culture and what makes culture is people. However, organizational concepts are not in themselves culture. Public sector organizations still suffer from many unresolved theoretical and methodological concerns. This chapter will provide an overview of the general themes of public employee performance. This overview provides references to the many different aspects and perspectives involved. This is used to establish the theoretical framework of the research, and to provide Saudi public managers with a broader perspective on the subject of public employees' performance.

This chapter consists of three sections: (1) theoretical background, (2) theoretical model of the study, and (3) review of selected empirical studies.

Theoretical Background

This section consists of two parts: (1) a review of the related theoretical litera-

ture to organizational factors, and (2) the relationship between employees performance

and organizational commitment, communication, cooperation, and satisfaction.

Organizational Factors

Theoretical literature in Human Resource Development in the area of organiza-

tions, from Weber's first writing on bureaucracy in the 1920's, and in industrial

psychology, since the time of Hawthorn studies in 1927, takes as a fundamental

principal, the importance of structural factors in effecting the behavior of organizations

and their employees within the organization. Merton (1968) focuses attention on the

influence exerted by social structures on patterns of conduct. He analyzes how social

regulations in behavior become institutionalized and modify the social structure.

Merton's emphasis is on the relationship between elements of the social structure and

an observable pattern of conduct rather than directly on the relationship between various

abstract elements of social structure, as it is in Parsons. Organizational theorists distin-

guish between two types of structure: tall and flat. A tall organization has many levels

relative to the total size of the organization, whereas a flat organization has only a few

levels (Porter & Lawler, III, 1965). Tall structure improves performance by allowing for

close supervision and therefore, complete understanding by supervisors of subordinates'

activities (Worthy, 1955). Another example of employees' performance interests in the

study of organizations is Perrow (1965) who studied the technology, structure, and

goals in hospitals. Studies of organizations focus on structure and its affects on

organizational behavior. For example, Merton's (1968) analyzed role sets, status, and

status-sets, and focused especially on what may be called the major mechanism that

organizes the emergent structural properties of social structure that influences the

behavior of individuals and shapes specific details of the structuring of concrete social

organizations. He stated the following:

> A formal, rationally organized social structure involves clearly defined patterns
> of activity in which, ideally, every series of actions is functionally related to the
> purpose of the organization. In such an organization there is integrated a series
> of office, of hierarchized status, in which inhere a number of obligations and
> privileges closest defined by limited rules (p. 249).... The bureaucratic structure
> exerts a constant pressure upon the official to be "methodical, prudent, disci-
> plined". (p.252)

Kane and Lawler (1979) argued that organizational characteristics and structures

influence employees' performance. Structural characteristics, like high formalization,

high centralization, and size are believed to have different effects than those with low

formalization and loosely coupled organizations. Zoglio (1995) stated that teams with

a high level of performance have commitment, communication, and cooperation in com-

mon. She also stated to compete effectively, leaders must fashion a network of skilled

employees who support each other in the achievement of corporate goals and the

delivery of seamless service.

The fit of performance in organization can be best understood through its

relation to organizational elements, such as goal setting, job analysis, job description,

and job performance standards, as well as the organization environment, such as

interpersonal behavior. Goal setting translates organizational goal into divisional, departmental, branch, and specific job objectives. Goal setting starts with the organization mission--the overall goals specifying the performing activities and results-- to be accomplished by the total organization. Job analysis, on the other hand, focuses on the component tasks of jobs at every level (who does what, and how). Job description is another organizational element which describes responsibilities of employees. Landy and Farr (1980) stated that performance description and prediction plays an important role in all personnel decisions. Job standards refer to the level of quality and quantity of performance expected or acceptable in a certain job. Performance standards represent the level of results needed to ensure the accomplishments of the organization (Eichel & Bender, 1984). Herman, Dunham and Hulin (1975) argued that employees who held similar positions and ranks reported similar satisfaction with the work and pay, experienced the same level of motivation, and agreed on contingencies for interpersonal behavior. Employees at the same level also agreed in their description of their supervision. Herman et al. concluded the following:

> If organizational-structure characteristics are more highly related to organiza-
> tional behavior than are demographic characteristics in a variety of different
> organizational settings, then the effect must be related to employees' ability in
> willingness to adapt to their work environment. (p.230)

Merton (1968) addressed this problem and analyzed why certain bureaucratic characteristics stifle individual initiative and foster ritualistic behavior over conformity. Merton found unanticipated consequences of bureaucratic features for individual performance.

Blau and Schoenherr (1971) raised the question of how the various conditions in an organization affect individuals conduct or human relations (i.e., communication, cooperation, etc.). Blau and Schoenherr (1971) argued that the first step in building a systematic theory to explain why organizations exhibit various attributes requires some comparison of different organizations (p. 6). "The comparison may take the form of collecting quantitative data on many organizations and applying multivariate analysis to them" (p. 7), and "The standardization of the performance of tasks through formalized procedures is commonly considered to be a mark of bureaucratization, and so the centralization of authority in the hands of top management" (p.9).

The structure of large organizations comprises internal substructures that have a certain degree of autonomy. There are a number of functional divisions and there are often a number of branches at various distances from the headquarters. These subunits can be analyzed separately to determine whether their internal structures exhibit the same or different regularities. Structural characteristics of organizations have been found to be related to variations in job attitudes and behavior such as job performance, satisfaction, productivity, and turnover (Berger & Cummings, 1979; Blau, 1960; Dalton, 1950; Haire, Chriselli, & Porter, 1963; Kane & Lawler, 1979; Kimberly, 1967; Porter & Lawler, 1968, 1965).

Perrow (1965) identified three major factors which influence performance in organizations: (1) cultural system, (2) the technology, and (3) social structure. He stated the following:

Organizations are influenced by three factors: the cultural system which sets

legitimate goals, the technology which determines the means available for reaching these goals, and the social structure of the organization in which specific techniques are imbedded in such a way as to permit goal achievement. (p. 912)

Glueck (1987) made a distinction between the attitudes and performance of

employees with different orientations toward work. He stated that:

For many people, especially, those whose values fit the work ethic, evaluation and promotions can be very important. If this process is badly handled, turnover can increase, morale decline, and productivity drop, as equity and expectancy theory would predict. For employees with instrumental attitudes toward work, performance evaluation is just another process at work; since work is not too important to them, neither are evaluations. They want a job to get money, and that is it. They might refuse promotions that involve responsibility. (p. 287)

Organizational differences are likely to affect the ability of managers to accu-

rately interpret and compare performance ratings across organizational settings. Such

differences may cause evaluators to place different emphasis on specific performance

criteria. The way meanings are shared and interpreted in an organization is believed to

be one of the factors which causes differences in performance ratings. The weighting of

criteria by evaluators is likely to be affected by the organization's specific characteris-

tics. Differential weighting implies that different models of performance are being used.

This can cause difficulties both legal and administrative, for the manager seeking to

compare overall performance of different individuals across subunits within the same

organization or between different branches with different locations and sizes. The impact

of structural factors on evaluating performance must be taken into consideration in order

to avoid misinterpretation.

Employees' Performance and Organizational Commitment, Communication, Cooperation, and Satisfaction

This section consists of four performance and organizational parts: (1) commitment, (2) communication, (3) cooperation, and (4) satisfaction.

Performance and Organizational Commitment

Organizational commitment refers to the nature of an individual's relationship to an organization and vice versa (Porter & Lawler, 1967). It is also referred to as evident in the focus that someone (i.e., individual, organization) exhibits toward someone else in achieving a goal (Kinlaw, 1989).

Commitment, like motivation, is not something that we can observe directly. We infer that both exist because of what people say and do. There are at least two kinds of behavior that signal employee commitment. First, committed employees appear to be very single-minded or focused on doing their work. The second characteristic that we associate with committed employees is their willingness to make personal sacrifices to reach their team's or their organization's goals (Kinlaw, 1989). A highly committed employee will indicate the following: (a) a strong desire to remain a member of the particular organization, (b) a willingness to exert high levels of effort on behalf of the organization, and (c) a definite belief in and acceptance of the values and goals of the organization and vice versa.

Brewer (1995) stated that proud employees are productive and profitable. To achieve that, employees should be given the freedom and support needed to meet the

goals, recognition for their success, and made to feel like owners of the organization, not just workers. Furthermore, celebrating special occasions, e.g., an extra day's pay on an employee's birthday and holiday gifts, will boost their performance. Adams (1995) stated that loosening of the dress code and removal of the office door to allow employees to air their problems regarding work-family issues are highly appreciated. Flexible schedules can also be effective with employees whose family demands or personal taste require a less-than-rigid adherence to the clock. These will enhance positive attitude toward the organization as well as a positive job performance. Kane and Lawler (1979) stated that organizational characteristics are likely to influence the accuracy of employees performance. Facts like uncertainty, specificity associated with rank and position, and employees autonomy in performing tasks are believed to have an impact on performance. They concluded that the social characteristics of organization may significantly impact performance.

AL-Badayneh (1990) stated that poor organizational climate as characterized by low levels of trust and openness are likely to result in poor employees' performance. Variation in climate, policies, tasks, and functions within a population of organizations may account for these differences (Zammuto, London, & Roland, 1982). Social characteristics of an organization may significantly impact performance (Kane & Lawler, 1979). Moreover, changes in the composition and the attitude of the work force have resulted in increased interest by employers in formulating and implementing career development efforts for their employees, such as individual career planning and consulting, assessment, career information services, organizational career planing, and training

and development (Eabon, 1982). He also stated that most organizations have some sort of career development activity and it is receiving increased attention. A survey made by the National Institute of Education in Washington, DC (1982) revealed that organizations believed that career development efforts enhance employees' performance and improve utilization of talents. Organizations should proceed by securing the full support and commitment of employees (Milliman, Zawachi, Schulz, Wiggins, & Norman, 1995).

Commitment is evidenced in the purposeful, focused behavior of employees who are willing to make sacrifices in order to ensure quality work or success (Kinlaw, 1989). It is also the tendency of organizations to persist with its respective strategies. Without commitment there would be neither persistent differences in organizations' performance levels nor any need to anticipate the future. It may be useful to visualize commitment as a solid block that rests on four sturdy supports, or legs (see Figure 1).
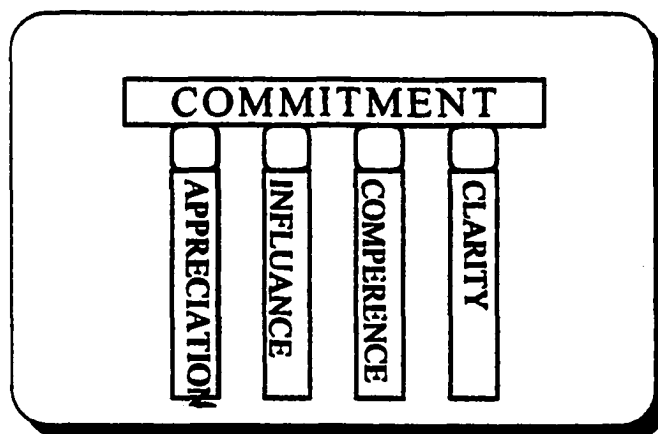
Figure 1. The Support of Commitment.

Source: Kinlaw, D. C. (1989). Coaching for commitment: Managerial strategies for obtaining superior performance. San Diego, CA: University Associates, p.10.

The four supports of commitment are as follows: (1) clarity about goals and values, (2) employees competencies that allow success, (3) the degree of influence that the organization has, and (4) the expressed appreciation given to employees for their contribution. (Kinlaw, 1989). Pankaj (1991) stated that commitment seems to be necessary as well as sufficient for sustained performances. From all of the above, employees cannot be expected to care unless executives show them that they care. They do that through: (a) recognition, (b) information, (c) ownership, (d) pay for performance, (e) trustful relationships with employees, (f) daily compliments, (g) acts of caring and kindness, (h) full delegation of responsibilities for results, and (i) partnership with customers (Melohn, 1995).

Performance and Communication

Communication is the nerve center of an organization. It is the vehicle by which employee activities become coordinated and directed toward the goals and objectives of the organization. It transmits messages to other members in interpersonal one on one, among group(s), or one on group fashion (Ross, 1989). Interpersonal communications and contexts are clearly a large part of what goes on in small-group interactions. It is clearly a major part of all organizational contexts because a lot of organizational processes have to do with one on one or small group communication. Ross (1989) stated that organizational contexts are thought to be largely involved with small-group communication. Figure 2 suggests that 80 percent of group communication contexts may be interpersonal communication, and 50 percent of organizational communication
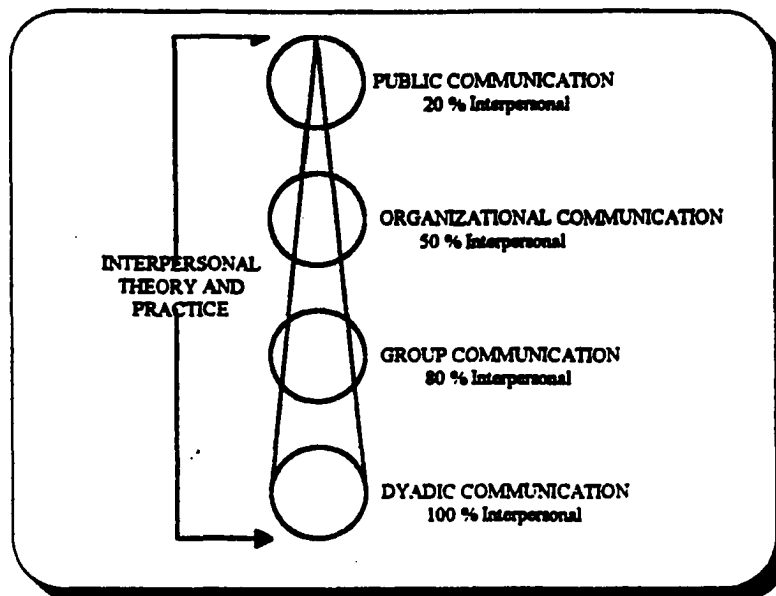
Figure 2. Interpersonal Communication Contexts.

Source: Ross, R. S. (1989). Small groups in organizational settings. Englewood
Cliffs, NJ: Prentice- Hall, p.105.

may be interpersonal communication. Most small groups are face-to-face, interactive,

oral exchanges.

Interpersonal communication provides a more rational basis for discussion. It

also provides shared information on how to operate and handle the job (Morrlsey,

1983). Good communication skills distinguish the poor employee from the effective

employee. Effective communication skills on the part of employees can determine the

effect and performance. Adams (1995) stated that many managers are discovering that

helping a work force lead more balanced lives is a surefire way to boost performance

and productivity. Remedies available to management to help employees achieve a

balance between work and personal lives range from the formal and far-reaching to the

compassionate and spontaneous. This help, of course, came through an effective inter-

personal communication among employees within the organization.

Performance and Cooperation

Organization by definition is a group of people who work together to achieve

common goals. Therefore, cooperation is the "soul" of an organization. It is defined as

the willingness to share effort among members of the group to achieve common goals

(Davis, 1984). It is teamwork effort among employees in order to reach planned goals

or objectives. Adams (1995) stated that teamwork and helping the work force lead to

boosts in employees' performance and productivity. Griffin (1992) stated that perfor-

mance relies on teamwork and cooperation. Lack of cooperation within the organization

invites frustration, causes loss of enthusiasm, wastes time, and lowers the quality of the

services provided by employees. On the other hand, an abundance of cooperation among

employees creates a positive work atmosphere, facilitates solving problems and up-

grades the treatment of everyone (Weiss, 1994). Labor-management cooperation is a

major contributor to an improved labor relations climate and, indirectly, the employee's

improved performance. Therefore, in an effort to improve product and service quality

as well as overall performance, many organizations have turned to the concept of team

building to foster cooperation among their ranks (Logan, 1993).

Performance and Satisfaction

The relationship between job performance and job satisfaction has been one of

the most controversial issues that has evolved from decades of research on employee attitudes. Schwab and Cummings (1970) identified three major theoretical approaches utilized by the student in the study of the relationship between job performance and job satisfaction: (1) performance causes satisfaction, (2) satisfaction causes performance, and (3) the relationship between performance and satisfaction is moderated by a number of other variables. This section will discuss these three approaches.

Performance Causes Satisfaction. This approach is based on the assumption that employee's satisfaction is a function of his/her performance. Lawler and Porter (1967) were the principal proponents of this approach. They argued that evidence indicated that a low but consistent relationship existed between satisfaction and performance. According to Lawler and Porter (1967), performance may lead to rewards and rewards to satisfaction. Moreover, the imperfect relationship between rewards and performance and the moderate influence of perceived equity would be expected to produce a low but positive relationship between performance and satisfaction. Claims that performance causes satisfaction or vice versa are based on correlation studies. This kind of study supports the existence and direction, positive or negative, of the relationship between performance and satisfaction, and not on a causal relationship.

Satisfaction Causes Performance. Human relations approach theorists, who emerged from the Hawthorne studies of the 1920's and early 1930's, have their own viewpoint on the relationship between performance and satisfaction (Schwab & Commings, 1970). Vroom (1964) stated the following:

It was typically assumed by most people associated with the human relations movement that job satisfaction was positively associated with job performance. In fact human relations might be described as attempts to increase productivity by satisfying the needs of employees. (p. 181)

A review of more than 50 studies (Brayfield & Crockett, 1955) showed that satisfaction causes performance. Vroom (1964) reviewed 20 studies relating satisfaction to performance that had been conducted between 1949-1963 and found correlation from -0.31 to 0.86 with a median correlation of 0.14.

Application of the exchange theory by Organ (1977) suggested that a reappraisal of the logic underlies the satisfaction cause of the performance notion. According to Organ, social exchange theory can be applied to the assumption that satisfaction causes performance. Organ argued that performance or production might be viewed as an appropriate form of reciprocal exchange for satisfaction afforded an employee by his/her job.

Moderator Approach. The moderator approach assumes that satisfaction-performance are related under certain conditions. This approach is attributed to Lawler and Porter's (1967) work, which emphasized the effects of moderator variables, such as rewards contingency and perceived equity of rewards to the relationship between performance and satisfaction. Herman (1973) suggested that performance could be expected to relate to satisfaction only when workers are given control over their production. Other factors that are expected to influence the relationship between performance and satisfaction are the degree of job placement (Carlson, 1969), pressure for production, task difficulty (Jacobs & Solomon, 1974), and a need for achievement

(Steers, 1975). Theorists who take this approach do not assume a unidirectional relationship--some assume a positive circular relationship while others assume a bidirectional relationship.

The performance satisfaction controversy is not solved yet. Unclear relationships still remain. Weak empirical support for each theoretical approach and causality claims based on correlation studies are important reasons for this ambiguity in the relationship between satisfaction and performance. Furthermore, in criticizing the performance causes satisfaction approach, Steers stated: "There is no compelling argument that performance must necessarily cause satisfaction" (p. 310). Steere (1981) indicated that satisfaction does not cause performance approach, when he stated "the fact that workers are satisfied does not mean they will necessarily produce more, only that they are satisfied" (p. 309). Finally, with regard to the moderating approach, Fisher (1980) stated that "this approach, too, has failed to produce unambiguous and reliable findings" (p.607).

Most of the studies which dealt with the performance/satisfaction relationship were correlational studies, with no real manipulation for either satisfaction or performance. More importantly, there were no random assignments for subjects to the varying conditions of either performance or satisfaction. As a consequence, claims and arguments of causal relationship are groundless and constitute methodological deficiencies. What is needed in this regard is an experimental design to take care of the problems of an unclear relationship between satisfaction and performance.

Another approach would use meta-analysis to sum up the previous literature and

reach a valid conclusion. Petty et al. (1948) conducted a meta-analysis on empirical studies of individual job performance and individual job satisfaction with studies which reported overall satisfaction or used the Job Description Index scale, and were conducted after Vroom's (1964) review. It appears in some of the major organizational journals (Academy of Management Journal, Academy of Management Review, Journal of Applied Psychology, Organizational Behavior and Human Performance, and Personnel Psychology) from 1964 to 1983. According to the meta-analysis conducted by Vroom (1964), the average correlation between performance and satisfaction was r = .14, and the variance of correlation r = .0107. The results of meta-analysis between overall job satisfaction and performance indicate an average correlation of r = .23.

Other explanations of the discrepancy between evaluators' (e.g., employees, managers, supervisors, and clients) ratings of employee performance and satisfaction can be explained by the attribution theory. Two major theoretical contributions in the area of causal attribution suggest that performance is most often attributed to four causes: effort and ability (both internal and dispositional causes), as well as luck and task difficulties (both external or situational causes). Differences in attributions made by actors and observers suggest that supervisors as well as subordinates are likely to attribute the low or high performance more on internal than external causes (Jones & Nisbett, 1972). Jones and Nisbett hypothesize that actors attribute their actions to situational requirements, where observers attribute the same actions to demographic disposition. Monson and Snyder (1977) modified this assumption as follows:

Actors should make more situational attributions than should observers about

behavior acts that are under situational control; by contrast, actors' perceptions of behavior that are under dispositional control ought to be more dispositional than the perceptions of observers. (p. 96)

Theoretical Model of the Study

The sociological literature provides many examples of attempts to establish links between employees performance and organizational factors, organization and social structure. For example, Bendix (1956) explored the relationship between dominant political ideology and how the authority of the managers over subordinates was legitimate in an industrial context. Other scholars investigated the effect of organizational size in administration, and structure (Anderson & Wakrov, 1961; Bedeian, 1980; Beyer & Trice, 1979; Blau, 1970; Blau & Schoenherr, 1971; Child, 1973; Daft & Becker, 1980; Freeman & Hannan, 1975; Jackson & Morgan, 1978; Gillespie & Mileti, 1976; Goldman, 1973; Marsh & Manari 1981; Mileti, Gillespie & Haas, 1977; Miller & Conaty, 1980; Routamaa, 1985).

One of the major developments in the organizational theory is the shift of focus from organizational structure to the organizational functions. Bennis (1959) summed up this point when he pointed out that classical theorists (e.g., Fayol, Talor, and others) talked about "organizations without people," while contemporary theorists (i.e., human relations approach) talk about "people without organization". To better understand employees behavior and organizational behavior, it is necessary to integrate such behavior and the relationship between them. It is the purpose of this study to look at people in the organizations. In this study, the term aspects are limited to the three C's

(organizational commitment, communication and cooperation). In this case the public sector organization is divided into three levels: (1) employees, (2) managers/supervisors, and (3) clients.

In summary, the underlying theoretical model created by the researcher for this study is shown in Figure 3. This model shows the organization as a whole, the effects the evaluator's satisfaction, and the evaluator's rating of employees performance. It shows that the satisfaction/performance relationship is a dual relationship and is also effected by the organization. The satisfaction / performance relationship is influenced by a number of moderate factors labeled in the model as X (e.g., political, social, economic, technical environments, etc.). This model is a combination of the classical theorists of organizations with emphasis on "factors" and the contemporary theorists with emphasis on "functions or employees' behavior."

As can be seen from Figure 3 the underlying theory of this study is that performance ratings and satisfaction can be explained by the differences in the organizational factors and the differences between organizational levels. The level within the organization is another major factor which is expected to influence employee performance and satisfaction. This model is based on the integration between the organizational factors theories and organizational functional theories and its influence on employees performance. It is assumed in this model that even if organizational factors somehow are similar--because of the type of services and the input of the organization--it still differs from one organization to another, with different influences on the performance of employees.
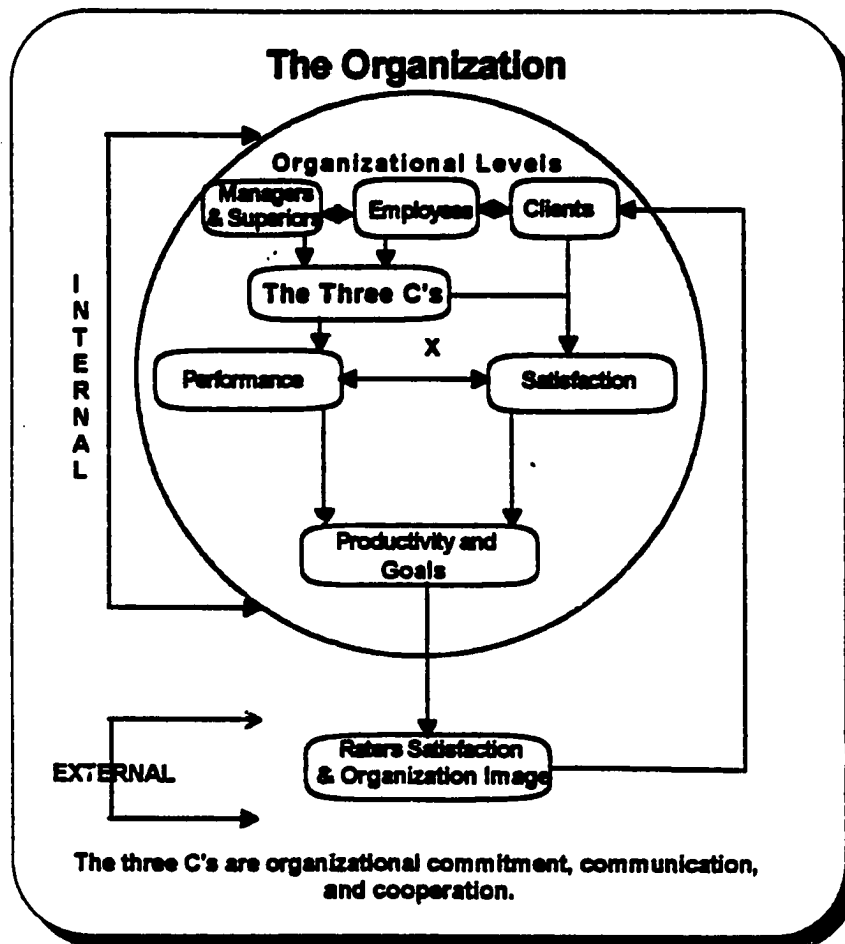
Figure 3. Theoretical Model Represents the Relationship Between Organizational Factors, Satisfaction, Performance, and Evaluator's Satisfaction.

According to the model, differences in performance levels, and satisfaction among employees and evaluators in all organizations combined within each organization in the public sector, are expected. These differences are explained by the variations in the organizational level occupied by each evaluator. Differences between public sector organizations, combined with separate ratings of employees, supervisors, managers, and clients are explained by the variances in the type of public sector organizations.

Review of Selected Empirical Studies

While many studies have demonstrated the relatively successful performance

implications of formalized goal-setting programs in organizations, these finding do not

identify the specific factors behind such techniques which are largely responsible for the

success (Steers & Porter, 1974). A study in employees' task goal attitudes, Steers and

Porter (1974) stated that task goals are reviewed to ascertain which attributes are most

consistently related to performance. The six "task goal attributes" are: (1) goal speci-

ficity, (2) participation in goal setting, (3) feedback, (4) peer competition, (5) goal diffi-

culty, and (6) goal acceptance. They found goal specificity and goal acceptance to be

most consistently related to performance. Another researcher Zaffane (1995) reported

that the degree of organizational commitment as well as the extent of loyalty and attach-

ment to the organization were affected positively by perceptions of greater emphasis on

flexibility and adaptation and by lesser emphasis on rules and regulations. He based that

statement on a statistical analysis of 1,418 employees in regards to organizational com-

mitment and perceived management style. A study by McCaul, Hinsz, and McCaul

(1995) on the conceptualization of attitudes reported that attitudinal measure correlated

strongly with organizational commitment. Data supports the proposal that organiza-

tional commitment as generally assessed may best be defined as a global attitude that

employees have toward their organization. Another study by Brett, Cron, and Slocum

(1995) examined the role of employees' financial requirements as a moderator of the

relationship between their organizational commitment and performance. The results

indicated stronger relationships between organizational commitment and performance for those with low financial requirements than for those with high requirements.

Using data from mail surveys of 118 expatriates working in Saudi Arabia, Europe, South America, and Japan, Feldman and Thomas (1992) examined the impact of five organizational level career development programs. They were: (1) free choice, (2) realistic job previews, (3) define repatriate plans, (4) mentoring, and (5) long term career plans. They found out that success revolved around the degree of: (a) task help, (b) social integration, (c) psychological reappraisal, (d) psychological withdrawal, and (e) palliative coping. Perceiving a connection between the expatriate assignment and long-term career plans was significantly, and positively, related to overall performance.

Another study on the effect of control on public service employees was that by AL-Awwad (1988): An exploratory study for clients attitudes toward Saudi Arabian public service employees. He reported that Saudi clients believe that selecting a person appropriate to the nature of the public service organization will lead to high level of public employee performance, as well as training public service employees before and during their employment. He also determined that public service organizations should enforce a reward and discipline system to increase their performance. Lastly, he stated that having a complaint program within public service organizations would increase their employees' performance.

Zammuto (1982) stated that research in employees performance has increased the accuracy and reduced the bias in performance ratings. Other researchers (Guion, 1965) reported that 81 percent of the published studies in the Journal of Applied

Psychology and Personnel Psychology between 1950-1955 used ratings as criteria. A

review of literature since Guion's reports shows that performance ratings still play a

major part in validation. Blum and Naylor (1968) sampled articles from the Journal of

Applied Psychology for the period 1960 to 1965 and found that of those using criterion

measurement, 46 percent measured performance via judgmental indices. Similar findings

reported by Landy and Farr (1976) also reported that 89 percent of 196 police

departments in major metropolitan areas used supervisory ratings as the primary form

of performance measurement.

Supervisory Personnel

Organizational factors effect employees performance and satisfaction. A study

by Weinstein and Gent (1983) on the relationship between managerial social power and

subordinate job performance of 135 city government employees showed that the rela-

tionship between managerial power and employee performance was positive and

stronger under poor job climate conditions. When perceived job climate was favorable,

power did not predict performance. A study by Browne And Neitzel (1952) on the

performance and satisfaction of 61 supervisory personnel compared with 600 workers

in a single organization showed that supervisors are generally satisfied with their jobs

and the organization as a place to work. Top managers and middle managers in the

organization were significantly more satisfied than the first- level supervisor (Rosen,

1961). Porter and Lawler (1965) demonstrated the following, based on a review of

literature:

1. Five of the seven elements of the organizational factors (span of control and centralization/decentralization being the two possible exceptions) were found to have some kind of significant relationship to either employees attitudes or employees performance, or both.

2. Certain organizational factors variables (organizational level and organizational sub-unit size) seem to have a stronger relationship to employee satisfaction and performance.

3. The direction of the three relationships of certain factors to other organizational factors seems clear: (a) a positive relationship between organizational levels and job satisfaction: (b) a positive relationship between line/staff type of position and degree of need satisfaction; and (c) a negative relationship between sub-unit size and job satisfaction, a positive relationship between size and absenteeism rate, and a positive relationship between size and turnover rate. Daly and Kleiner (1995) stated that managers always remember that they are responsible for a subordinate's performance.

<u>Supervisors and Subordinates</u>

A 1992 study performance for the US Department of Transportation shows that expert argue for the need to develop a high-performance work system that eliminates the differences between management and workers. Feldman (1993) stated that management-employee cooperation has produced significant results for organizations.

Mean differences between evaluators were studied by Holzbach (1978), who studied supervisors, self, and peer performance ratings of 107 managerial and 76

professional employees in a medium- sized manufacturing location. Holzbach reported

that the mean of self rating was greater than the mean of supervisors and greater than

the mean of peer ratings. The mean of peer ratings was greater than the mean of

supervisors' ratings. The effect of age, gender of supervisors, subordinate's gender on

self, and supervisory ratings in an organizational setting were studied by Shore and

Thornton (1986). Participants consisted of 35 men and 35 women and their supervisors,

16 men and 19 women. Findings showed that subordinates' self- ratings were higher than

their supervisors' ratings of them and that gender did not affect the relationship between

self and supervisory settings. A meta-analysis was conducted by Harris and Schaubroeck

(1988) on the findings based on reviews of self- supervisor, self- peer, and peer-

supervisor ratings studies. The result indicated a high relationship between peer and

supervisor ratings (r = .62), but a moderate correlation between self and supervisors (r

= .35) and self-peer ratings (r = .36).

Borman (1974) reported less supervisor- peer rating agreement than was found

within either type of evaluator group. Klimoski and London (1974) examined self-,

supervisory, and peer ratings of performance. They reported that each evaluator type

was distinct with regard to use of information, and supervisory and rating strategies

were more similar than self- ratings. Supervisor ratings showed a strong correlation

between effort and performance ratings, whereas peer ratings and self- ratings

differentiated between effort and performance. Borman (1974) suggested that different

evaluators have different perspectives on performance, and Blood (1974) noted that

these differences may provide valuable information for the diagnosis of organizational

problems. Shore and Thornton (1986) reported that subordinates' self- ratings were higher than the supervisors' ratings of them and that gender did not affect the relationship between self rating and supervisory ratings. Other researchers found different findings with regard to the type of evaluator. Waldman (1979) found that self ratings were lower than supervisory ratings when a group of secretaries evaluated themselves.

No one type of rating appears to be more valid than any other type of rating. The differences among those types may be useful for organizational problem diagnosis. The effect of actual performance level of the person being evaluated on the evaluating of the performance was examined by Bigoness (1976), who found that actual performance had the greatest effect on ratings performance. Other studies (Hamner, Kim, Baird, & Bigoness, 1974) found that actual performance accounted for the largest percentage of variance in ratings performance (30 percent), and that sex and race of the person being evaluated and evaluators accounted for an additional 23 percent of the rating variance.

CHAPTER III

THE METHODOLOGY AND DESIGN

Introduction

The study's purpose is to analyze the Saudi public employees performance in relation to the tree C's behavioral aspects (organizational commitment, communication, and cooperation) in the organization. It also designed to uncover the attitude of employees toward the customers (citizens, other organizations, etc.) and toward their job. The methodology selected for this research is a descriptive analysis. Descriptive refers to the transformation of raw data into a form that is easy to understand and interpret. The design and methodology attempts to meet Kerlinger's criteria for research design, which is: Does the design answer the research questions? (Kerlinger, 1973). To accomplish that, the following subjects will be covered: (a) performance, (b) population of the study, (c) variables, (d) instrumentation, (e) hypotheses of the study, and (f) data analysis.

Performance

In the private sector sphere, the common and traditional way to measure performance, or what industrialists call productivity, is through profit making, investment return, and the like. Performance has been measured by many different ways, such as

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efficiency, effectiveness, cost reduction, program evaluation, and many others. Mark (1981) has grouped these measurements into three broad categories: (1) efficiency-type measures (input/output oriented), and (2) operational-type measures (consequences oriented), and (3) operational-type measures (work activity oriented). Because of the competition and market factors, business organizations are more likely to operate more efficiently and effectively and can be evaluated accordingly.

In the public sector, however, the situation is different. The concepts underlying performance measurement are very complex and there are greatly diversified perceptions among organization theorists and scholars. There are several constraints which tend to influence the public sector and the way it can be evaluated. Some of these constraints are difficulties in measuring benefits and costs, equity and political consideration, cost-minimizing constraints that may interfere with maximizing net benefits, and non-randomness in the adaptability of public sector decisions. From this brief overview, we can see that measuring public employees performance by using efficiency- or effectiveness-type measures has many shortcomings that may have misleading results. Therefore, this study has adopted another alternative to measure employees performance, i.e., the behavioral approach.

In addition to structural, technological, and environmental factors which affect organization performance, perhaps the most direct contribution to organizational functioning results from the behavior of employees themselves. This study utilizes a multivariate behavioral and performance approach. It uses the three C's variables: organizational commitment, communication, and cooperation. Each is believed to be a

potential determinant of organization and employees performance. The following are the definitions of these factors.

The Behavioral Variable of Organizational Commitment

Organizational commitment refers to the nature of an individual's relationship to an organization (Porter & Lawler, 1967). A highly committed employee will indicate the following: (a) a strong desire to remain a member of the particular organization, (b) a willingness to exert high levels of effort on behalf of the organization, and (c) a definite belief in and acceptance of the values and goals of the organization and vice versa .

In respect to measuring employees performance, organizational commitment focuses on examining employees' attitudes and perception as toward their organization and its impact on their performance. Furthermore, it intends to see how far the employees understand where their organization stands in the external environment, what its mission and objectives are, how important their share and willingness to work hard to pursue these objectives are, and how they feel about being an employee of this organization.

The Behavioral Variable of Communication

Communication is the nerve center of an organization. It is the vehicle by which employee activities become coordinated and directed toward the goals and objectives of the organization. It is the ability to transmit messages to other membesr one on one, among group(s), or one to group fashion (Ross, 1989). Interpersonal communications

are a large part of the organization because alot of organization processes have to do with one on one or small group communication. Communication is what allows leaders to be social architects. This is the intangible variable that governs what people do (Bennis & Nanus, 1985). It is through the communication process that leaders transmit values to groups and individuals within the organization. It is because of communication that leaders respond to outside people, especially customers. It is the communication ability that allows leaders to detect the demands for change coming from inside and outside the organization (Kouzes & Posner, 1987).

Interpersonal communication is fundamental to transmit the culture of the organization and to know what is happening outside of the organization. However, more than transmitting values and norms to group, leaders communicate their viewpoints, expectations, plans, and ideas. They communicate what they expect to accomplish and where they see the organization going. They communicate a vision--they share their vision. Communication serves four major functions within any group or organization: (1) coordination, (2) motivation, (3) emotional expression, and (4) information (Scott & Mitchell, 1976). Communication can be vertical (upward and downward) or horizontal among levels and peers (Hall, 1982). This element is designed to measure employees' attitudes and perceptions towards communication, the interacting among employees, its impact on goals achievement and conflict resolution, and its impact on their performance.

The Behavioral Variable of Cooperation

Since organization by definition is a group of people who work together to achieve common goals, cooperation is the "soul" of an organization. It is defined as the willingness to share effort among members of the group to achieve common goals (Davis, 1984).

The cooperation variable aims to measure employees' attitudes towards, and perceptions of, some aspects of organization, and its impact on employees' performance. In this study, these aspects are limited to: (a) group cohesiveness, (b) level of trust among peers and between superior-subordinates, (c) participation in the decision-making process, and (d) teamwork.

To summarize, higher levels of organizational commitment, cooperation, and communication lead to highly efficient employees and a successful organization in the sense that these activities are accomplished with a minimum expenditure of resources than would otherwise be possible.

As previously mentioned, productivity-type measurements (input/output or consequences oriented) are not suitable and applicable for measuring public employees performance because their organizations are constrained by many political and equity factors. Instead, this study utilizes a multivariate behavioral approach to measure employees' performance in specific settings in order to draw some generalizations about organizational factor's influence. The assumption is that the greater the degree of these behavioral factors, the greater the potential of the employees to perform better, which,

in turn, will effect organizational performance.

Population of the Study

Selecting the site for a detailed study is always a crucial step. In general terms, a site should be selected to provide a good sample of the situation the investigator wants to illustrate (Dension, 1990). The population of this study will include the public sector employees from randomly selected public employees in Saudi Arabia. The subordinates level of employees will be the target of this study, because they are the majority of the Saudi employees. The population for this study consists of a sample of 200 randomly chosen public employees from the trainees at the Institute of Public Administration (IPA). The IPA is a national institution 'training center' with two branches in Jeddah and Dammam and a third branch for women in Riyadh. They aim to develop and administer instructional and training programs by way of preparing and developing competent human resources to upgrade the performance level and development field. They promote the efficiency of government civil servants by preparing them academically and practically to handle the duties of their job, emphasizing getting the job done in the shortest time, at the lowest cost possible. They train them to use their authorities in such a way as to insure a high level of administration which in turn supports the national economy. The trainees at these institutes were chosen because they represent a good random sampling of public sector service organizations' employees. Furthermore, these participants were chosen so as to increase the level of validity and reliability of generalizations because it concentrates on one sector of the Saudi bureaucracy (public organization).

Such concentration enabled the researcher to draw some finding and conclusions with higher confidence and predictability. It is important to mention that it is a self choice for these employees, chosen by their superiors to be trained at these institution.

The Riyadh Headquarter and Jeddah branch were used for the sample. They contained many different kinds of training programs. Thus, they had a large number of trainees. The numbers of samples taken were different from one institute to another, depending upon the trainees' population. The greater the number of trainees, the larger the sample size. The random samples were used to include respondents from the subordinates level of trainees at the two selected institutions.

Variables

There were three independent variables: organizational commitment, communication, and cooperation. Each variable was divided into two categories: high and low levels. Thus, there were high and low levels of organizational commitment, high and low levels of communication within the organization, and high and low levels of cooperation. The dependent variable was employees' performance. The concepts underlying performance measurement are very complex and there are greatly diversified perceptions among organization theorists and scholars. Therefore, this study adopted an alternative approach to measure public employees' performance: the behavioral approach, which is the behavior of employees themselves. It was measured anonymously by a confidential self reporting method using the main questions from the IPA's performance appraisal instrument, which was based on the Saudi Performance Appraisal System

instrument and developed by the Saudi Arabian General Civil Service Bureau (see Appendix A). This instrument provides an overall score of employees' performance, in addition to structural, technological, and environmental factors which effect an organization's performance. Thus, the most direct contribution to organizational functioning results from the behavior of the employees themselves. This type of reporting is simply an evaluation by the employee at any level of the organization, of his or her work performance. It is relevant because individual self-perceptions are an important determinant of future behavior. Also, an employee has more information about his own behavior than anyone else. As mentioned earlier, this method is anonymous relying on confidential self reporting. By using this method, the employee does not feel threatened in responding with what he or she feels. Also, both religion and the culture discourage lying. ALsaeeri (1993) stated that religion is still a very important element in Saudi society. Therefore, honesty is one of the main value that the religion and culture instill in people. Another advantage of self reporting is that by letting the staff employees talk, a perspective is gained on how well they understand the goal of the unit and the organization expectation of his/her performance (Brown, 1988).

This study will utilize the three C's, a multivariate behavioral and performance approach, which are: organizational commitment, communication, and cooperation. Changes in the dependent variable are, or are presumed to be, the result of changes in the independent variables.

Development of the Instrument

Introduction

There are many different approaches and methods for studying employee performance. The diversity of approaches is caused by several factors. First, employee researchers are a diverse group. Some work in academia, others in consulting, and many are employed in both. They come from different intellectual disciplines, such as anthropology, sociology, psychology, political science, etc. (Seashore, 1981). In addition, performance researchers "lack common methods for studying employees performance and a common paradigm for interpreting their findings" (Mirvis and Lawler, 1977). This leaves researchers free to shape their own approaches in studying public employees performance. Another problem in organizational employee performance research is that participants bring experienced-based expectations to organizational studies. Many know what to expect from researchers and have views of what researchers study, how they study it, and for whose interests they work. Consequently, they become skilled in working with and around researchers who fit their molds.

Despite these drawbacks, this study has developed a methodological framework that fits the essentials of a theory of employees' performance, and enables the researcher to systematically study public organizations.

Assessing performance in any setting represents a methodological challenge and complex task to investigators. Such complexity comes from different sources. Some of these are: (a) the elements and components of employees performance, (b) the diversity

of scholars' backgrounds and intellectual pursuits, and (c) the absence of consensus among theorists of employees performance. These factors and many others still affect the viability and feasibility of such an approach. In spite of methodological challenges, the concept still offers a substantial approach to study employees' performance in a fruitful and interesting way.

Since its emergence, research on public employee performance has utilized and relied mainly on quantitative method. Schein (1986) argues that quantitative assessment conducted through surveys is "unethical" in that it reflects conceptual categories and not the respondent's own.

Quantitative Methods

As previously mentioned, the researcher has used quantitative methods in his study. Quantitative methods were employed to examine the three C's behavioral aspects that effect employees' performance. These aspects were organizational commitment, communication, and cooperation at both high and low levels.

The quantitative methods were used to examine how the individual employees perceive the organization as well as how these perceptions determine their behavior in the organization. Thus, quantitative methods were used to study the impact of the three factors on employees' behaviors and practices. The following steps were followed to design the questionnaire:

1. An examination of the literature related to employees performance, communication, cooperation, organizational commitment, and performance appraisal.

2. An examination of government documents and the IPA's Performance Appraisal System instrument (see Appendix A).

3. The development of the general information section. This section includes question related to the participants in order to gather general information about the participants.

4. The writing of the instrument (see Appendix B).

5. The initial revision of the instrument by a research design specialist. The instrument was revised to define the adequacy of language, the term, and the indicators included in it.

6. The writing of the first revised version of the instrument. This version included observations and comments made by the research design specialist (see Appendix C).

7. The revision of the first revised version. The first revised version was given to a group of doctoral and masters students and one professor to read and make comments concerning the readability, use of the language, comprehension, clarity of the direction, etc. Ten revisions were collected.

8. The writing of the second revised version. The instrument was rerwritten, resulting in the second revised version (see Appendix C and D). Comments and observations were incorporated into the second revised version.

The second version of the instrument may be found in Appendix E. The items were distributed in three parts: (1) Part A, Background Information (7 items); (2) Part B, Questionnaire Questions and Statements (28 items); and (3) Part C, The End

Statement (1 item).

<u>Expert Review</u>

A final examination of all specification of the instrument was done by three specialist at the I PA in the area of human resources development. The group's task was to determine if the items were operational aspects of the literature and experience in the field. In addition, the group reviewed the items for comprehension, content, and length. The group assessed the content validity of the questionnaire.

The expert review provided comments and observation on aspects of the instrument such as wording of the instructions, ordering of the questions, wording of the items, number of choices to answer the questions, and wording of those choices. The most important changes in the instrument were related to: (a) order of the items, (b) addition of options to answer the items, (c) addition of items, and (d) taking off some items. Relating to the first part (A), the specialists suggested the deletion of some items that represented the specific respondent, since the measure is an anonymous, confidential self reporting method. Relating to the second part (B), the way of responding to the items was changed. The new choices were (a) strongly disagree, (b) disagree, (c) not sure, (d) agree, and (e) strongly agree. The last change to the instrument was the addition of one statement, which was added to part B of the instrument (see Appendices E & F, statement 35).

The questionnaire was written in English. After it was approved by the researcher's dissertation committee's director, it was translated by the researcher from

English to Arabic, the spoken language of Saudi Arabia.

The Questionnaire

The questionnaire used in this study was developed to investigate specific elements of performance. It was designed to test three behavioral factors as determinants of organizational performance, and a fourth factor which is employees' performance. Furthermore, instead of sending interviewers into the field to ask questions, this method calls for sending or handing questionnaires to a random sample of respondents who were asked to write down their responses and return the questionnaires.

The questionnaire was designed to gather information from a representative sample of a population, which is generalized to the whole population. There are many advantages and drawbacks of this method. One of the best advantages of such a method is the ability to produce the quantity needed for a good comparison of the results. Substantial amounts of information from a large number of people can be collected and analyzed easily, especially as questionnaires were distributed anonymously. However, such a method has several disadvantages and limitations. The information gathered by such an instrument could be superficial. Specifically, structured questions limit the types of possible responses. Many important nuances may be lost, and information about the dynamics of the contexts may not be revealed. However, as this technique relies on respondents sharing their opinions and perspectives, it is a convenient self-reporting method. Consequently, the researcher utilized the questionnaire as one method of collecting information (Kerlinger, 1986).

The contents of the questionnaire were grouped into five sections: (1) background, (2) organizational commitment, (3) cooperation, (4) communication, and (5) the performance sections. Each requires particular information and consists of several questions/statements.

The questionnaire utilized five rating scale choices (Likert scale) from strongly disagree to strongly agree. In addition, the questionnaire ended with an open-ended question to give the respondents a chance to add, or comment on any issue they wish to share with the researcher. A total of 200 questionnaires were distributed to acquire data from randomly selected public trainees at the Institute of Public Administration Headquarter in Riyadh, and its branch in Jeddah.. The questionnaires were distributed to the respondents through the registration department of each selected institute.

The questionnaire consists of five sections. The first section was designed to gather information about the respondents and their respective organization. The second section, organizational commitment, was designed to collect information about employees' attitudes and perceptions toward the organization. This section also measured employees' understanding of where their organization stands in the external environment, what objectives are sought, how willing employees were to work hard to pursue these objectives, and how each of them felt about being an employee of that organization. Specifically six questions/statements (items 6 to 11) were designed to get information about this variable. They are:

1. Your organization demonstrates commitment to providing satisfactory services to its clients. (#6)

2. Your organization provides clear and consistent guidance in doing your job.
(#7)

3. The management of your organization perceives employees as important partners and treats them well. (#8)

4. You are proud of being an employee of this organization. (#9)

5. Working with this organization has been one of your professional goals. (#10)

6. There is not another organization that could offer you a more interesting job than what you have now. (#11)

For each of the six questions/statements, respondents were instructed to use a five-point Likert scale to indicate their perceptual preference. An employee with a score 18.1 to 30 indicates a high level of organizational commitment. Employee scores of 6 to 18 indicates low levels of organizational commitment.

The third section focuses on communication, the nerve center of an organization. It is the vehicle by which employee activities become coordinated and directed toward the goals and the objectives of the organization. This section consists of several questions and it was designed to measure employees' perception towards communication (upward, downward, and sideways) among levels and peers (Hall, 1982). It was also designed to measure the interaction among the employees and its impact on goal achievement and conflict resolution. Seven questions/statements items (12 to 18) were designed to get information about this variable. They are:

1. The communication and instruction in your organization aimed at achieving

the organization's goals and objectives is very directive toward goal achievement. (#12)

2. The direction of communication and information flow is in all directions (downward, upward, and sideward). (#13)

3. Top-down communication is accepted by employees at lower levels. (#14)

4. In your organization, top-down communication is accurate. (#15)

5. In your organization, upward communication is accurate. (#16)

6. In your organization, sideward communication is accurate. (#17)

7. In your organization, there are not frequent conflicts due to poor communication. (#18)

For each of the seven questions/statements, respondents were instructed to use a five-point Likert scale to indicate their perceptual preference. An employee with a score of 21.1 to 35 indicated a high level of communication within the organization. An employee's scores of 7 to 21 indicated low levels of communication within the organization.

The fourth section centers on cooperation which refers to the willingness to share effort among members of the group to achieve common goals (Davis, 1982). This section is designed to measure employees' perception on some important aspects, such as group cohesiveness, level of trust among peers, superiors, and subordinates, participation in the decision making process, and teamwork. Five questions/statements items (19 to 23) were developed to test the level of cooperation among employees. They are:

1. Cohesiveness (sticking together) between supervisors and subordinates is appropriate. (#19)

2. Group cohesiveness among employees is high. (#20)

3. In your organization, there is great confidence and trust among individual employees. (#21)

4. In your organization, there is a great deal of cooperation and teamwork. (#22)

5. In your organization, subordinates participate in the decision-making process. (#23)

For each of the five questions/statements respondents were instructed to use a five-point Likert scale to indicate their perceptual preference. An employee with a score of 15.1 to 25 indicated a high level of cooperation within the organization. An employee score of 5 to 15 indicated a low level of cooperation within the organization.

The final section is employees performance, which refers to the employees formal process of handling assigned duties and responsibilities (Imundo, 1980). The better employee performance, the better the organization will survive in the environment (Haze and Michael, 1970). This section was designed to measure employees' performance through a self rating (reporting) method. Twelve questions/statement items (24 to 35) were designed to get information about this variable. They are:

1. If you change your usual way of doing things, it turn out better. (#24)

2. You think up new or different ways in doing your job. (#25)

3. You respond positively to your superior's encouragement to do things in a different way. (#26)

4. You suggest to your superior different ways of doing things on the job. (#27)

5. You play an important role in your organization in national development. (#28)

6. You must accept change when doing the job in order to be more effective. (#29)

7. You consider the success of your organization to be the result of your successful performance on the job. (#30)

8. You work hard to accomplish organization goals and objectives. (#31)

9. You work closely with your peers to achieve common interests and purposes. (#32)

10. You get the job done on time. (#33)

11. You feel disappointed when you fail to do your job. (#34)

12. You maintain a good attendance record. (#35)

For each of the twelve questions/statements, respondents were instructed to use a five-point Likert scale to indicate their perceptual preference. Employees with higher scores indicated higher levels of performance. Employees with low scores indicated low levels of performance.

In addition to government documents, reports and publications were examined in order to measure employees performance to uncover major issues involved in the application of current performance as they have experienced it. This procedure was conducted to get a greater and deeper range of information than what may have been obtained from the questionnaire.

Concerning the validity of the questionnaire, the researcher conducted a pretest

of the questionnaires at the Institute of Public Administration (IPA) at the Jeddah

branch. Selected employees were asked to complete the questionnaire. In addition, they

were asked to indicate any vagueness in vocabulary, instruction, questions, or format.

They were also required to report misleading questions or irrelevant questions.

After translating and testing the validity of the questionnaire, it was discussed

at length with the IPA's bilingual instructor in order to improve the wording and clarity

of the instrument.

Survey Reliability

Concerning the reliability of the questions, the researcher tested its reliability by

utilizing coefficient alpha to examine the internal consistency among the items of the

questionnaire. The results of the coefficient alpha may be seen in Table 2.

Research Procedure

The final instrument of the questionnaire were distributed to 200 respondents

Table 2

Coefficient Alpha: Internal Consistency Reliability of the Questionnaire

Scale	Alpha
Organizational Commitment	0.72
Communication	0.71
Cooperation	0.63
Performance	0.66

on a random basis through the registration department of each selected institute. There were 110 questionnaires distributed in the Riyadh Headquarters, and 90 in the Jeddah branch. In dealing with non-responses, the best way is to eliminate them (Fowler, 1984). Of the samples distributed 11.5 % were not returned. The number of the samples taken was different from one institution to another depending upon the trainees population. The greater the number of trainees, the larger the sample size. The profile is presented in Table 3.

Table 3

Number of Samples for Each Institution

Institution	# of questionnaire distributed	# of respondents	Rate in %	# of non respondents	Rate in %
Riyadh Head - quarter	110	96	87.3	14	12.7
Jeddah Branch	90	81	90	9	10
Total	200	177	88.5	23	11.5

Hypotheses of the Study

The following provides the research hypotheses investigated in this study:

Hypotheses 1: There is a relationship between the level of employees' organizational commitment and their job performance.

Operational statement: The mean value of the performance of employees with

high levels of organizational commitment will be higher than the mean value of performance of employees with low levels of organizational commitment.

Null Hypothesis: The mean value of the performance of employees with high levels of organizational commitment and employees with low levels of organizational commitment will be the same.

Hypotheses 2: There is a relationship between the level of employees' communication within the organization and the employees performance.

Operational statement: The mean value of the performance of employees with high levels of communication within the organization will be higher than the mean value of the performance of employees with low level of communication within the organization.

Null Hypothesis: The mean value of the performance of employees with high levels of communication within the organization and employees with low levels of communication within the organization will be the same.

Hypotheses 3: There is a relationship between the level of employees cooperation within the organization and their job performance.

Operational statement: The mean value of the performance of employees with high levels of cooperation within the organization will be higher than the mean value of the performance of employees with low levels of cooperation within the organization.

Null Hypothesis: The mean value of the performance of employees with high levels of cooperation within the organization and employees with low levels of cooperation within the organization will be the same.

Data Analysis

Data obtained from the instruments were checked for possible errors in entries or unclear answers. At the same time, they were coded and summarized in a compilation table. The Statistical Package for Social Sciences (SPSS) program was used to analyze the data. Simple descriptive and inferential statistics in the form of the mean, median, standard deviation, standard error of mean, sum, and variance of the total scores for each variable were computed to describe the data. For this study, the t-tests were used to test the null hypotheses against the operational hypotheses. An alpha level of .05 was selected to test the null hypotheses.

CHAPTER IV

DATA ANALYSIS AND FINDINGS OF THE STUDY

The purpose of the study was to investigat and analyze the relationship between Saudi Arabian employees' performance and the three C's (organizational commitment, communication, and cooperation).

The analysis and finding of the research process as described in Chapter III will be discussed in this chapter. First, the response rate and characteristics will be discussed. Second, the data analysis and hypotheses test results will be examined. The examination of the hypotheses will be done in two parts. First, the three hypotheses about the relationships between organizational commitment, communication, cooperation, and performance will be examined; then, each item related to performance will be analyzed in relation to each of the three dimensions. Lastly, the finding will be summarized.

Response Characteristics

The questionnaires were distributed on a random basis to 200 working public employees who were being trained at the Institute of Public Administration's Headquarters in Riyadh and Jeddah branches. One hundred, ten questionnaires were distributed in the Riyadh Headquarters, and ninety in the Jeddah branch. One hundred, ninety-eight instruments were returned, a response rate of 99%. The instruments were

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distributed through the registration department in each institution. The process was closely supervised by the researcher who eluded personal contact with the participating subjects in order to avoid bias in the responses. A cover letter written by the researcher containing general information, and instructions on how to answer the questions were included.

After the instruments were checked for errors and unclear answers, a total of 177 returned questionnaires were considered for data analysis. This resulted in an overall return rate of 88.5 percent.

The size of the sample was different from one institution to another, depending upon the trainee's population. The return rate in each branch of the Institute of Public Administration is show in Table 4.

Analysis of Results

Analyses of the results are presented herein. First, analysis of the hypothesis

Table 4

Return Rate for Riyadh and Jeddah Branches

Institution	# of questionnaire distributed	# of questionnaire returned	# of questionnaire used in the data analysis	Return rate %
Riyadh Head -quarter	110	108	96	87.3
Jeddah Branch	90	90	81	90
Total	200	198	177	88.5

stating the relationship between performance and organizational commitment, performance and communication, and performance and cooperation are shown. Second, the relationship between each item of the performance dimension is related to organizational commitment, communication, and cooperation. All analyses were done using the t-test for independent samples at the alpha level of .05.

Relationship Between Performance and Organizational Commitment

In this section the hypothesis stating that the means value of the performance of employees with high levels of organizational commitment will be higher than the mean value of performance of employees with low levels of organizational commitment was tested.

T-test results showing a difference in the mean values of the performance of employees with high levels of organizational commitment and the employees with low level of organizational commitment are presented in Table 5. The mean score of the performance of employees with high levels of organizational commitment was greater than the mean score of the performance of the employees with low levels of organizational commitment. The t-test results indicated a significant difference in performance between the two groups at the alpha level of .05 (p=.000). Therefore, the null hypothesis stating no difference in the mean value of employees performance with high level of organizational commitment and employees with low levels of organizational commitment was not maintained. The research hypothesis was supported.

Table 5

Mean Values of the Performance Scores of Employees With High Levels and Low Levels of Organizational Commitment

Variables	N	Mean	SD	Significance values
Low levels of organizational commitment	27	39.4	4.87	
				.000*
High levels of organizational commitment	150	43.6	4.78	

* p < .05.

Relationship Between Performance and Communication

In this section the hypothesis stating that the mean value of the performance of employees with high levels of communication within the organization will be higher than the mean value of the performance of employees with low levels of communication within the organization was tested.

T-test results showing a difference in the mean values of the performance of employees with high levels of communication and employees with low levels of communication are presented in Table 6. The mean score of the performance of the employees with high levels of communication was greater than the mean score of the performance of the employees with low level of communication; t-test findings indicated a significant difference in performance between the two groups at the alpha level of .05 (p=.000). Therefore, the null hypothesis stating no difference in the mean value of the

Table 6

Mean Values of the Performance Scores of Employees With
High Levels and Low Levels of Communication

Variables	N	Mean	SD	Significance values
Low levels of communication	37	39.9	4.82	.000*
High levels of communication	140	43.8	4.76	

* p < .05.

employees performance with high levels of communication and employees with low

levels of communication was not maintained. The research hypothesis was supported.

Relationship Between Performance and Cooperation

In this section the hypothesis stating that the mean value of the performance of

employees with high level of cooperation within the organization will be higher than the

mean value of the performance of employees with low level of cooperation within the

organization was tested.

T-test results showing a difference in the mean values of the performance of

employees with high levels of cooperation and the employees with low levels of

cooperation are presented in Table 7. The mean score of the performance of the

employees with high levels of cooperation was greater than the mean score of the

performance of the employees with low levels of cooperation. The t-test findings indi-

cated a significant difference of performance between the two groups at the alpha level

Table 7

Mean Values of the Performance Scores of Employees With
High Levels and Low Levels of Cooperation

Variables	N	Mean	SD	Significance values
Low levels of cooperation	53	40.56	4.82	.000*
High levels of cooperation	124	44.06	4.75	

* p < .05.

of .05 (p=.000). Therefore, the null hypothesis stating no difference in the mean value

of employees performance with high levels of cooperation and employees with low

levels of cooperation was not maintained. The research hypothesis was supported.

Individual Items Test

Performance was measured using the average of the twelve items. This section

shows the results of the comparisons of each item score with high and low levels of

organizational commitment, communication, and cooperation. With analysis, the author

set out to determine the relationship of each specific item in each of the three organiza-

tional C's (commitment, communication, and cooperation).

Relationship Between Performance Items and Employees'
Organizational Commitment

Relationship Between Consequences of Changing Procedures
and Organizational Commitment

Mean values of the scores for the item: If you change your usual way of doing

things it turn out better, were analyzed in relation to organizational commitment. Table

8 shows the results.

Table 8

Mean Values of the Consequence of Changing Procedures for Employees
With High and Low Levels of Organizational Commitment

Variables	N	Mean	SD
Low levels of organizational commitment	27	2.74	1.13
High levels of organizational commitment	150	2.85	1.14

Results obtained from the- t-test showed no difference between the employees

with low levels of organizational commitment and those with high levels of organiza-

tional commitment in relation to the consequence of changing procedures. Additionally,

this finding indicated that employees with high and low levels of organizational commit-

ment may not be different in the positive perceived consequences of changing the usual

way of doing things. Mean values indicated that changing the usual way of doing things

was moderate for both employees with low levels (2.74) and high levels (2.85) of organizational commitment.

Relationship Between Planning Different Ways in Doing the Job and Organizational Commitment

The mean values of scores for the item: "You think up new or different ways in doing your job" were analyzed in relation to organizational commitment. Table 9 shows the results.

Table 9

Mean Values of Planning New Ways of Doing Their Jobs for Employees
With High and Low Levels of Organizational Commitment

Variables	N	Mean	SD	Significance values
Low levels of organizational commitment	27	2.85	0.71	
High levels of organizational commitment	150	3.17	1.09	.028*

* p < .05.

Results obtained from the t-test showed a p value lower than .05. This result indicated that there is difference between employees with low levels of organizational commitment and those with high levels of organizational commitment in relation to planning new or different ways in doing the job. Additionally, this finding indicated that

employees with high levels of organizational commitment are more prone to plan new

ways in doing their jobs.

Relationship Between Positive Response to Superior's Propositions to Do the Job Differently and Organizational Commitment.

The mean values of scores for the item: "You respond positively to your

superiors encouragement" were analyzed in relation to organizational commitment.

Table 10 shows the results.

Table 10

Mean Values of Positive Response to Superior's Encouragement to
Do Things in a Different Way for Employees With High
and Low Levels of Organizational Commitment

Variables	N	Mean	SD	Significance values
Low levels of organizational commitment	27	1.88	0.89	
High levels of organizational commitment	150	3.20	1.30	.000*

* p < .05.

Results obtained from the t-test showed a p value lower than .05. This indicated

that there is a difference between employees with low levels of organizational commit-

ment and those with high levels of organizational commitment in relation to their

positive response to superiors encouragement to do things in a different way.

Additionally, this finding indicated that employees with high levels of organizational

commitment respond more positively when their superior encourages them to do things

on the job in a different way.

Relationship Between Suggestion of Doing the Job Differently
and Organizational Commitment.

The mean values of scores for the item: "You suggest to your superior different

ways of doing things on the job" were analyzed in relation to organizational

commitment. Table 11 shows the results.

Table 11

Mean Values of Suggesting to Superior Using Different Ways
of Doing the Job for Employees With High and Low
Levels of Organizational Commitment

Variables	N	Mean	SD
Low levels of organizational commitment	27	2.77	0.94
High levels of organizational commitment	150	2.98	0.83

Results obtained from the t-test showed no difference between employees with

low levels of organizational commitment and those with high levels of organizational

commitment in relation to suggesting to their superior different ways of doing things

on the job. Mean values indicated that suggesting different ways of doing things to

superiors was moderate for both employees with low levels (2.77) and high levels (2.98) of organizational commitment.

Relationship Between Their Role as Employee in National Development and Organizational Commitment

The mean values of scores for the item: "You play an important role in your organization in national development" were analyzed in relation to organizational commitment. Table 12 shows the results.

Table 12

Mean Values of the Role in National Development for Employees With High and Low Levels of Organizational Commitment

Variables	N	Mean	SD	Significance values
Low levels of organizational commitment	27	4.18	0.83	
High levels of organizational commitment	150	4.41	0.58	.000*

* p < .05.

Results obtained from the t-test showed a p value lower than .05. This result indicated that there is a difference between employees with low levels of organizational commitment and those with high levels of organizational commitment in relation to the importance of their role in national development. Additionally, this finding indicated that

employees with high levels of organizational commitment perceived as more important

their organization role in the development of the country.

Relationship Between Acceptance of Change When Doing the Job and Organizational Commitment

The mean values of scores for the item: "You must accept change when doing

the job in order to be more effective" were analyzed in relation to organizational com-

mitment. Table 13 shows the results.

Table 13

Mean Value of Acceptance of Change to Do a More Effective Job for Employees
With High and Low Levels of Organizational Commitment

Variables	N	Mean	SD
Low levels of organizational commitment	27	3.25	1.53
High levels of organizational commitment	150	3.32	1.22

Results obtained from the t-test showed no differences between employees with

low levels of organizational commitment and those with high levels of organizational

commitment in relation to acceptance of change to do a more effective job in order to

survive. Mean values indicated that acceptance of change was moderate for both

employees with low levels (3.25) and high level (3.32) of organizational commitment.

Relationship Between Organizational Success as a Reflection of Employees'
Performance on the Job and Organizational Commitment

The mean values of scores for the item: "You consider the success of your

organization is the result of your successful performance on the job" were analyzed in

relation to organizational commitment. Table 14 shows the results.

Table 14

Mean Values of Success of the Organization as a Result of Employees' Performance
With High and Low Levels of Organizational Commitment

Variables	N	Mean	SD	Significance values
Low levels of organizational commitment	27	3.81	1.07	
				.003*
High levels of organizational commitment	150	4.44	0.84	

* $p < .05$.

Results obtained from the t-test showed a p value lower than .05. This result

indicated that there is a difference between employees with low levels of organizational

commitment and those with high levels of organizational commitment in relation to the

success of the organization being a result of their performance on the job. Additionally,

this finding indicated that employees with high levels of organizational commitment

perceived the success of the organization to be a result of their performance to a higher

degree than did employees with lower levels of commitment.

Relationship Between Working to Achieve Organizational Goals and
Objectives and Organizational Commitment.

The mean values of scores for the item: "You work hard to accomplish the
organization goals and objectives" were analyzed in relation to organizational commit-
ment. Table 15 shows the results.

Table 15

Mean Values of Working Hard to Accomplish Organization Goals and Objectives
for Employees With High and Low Levels of Organizational Commitment

Variables	N	Mean	SD	Significance values
Low levels of organizational commitment	27	3.37	1.07	
High levels of organizational commitment	150	4.13	0.76	.000*

* p < .05.

Results obtained from the t-test showed a p value lower than .05. This result
indicated that there is a difference between employees with low levels of organizational
commitment and those with high levels of organizational commitment in relation to their
work to accomplish organization goals and objectives. Additionally, this finding indi-
cated that employees with high level of organizational commitment highly agreed that
they work hard to accomplish organization goals and objectives, while employees with
low levels of organizational commitment only moderately agreed.

Relationship Between Team Work and Organizational Commitment

The mean values of scores for the item: "You work closely your peers to achieve common interests and purposes" were analyzed in relation to organizational commitment. Table 16 shows the results.

Table 16

Mean Values of Team Work to Achieve Common Interests and Purposes for Employees With High and Low Levels of Organizational Commitment

Variables	N	Mean	SD	Significance values
Low levels of organizational commitment	27	3.29	1.26	
High levels of organizational commitment	150	4.32	0.91	.000*

* p < .05.

Results obtained from the t-test showed a p value lower than .05. This result indicated that there is a difference between employees with low levels of organizational commitment and those with high levels of organizational commitment in relation to their perception working closely with peers to achieve common interests and purposes. Additionally, this finding indicated that employees with high levels of organizational commitment highly agreed that they work more closely with their peers to achieve common interests and purposes than did employees with low levels of organizational

commitment.

Relationship Between Getting the Job Done on Time and Organizational Commitment

The mean values for scores for the item: "Getting the job done on time" were

analyzed in relation to organizational commitment. Table 17 shows the results.

Table 17

Mean Values of Getting the Job Done on Time for Employees With
High and Low Levels of Organizational Commitment

Variables	N	Mean	SD	Significance values
Low levels of organizational commitment	27	4.22	0.69	
				.033*
High levels of organizational commitment	150	3.91	1.16	

* p < .05.

Results obtained from the t-test showed a p value lower than .05. This result

indicated that there is a difference between employees with low levels of organizational

commitment and those with high levels of organizational commitment in relation to

getting the job done on time. Additionally, this finding indicated that employees with

low levels of organizational commitment agreed more on getting the job done on time

than did employees with high levels of organizational commitment who agreed only

moderately agreed.

Relationship Between Disappointment When Failing to Do
the Job and Organizational Commitment

The mean values of scores for the item: Disappointment when failing to do the job" were analyzed in relation to organizational commitment. Table 18 shows the results.

Table 18

Mean Values of Disappointment When Failing to Do the Job for Employees
With High and Low Levels of Organizational Commitment

Variables	N	Mean	SD	Significance values
Low levels of organizational commitment	27	4.22	0.69	
High levels of organizational commitment	150	3.91	1.16	.033*

* p < .05.

Results obtained from the t-test showed a p value lower than .05. This result indicated that there is a difference between employees with low levels of organizational commitment and those with high levels of organizational commitment in relation to disappointment when they fail to do the job. Additionally, this finding indicated that employees with low level of organizational commitment agreed more on feeling

disappointed when they failed to do the job than did employees with high levels of organizational commitment who only moderately agreed.

Relationship Between Maintenance of a Good Attendance Record and Organizational Commitment

The mean values of scores for the item: "Maintenance of a good attendance record" were analyzed in relation to organizational commitment. Table 19 shows the results.

Table 19

Mean Values of Maintenance of a Good Attendance Record for Employees With High and Low Levels of Organizational Commitment

Variables	N	Mean	SD
Low levels of organizational commitment	27	2.77	0.93
High levels of organizational commitment	150	2.99	0.83

Results obtained from the t-test showed no difference between employees with low levels of organizational commitment and those with high levels of organizational commitment in relation to the maintenance of a good attendance record. Mean values indicated that maintenance of a good attendance record was moderate for both employees with high levels (2.99) and low levels (2.77) of organizational commitment.

Summary

This section shows a summary of the results of the comparisons between employees with high and low levels of organizational commitment for each item score of the twelve items of employees performance. Table 20 shows the summary.

Relationship Between Performance Items and Communication

Relationship Between Consequences of Changing Procedures and Communication

The mean values of scores for the item: "If you change your usual way of doing things it turns out better" were analyzed in relation to organizational commitment. Table 21 shows the results.

Results obtained from th t-test showed no difference between employees with low levels of communication and those with high levels of communication in relation to the consequence of changing procedures. Mean values indicated that the perceived consequences of changing the usual way of doing things was the same for employees with both low (2.75) and high levels (2.85) of communication.

Relationship Between Planning Different Ways in Doing the Job and Communication

The mean values of scores for the item: "You think up new or different ways in

Table 20

Relationship Between Performance Items and Organizational Commitment

Performance Items	Difference	No difference
If you change your usual way of doing things, it turn out better.		✔
You think up new or different ways in doing your job.	✔	
You respond positively to your superior's encouragement to do things in a different way.	✔	
You suggest to your superior different ways of doing things on the job.		✔
You play an important role in your organization in the national development.	✔	
You must accept change when doing your job in order to be more effective.		✔
You consider the success of your organization is the result of your successful performance on the job.	✔	
You work hard to accomplish the organization goals and objectives.	✔	
You work closely with your peers to achieve common interests and purposes.	✔	
You get the job done on time.	✔	
You feel disappointed when you fail to do your job.	✔	
You maintain a good attendance record.		✔

doing your job" were analyzed in relation to communication. Table 22 shows the results.

Results obtained from the t-test showed no difference between employees with low levels of communication and those with high levels of communication in relation to planning new ways in doing their jobs. Mean values indicated that planning new ways

Table 21

Mean Values of the Consequence of Changing Procedures for Employees With High and Low Levels of Communication

Variables	N	Mean	SD
Low levels of communication	37	2.75	1.06
High levels of communication	140	2.85	1.16

Table 22

Mean Values of Planning New Ways in Doing Their Job for Employees With High and Low Levels of Communication

Variables	N	Mean	SD
Low levels of communication	37	3.02	0.98
High levels of communication	140	3.15	1.06

in doing their job was moderate for employees with both low (3.02) and high (3.15)

levels of communication.

Relationship Between Positive Response to Superiors' Propositions to Do the Job Differently and Communication

The mean values of scores for the item: "You respond positively to your

superior's encouragement" were analyzed in relation to communication. Table 23 shows

Table 23

Mean Values of Positive Response to Superior's Encouragement to
Do Things in a Different Way for Employees With High
and Low Levels of Communication

Variables	N	Mean	SD	Significance values
Low levels of communication	37	2.02	1.01	.000*
High levels of communication	140	3.26	1.29	

* p < .05.

the results.

Results obtained from the t-test showed a p value lower than .05. This indicated that there is a difference between employees with low levels of communication and those with high levels of communication in relation to their positive response to their superior's encouragement to do the job differently. Additionally, this finding indicated that employees with high levels of communication respond more positively when their superior encourage them to do things on the job in a different way than do employees with low levels of communication.

Relationship Between Suggesting Doing Things Differently
on the Job and Communication

The mean values of scores for the item: "You suggest to your superior different ways of doing things on the job" were analyzed in relation to communication. Table 24

Table 24

Mean Values of Suggesting to Their Superiors to Use Different Ways of Doing Things on the Job for Employees With High and Low Levels of Communication

Variables	N	Mean	SD
Low levels of communication	37	2.78	0.97
High levels of communication	140	3.00	0.81

shows the results.

Results obtained from the t-test showed no difference between employees with low levels of communication and those with high levels of communication in relation to suggesting to their superiors different ways of doing things on the job. This finding indicated that employees with high and low levels of communication were not different in suggestion of different ways of doing thing on the job. Mean values indicated that suggesting different ways of doing things to superiors was moderate for employees with both low levels (2.78) and high level (3.00) of communication.

Relationship Between Their Role as Employee in National Development and Communication

The mean values of scores for the item: "You play an important role in your organization in the national development" were analyzed in relation to communication. Table 25 shows the results.

Table 25

Mean Values of the Role in National Development for Employees
With High and Low Levels of Communication

Variables	N	Mean	SD
Low levels of communication	37	4.27	0.73
High levels of communication	140	4.40	0.59

Results obtained from the t-test showed no difference between employees with low levels of communication and those with high levels of communication in relation to playing an important role in the organization for national development. This finding indicated that employees with high and low level of communication were not different in playing an important role in the organization for the national development. Mean values indicated that playing an important role in the organization for national development was moderate for employees with both low (4.27) and high (4.40) levels of communication.

Relationship Between Acceptance of Change When Doing the Job and Communication

The mean values of scores for the item: "You must accept change when doing the job in order to be more effective" were analyzed in relation to communication. Table 26 shows the results.

Table 26

Mean Value of Acceptance of Change to Do a More Effective Job for
Employees With High and Low Levels of Communication

Variables	N	Mean	SD
Low levels of communication	37	3.08	1.44
High levels of communication	140	3.37	1.22

Results obtained from the t-test showed no difference between employees with low levels of communication and those with high levels of communication in relation to acceptance of change to do a more effective job in order to survive. Mean values indicated that acceptance of change was moderate for both employees with low (3.08) and high (3.37) levels of communication.

Relationship Between Organizational Success as a Reflection of Employees'
Performance in the Job and Communication

The mean values of scores for the item: "You consider the success of your organization is the result of your successful performance on the job" were analyzed in relation to communication. Table 27 shows the results.

Results obtained from the t-test showed a p value lower than .05. This result indicated that there is a difference between employees with low levels of communication and those with high levels of communication in relation to the success of the organization as a result of their performance on the job. This finding indicated that employees

Table 27

Mean Values of Success of the Organization as a Result of Employees'
Performance With High and Low Levels of Communication

Variables	N	Mean	SD	Significance values
Low levels of communication	37	3.94	1.05	.000*
High levels of communication	140	4.45	0.84	

* p < .05.

with high levels of communication perceived the success of the organization as a results

of their performance in higher degree than did employees with lower levels of commun-

ication.

Relationship Between Working to Achieve Organizational Goals and Objectives and Communication

The mean values of scores for the item: "You work hard to accomplish the

organization goals and objectives" were analyzed in relation to communication. Table

28 shows the results.

Results obtained from the t-test showed a p value lower than .05. This result

indicated that there is a difference between employees with low levels of communication

and those with high levels of communication in relation to their working hard to accom-

plish the organization goals and objectives. Additionally, this finding indicated that

employees with high levels of communication highly agreed on that they work hard to

Table 28

Mean Values of Working Hard to Accomplish Organization Goals and Objectives for Employees With High and Low Levels of Communication

Variables	N	Mean	SD	Significance values
Low levels of communication	37	3.67	0.97	.008*
High levels of communication	140	4.10	0.81	

* p < .05.

accomplish organization goals and objectives, while employees with low levels of communication only moderately agreed.

Relationship Between Team Work and Communication

The mean values of scores for the item: "You work closely your peers to achieve common interests and purposes" were analyzed in relation to communication. Table 29 shows the results.

Results obtained from the t-test showed a p value lower than .05. This result indicated that there is a difference between employees with low levels of communication and those with high levels of communication in relation to their perception working closely with peers to achieve common interests and purposes. This finding indicated that employees with high level of communication highly agreed on that they work closely with their peers than did employees with low levels of communication.

Table 29

Mean Values of Team Work to Achieve Common Interests and Purposes of
Employees With High and Low Levels of Communication

Variables	N	Mean	SD	Significance values
Low levels of communication	37	3.40	1.30	.000*
High levels of communication	140	4.36	0.85	

* p < .05.

Relationship Between Getting the Job Done on Time and Communication

The mean values for scores for the item: "Getting the job done on time" were

analyzed in relation to communication. Table 30 shows the results.

Table 30

Mean Values of Getting the Job Done on Time for Employees
With High and Low Levels of Communication

Variables	N	Mean	SD
Low levels of communication	37	4.08	0.98
High levels of communication	140	3.92	1.14

Results obtained from the t-test showed no difference between employees with

low levels of communication and those with high levels of communication in relation to

getting the job done on time. Mean values indicated that getting the job done on time was moderate for employees with both low (4.08) and high (3.92) levels of communication .

Relationship Between Disappointment When Failing to Do the Job and Communication

The mean values for scores for the item: "Disappointment when failing to do the job" were analyzed in relation to communication. Table 31 shows the results.

Table 31

Mean Values of Disappointment When Failing to Do the Job for Employees
With High and Low Levels of Communication

Variables	N	Mean	SD
Low levels of communication	37	4.08	.98
High levels of communication	140	3.92	1.14

Results obtained from the t-test showed no difference between employees with low levels of communication and those with high levels of communication in relation to feeling disappointment when they failed to do the job. Mean values indicated that disappointment when they failed to do the job was moderate for employees with both low (4.08) and high (3.92) levels of communication.

Relationship Between Maintenance of a Good Attendance Record and Communication

The mean values for scores for the item: "Maintenance of a good attendance record" were analyzed in relation to communication. Table 32 shows the results.

Table 32

Mean Values of Maintenance of a Good Attendance Record for Employees
With High and Low Levels of Communication

Variables	N	Mean	SD
Low levels of communication	37	2.78	0.97
High levels of communication	140	3.00	0.80

Results obtained from the t-test showed no difference between employees with low levels of communication and those with high levels of communication in relation to the maintenance of a good attendance record. Mean values indicated that maintenance of a good attendance record was moderate for employees with both low (2.78) and high (3.00) levels of communication.

Summary

This section shows a summary of the results of the comparisons between employees with high and low levels of communication for each item score of the twelve items of employees performance. Table 33 shows the summary.

Table 33

Relationship Between Performance Items and Communication

Performance Items	Difference	No difference
If you change your usual way of doing things, it turn out better.		✔
You think up new or different ways in doing your job.		✔
You respond positively to your superior's encouragement to do things in a different way.	✔	
You suggest to your superior different ways of doing things on the job.		✔
You play an important role in your organization in national development.		✔
You must accept change when doing your job in order to be more effective.		✔
You consider the success of your organization to be the result of your successful performance on the job.	✔	
You work hard to accomplish the organization goals and objectives.	✔	
You work closely with your peers to achieve common interests and purposes.	✔	
You get the job done on time.		✔
You feel disappointed when you fail to do your job.		✔
You maintain a good attendance record.		✔

Relationship Between Performance Items and Cooperation

Relationship Between Consequences of Changing Procedures and Cooperation

The mean values of scores for the item: "If you change your usual way of doing things it turn out better" were analyzed in relation to cooperation. Table 34 shows the results.

Table 34

Mean Values of the Consequence of Changing Procedures for Employees
With High and Low Levels of Cooperation

Variables	N	Mean	SD
Low levels of cooperation	53	2.88	1.12
High levels of cooperation	124	2.81	1.15

Results obtained from the t-test showed no difference between employees with low levels of cooperation and those with high levels of cooperation in relation to the consequence of changing procedures. Mean values indicated that in changing the usual way of doing things, it turns out better was moderate for employees with both low (2.88) and high (2.81) levels of cooperation.

Relationship Between Planning Different Ways of Doing
the Job and Cooperation

The mean values of scores for the item: "You think up new or different ways in doing your job" were analyzed in relation to cooperation. Table 35 shows the results.

Table 35

Mean Values of Planning New Ways in Doing Their Jobs for Employees
With High and Low Levels of Cooperation

Variables	N	Mean	SD	Significance values
Low levels of cooperation	53	2.88	0.89	.016*
High levels of cooperation	124	3.22	1.09	

* $p < .05$.

Results obtained from the t-test showed a p value lower than .05. This indicated that there is a difference between employees with low levels of cooperation and those with high levels of cooperation in relation to planning new ways of doing the job. Additionally, this finding indicated that employees with high level of cooperation were more prone to planning new ways of doing the job than were employees with low levels of cooperation.

Relationship Between Positive Responses to Superior's Propositions to
Do the Job Differently and Cooperation

The mean values of scores for the item: "You respond positively to your

superior's encouragement" were analyzed in relation to cooperation. Table 36 shows the results.

Table 36

Mean Values of Positive Responses to Superior's Encouragement to
Do the Job in a Different Way for Employees With
High and Low Levels of Cooperation

Variables	$\underline{N}$	Mean	$\underline{SD}$	Significance values
Low levels of cooperation	53	2.32	1.23	.000*
High levels of cooperation	124	3.29	1.27	

* $p < .05$.

Results obtained from the t-test showed a p value lower than .05. This indicated that there is a difference between employees with low levels of cooperation and those with high levels of cooperation in relation to their positive response to superiors encouragement to do things in a different way. This finding indicated that employees with high levels of cooperation respond more positively when their superior encourage them to do things on the job in a different way than do employees with low levels of cooperation..

Relationship Between Suggesting Doing Things Differently
on the Job and Cooperation

The mean values of scores for the item: "You suggest to your superior different

ways of doing things on the job" were analyzed in relation to cooperation. Table 37

shows the results.

Table 37

Mean Values of Suggesting to Their Superiors Different Ways of Doing
the Job for Employees With High and Low Levels of Cooperation

Variables	N	Mean	SD
Low levels of cooperation	53	2.92	0.99
High levels of cooperation	124	2.96	0.78

Results obtained from the t-test showed no difference between employees with

low levels of cooperation and those with high levels of cooperation in relation to

suggesting to their superiors different ways of doing the job. Mean values indicated that

suggesting different ways of doing the job to their superiors was moderate for

employees with both low (2.92) and high (2.96) levels of cooperation.

Relationship Between Role as Employee in National Development and Cooperation

The mean values of scores for the item: "You play an important role in your

organization in national development" were analyzed in relation to cooperation. Table

38 shows the results.

Table 38

Mean Values of the Role in National Development of Employees
With High and Low Levels of Cooperation

Variables	N	Mean	SD
Low levels of cooperation	53	4.30	0.74
High levels of cooperation	124	4.41	0.57

Results obtained from the t-test showed no difference between employees with

low levels of cooperation and those with high levels of cooperation in relation to the

importance of their role in national development. Mean values indicated that playing an

important role in the organization for national development was moderate for employees

with both low (4.30) and high (4.41) levels of communication.

Relationship Between Acceptance of Change When Doing
the Job and Cooperation

The mean values of scores for the item: "You must accept change when doing

the job in order to be more effective" were analyzed in relation to cooperation. Table

39 shows the results.

Results obtained from the t-test showed no difference between employees with

low levels of cooperation and those with high levels of cooperation in relation to

acceptance change to do a more effective job in order to survive. Mean values indicated

that acceptance to change was moderate for both employees with low (3.37) and high

Table 39

Mean Value of Acceptance of Change to Do a More Effective Job for
Employees With High and Low Levels of Cooperation

Variables	N	Mean	SD
Low levels of cooperation	53	3.37	1.43
High levels of cooperation	124	3.28	1.20

(3.28) levels of cooperation.

Relationship Between Organizational Success as a Reflection of Employees' Performance on the Job and Cooperation

The mean values of scores for the item: "You consider the success of your organization is the result of your successful performance on the job" were analyzed in relation to cooperation. Table 40 shows the results.

Results obtained from the t-test showed a p value lower than .05. This result indicated that there is a difference between employees with low levels of cooperation and those with high levels of cooperation in relation to the success of the organization being a result of their performance on the job. Additionally, this finding indicated that employees with high level of cooperation perceived the success of the organization as a results of their performance in higher degree than did employees with lower levels of cooperation.

Table 40

Mean Values of Success of Organization as a Result of Employees'
Performance With High and Low Levels of Cooperation

Variables	N	Mean	SD	Significance values
Low levels of cooperation	53	3.96	1.12	.001*
High levels of cooperation	124	4.50	0.74	

* p < .05.

Relationship Between Working to Achieve Organizational Goals and Objectives and Cooperation

The mean values of scores for the item: "You work hard to accomplish the organization goals and objectives" were analyzed in relation to cooperation. Table 41 shows the results.

Table 41

Mean Values of Working Hard to Accomplish Organization Goals and Objectives
for Employees With High and Low Levels of Cooperation

Variables	N	Mean	SD	Significance values
Low levels of cooperation	53	3.66	1.09	.001*
High levels of cooperation	124	4.16	0.69	

* p < .05.

Results obtained from the t-test showed a p value lower than .05. This result indicated that there is a difference between employees with low levels of cooperation and those with high levels of cooperation in relation to their working to accomplish organization goals and objectives. Additionally, this finding indicated that employees with high level of cooperation highly agreed that they work hard to accomplish organization goals and objectives, while employees with low levels of cooperation only moderately agreed.

Relationship Between Team Work and Cooperation

The mean values of scores for the item: "You work closely your peers to achieve common interests and purposes" were analyzed in relation to cooperation. Table 42 shows the results.

Table 42

Mean Values of Team Work to Achieve Common Interests and Purposes
for Employees With High and Low Levels of Cooperation

Variables	$\underline{N}$	Mean	$\underline{SD}$	Significance values
Low levels of cooperation	53	3.43	1.32	.000*
High levels of cooperation	124	4.47	0.69	

* $p < .05$.

Results obtained from the t-test showed a p value lower than .05. This result indicated that there is a difference between employees with low levels of cooperation

and those with high levels of cooperation in relation to their perception of working closely with peers to achieve common interests and purposes. Additionally, this finding indicated that employees with high level of cooperation highly agreed that they worked more closely with their peers than did employees with low levels of cooperation.

Relationship Between Getting the Job Done on Time and Cooperation

The mean values of scores for the item: "Getting the job done on time" were analyzed in relation to cooperation. Table 43 shows the results.

Table 43

Mean Values of Getting the Job Done on Time for Employees
With High and Low Levels of Cooperation

Variables	N	Mean	SD
Low levels of cooperation	53	3.94	1.00
High levels of cooperation	124	3.96	1.15

Results obtained from the t-test showed no difference between employees with low levels of cooperation and those with high levels of cooperation in relation to getting the job done on time. Mean values indicated that getting the job done on time was the same for employees with both high (3.94) and low (2.97) levels of cooperation.

Relationship Between Disappointment When Failing to Do the Job and Cooperation

The mean values for scores for the item: "Disappointment when failing to do the job" were analyzed in relation to cooperation. Table 44 shows the results.

Table 44

Mean Values of Disappointment When Failing to Do the Job for
Employees With High and Low Levels of Cooperation

Variables	N	Mean	SD
Low levels of cooperation	53	3.94	1.00
High levels of cooperation	124	3.96	1.15

Results obtained from the t-test showed no difference between employees with low levels of cooperation and those with high levels of cooperation in relation to disappointment when they failed to do the job. Mean values indicated feelings of disappointment when they failed to do the job was moderate for employees with both low (3.94) and high (3.96) levels of cooperation.

Relationship Between Maintenance of a Good Attendance Record and Cooperation

The mean values of scores for the item: "Maintenance of a good attendance record" were analyzed in relation to cooperation. Table 45 shows the results.

Table 45

Mean Values of Maintenance of a Good Attendance Record for
Employees With High and Low Levels of Cooperation

Variables	N	Mean	SD
Low levels of cooperation	53	2.92	0.99
High levels of cooperation	124	2.97	0.78

Results obtained from the t-test showed no difference between employees with low levels of cooperation and those with high levels of cooperation in relation to the maintenance of a good attendance record. Mean values indicated that maintenance of a good attendance record was moderate for employees with both low (2.92) and high (2.97) levels of cooperation.

Summary

This section shows a summary of the results of the comparisons between employees with high and low levels of cooperation for each item score of the twelve items of employees performance. Table 46 shows the summary.

Table 46

Relationship Between Performance Items and Cooperation

Performance Items	Difference	No difference
If you change your usual way of doing things, it turn out better.		✔
You think up new or different ways in doing your job.	✔	
You respond positively to your superiors encouragement to do things in a different way.	✔	
You suggest to your superior different ways of doing things on the job.		✔
You play an important role in your organization in the national development.		✔
You must accept the change when doing the job in order to be more effective.		✔
You consider the success of your organization is the result of you successful performance on the job.	✔	
You work hard to accomplish the organization goals and objectives.	✔	
You work closely with your peers are to achieve common interests and purposes.	✔	
You get the job done on time.		✔
You feel disappointed when you fail to do your job.		✔
You maintain a good attendance record.		✔

CHAPTER V

DISCUSSION AND CONCLUSIONS

Presented in this chapter is a discussion of the research and its finding. The conclusions are based on the analysis of the data collected to investigate and analyze the relationship between Saudi Arabian public employees' performance and the three C's organizational factors (organizational commitment, communication, and cooperation). The chapter has been organized into the following sections: (a) interpretation of the results, (b) conclusions, (c) limitations of the study, (d) implication of the findings, and (e) recommendations for future research.

Interpretation of the Results

One hundred, seventy-seven working public employees, who were being trained at the Institute of Public Administration in the Riyadh and Jeddah branch, participated in the research study. Thirty-six questions were compiled for the Saudi public employees' performance questionnaire concerning the relationship between employees' performance and the impact of the three C's factors upon employees performance.

Three hypotheses were tested in this study. They were related to the relationship between the three organizational C's and public employees performance. The research hypotheses were:

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1. There is a relationship between the level of employees' organizational commitment and their job performance.

2. There is a relationship between the level of employees' communication within the organization and employees' performance.

3. There is a relationship between the level of employees' cooperation within the organization and employees' performance.

Also, each of the twelve individual performance measurement items was tested in relation to high and low level of organizational commitment, communication, and cooperation.

The twelve individual items of performance in relation to the three organizational C's were:

1. Relationship between consequences of changing procedures and organizational commitment, communication, and cooperation.

2. Relationship between planning different ways of doing the job, and organizational commitment, communication, and cooperation.

3. Relationship between positive employee response to superior's propositions to do the job differently and organizational commitment, communication, and cooperation.

4. Relationship between suggestion for doing things differently on the job and organizational commitment, communication, and cooperation.

5. Relationship between employees role in the organization/national development and organizational commitment, communication, and cooperation.

6. Relationship between employee acceptance of change when doing the job, and organizational commitment, communication, and cooperation.

7. Relationship between organizational success as a reflection of employees performance in the job and their organizational commitment, communication, and cooperation.

8. Relationship between working to achieve organizational goals and objectives, and organizational commitment, communication, and cooperation.

9. Relationship between team work and organizational commitment, communication, and cooperation.

10. Relationship between getting the job done on time and organizational commitment, communication, and cooperation.

11. Relationship between employees disappointment when failing to do the job and organizational commitment, communication, and cooperation.

12. Relationship between maintaining a good attendance record and organizational commitment, communication, and cooperation.

Each research hypothesis as well as the twelve individual items of performance were tested using the t-test in the null form at .05 alpha level of significance.

Conclusion About the Relationship Between Performance and Organizational Commitment

The statistical analysis of the results from the t-test indicated the rejection of the null hypothesis derived from research hypothesis 1. A significant difference of

performance was found between employees with high level of organizational commitment and those with low level of organizational commitment (p =.000) lower than .05. The results of this study also, indicated that the mean value of the employees with high level of organizational commitment (43.66) was higher than the mean value of those with low levels of organizational commitment (39.40). These results supported Hypothesis 1 which suggested a relationship between the levels of employees' organizational commitment and their job performance.

The literature emphasized the relationship between the level of organizational commitment and performance as high and positive. In fact, it was hypothesized that the higher the level of commitment, the greater the level of employees job performance. Eighty-nine percent of research studies reinforced these results (Adams, 1995; Albadayneh, 1990; Brewer, 1995; Eabon, 1982; Glueck, 1987; Kinlaw, 1989; McCaul, Hinsz & McCaul, 1995; Melohn, 1995; Pankaj, 1991; Porter and Lawler, 1967; Zaffan, 1995; Zammuto, London, and Roland, 1982; Zoglio, 1995). Kane and Lawler (1979) and Merton (1968) concluded that organizational characteristics and structures affects employees' performance, behavior, and attitudes. Milliman, Zawachi, Schulz, Wiggins and Norman (1995)found that organizational commitment enhance employees performance. These findings demonstrate that Saudi public employees performance appears to be affected by the level of organizational commitment. Behavior and attitude on the job are related to the organizational level of commitment. The evidence of this study, as well as that of similar studies, suggests that organizational commitment and performance are interrelated and may provide a positive image of the organization to the

public.

Conclusion About the Relationship Between Performance and Communication

Results obtained from the t-test led to a rejection of the null hypothesis derived from research hypothesis 2, at .05 alpha level. There was a statistically significant difference in performance levels between employees with high levels of communication and those with low levels of communication (p =.000), lower than .05. This result indicates a positive relationship between the level of communication and job performance. The mean value of employees with high levels of communication (43.83) was greater than the mean value of those with low levels of communication (39.91). These results supported Hypothesis 2 which suggest a positive relationship between the level of employees' communication and their job performance.

These findings were compatible with similar studies, which suggested that organizational communication and performance are interrelated and may provide a positive image of the organization to the public (Adams, 1995; Berger & Cummings, 1979; Blau, 1960; Blau & Schoenherr, 1971; Dalton, 1950; Haire, Chriselli, & Porter, 1963; Kimberly, 1967; Landy and Farr, 1980; Perrow, 1965; Porter & Lawler, 1968,1965; Ross, 1989; Winstein and Gent, 1983; Zoglio, 1995). Kane and Lawler (1979) and Merton (1968) found that organizational characteristics and structures affect employees performance, behavior, and attitudes. Morrlsey's (1983) concluded that effective communication skills determine positive performance. Based on this finding, Saudi public

employees tend to perform effortlessly in higher level of organizational communication environment. This finding complies with Zoglio's (1995), who concluded that a positive communication environment correlates with evidence of positive performance.

Conclusion About the Relationship Between Performance and Cooperation

The null hypothesis, which stated that the mean value of the performance of employees with high levels of cooperation within the organization and employees with low levels of cooperation within the organization will be the same, was rejected at a .05 alpha level (p = .000) lower than .05. This finding reinforced the research hypothesis which suggested a positive relationship between performance and employees with high levels of organizational cooperation and those with low levels of cooperation. The results of this study also indicated that the mean value of employees with high levels of cooperation (44.06) was higher than the mean value of those with low levels of coopera-tion (4056). These results reinforced Hypothesis 3 which suggests a relationship between the level of employees' cooperation and their job performance.

These finding are consistent with (Adams, 1995; Albadayneh, 1990; Berger & Cummings, 1979; Blau, 1960; Brewer, 1995; Dalton, 1950; Haire, Chriselli, & Porter, 1963; Harris & Schaubroeck, 1988; Kimberly, 1967; Logan, 1993; Pankaj, 1991; Perrow, 1965; Porter & Lawler, 1965, 1968; Weiss, 1994; Zoglio, 1995) which established a relationship between level of cooperation and employees' performance. Griffin (1992) also stated that positive performance relies on teamwork and cooperation, while the lack of it lowers the quality of services provided by employees. Kane and

Lawler (1979) and Merton (1968) concluded that organizational characteristics and structures affects employees performance. Feldman (1993) reinforced that management /employees cooperation produced significant results in performance. In the case of Saudi Arabian public employees performance, the finding of this research, as well as other research, shows direct positive correlation between employees' job performance and the level of cooperation. That leads to positive behavior, a good public image for the organizational.

As predicted, the findings indicate significant differences between the levels of organizational commitment, communication, and cooperation and Saudi public employees' performance. The p value for the three factors in relation to performance was (.000) lower than the alpha level of .05; therefore, the null hypotheses of no difference were rejected and the research hypotheses in which a positive relationship between the three organizational C's and the Saudi public employees performance remain is upheld.

Conclusions About the Twelve Individual Performance Measurement Items in Relation to the Three Organizational C's

Conclusion About the Relationship Between Consequences of Changing Procedures and the Three Organizational C's

The result obtained from the t-test indicated no difference between employees with high or low levels of organizational commitment. communication, and cooperation in relation to the consequences of changing procedures.

Conclusion About the Relationship Between Planning Different Ways of Doing the Job and the Three Organizational C's

The statistical results from the t-test indicated an organizational commitment factor (p =.028) and a cooperation factor (p =.016) lower than .05. There was a significant difference between employees with high levels of organizational commitment, as well as cooperation, and those with low levels of organizational commitment and cooperation, in relation to planning different ways of doing the job. The results also showed no difference between employees with high or low levels of communication in relation to planning different ways of doing the job. Additionally, this finding indicated a positive relationship between the level of the organizational commitment and cooperation and employees changing procedures in doing things in the job. Lastly, the level of communication has no influence on employees changing procedures in doing things in the job.

Conclusion About the Relationship Between Positive Responses to Superior's Propositions to Do the Job Differently and the Three Organizational C's

Results obtained from the t-test (p =.000) were lower than .05 for the three factors. The p value indicated that a significant difference exists between employees with high levels of the three organizational C's and those with low levels of the three organizational C's in relation to positive responses to superior's propositions to do the job differently. Additionally, this finding indicated an affirmative relationship between the level of the three organizational C's in relation to a positive response to superiors

propositions to do the job differently.

Conclusion About the Relationship Between Employees Suggesting Doing Things Differently on the Job and the Three Organizational C's

The obtained t-test results indicated no difference between employees with high or low levels of organizational commitment, communication, and cooperation in relation to employees suggesting doing things differently on the job. Additionally, this finding indicated that the level of the three organizational C's has no influence on employees' suggesting doing things differently on the job.

Conclusion About the Relationship Between Your Role as Employee in National Development and the Three Organizational C's

T-test result ($p = .041$) were lower than .05 for the organizational commitment factor. This result indicated a significant difference between employees with high and low levels of the three organizational C's in relation to employees role in national development. The t-test results, however, showed no difference between employees with high or low levels of communication or cooperation in relation to employees' role in national development. This finding indicated that a high level of organizational commitment has greater influence on employee, while the level of communication and cooperation has no influence on the employees' role in national development.

Conclusion About the Relationship Between Acceptance of Change When Doing the Job and the Three Organizational C's

The statistical results obtained from the t-test indicated no difference between employees with high or low levels of organizational commitment. communication, and cooperation in relation to acceptance of change when doing the job. Additionally, this finding indicated that the level of the three organizational C's has no influence on the employees acceptance of change when doing the job.

Conclusion About the Relationship Between Organizational Success as a Reflection of Employees' Performance in the Job and the Three Organizational C's

Results obtained from the t-test indicates p values lower than .05 for the organizational commitment factor ($p = .003$), the communication factor ($p = .003$), and the cooperation factor ($p = .001$). There was a significant difference between employees with high and those with low levels of the three organizational C's and the organizational success as a reflection of employees' performance in the job. Additionally, this finding indicated an affirmative relationship between the level of the three organizational C's in relation to organizational success as a reflect of employees performance in the job. This finding indicated that employees with high levels of organizational commitment, communication, and cooperation perceived the success of their organizations to be a result of their performance in higher degree than did employees with lower levels of organizational commitment, communication, and cooperation.

Conclusion About the Relationship Between Working Hard to Achieve Organizational Goals and Objectives and the Three Organizational C's

The statistical t-test results indicated p values lower than .05 for the organizational commitment factor (p =.000), the communication factor (p =.008), and the cooperation factor (p =.001). These was a significant difference between employees with high levels of the three organizational C's and those with low levels of the three organizational C's in relation to employees working hard to achieve organizational goals and objectives. Additionally, this finding indicated an affirmative relationship between the level of the three organizational C's in relation to employees working hard to achieve organizational goals and objectives. This finding indicated that employees with high levels of organizational commitment, communication, and cooperation perceived that they worked harder to achieve organizational goals and objectives than did employees with lower levels of organizational commitment, communication, and cooperation.

Conclusion About the Relationship Between Working Closely With Peers to Achieve Common Interests and Purpose and the Three Organizational C's

Results obtained from the t-test indicated p values lower than .05 for the organizational commitment factor (p =.000), the communication factor (p =.000), and the cooperation factor (p =.000). These results indicated a significant difference between employees with high levels and those with low levels of the three organizational C's in relation to working closely with peers to achieve common interests and purpose.

Additionally, this finding indicated an affirmative relationship between the level of the three organizational C's in relation to working closely with peers to achieve common interests and purpose. This finding indicated that employees with high levels of organizational commitment, communication, and cooperation perceived that they worked more closely with peers to achieve common interests and purpose than did employees with lower levels of organizational commitment, communication, and cooperation.

Conclusion About the Relationship Between Getting the Job Done on Time and the Three Organizational C's

T-test results were lower than .05 for the organizational commitment factor (p =033). This result indicated a significant difference between employees with high levels and those with low levels of the three organizational C's in relation to getting the job done on time. The results, however, showed no difference between employees with high and low levels of communication and cooperation in relation to getting the job done on time. This finding indicated that employees with high levels of organizational commitment had a greater emphasis on getting their job done on time than did employees with lower levels of communication and cooperation.

Conclusion About the Relationship Between Disappointment When Failing to Do the Job and the Three Organizational C's

Result from the t-test were lower than .05 for organizational commitment factor (p =.033). This result indicated a significant difference between employees with high levels and those with low levels of the three organizational C's in relation to

disappointment when failing to do their job. The results, however, showed no difference between employees with high and low levels of communication and cooperation in relation to disappointment when failing to do their job. This finding indicated that employees with high levels of organizational commitment felt disappointment when failing to do their job, while employees with low levels of communication and cooperation feel less disappointment.

Conclusion About the Relationship Between Maintenance of a Good Attendance Record and the Three Organizational C's

The result obtained from the t-test indicated no difference between employees with high or low levels of organizational commitment, communication, and cooperation in relation to maintaining a good attendance record. Additionally, this finding indicated that the level of the three organizational C's has no influence on employees in maintaining a good attendance record.

The analysis of the individual performance items, in relation to high or low levels of the three organizational C's, seems to indicate that Saudi public employees who exhibit a higher level of organizational commitment, communication, and cooperation have a positive relationship with the following performance items: positive employees' response to superior's propositions to do the job; organizational success as a reflection of employees performance differently in the job; working hard to achieve organizational goals and objectives; and team work. However, the items: changing procedures of doing things; suggesting doing things differently on the job; employee acceptance of

change when doing the job; and maintaining a good attendance record have no relationship with a high or low level of the three organizational C's. Additionally, the item: planning different ways in doing the job has a positive relationship with higher levels of organizational commitment and cooperation, but not with communication. The item: employees role in national development has a positive correlation with a high level of organizational commitment, while the level of communication and cooperation have no relationship to this item. Lastly, the items: getting the job done on time, and employees disappointment when failing to do the job, have a positive relationship only with the high level of organizational commitment.

Conclusions

Based on the findings associated with the statistical tests of the research hypotheses of this study, this investigation has demonstrated that there is a relationship between the level of organizational commitment, communication, and cooperation and Saudi public employees. The findings from this study corroborate earlier research finding on the positive relationship between employees' performance and organizational characteristics. Furthermore, the relationship between the three organizational C's and employees' performance has a strong positive effect on perceptions of the complementary benefits that one position function supplies the other.

The term organizational commitment refers to the tendency of a person to feel committed to an organization where he/she identifies with it. In taking any action or making any decision, a committed employee automatically evaluates the impact of

alternatives on the organization. This type of employee will put forth the extra effort needed to get an organization out of a bind (Sathe, 1985). In the Saudi public sector, employees with high levels of organizational commitment tend to perform more effectively in the job than employees with low levels of organizational commitment. This may be due to loyalty, which could imply a high sense of respect and an avoidance of direct confrontation with leadership. Respect and loyalty for leadership are the rules governing conduct as well as the daily interactions within the Saudi public organization. Employees committed to an organization feel that they are loyal to the leadership and the organization, and they are part of the organization and vice versa. Thus, they carry out their assignments with high dedication.

High levels of communication within the organization seem to reinforce employees to accomplish their assignment and overall organizational goals and objectives and vice versa. The through communication among Saudi public employees is clearly demonstrated through their day-by-day interaction. This was explained by Sathe (1983) as that in an organization with a "strong" culture, the use of language, including jargons, signs, and dialects, is highly understood among the members, so there are many things that go without saying. Therefore, people understand each other readily because their communication has evolved to that point. This finding is in line with the main assumption of the study.

High levels of employee cooperation is a predominant factor among Saudi employees. They perform at a higher level in an organization with high levels of cooperation. Working together as a group is a value that prevails and is heavily

practiced among Saudi public employees. It is so because the religion and the culture reinforce cooperation between people, and the Saudi employees respect that.

Not predictably, the research findings indicated that Saudi public employees were somewhat satisfied with their jobs, as well as their organizations. However, according to the statistical findings there is a discrepancy between the levels of the three organizational C's and their influence on individual's performance items. For example, the level of the three organizational C's had a positive influence upon employees in relation to the items: positive employees' response to superiors' propositions to do the job; organizational success as a reflection of employees' performing differently on the job; working hard to achieve organizational goals and objectives; and team work,while other items were uneffected by the three organizational C's.

Limitations of the Study

The limitations of this study fall into two basic areas: (1) limitations related to the generalizability of the results, and (2) limitations related to the time to complete the study.

The generalization of the study to the whole population of public organizations should be done carefully. This study was based on a population that did not include all employees from all Saudi public organizations. The population was constituted by trainees at the Institute of Public Administration (IPA) in Riyadh and Jeddah branch. The use of this population was based on the belief that the IPA represents a sample of all public organizations.

The time available to complete the study set limitations in relation to the type and depth of the information collected. In a survey study dealing with novel research, it is desirable to obtain as much descriptive information about the situation as possible. One way to do this is to collect information through a structured method, such as the method used in this study, and to conduct interviews of selected or random respondents to get a more in-depth and complete picture of the situation. In this study time became a limitation because there were deadlines that had to be met. This study provides a great amount of valuable information, but some gaps related to types of evaluation of specific practice are left and need to be filled with data that can be obtained using other techniques of information collection. These gaps can be seen as a starting point for future research.

The author of this study firmly believes that lack of information, questions, and problems in research design, when seen from a learning perspective, become the beginning of new investigations. Thus, the knowledge and understanding of what is missing are as important as obtaining new information. In the end, both situations have information value.

Implication of the Findings

The results from this study have several important implications for the public sector employees, managers, and organizations.

The strength of the relationship between the three organizational C's and employees performance implies that organizational effectiveness and clients' satisfactions

with services will be improved by rewarding good performance and by restricting turnover to poorer performance. The relationship between the three organizational C's and performance might be used as a diagnostic tool for organizational effectiveness. Furthermore, being rewarded for good performance is likely to encourage good performance and create healthy competition between medical staff members.

The desired level of performance is not merely "satisfactory". The desired level is superior and outstanding. But superior and outstanding performance is generated by the performers, because they control the discretionary time and energy that make the difference. The question, then, is how the manager can tap this discretionary reservoir of potential in order to obtain superior performance.

There are a number of such strategies. One is to increase the involvement of employees in developing new ideas, in doing work group planning, and solving problems. A second one is to make employees directly responsible for whole units of output, as is the case in leaderless groups and production teams. Coaching is another effective strategy, and it can be used independently or in conjunction with the others. What these strategies have in common is that they succeed in developing employees' commitment to results based on a personal sense of ownership, i.e., the feeling that the product or service is theirs.

Job descriptions for employees should include performance criteria based on employees', managers', and clients' views. This should also narrow the gap between employees, managers, and clients in evaluating employees' performance, because the evaluator would be able to objectively determine the performance dimension and

evaluate performance accordingly.

Government support and new budget funding to public services organizations could be based partly on the performance of the organization's employees and clients' satisfactions. Thus, the organizations would compete for more funds and support with other organizations.

The Institute of Public Administration plays an important role in training public employees, managers and supervisors under special training workshops. The content of these workshops might be focused on job performance and clients satisfaction. Based on the Saudi Performance Appraisal System instrument, developed by the Saudi Arabian General Civil Service Bureau and Organizational Performance Appraisals, administrators in public sector organizations can identify their training needs and special programs can be developed to meet such needs.

Furthermore, this study may help to call attention to performance problems by considering the structure difference between organizations and evaluators. Employees respond to decision for promotions and other job offers by trying to maximize their productivity and please supervisors with their job performance.

Recommendations for Future Research

This study is one of the first endeavors to analyze Saudi public service employees. The main implication of this systematic study of the Saudi public employees' performance provide some recommendations and challenges for further research. The two major areas this study points out in which more adequate research is needed are

performance evaluations and organizational structures.

1. Research is needed to develop a standardized scale(s) of performance in the public sector organizations for all levels of employees.

2. Job and client satisfaction need to be investigated, and standardized measurements need to be developed for both of them.

3. Colleague opinion should be considered along with employees' self-evaluation, as well as managers and client's evaluation of employees' performance, because each evaluator takes a different angle in evaluating employees' performance. Jointly they will give a comprehensive picture of employees' performance which will provide some criteria for hiring and firing employees.

Future research in this area must be addressed to more complex questions. Attention should be given to possible interrelationships between and among organizational structure variables. This can be achieved by investigating the interaction among structural properties of organizations in their relationship to employee's job behavior and attitude. Longitudinal studies are needed to draw valid conclusions and identify the casual link, if any, between organizational characteristics and job performance and satisfaction. It is recommended that more studies be conducted on the effect of structure of public organization on employees' performance with a larger sample of organizations. More studies need to measure the effect of different structures on performance. For instance, studies on culture vs. employees, managers and supervisors vs. subordinates, and employees vs. clients are needed. This kind of study will maximize the variance between organizational structure and allow for valid

comparison. This study was conducted in the Institute of Public Administration Headquarters and its branch, which are located in Riyadh and Jeddah areas. It is recommended that Dammam branch, which is located in the eastern region of the Kingdom, be also used in future research. This will help examine the effects of different types of structure, along with same structure used in this research, on performance. Other cross-cultural comparisons for conducting similar research in neighboring countries is now feasible.

Increased attention should be paid in the future to research combining structural variables with functional variables of the organizations. This should improve our understanding of the way employees behave when they function in their job in the public organizations. Research should focus on organizational performance and its determinants. As researchers, solutions may not speak to practitioners' problems. More applied research is needed. Practitioners' concerns should be incorporated in the research questions, e.g., how should the services and quality of clients be favorably improved?

Appendix A

The Institute of Public Administration Performance Appraisal Instrument

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بسم الله الرحمن الرحيم

نـمــوذج
تقويم الأداء الوظيفى لشاغلى الوظائف التعليمية (أ) ، (ب)

PERFORMANCE APPRAISAL FORM FOR EMPLOYEES OCCUPYING AN EDUCATIONAL POSITION (A), (B)

تعريف الوظائف التعليمية :

تشمل هذه المجموعة الوظائف التى تتضمن وجبات وأعمال الاشراف والتخطيط والمتابعة والتنفيذ فى مجال التعليم والتدريب ويدخل فى ذلك التعليم العام بمختلف مراحله والتدريب والادارة التعليمية وتطوير المناهج التعليمية والتوجيه التربوى.

اولا :

الجهـــاز	الادارة	الشعبـــة

القسم	الوحـدة	المنطقـة	المدينة او القرية

الاسم رباعيا	مسمى الوظيفة	مرتبتها	رقمها	تاريخ اشغالها

المؤهل العلمى	موضوع آخر دورة تدريبية اكملت بنجاح	آخر تقرير اداء	
		التاريخ	التقدير

الفئة أ - تشمل مدراء المدارس والمعاهد والمراكز التعليمية والتدريبية ووكلائهم والموجهين التربويين (ذكور وإناث)
الفئة ب - تشمل كافة المدرسين والمدرسات على كافة المستويات والدرجات

ثانيا :

ضع هنا رقما واحدا من (١ - ٦)		التقدير						العنصر	
الذي يمثل قلوبيك للموظف أو للموظفة		ممتاز	جيد جدا	جيد	مرضي	غير مرضي			
ب	١	٦	٥	٤	٣	٢	١		
								المهارة في - التخطيط	١
								- اتخاذ القرار	١
								- الاشراف	١
						.		تنفيذ البرامج التربوية والتعليمية	١ -
								التفهم لأهداف العملية التربوية والتعليمية *	١ -
								القدرة على تطوير أساليب العمل *	١ -
								امكانية تحمل مسئوليات أعلى *	١ -
								المحافظة على أوقات الدوام *	١ -
								المعرفة بالمادة العلمية *	-
								التحضير لموضوعات الدروس	-
								تطبيق أصول التربية وطرق التدريس *	-
		المجموع							

الأداء الوظيفي Job performance

ثالثا :

								حسن التصرف	١
								نقل الترجيح	١ -
								نقل أساليب العمل الحديثة	١ -
								السلوك العام (كقدوة)	١ -
								الاهتمام بالمظهر	١ -
								المهارة في تقويم الطلاب	١ -
		المجموع							

الصفات الشخصية

رابعا :

								١ - الرؤساء	١ -
								٢ - الزملاء	١ -
								٣ - الطلاب	-
		المجموع							

العلاقات مع

ملاحظة

(١) إذا كان أحد العناصر أعلاه لا ينطبق على الموظف (الموظفة) فلا يترك مكان العنصر خاليا . بل يتم وضع درجة مناسبة له يتم التوصل إليها عن طريق متوسط درجات الحقل الذي يتضمن ذلك العنصر (سواء كان ذلك في الأداء الوظيفي أو الصفات الشخصية أو العلاقات الفردية).

(٢) يتطلب الحصول على تقدير (ممتاز) أن يحصل الموظف (الموظفة) على (٦) نقاط في جميع العناصر. إضافة إلى موطن واحد من مواطن القوة على الأقل.

اسم معد التقرير ....: .... وظيفته .... توقيعه .... التاريخ / /

* (A, B) Organizational goals and objective awareness
* (A, B) Potential for job improvement
* (A, B) Capability for higher responsibility
* (A, B) Maintaining a good attendance record
* (B) Having the knowledge for work guidance
* (B) Implimintation of work guidance

خامسا : ملاحظات عامة (كل صفه من مواطن القوة = + ٣ أو مواطن الضعف = - ٣)

	اذكر مواطن قوة ومواطن ضعف رئيسية تدعم تقديراتك السابقة (إن وجدت)
المجموع الكلي لمواطن القوة = - ٩	مواطن القوة (الصفات الايجابية الأخرى التي يتميز بها الموظف (الموظفة) ولم تشتمل عليها العناصر السابقة)
	١- ....
الدرجة التي حصل عليها	٢- ....
	٣- ....
المجموع الكلي لمواطن الضعف = - ٩	مواطن الضعف (الصفات السلبية التي يتصف بها الموظف (الموظفة) وتؤثر عن عمله دون ان يكون ذلك تكرار للعناصر السابقة)
	١- ....
الدرجة التي حصل عليها	٢- ....
	٣- ....

سادسا التقدير الكلي للدرجات

التقدير النهائي	من - الى		
	٩٩ـ١٠٤	ممتاز	☐
	٨٠ـ٩٨	جيد جدا (٥)	☐
	٦٤ـ٧٩	جيد جدا (٤)	☐
	٤٨ـ٦٣	جيد	☐
	٣٢ـ٤٧	مرضي	☐
	أقل من ٣٢	غير مرضي	☐

مجموع درجات الأداء الوظيفي	
مجموع درجات الصفات الشخصية	
مجموع درجات العلاقات الفردية	
مجموع درجات الملاحظات العامة	
المجموع الكلي	

مقدار التحسن الذي طرأ منذ آخر تقرير		
ضعيف ☐	متوسط ☐	جيد ☐

التوصيات العامة لتطوير قدرات الموظف (الموظفة) (إن وجدت)

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ملاحظات معتمد التقرير ....

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اسم معتمد التقرير   وظيفته   توقيعه   التاريخ / /

إرشـــــادات

١ ـ يعد الرئيس المباشر التقرير عن طريق التأشير بعلامة (ـــ) ذ المربع المناسب وفقاً لتقديره.

٢ ـ يتم وضع الدرجة التى حصل عليها الموظف (الموظفة) ذ الحقل المعد لذلك تحت عنوان (ضع هنا رقماً واحداً من (١ ـ ٦) الذى يمثل تقويمك للموظف (للموظفة). حسب نوع الفئة المعد عنها التقرير (أ) أو (ب).

٣ ـ ذ خانة الملاحظات العامة يحدد الرئيس المباشر مواطن القوة ومواطن الضعف حسب رأيه (إذا وجدت).

٤ ـ التقدير الكلى للدرجات تسجل به مجموع درجات العناصر الأربعة السابقة أمام كل منهم ثم تجمع للحصول على المجموع الكلى للدرجات.

٥ ـ بعد اعتماد التقرير من قبل الرئيس الأعلى يتم إطلاع الموظف (الموظفة) عليه.

٦ ـ نظراً لارتباط تقارير الأداء بالعلاوة السنوية وشغل الوظائف القيادية كما نصت عليهما المادة الخامسة (الفقرة ب) والمادة السادسة (الفقرة الثانية من الفقرة ب) من اللائحة التعليمية. فإنه ذ حالة إختلاف وجهات النظر بين تقييم مدير التوجيه التربوى وتقييم موجه الادارة المدرسية أو مدير المدرسة أو الموجه التربوى يرفع الأمر إلى مدير التعليم مدعما بمبررات كافية لكل من وجهتى النظر ويعتبر قرار مدير التعليم نهائيا.

مصادر تقويم الأداء الوظيفى :

١ ـ ملف الموظف (الموظفة).

٢ ـ سجل تدوين ملاحظات الرئيس المباشر.

٣ ـ تقرير الانجاز الشهرى للموظف (الموظفة).

٤ ـ دفتر الدوام.

٥ ـ أى مصادر أخرى تساعد ذ دقة التقييم.

بسم الله الرحمن الرحيم

ادارة شئون الموظفين

نمـــوذج

تقويم الأداء الوظيفي لشاغلي الوظائف الإشرافية (أ)، (ب)

PERFORMANCE APPRAISAL FORM FOR EMPLOYEES OCCUPYING A SUPERVISORY POSITION (A), (B)

<u>تعريف الوظائف الاشرافية:</u>

تشمل هذه المجموعة أعمال الادارة العليا التي تتولى الاشراف العام على اعمال إدارة عامة أو فرع في الأجهزة الحكومية. وتشمل أيضا الأعمال الاشرافية المتوسطة والمباشرة التي تتعلق بالاشراف على أعمال إدارة أو قسم أو شعبة أو فرع في الأجهزة الحكومية.

ويستثنى من ذلك الوظائف الاشرافية الواقعة ضمن الوظائف التخصصية. .

أولاً :

الشعبـــة	الادارة	الجهــــاز

المدينة أو القرية	المنطقــة	الوحــــدة	القســـم

تاريخ اشغالها	رقمها	مرتبتها	مسمى الوظيفـة	الاســـم رباعيا

آخر تقرير اداء		موضوع آخر دورة تدريبية اكملت بنجاح	المؤهل العلمي
التقدير	التاريخ		

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الفئة أ: تعني الموظفين (الموظفات) الاشرافيين الذين يشغلون المراتب (١١ ـ ١٣)
الفئة ب : تعني الموظفين (الموظفات) الاشرافيين الذين يشغلون المراتب (١٠ فما دون)

ثانياً:

		التقدير						العنصر	
ب	أ	ممتاز ٦	جيد جداً ٥	جيد ٤	جيد ٣	مرضي ٢	غير مرضي ١		
								التفهم لأهداف الجهاز •	أ
								المهارة في ـ التخطيط •	أ
								ـ اتخاذ القرار	أ
								ـ التنفيذ	أ ب
								ـ الاشراف	أ ب
								القدرة على تطوير أساليب العمل •	أ ب
								امكانية تحمل مسؤوليات أعلى •	أ ب
								المعرفة بنظم واجراءات العمل •	ب
								المحافظة على أوقات الدوام •	ب
								المجموع	

الأداء الوظيفي Job performance

ثالثاً:

								حسن التصرف	أ ب
								تقبل الأفكار الجديدة	أ ب
								الحماس في العمل	أ ب
								الاهتمام بالمظهر	ب
								المجموع	

الصفات الشخصية

رابعاً:

								١ ـ الرؤساء	أ ب
								٢ ـ الزملاء	أ ب
								٣ ـ المرؤوسين	أ ب
								٤ ـ المراجعين	أ ب
								المجموع	

العلاقات مع

ملاحظـــة:

(١) إذا كان أحد العناصر أعلاه لا تنطبق على الموظف (الموظفة) فلا يترك مكان العنصر خالياً. بل يتم وضع درجة مناسبة له يتم التوصل إليها عن طريق متوسط درجات اخفاق الذي يتصمن ذلك العنصر (سواء كان ذلك في الاداء الوظيفي أو الصفات الشخصية أو العلاقات الفردية).

● (٢) يتطلب الحصول على تقدير (ممتاز) أن يحصل الموظف (الموظفة) على (٦) نقاط في جميع العناصر، اضافة إلى موطن واحد من مواطن القوة على "الأقل".

أسـم معد التقرير .... وظيفته .... توقيعه .... التاريخ / /

* (A) Organizational goals and objective awareness
* (A) Adroitness of planning. (A) decision making. (A. B) implementation. (A. B) supervisory
* (A. B) Potential for job improvement
* (A. B) Capability for higher responsibility
* (B) Having the knowledge for work guidance
* (B) Maintaining a good attendance record

خامساً: ملاحظات عامة (كل صفه من مواطن القوه = ٣+ او مواطن الضعف = ٣-)

	اذكر مواطن قوة ومواطن ضعف رئيسية تدعم تقديراتك السابقة (إن وجدت)
المجموع الكلي لمواطن القوة = ٩+	مواطن القوة: (الصفات الايجابية الأخرى التي يتميز بها الموظف (الموظفة) ولم تشمل عليها العناصر السابقة) . ١ - .... ٢ - .... ٣ - ....
الدرجة التي حصل عليها	
المجموع الكلي لمواطن الضعف = ٩-	مواطن الضعف: (الصفات السلبية التي يتصف بها الموظف (الموظفة) وتؤثر على عمله دون أن يكون في ذلك تكرار للعناصر السابقة) . ١ - .... ٢ - .... ٣ - ....
الدرجة التي حصل عليها	

سادساً: التقدير الكلي للدرجات

	مجموع درجات الأداء الوظيفي
	مجموع درجات الصفات الشخصية
	مجموع درجات العلاقات الفردية
	مجموع درجات الملاحظات العامة
	المجمـــــوع الكلـــــي

التقدير النهائي	من - الى	
	٩٩ - ١٠٥	☐ ممتاز
	٨٠ - ٩٨ (٥)	☐ جيد جدا
	٦٤ - ٧٩ (٤)	☐ جيد جدا
	٤٨ - ٦٣	☐ جيــد
	٣٢ - ٤٧	☐ مرضي
	أقل من ٣٢	☐ غير مرضي

مقدار التحسن الذي طرأ منذ آخر تقرير
☐ جيد   ☐ متوسط   ☐ ضعيف
التوصيات العامة لتطوير قدرات الموظف (الموظفة) (إن وجدت)
_____ _____ _____

ملاحظات معتمد التقرير ....
....
....

اسم معتمد التقرير .... وظيفته .... توقيعه .... التاريخ / /

<div dir="rtl">

إرشــــــــادات

١ - يعد الرئيس المباشر التقرير عن طريق التأشير بعلامة (/) في المربع المناسب وفقاً لتقديره.

٢ - يتم وضع الدرجة التي حصل عليها الموظف (الموظفة) في الحقل المعد لذلك تحت عنوان (ضع هنا رقماً واحداً من (١-٦) الذي يمثل تقويمك للموظف (للموظفة). حسب نوع الفئة المعد عنها التقرير (أ) أو (ب).

٣ - في خانة الملاحظات العامة يحدد الرئيس المباشر مواطن القوة ومواطن الضعف حسب رأيه (إذا وجدت).

٤ - التقدير الكلي للدرجات تسجل به مجموع درجات العناصر الأربعة السابقة أمام كل منهم ثم تجمع للحصول على المجموع الكلي للدرجات.

٥ - بعد اعتماد التقرير من قبل الرئيس الأعلى يتم اطلاع الموظف (الموظفة) عليه.

مصادر تقويم الأداء الوظيفي:

١ - ملف الموظف (الموظفة)

٢ - سجل تدوين ملاحظات الرئيس المباشر.

٣ - تقرير الانجاز الشهري للموظف (الموظفة).

٤ - دفتر الدوام.

٥ - أي مصادر أخرى تساعد في دقة التقييم.

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بسم الله الرحمن الرحيم

ادارة شؤون الموظفين

نمـــوذج

تقويم الأداء الوظيفي لشاغلي الوظائف التنفيذية (أ)، (ب)

PERFORMANCE APPRAISAL FORM FOR EMPLOYEES OCCUPYING AN EXECUTIVE JOB (A), (B)

<u>تعريف الوظائف التنفيذية:ـ</u>

تشمل هذه المجموعة الوظائف التي تتضمن واجبات وأعمال تنفيذية في المجالات المختلفة، وفقاً للأنظمة واللوائح والتعليمات والتوجيهات الخاصة بمجالها... ولا يكون من مسؤوليات شاغلها أي مهمات إشرافية أو إتخاذ القرارات.

أولاً :

الجهـــــاز	الادارة	الشعبــــة

القــــم	الوحـــدة	المنطقـــة	المدينة أو القريـــة

الاســـم رباعيا	مسمى الوظيفـة	مرتبتها	رقمها	تاريخ اشغالها

المؤهل العلمي	موضوع آخر دورة تدريبية اكملت بنجاح	آخر تقرير اداء	
		التــاريخ	التقديـر

الفئة أ: تعني الموظفين (الموظفات) التنفيذيين الذين يشغلون المراتب (١١-١٣)
الفئة ب: تعني الموظفين (الموظفات) التنفيذيين الذين يشغلون المراتب (١٠ فما دون)

ثانياً:

ب	أ	مع ما رلغا وإضافة من (١،٦) الذي بذل تحكك للموظف أو للموظفة	التقدير						العنصر		
			ممتاز	جيد جداً	جيد	مرضي	مرتبي			
ب	أ		٦	٥	٤	٣	٢	١			
									التفهم لأهداف الجهاز •	١	الأداء الوظيفي
									القدرة على التطوير والابتكار •	١	
									المهارة في التنفيذ •	١ ب	
									إمكانية تحمل مسؤوليات أعلى •	١ ب	
									المحافظة على أوقات الدوام •	١ ب	
									المعرفة بنظم وإجراءات العمل •	ب	
		المجموع									

ثالثاً:

									حسن التصرف	١ ب	الصفات الشخصية
									تقبل الأفكار الجديدة	١ ب	
									أسلوب عرض الآراء	١ ب	
									الاهتمام بالمظهر	ب	
		المجموع									

رابعاً:

									١ - الرؤساء	١ ب	العلاقات مع
									٢ - الزملاء	١ ب	
									٣ - المراجعين	١ ب	
		المجموع									

ملاحظـــة:

(١) إذا كان أحد العناصر أعلاه لا ينطبق على الموظف (الموظفة) فلا يترك مكان العنصر خالياً. بل يتم وضع درجة مناسبة له يتم التوصل إليها عن طريق متوسط درجات الحقل الذي يتضمن ذلك العنصر (سواء كان ذلك في الاداء الوظيفي أو الصفات الشخصية أو العلاقات الفردية).

• (٢) يتطلب الحصول على تقدير (ممتاز) أن يحصل الموظف (الموظفة) على (٦) نقاط في جميع العناصر، إضافة إلى موطن واحد من مواطن القوة على الأقل.

اسم معد التقرير .... وظيفته .... توقيعه .... التاريخ / /

* (A) Organizational goals and objective awareness
* (A) Potential for job improvement
* (A. B) Adroitness of executant
* (A. B) Capability for higher responsibility
* (A. B) Maintaining a good attendance record
* (B) Having the knowledge for work guidance

خامساً: ملاحظات عامة (كل صفه من مواطن القوه = ٣٠ أو مواطن الضعف = ٣-)

	أذكر مواطن قوة ومواطن ضعف رئيسية تدعم تقديراتك السابقة (إن وجدت)
المجموع الكلي لمواطن القوة ٩٠ =	مواطن القوة: (الصفات الايجابية الأخرى التي يتميز بها الموظف (الموظفة) ولم تشتمل عليها العناصر السابقة). ١ - .... ٢ - .... ٣ - ....
الدرجة التي حصل عليها	
المجموع الكلي لمواطن الضعف ٩ - =	مواطن الضعف: (الصفات السلبية التي يتصف بها الموظف (الموظفة) وتؤثر على عمله دون أن يكون في ذلك تكرار للعناصر السابقة). ١ - .... ٢ - .... ٣ - ....
الدرجة التي حصل عليها	

سادساً: التقدير الكلي للدرجات

التقدير النهائي	من - الى		
	٩٩ - ١٠٥	ممتاز	☐
	٨٠ - ٩٨	جيد جدا (٥)	☐
	٦٤ - ٧٩	جيد جدا (٤)	☐
	٤٨ - ٦٣	جيـــد	☐
	٣٢ - ٤٧	مرضي	☐
	أقل من ٣٢	غير مرضي	☐

مجموع درجات الأداء الوظيفي	
مجموع درجات الصفات الشخصية	
مجموع درجات العلاقات الفردية	
مجموع درجات الملاحظات العامة	
المجمـــــوع الكلــــي	

مقدار التحسن الذي طرأ منذ آخر تقرير		
ضعيف ☐	متوسط ☐	جيد ☐

التوصيات العامة لتطوير قدرات الموظف (الموظفة) (إن وجدت)

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ملاحظات معتمد التقرير ....

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....

اسم معتمد التقرير .... وظيفته .... توقيعه .... التاريخ / /

إرشـــــادات

١ ـ يعد الرئيس المباشر التقرير عن طريق التأشير بعلامة (✓) في المربع المناسب وفقاً لتقديره.

٢ ـ يتم وضع الدرجة التي حصل عليها الموظف (الموظفة) في الحقل المعد لذلك تحت عنوان (ضع هنا رقماً واحداً من (١ـ٦) الذي يمثل تقويمك للموظف (للموظفة). حسب نوع الفئة المعد عنها التقرير (أ) أو (ب).

٣ ـ في خانة الملاحظات العامة يحدد الرئيس المباشر مواطن القوة ومواطن الضعف حسب رأيه (إذا وجدت).

٤ ـ التقدير الكلي للدرجات تسجل به مجموع درجات العناصر الأربعة السابقة أمام كل منهم ثم تجمع للحصول على المجموع الكلي للدرجات.

٥ ـ بعد اعتماد التقرير من قبل الرئيس الأعلى يتم اطلاع الموظف (الموظفة) عليه.

مصادر تقويم الأداء الوظيفي:

١ ـ ملف الموظف (الموظفة)

٢ ـ سجل تدوين ملاحظات الرئيس المباشر.

٣ ـ تقرير الانجاز الشهري للموظف (الموظفة).

٤ ـ دفتر الدوام.

٥ ـ أي مصادر أخرى تساعد في دقة التقييم.

بسم الله الرحمن الرحيم

نمـــوذج

تقويم الأداء الوظيفي لشاغلي الوظائف التخصصية (أ)، (ب)

PERFORMANCE APPRAISAL FORM FOR EMPLOYEES OCCUPYING A SPECIALTY JOB (A), (B)

تعريف الوظائف التخصصية:

تشمل هذه المجموعة الوظائف التي تتضمن واجبات وأعمال الاشراف والتخطيط والمتابعة (الوظائف الاشرافية) والتنفيذ في مجال التخصصات والمهن المختلفة والتي لا يقل الحد الأدنى من التأهيل العلمي لها عن الحصول على تأهيل جامعي.

أولاً:

الجهـــــاز	الادارة	الشعبـــــة

القسم	الوحـــدة	المنطقـــة	المدينة أو القرية

الاســـم رباعيا	مسمى الوظيفـة	مرتبتها	رقمها	تاريخ اشغالها

المؤهل العلمي	موضوع آخر دورة تدريبية اكملت بنجاح	آخر تقرير أداء التاريخ	التقدير

ثانياً:

الفئة أ: تعني الموظفين (الموظفات) التخصصيين الذين يشغلون المراتب (١١ - ١٣)
الفئة ب : تعني الموظفين (الموظفات) التخصصيين الذين يشغلون المراتب (١٠ فما دون)

ضع ما رأياً واحداً من (١٠٠٪) العلي بتل لكريك للموظف أو للموظفة		التقدير						العنصر	
ب	أ	ممتاز ٦	جيد جداً ٥	جيد ٤	مرضي ٣	٢	مرتبي ١		
								التفهم لأهداف الجهاز •	أ
								المهارة في ـ التخطيط •	أ
								ـ اتخاذ القرار	أ
								ـ الاشراف الفني	أ ب
								مستوى الأداء في مجال التخصص	أ ب
								المتابعة لما يستجد في مجال التخصص	أ ب
								امكانية تحمل مسئوليات أعلى •	أ ب
								المعرفة بنظم وإجراءات العمل •	أ ب
								القدرة على تطوير أساليب العمل •	أ ب
								المحافظة على أوقات الدوام •	أ ب
								الحرص على أمور السلامة والوقاية	أ ب
								توخي الدقة في العمل	ب
		المجموع							

ثالثاً:

								حسن التصرف	أ ب
								درجة الاعتماد عليه/ عليها	أ ب
								الاهتمام بالمظهر	ب
								تقبل التجديد في أساليب العمل	ب
		المجموع							

رابعاً:

								١ ـ الرؤساء	أ ب
								٢ ـ الزملاء	أ ب
								٣ ـ الجمهور	أ ب
		المجموع							

ملاحظة:

(١) إذا كان أحد العناصر أعلاه لا ينطبق على الموظف (الموظفة) فلا يترك مكان العنصر خالياً. بل يتم وضع درجة مناسبة له يتم التوصل إليها عن طريق متوسط درجات الحقل الذي يتضمن ذلك العنصر (سواء كان ذلك في الاداء الوظيفي أو الصفات الشخصية أو العلاقات الفردية).

(٢) يتطلب الحصول على تقدير (ممتاز) أن يحصل الموظف (الموظفة) على (٦) نقاط في جميع العناصر، إضافة إلى موطن واحد من مواطن القوة على الأقل.

اسم معد التقرير .... وظيفته .... توقيعه .... التاريخ / /

* (A) Organizational goals and objective awareness
* (A, B) Adroitness of planning, (A) decision making, (A, B) supervisory
* (A, B) Capability for higher responsibility
* (A, B) Having the knowledge for work guidance
* (A. B) Potential for job improvement
* (A, B) Maintaining a good attendance record

خامساً: ملاحظات عامة (كل صفه من مواطن القوه = ٣٠ أو مواطن الضعف = ٣-)

	اذكر مواطن قوة ومواطن ضعف رئيسة تدعم تقديراتك السابقة (إن وجدت)
المجموع الكلي لمواطن القوة = ٩٠	مواطن القوة: (الصفات الايجابية الأخرى التي يتميز بها الموظف (الموظفة) ولم تشتمل عليها العناصر السابقة).
	١ - ....
الدرجة التي حصل عليها	٢ - ....
	٣ - ....
المجموع الكلي لمواطن الضعف = ٩-	مواطن الضعف: (الصفات السلبية التي يتصف بها الموظف (الموظفة) وتؤثر على عمله دون أن يكون في ذلك تكرار للعناصر السابقة).
	١ - ....
الدرجة التي حصل عليها	٢ - ....
	٣ - ....

سادساً: التقدير الكلي للدرجات

	مجموع درجات الأداء الوظيفي
	مجموع درجات الصفات الشخصية
	مجموع درجات العلاقات الفردية
	مجموع درجات الملاحظات العامة
	المجموع الكلي

التقدير النهائي	من - الى	
	٩٩ - ١٠٥	☐ ممتاز
	٨٠ - ٩٨	☐ جيد جداً (٥)
	٦٤ - ٧٩	☐ جيد جداً (٤)
	٤٨ - ٦٣	☐ جيد
	٣٢ - ٤٧	☐ مرضي
	أقل من ٣٢	☐ غير مرضي

مقدار التحسن الذي طرأ منذ آخر تقرير
☐ جيد ☐ متوسط ☐ ضعيف

التوصيات العامة لتطوير قدرات الموظف (الموظفة) (إن وجدت)
————————————————————————————
————————————————————————————
————————————————————————————

ملاحظات معتمد التقرير ....

....

....

اسم معتمد التقرير .... وظيفته .... توقيعه .... التاريخ / /

إرشـــــــــادات

١ ـ يعد الرئيس المباشر التقرير عن طريق التأشير بعلامة (✓) في المربع المناسب وفقاً لتقديره.

٢ ـ يتم وضع الدرجة التي حصل عليها الموظف (الموظفة) في الحقل المعد لذلك تحت عنوان (ضع هنا رقماً واحداً من (١-٦) الذي يمثل تقويمك للموظف (للموظفة). حسب نوع الفئة المعد عنها التقرير (أ) أو (ب).

٣ ـ في خانة الملاحظات العامة يحدد الرئيس المباشر مواطن القوة ومواطن الضعف حسب رأيه (إذا وجدت).

٤ ـ التقدير الكلي للدرجات تسجل به مجموع درجات العناصر الأربعة السابقة أمام كل منهم ثم تجمع للحصول على المجموع الكلي للدرجات.

٥ ـ بعد اعتماد التقرير من قبل الرئيس الأعلى يتم اطلاع الموظف (الموظفة) عليه.

مصادر تقويم الأداء الوظيفي:

١ ـ ملف الموظف (الموظفة)

٢ ـ سجل تدوين ملاحظات الرئيس المباشر.

٣ ـ تقرير الانجاز الشهري للموظف (الموظفة).

٤ ـ دفتر الدوام.

٥ ـ أي مصادر أخرى تساعد في دقة التقييم.

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بسم الله الرحمن الرحيم

نمـــوذج

تقويم الأداء الوظيفي لشاغلي الوظائف الفنية والفنية المساعدة والحرفية

PERFORMANCE APPRAISAL FORM FOR EMPLOYEES OCCUPYING TECHNICAL, TECHNICAL ASSISTANT, AND

PROFESSIONAL JOBS

<u>تعريف الوظائف الفنية والفنية المساعدة:</u>

نشمل هذه المجموعة الوظائف التي يقوم شاغلوها من خلال ممارسة مهارات مكتسبة بالاشراف والتنفيذ في مجالات فنية وهندسية مساعدة ومتخصصة.

تعريف الوظائف الحرفية:

. تشمل هذه المجموعة الوظائف التي تتضمن واجبات وأعمال الاشراف والتنفيذ في مجالات مختلفة تتطلب مهارة أو شبه مهارة في إستعمال اليدين والآلة، ولا يعتمد في شغلها على التأهيل العلمي بقدر ما يعتمد على توفر الخبرة والقدرة والمهارة في أداء العمل.

أولاً :

الشعبــــة	الادارة	الجهـــــاز

المدينة أو القرية	المنطقـــة	الوحــــدة	القسم

تاريخ اشغالها	رقمها	مرتبتها	مسمى الوظيفـة	الاســـم رباعيا

آخر تقرير أداء		موضوع آخر دورة تدريبية اكملت بنجاح	المؤهل العلمي
التقديـــر	التــاريخ		

(١٤٠٥هـ)

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خامساً: ملاحظات عامة (كل صفه من مواطن القوه = ٣٠ أو مواطن الضعف = ٣-)

	اذكر مواطن قوة ومواطن ضعف رئيسية تدعم تقديراتك السابقة (إن وجدت)
المجموع الكلي لمواطن القوة = ٩٠	مواطن القوة: (الصفات الايجابية الأخرى التي يتميز بها الموظف (الموظفة) ولم تشمل عليها العناصر السابقة).
	١ - ....
الدرجة التي حصل عليها	٢ - ....
	٣ - ....
المجموع الكلي لمواطن الضعف = ٩-	مواطن الضعف: (الصفات السلبية التي يتصف بها الموظف (الموظفة) وتؤثر على عمله دون أن يكون في ذلك تكرار للعناصر السابقة).
	١ - ....
الدرجة التي حصل عليها	٢ - ....
	٣ - ....

سادساً: التقدير الكلي للدرجات

	من - الى	التقدير النهائي
☐ متاز	٩٩ - ١٠٥	
☐ جيد جدا (٥)	٨٠ - ٩٨	
☐ جيد جدا (٤)	٦٤ - ٧٩	
☐ جيــد	٤٨ - ٦٣	
☐ مــرضي	٣٢ - ٤٧	
☐ غير مرضي	أقل من ٣٢	

مجموع درجات الأداء الوظيفي	
مجموع درجات الصفات الشخصية	
مجموع درجات العلاقات الفردية	
مجموع درجات الملاحظات العامة	
المجمـــــوع الكلــــي	

مقدار التحسن الذي طرأ منذ آخر تقرير		
☐ ضعيف	☐ متوسط	☐ جيد

التوصيات العامة لتطوير قدرات الموظف (الموظفة) (إن وجدت)

_____
_____
_____

ملاحظات معتمد التقرير ....
....
....

اسم معتمد التقرير .... وظيفته .... توقيعه .... التاريخ / /

يطبق هذا النموذج على شاغلي الوظائف الفنية والفنية المساعدة والوظائف الحزفيه

ثانياً:

الأداء الوظيفي (Job performance)

ضع ما رأيآ واحدة من (١-٦) الذي بل تختك للموظف أو للموظفة	التقدير						العنصر
	ممتاز	جيد جداً	جيد	مرضي	مرضي	ردي	
	٦	٥	٤	٣	٢	١	
							المعرفة التقنية ومستوى الخبرة •
							مستوى أداء العمل •
							الحرص على استعمال الآلات الخاصة بالعمل •
							الحرص على أمور السلامة والوقاية في العمل •
							القدرة على أداء اعمال ذات مسئوليات أعلى •
							المحافظة على أوقات الدوام •
	المجموع						

ثالثاً:

الصفات الشخصية

							تقبل التوجيه
							الاهتمام بالمظهر
	المجموع						

رابعاً:

العلاقات مع

							١ - الرؤساء
							٢ - الزملاء
							٣ - المراجعين
							٤ - المرؤوسين
	المجموع						

ملاحظة :

(١) إذا كان أحد العناصر أعلاه لا ينطبق على الموظف (الموظفة) فلا يترك مكان العنصر خاليا. بل يتم وضع درجة مناسبة له يتم التوصل إليها عن طريق متوسط درجات الحقل الذي يتضمن ذلك العنصر (سواء كان ذلك في الاداء الوظيفي أو الصفات الشخصية أو العلاقات الفردية).

* (٢) يتطلب الحصول على تقدير (ممتاز) أن يحصل الموظف (الموظفة) على (٦) نقاط في جميع العناصر، إضافة إلى موطن واحد من مواطن القوة على الأقل.

اسم معد التقرير.................... وظيفته.................... توقيعه.................... التاريخ / /

* Having the knowledge for work guidance
* Jop performance level
* Potential for using work tools
* Capability for higher responsibility
* Maintaining a good attendance record

إرشـــــادات

١ ـ يعد الرئيس المباشر التقرير عن طريق التأشير بعلامة (√) في المربع المناسب وفقاً لتقديره.

٢ ـ يتم وضع الدرجة التي حصل عليها الموظف (الموظفة) في الحقل المعد لذلك تحت عنوان (ضع هنا رقماً واحداً من (١-٦) الذي يمثل تقويمك للموظف (للموظفة).

٣ ـ في خانة الملاحظات العامة يحدد الرئيس المباشر مواطن القوة ومواطن الضعف حسب رأيه (إذا وجدت).

٤ ـ التقدير الكلي للدرجات تسجل به مجموع درجات العناصر الأربعة السابقة أمام كل منهم ثم تجمع للحصول على المجموع الكلي للدرجات.

٥ ـ بعد اعتماد التقرير من قبل الرئيس الأعلى يتم اطلاع الموظف (الموظفة) عليه.

مصادر تقويم الأداء الوظيفي:

١ ـ ملف الموظف (الموظفة)

٢ ـ سجل تدوين ملاحظات الرئيس المباشر.

٣ ـ تقرير الانجاز الشهري للموظف (الموظفة).

٤ ـ دفتر الدوام.

٥ ـ أي مصادر أخرى تساعد في دقة التقييم.

نـمـوذج
تقويم الأداء الوظيفي

PERFORMANCE APPRAISAL FORM FOR:

☐ General labors

☐ Employees on designated wages

☐ Employees on designated temporary job

☐ المستخدمين

☐ المعينين على بند الأجور

☐ المعينين على الوظائف المؤقتة

أولاً :

الجهـــــاز	الادارة	الشعبـــــة

القــــم	الوحـــدة	المنطقـــة	المدينة أو القريـــة

الاســـم رباعيا	مسمى الوظيفـــة	مرتبنها	رقمها	تاريخ اشغالها

المؤهل العلمي	موضوع آخر دورة تدريبية اكملت بنجاح	آخر تقرير اداء التاريخ	التقدير

ثانياً

الدرجة التي حصل عليها	التقديــر						عنــاصر التقويـــم
	ممتاز	جيد جدا	جيد	مرضي		غير مرضي	
	٦	٥	٤	٣	٢	١	
							مستوى أداء العمل •
							المحافظة على أوقات الدوام •
							تقبل التوجيه
							التعامل مع: ١ ـ الرؤساء
							٢ ـ الزملاء
							٣ ـ المراجعين
	المجموع						

الدرجة النهائية للتقييم

التقدير النهائي		من ـ الى		
	٣٦ ـ ٣١	الذي يحصل على مجموع الدرجات		ممتاز
	٣٠ ـ ٢٥	الذي يحصل على مجموع الدرجات		جيد جدا (٥)
	٢٤ ـ ١٩	الذي يحصل على مجموع الدرجات		جيد جدا (٤)
	١٨ ـ ١٣	الذي يحصل على مجموع الدرجات		جيــــد
	١٢ ـ ٧	الذي يحصل على مجموع الدرجات		مرضي
	٦ فأقل	الذي يحصل على مجموع الدرجات		غير مرضي

مقدار التحســن الذي طرأ منذ آخر تقرير		
ضعيف ☐	متوسط ☐	جيد ☐

التوصيات العامة لتطوير القدرات (ان وجدت)

_____

_____

اسم معد التقرير .... وظيفته .... توقيعه .... التاريخ / /

ملاحظات معتمد التقرير ....

....

اسم معتمد التقرير .... وظيفته .... توقيعه .... التاريخ / /

* Job performance level
* Maintaining a good attendance record

ارشـــــــــادات

١ ـ يعد الرئيس المباشر التقرير عن طريق التأشير بعلامة (/) في المربع المناسب وفقاً لتقديره.

٢ ـ يتم وضع الدرجة التي حصل عليها الموظف (الموظفة) في الحقل المعد لذلك. ثم تجمع للحصول
على المجموع الكلي للدرجات.

٣ ـ بعد اعتماد التقرير من قبل الرئيس الأعلى يتم اطلاع الموظف/ الموظفة عليه.

مصادر تقويم الأداء الوظيفي:

١ ـ ملف الموظف (الموظفة)

٢ ـ سجل تدوين ملاحظات الرئيس المباشر.

٣ ـ تقرير الانجاز الشهري للموظف (الموظفة).

٤ ـ دفتر الدوام.

٥ ـ أي مصادر أخرى تساعد في دقة التقييم.

Appendix B

Questionnaire for Sample Survey, The Impact of Organizational
Issues on Employee's Performance, The Case of Saudi
Arabian Public Services Organizations
(First English Version)

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Questionnaire For Sample Survey
The Impact of Organizational Issues
On Employee's Performance
The Case of Saudi Arabian Public Services Organizations

Part A: Background Information

Instructions: This part consists of some background information questions that may help me to analyze the data for my study. Kindly circle the number that most nearly describes your own background.

Questions:

1. What is your age group? (1) Under 20 (2) 20 - 29 (3) 30 - 39 (4) 40 - 49 (5) 50 or over

2. What is your marital status? (1) Single (2) Married (3) Divorced (4) Widower

3. What level of education (1)Elementary (2)Intermediate (3)Secondary (4)Bachelor (5)Graduat
   have you completed? School School School Degree Degree
   Specify ....

4. What organization do you work in? Specify ....
....

5. What department do you work in? Specify...
....

6. How many years have you (1) less than 5 (2) 5 - 10 (3) 11 - 15 (4) 16 - 20 (5) More than 20
   been working for this years years years years years
   organization?

7. What is your present position grade? ....

Part B: Questionnaire's Questions and Statements

Instructions: This part consists of 27 questions and statements about how do you feel about the organizational commitment, communication, cooperation, and adaptability to change in your organization. Please circle the number that you agree with or that best describes your own situation.

8. Your organization plays an important role in the national development.
   (1) Strongly agree
   (2) Agree
   (3) Not sure
   (4) Disagree
   (5) Strongly disagree

9. You identify yourself with the organization goals and objectives.
   (1) Strongly agree
   (2) Agree
   (3) Not sure
   (4) Disagree
   (5) Strongly disagree

10. Your organization demonstrates commitment to providing satisfactory services to its clients.
    (1) Strongly agree
    (2) Agree
    (3) Not sure
    (4) Disagree
    (5) Strongly disagree

11. Your organization provides clear and consistent guidance in doing your job.
    (1) Strongly agree
    (2) Agree
    (3) Not sure
    (4) Disagree
    (5) Strongly disagree

12. The management of your organization perceives employees as important partners and treats them well.
    (1) Strongly agree
    (2) Agree
    (3) Not sure
    (4) Disagree
    (5) Strongly disagree

Over

13. You are proud of being an employee of this organization.
    (1) Strongly agree
    (2) Agree
    (3) Not sure
    (4) Disagree
    (5) Strongly disagree

14. Working with this organization has been one of your goals.
    (1) Strongly agree
    (2) Agree
    (3) Not sure
    (4) Disagree
    (5) Strongly disagree

15. You feel disappointed when you fail to do your job.
    (1) Strongly agree
    (2) Agree
    (3) Not sure
    (4) Disagree
    (5) Strongly disagree

16. You feel that you and your peers are a big family working together to achieve common
    interests and purposes.
    (1) Strongly agree
    (2) Agree
    (3) Not sure
    (4) Disagree
    (5) Strongly disagree

17. You consider the success of your organization is yours.
    (1) Strongly agree
    (2) Agree
    (3) Not sure
    (4) Disagree
    (5) Strongly disagree

18. You never think that there is another institute that could offer you a more interesting job than
    what you have now.
    (1) Strongly agree
    (2) Agree
    (3) Not sure
    (4) Disagree
    (5) Strongly disagree

Over

19. The communication and instruction in your organization aimed at achieving the organization's goals and objectives is:
    (1) Very weak
    (2) Weak
    (3) Not sure
    (4) Substantially high
    (5) Very directive toward goal achievement

20. The direction of communication and information flow is:
    (1) Downward communication
    (2) Mostly downward
    (3) Not sure
    (4) Downward and upward communication
    (5) Downward, upward, and sideward communication

21. The extent to which top-down communications are accepted by employees at lower level
    (1) Viewed with great suspicion
    (2) Some accepted, and some viewed with suspicion
    (3) Often accepted but maybe openly questioned
    (4) Generally accepted
    (5) Totally accepted

22. In your organization, how accurate is top-down communication?
    (1) Usually inaccurate
    (2) Often inaccurate
    (3) Fairly accurate
    (4) Often accurate
    (5) Almost always accurate

23 In your organization, how accurate is upward communication?
    (1) Usually inaccurate
    (2) Often inaccurate
    (3) Fairly accurate
    (4) Often accurate
    (5) Almost always accurate

24 In your organization, how accurate is sideward communication?
    (1) Usually inaccurate
    (2) Often inaccurate
    (3) Fairly accurate
    (4) Often accurate
    (5) Almost always accurate

Over

25. The frequency of conflict due to poor communication is:
    (1) Substantially high
    (2) High
    (3) Moderate
    (4) Low
    (5) Very low

26. Group cohesiveness (sticking together) between supervisors and subordinates is:
    (1) Very weak
    (2) Weak
    (3) Moderate
    (4) Substantially high
    (5) Highly cohesive

27. Group cohesiveness among individual employees is:
    (1) Very weak
    (2) Weak
    (3) Moderate
    (4) Substantially high
    (5) Highly cohesive

28. The level of confidence and trust among individual employees is:
    (1) Very weak
    (2) Weak
    (3) Moderate
    (4) Substantially high
    (5) Highly cohesive

29. How much cooperative teamwork exists?
    (1) None
    (2) Very little
    (3) Relatively little
    (4) Moderate amount
    (5) Great deal

30. The amount of subordinate's participation in decision-making process related to their work is:
    (1) None
    (2) Very little
    (3) Relatively little
    (4) Moderate amount
    (5) Great deal

Over

31. An organization must not resist change in order to survive.
    (1) Strongly agree
    (2) Agree
    (3) Not sure
    (4) Disagree
    (5) Strongly disagree

32. If an employee in your organization attempts to change his usual way of doing things, how does it generally turn out?
    (1) Always turns out better
    (2) Usually turns out better
    (3) Not sure
    (4) Usually doesn't make much difference
    (5) Usually turns out worse

33. Some people prefer doing a job pretty much the same way. Others like to think up new ways. How is it with you?
    (1) I always do things pretty much the same way.
    (2) I mostly do things pretty much the same way.
    (3) I sometimes do things in new or different ways.
    (4) I mostly do things in new or different ways.
    (5) I always do things in new or different ways.

34. To what extent do your superiors initiate and encourage you to do things in a different way?
    (1) Always
    (2) Usually
    (3) Sometime
    (4) Seldom
    (5) Never

35. How many times in the past year have you suggested to your superior different ways of doing something on the job?
    (1) Always
    (2) Usually
    (3) Sometime
    (4) Seldom
    (5) Never

Over

Part C: The End

36. Do you have any questions, suggestions, or ideas that you would like me to consider? Please write down any further comments:

....
....
....
....
....
....

Thank you very much

Appendix C

Questionnaire for Sample Survey, The Impact of Organizational Issues
on Employee's Performance, The Case of Saudi
Arabian Public Services Organizations
(Second English Version)

166

Questionnaire For Sample Survey
The Impact of The three C's (Commitment, communication, and cooperation) of the Organization
On Employee's Performance
The Case of Saudi Arabian Public Services Organizations

Part A: Background Information

Instructions: This part consists of some background information questions that may help me to analyze the data for my study. Kindly check one □ below the item that most nearly describes your own background.

Questions:

1. What is your age group?

	Under 20	20-29	30-39	40-49	50 or over
	□	□	□	□	□

2. What is your marital status?

	Single	Married	Divorced	Widower
	□	□	□	□

3. What level of education have you completed?

	Elementary School	Intermediate School	Secondary School	Bachelor Degree	Graduate Degree	Specify ....
	□	□	□	□	□	

4. How many years have you been working for this Organization ?

	less than 5 years	5 - 10 years	11 - 15 years	16 - 20 years	More than 20 years
	□	□	□	□	□

5. What is your present position grade?

	Managerial	Subordinate
	□	□

Part B: Questionnaire's Questions and Statements

> **Instructions**: This part consists of 29 questions and statements about how do you feel about the organizational commitment, communication, cooperation, and your performance in your organization. Please check one ☐ below the item that you agree with or that best describes your own situation.

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
6. Your organization demonstrates commitment to providing satisfactory services to its clients.	☐	☐	☐	☐	☐
7. Your organization provides clear and consistent guidance in doing your job.	☐	☐	☐	☐	☐
8. The management of your organization perceives employees as important partners and treats them well.	☐	☐	☐	☐	☐
9. You are proud of being an employee of this organization.	☐	☐	☐	☐	☐
10. Working with this organization has been one of your goals.	☐	☐	☐	☐	☐
11. You never think that there is another institute that could offer you a more interesting job than what you have now.	☐	☐	☐	☐	☐

12. The communication and instruction in your organization aimed at achieving the organization's goals and objectives is:

Very weak	Weak	Not sure	Substantially high	Very directive toward goal achievement
☐	☐	☐	☐	☐

13. The direction of communication and information flow is:

Downward communication	Mostly downward	Not sure	Downward and upward communication	Downward, upward, and sideward communication
☐	☐	☐	☐	☐

14. The extent to which top-down communications are accepted by employees at lower level

Viewed with great suspicion	Some accepted, and some viewed with suspicion	Often accepted but maybe openly questioned	Generally accepted	Totally accepted
☐	☐	☐	☐	☐

	Usually inaccurate	Often inaccurate	Fairly accurate	Often accurate	Almost always accurate
15. In your organization, how accurate is top-down communication?	☐	☐	☐	☐	☐
16. In your organization, how accurate is upward communication?	☐	☐	☐	☐	☐
17. In your organization, how accurate is sideward communication?	☐	☐	☐	☐	☐

	Substantially high	High	Moderate	Low	Very low
18. The frequency of conflict due to poor communication is:	☐	☐	☐	☐	☐

	Very weak	Weak	Moderate	Substantially high	Highly cohesive
19. Group cohesiveness (sticking together) between supervisors and subordinates is:	☐	☐	☐	☐	☐
20. Group cohesiveness among individual employees is:	☐	☐	☐	☐	☐
21. The level of confidence and trust among individual employees is:	☐	☐	☐	☐	☐

	None	Very little	Relatively little	Moderate amount	Great deal
22. How much cooperative teamwork exists?	☐	☐	☐	☐	☐
23. The amount of subordinate's participation in decision-making process related to their work is:	☐	☐	☐	☐	☐

	Usually turns out worse	Usually doesn't make much difference	Not sure	Usually turns out better	Always turns out better
26. If you attempt to change your usual way of doing things, how does it generally turn out?	☐	☐	☐	☐	☐

	I always do things the same way.	I mostly do things the same way.	I sometimes do things in new or different ways.	I mostly do things in new or different ways.	I always do things in new or different ways
27. Some people prefer doing a job pretty much the same way. Others like to think up new ways. How is it with you?	☐	☐	☐	☐	☐

	Never	Seldom	Sometime	Usually	Always
28. To what extent do your superiors initiate and encourage you to do things in a different way?	☐	☐	☐	☐	☐
29. How many times in the past year have you suggested to your superior different ways of doing something on the job?	☐	☐	☐	☐	☐

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
30. Your organization plays an important role in the national development.	☐	☐	☐	☐	☐
31. An organization must not resist change in order to survive.	☐	☐	☐	☐	☐
32. You consider the success of your organization is yours.	☐	☐	☐	☐	☐
33. You identify yourself with the organization goals and objectives	☐	☐	☐	☐	☐
34. You feel that you and your peers are a big family working together to achieve common interests and purposes.	☐	☐	☐	☐	☐
35. You attempt in getting the job done in timt.	☐	☐	☐	☐	☐
36. You feel disappointed when you fail to do your job.	☐	☐	☐	☐	☐
37. You conceder yourself maintaining a good attendance record.	☐	☐	☐	☐	☐

Part C: The End

34. Do you have any questions, suggestions, or ideas that you would like me to consider? Please Write down any further comments:

....

Thank you very much

Appendix D

Questionnaire for Sample Survey, The Impact of Organizational Issues
on Employee's Performance, The Case of Saudi
Arabian Public Services Organizations
(First Arabic Version)

171

إستبيان تقييم أداء الموظف السعودي في قطاع الخدمات العامه

الجزء الأول : المعلومات الشخصيه

الأسئلة :

١ – ماهو عمرك ؟

اقل من ٢٠ سنه	٢٠-٢٩ سنه	٣٠-٣٩ سنه	٤٠ -٥٠ سنه	٥٠ سنه فأكثر
☐	☐	☐	☐	☐

٢ – ما هي حالتك الاجتماعية ؟

أرمل	مطلق	متزوج	أعزب
☐	☐	☐	☐

٣ – ماهو مؤهلك العلمي ؟

الشهادة الأبتدائيه	الشهادة المتوسطه	الشهادة الثانويه	الشهادة الجامعيه	دراسات عليا (فضلا حدد ذلك)
☐	☐	☐	☐	-----

٤ – ماهي المنظمة التي تعمل فيها ؟

_____

٥ – ماهي الأدارة (القسم) الذي تعمل به ؟

_____

٦ – كم سنه عملت بهذه المنظمة ؟

اقل من ٥ سنوات	٥ –١٠ سنوات	١١–١٥ سنه	١٦–٢٠ سنه	٢٠ سنه فأكثر
☐	☐	☐	☐	☐

٧ – ما هو مسمى وظيفتك ؟

_____

الجزء الثاني : عبارات الاستبيان

إرشادات : هذا الجزء يتألف من ٢٨ سؤال وجمله القياس نحو تصورك نحو الولاء الوظيفي والاتصالات والتعاون ومدى التكيف نحو التغيير في منظمتك . رجاء ضع علامة (×) في المربع تحت الجملة التي تصف حالتك أو تتفق معها .

أوافق بشده	أوافق	غير متأكد	لا أوافق	لا أوافق بشده	
☐	☐	☐	☐	☐	٨ – منظمتك تلعب دورا مهمـا فـي التنمية الوطنية.
☐	☐	☐	☐	☐	٩ – تتطـابق أهدافك مـع أهـداف وأغراض منظمتك.
☐	☐	☐	☐	☐	١٠– منظمتـك تبـدي التزامـا بتوفـير خدمات مرضيه للمواطنين.
☐	☐	☐	☐	☐	١١– منظمتـك تقـدم لـك إرشـادات وتوجيهـات واضحـة وثابتـه ومتناسقه بشأن القيام بوظيفتك.
☐	☐	☐	☐	☐	١٢– الأداره فـي منظمتـك تـدرك أن الموظفين هم أشخاص ذو أهمية وتعاملهم بشكل جيد .
☐	☐	☐	☐	☐	١٣– تشعر بـالفخر بـأنك احد موظفي هذه المنظمة .
☐	☐	☐	☐	☐	١٤– العمل مع هذه المنظمـة كـان من احد أهدافك قبل الالتحاق بها .
☐	☐	☐	☐	☐	١٥– تشعر بالإحباط عندما تفشل بالقيام بمهام وظيفتك .
☐	☐	☐	☐	☐	١٦– تشـعر بـأنك وزملائك فـي العمـل عائلة كبيره وتعملون معا لتحقيق أهداف وأغراض مشتركه .
☐	☐	☐	☐	☐	١٧– إن النجـاح الـذي تحققه منظمـتك يعتبر نجاح لك .
☐	☐	☐	☐	☐	١٨– تعتقد انـه ليـس هنـاك جهـة أو منظمه أخرى يمكن ان توفر لك وظيفة اكثر قبولا وملائمه مـن وظيفتك الحاليه .

١٩- إن مستوى التفاعل والاتصال (تبادل الآراء فيما بين الموظفين) في منظمتك بشأن تحقيق أهداف وأغراض المنظمة :

مرتفع جدا	مرتفع	متوسط	ضعيف	ضعيف جدا
☐	☐	☐	☐	☐

٢٠- إن اتجاه الاتصالات وانسياب المعلومات في منظمتك هو :

اتصال نازل وصاعد وجانبي	اتصال نازل وصاعد	غالبا اتصال نازل أو منحدر	غير متأكد	دائما اتصال نازل أو منحدر (من أعلى إلى اسفل)
☐	☐	☐	☐	☐

٢١- مدى تجاوب المستويات الدنيا في منظمتك مع الاتصالات المنحدره (من أعلى إلى اسفل) :

دائما متقبل	عموما متقبل	ينظر إليها ببعض الشك	غير متأكد	ينظر إليها بكثير من الشك
☐	☐	☐	☐	☐

٢٢- مدى صحة ودقة الاتصالات النازله (من أعلى إلى اسفل) في منظمتك :

دائما دقيقه وصحيحه	غالبا دقيقه وصحيحه	غالبا غير دقيقه إلى حد ما	دقيقه وصحيحه أو صحيحه	دائما غير دقيقه أو صحيحه
☐	☐	☐	☐	☐

٢٣- مدى صحة ودقة الاتصالات الصاعدة (من اسفل إلى أعلى) في منظمتك:

دائما دقيقه وصحيحه	غالبا دقيقه وصحيحه	غالبا غير دقيقه إلى حد ما	دقيقه وصحيحه أو صحيحه	دائما غير دقيقه أو صحيحه
☐	☐	☐	☐	☐

٢٤- مدى صحة ودقة الاتصاليه الجانبيه فيما بين المستويات الإدارية في منظمتك :

دائما دقيقه وصحيحه	غالبا دقيقه وصحيحه	غالبا غير دقيقه إلى حد ما	دقيقه وصحيحه أو صحيحه	دائما غير دقيقه أو صحيحه
☐	☐	☐	☐	☐

٢٥- يتكرر الخلاف والتعارض بسبب سوء الاتصالات في منظمتك بدرجة :

منخفضه جدا	منخفضه	متوسطه	مرتفعه	مرتفعه جدا
☐	☐	☐	☐	☐

مرتفعه جدا	مرتفعه	متوسطه	منخفضه	منخفضه جدا	
☐	☐	☐	☐	☐	٢٦- في منظمتك يتماسك ويترابط الرؤساء والمرؤسين بعضهم ببعض بدرجه :
☐	☐	☐	☐	☐	٢٧- في نظمتك يتماسك ويترابط المرؤسين بعضهم ببعض بدرجه :
☐	☐	☐	☐	☐	٢٨- في منظمتك يثق الموظفون بعضهم ببعض بدرجه :
☐	☐	☐	☐	☐	٢٩- العمل الجماعي (التعاوني) في منظمتك يوجد بدرجه :
☐	☐	☐	☐	☐	٣٠- يشارك المرؤسين رؤسائهم في عملية اتخاذ القرارات المتعلقه بأعمالهم بدرجه :

أوافق بشده	أوافق	غير متأكد	لا أوافق	لا أوافق بشده	
☐	☐	☐	☐	☐	٣١- يجب على المنظمة ان لا تقاوم التغيير من اجل الاستمرار

٣٢- اذا حاول احد موظفي منظمتك أداء عمله بطريقه مختلقه يودي ذلك الى :

دائما تؤدي الى نتائج جيده	عادة تؤدي الى نتائج جيده	غير متأكد	عادة لا تؤدي الى شيء يذكر	عادة تؤدي الى نتائج سيئة
☐	☐	☐	☐	☐

٣٣- هناك موظفون في منظمتك يفضلون القيام باداء أعمالهم بطريقه روتينيه وهناك آخرون يفضلون التفكير بطرق جديده لاداء أعمالهم وضح على ضوء ما سبق الطريقة التي تؤدي بها عملك :

دائما أؤدي عملي بطريقه روتينيه	غالبا اؤدى عملي بطريقه روتينيه	أحيانا اؤدى عملي بطرق مختلفه او جديده	غالبا اؤدى عملي بطرق مختلفه او جديده	دائما اؤدى عملي بطرق مختلفه او جديده
☐	☐	☐	☐	☐

٣٤- يشجع بعض الرؤساء مرؤسيهم القيام بأعمالهم بطرق مبتكره ومختلفه على ضوء ذلك ، الرؤساء في منظمتك :

لايشجعون المرؤسين على ذلك ابدا	احيانا يشجعون المرؤسين على ذلك	غير متأكد	غالبا يشجعون المرؤسين على ذلك	دائما يشجعون المرؤسين على ذلك
☐	☐	☐	☐	☐

٣٥- يقترح بعض المرؤوسين على رؤسائهم بعض الطرق الجديده والمبتكره لأداء الأعمال. على ضوء ذلك ، انت خلال السنه الماضيه :

لم اقدم اي اقتراح ابدا	قدمت اقتراحات قليلة جدا	قدمت بعض الاقتراحات	قدمت اقتراحات كثيره	قدمت اقتراحات كثيره جدا
☐	☐	☐	☐	☐

٣٦- اذا كان لديك اي سؤال أو فكره أو اقتراح تريد ان اخذه بالاعتبار لطفا ، اكتب في الفراغ المخصص اي أفكار تود ان تشارك بها.

-   --

شكرا على تعاونكم معنا ،،،،،،،،

الباحث

Appendix E

Questionnaire for Sample Survey, The Impact of Organizational Issues
on Employee's Performance, The Case of Saudi
Arabian Public Services Organizations
(Final English Version)

177

Questionnaire For Sample Survey
The Impact of The three C's (Commitment, communication, and cooperation) of the
Organization On Employee's Performance
The Case of Saudi Arabian Public Services Organizations

Part A: Background Information

> **Instructions:** This part consists of some background information questions that may help me to analyze the data for my study. Kindly check one □ below the item that most nearly describes your own background.

Questions:

1. What is your age?	Under 20	20-29	30-39	40-49	50 or over
	□	□	□	□	□

2. What is your marital status?	Single	Married	Divorced	Widower
	□	□	□	□

3. What level of education have you completed?	Elementary School	Intermediate School	Secondary School	Bachelor Degree	Graduate Degree	Specify ....
	□	□	□	□	□	

4. How many years have you been working for this Organization ?	less than 5 years	5 - 10 years	11 - 15 years	16 - 20 years	More than 20 years
	□	□	□	□	□

5. What is your present position grade?	Managerial	Subordinate
	□	□

Part B: Questionnaire's Questions and Statements

> **Instructions**: This part consists of 30 questions and statements about how do you feel about the organizational commitment, communication, cooperation, and your performance in your organization. Please check one ☐ below the item that you agree with or that best describes your own situation.

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
6. Your organization demonstrates commitment to providing satisfactory services to its clients.	☐	☐	☐	☐	☐
7. Your organization provides clear and consistent guidance in doing your job.	☐	☐	☐	☐	☐
8. The management of your organization perceives employees as important partners and treats them well.	☐	☐	☐	☐	☐
9. You are proud of being an employee of this organization.	☐	☐	☐	☐	☐
10. Working with this organization has been one of your goals.	☐	☐	☐	☐	☐
11. You never thought that there was another organization that could offer you a more interesting job than what you have now.	☐	☐	☐	☐	☐
12. The communication and instruction in your organization aimed at achieving the organization's goals and objectives is very directive toward goal achievement	☐	☐	☐	☐	☐
13. The direction of communication and information flow is in all direction (downward, upward, and sideward).	☐	☐	☐	☐	☐
14. The extent to which top-down communication are accepted by employees at lower level	☐	☐	☐	☐	☐
15. In your organization, the top-down communication is accurate.	☐	☐	☐	☐	☐
16. In your organization, the upward communication is accurate.	☐	☐	☐	☐	☐
17. In your organization, the sideward communication is accurate.	☐	☐	☐	☐	☐
18. In your organization, there are no frequency of conflict due to poor communication.	☐	☐	☐	☐	☐
19. Group cohesiveness (sticking together) between supervisors and subordinates is appropriate.	☐	☐	☐	☐	☐
20. Group cohesiveness among individual employees is appropriate.	☐	☐	☐	☐	☐

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
21. The level of confidence and trust among individual employees is appropriate.	☐	☐	☐	☐	☐
22. In your organization, there is a grate deal of cooperation and teamwork.	☐	☐	☐	☐	☐
23. In your organization, subordinate's participation in decision-making process related to their work is appropriate.	☐	☐	☐	☐	☐
24. If you attempt to change your usual way of doing things, it generally turn out better.	☐	☐	☐	☐	☐
25. You prefer to think up new or different ways in doing your job.	☐	☐	☐	☐	☐
26. Your superiors initiates and encourages you to do things in a different way.	☐	☐	☐	☐	☐
27. In the past year, You have suggested to your superior different ways of doing something on the job.	☐	☐	☐	☐	☐
28. Your organization plays an important role in the national development.	☐	☐	☐	☐	☐
29. The organization must not resist change in order to survive.	☐	☐	☐	☐	☐
30. You consider the success of your organization is yours.	☐	☐	☐	☐	☐
31. You identify yourself with the organization goals and objectives	☐	☐	☐	☐	☐
32. You feel that you and your peers are a big family working together to achieve common interests and purposes.	☐	☐	☐	☐	☐
33. You attempt in getting the job done in time.	☐	☐	☐	☐	☐
34. You feel disappointed when you fail to do your job.	☐	☐	☐	☐	☐
35. You consider yourself maintaining a good attendance record.	☐	☐	☐	☐	☐

Part C: The End

36. Do you have any questions, suggestions, or ideas that you would like me to consider? Please Write down any further comments:

....

Thank you very much

Appendix F

Questionnaire for Sample Survey, The Impact of Organizational Issues
on Employee's Performance, The Case of Saudi
Arabian Public Services Organizations
(Final Arabic Version)

181

إستبيان تقييم أداء الموظف السعودي في قطاع الخدمات العامه

الجزء الأول : المعلومات الشخصيه

إرشادات : هذا الجزء يحتوى على بعض الأسئلة الشخصيه والتي يمكن ان تساعدني على تحليل المعلومات الخاصه بهذه الدراسه .

لطفا ضع علامه (×) في المربع تحت العباره التي تصف شخصيتك ، وأجب على الأسئله المباشره .

الأسئلة :

١ - ماهو عمرك ؟

اقل من ٢٠ سنه	٢٠-٢٩ سنه	٣٠-٣٩ سنه	٤٠- ٥٠ سنه	٥٠ سنه فأكثر
☐	☐	☐	☐	☐

٢ - ما هي حالتك الاجتماعية ؟

أعزب	متزوج	مطلق	أرمل
☐	☐	☐	☐

٣- ماهو مؤهلك العلمي ؟

الشهادة الأبتدائيه	الشهادة المتوسطه	الشهادة الثانويه	الشهادة الجامعيه	دراسات عليا (فضلا حدد ذلك)
☐	☐	☐	☐	ـ ـ ـ ـ ـ

٤- كم سنه عملت بهذه المنظمة ؟

أقل من ٥ سنوات	٥ -١٠ سنوات	١١-١٥ سنه	١٦-٢٠ سنه	٢٠ سنه فأكثر
☐	☐	☐	☐	☐

٥- ما هى وظيفتك الحاليه؟

إداري	مرؤوس
☐	☐

الجزء الثاني : عبارات الاستبيان

إرشادات : هذا الجزء يتألف من ٣٠ سؤال وجمله القياس تصورك نحو الولاء الوظيفي والاتصالات والتعاون ومدى التكيف نحو التغيير في منظمتك . رجاء ضع علامة (×) في المربع المقابل للجملة التي تصف حالتك أو تتفق معها .	

أوافق بشده	أوافق	غير متأكد	لا أوافق	لا أوافق بشده	
☐	☐	☐	☐	☐	٦ – منظمتك تبدي التزاما بتوفير خدمات مرضيه للمواطنين والمواطنات.
☐	☐	☐	☐	☐	٧ – منظمتك تقدم لك إرشادات وتوجيهات واضحة وثابته ومتماسكه بشأن القيام بوظيفتك.
☐	☐	☐	☐	☐	٨ – الأداره في منظمتك تدرك أن الموظفين هم أشخاص نو أهمية وتعاملهم بشكل جيد .
☐	☐	☐	☐	☐	٩ – . تشعر بالفخر بأنك احد موظفي هذه المنظمة.
☐	☐	☐	☐	☐	١٠– العمل مع هذه المنظمة كان من احد أهدافك قبل الالتحاق بها .
☐	☐	☐	☐	☐	١١– تعتقد انه ليس هناك جهة أو منظمه أخرى يمكن ان توفر لك وظيفة اكثر قبولا وملاءمه من وظيفتك الحاليه .
☐	☐	☐	☐	☐	١٢– إن مستوى التفاعل والاتصال (تبادل الآراء فيما بين الموظفين) في منظمتك بشأن تحقيق أهداف وأغراض المنظمة مرتفع جدا.
☐	☐	☐	☐	☐	١٣– إن اتجاه الاتصالات وانسياب المعلومات في منظمتك هو اتصال نازل وصاعد وجانبي.
☐	☐	☐	☐	☐	١٤– مدى تجاوب المستويات الدنيا في منظمتك مع الاتصالات المنحدر(من اعلى إلى اسفل) متقبل
☐	☐	☐	☐	☐	١٥– مدى صحة ودقة الاتصالات النازله (من أعلى إلى اسفل) في منظمتك دقيقه وصحيحه.
☐	☐	☐	☐	☐	١٦– مدى صحة ودقة الاتصالات الصاعدة (من اسفل إلى أعلى) في منظمتك دقيقه وصحيحه.
☐	☐	☐	☐	☐	١٧– مدى صحة ودقة الاتصالات الجانبيه فيما بين المستويات الإدارية في منظمتك دقيقه وصحيحه.
☐	☐	☐	☐	☐	١٨– يتكرر الخلاف والتعارض بسبب سوء الاتصالات في منظمتك بدرجة منخفضه.

أوافق بشده	أوافق	غير متأكد	لا أوافق	لا أوافق بشده	
☐	☐	☐	☐	☐	١٩- في منظمتك يتماسك ويترابط الرؤساء والمرؤوسين بعضهم ببعض مرتفعه.
☐	☐	☐	☐	☐	٢٠- في نظمتك يتماسك ويترابط المرؤوسين بعضهم ببعض بدرجه مرتفعه.
☐	☐	☐	☐	☐	٢١- في منظمتك يثق الموظفون بعضهم ببعض بدرجه مرتفعه.
☐	☐	☐	☐	☐	٢٢- العمل الجماعي (التعاوني) في منظمتك يوجد بدرجه مرتفعه.
☐	☐	☐	☐	☐	٢٣- يشارك المرؤوسين رؤسائهم في عملية اتخاذ القرارات المتعلقه بأعمالهم بدرجه مرتفعه.
☐	☐	☐	☐	☐	٢٤- اذا حاول احد موظفي منظمتك أداء عمله بطريقه مختلفه يودي ذلك الى نتائج جيده.
☐	☐	☐	☐	☐	٢٥- في منظمتك انت تفضل القيام بإداء عملك بطرق مختلفه او جديده.
☐	☐	☐	☐	☐	٢٦- الرؤساء في منظمتك يشجعون مرؤسيهم القيام بأعمالهم بطرق مبتكره ومختلفه.
☐	☐	☐	☐	☐	٢٧- انت خلال السنه الماضيه قدمت اقتراحات بعض الطرق الجديده والمبتكره لأداء الأعمال.
☐	☐	☐	☐	☐	٢٨- تعتقد ان منظمتك تلعب دورا مهما في التنمية الوطنية.
☐	☐	☐	☐	☐	٢٩- يجب على المنظمة ان لا تقاوم التغيير من اجل الاستمرار.
☐	☐	☐	☐	☐	٣٠- إن النجاح الذي تحققه منظمتك يعتبر نجاح لك .
☐	☐	☐	☐	☐	٣١- تتطابق أهدافك مع أهداف وأغراض منظمتك.
☐	☐	☐	☐	☐	٣٢- تشعر بأنك وزملائك في العمل عائلة كبيره وتعملون معا لتحقيق أهداف وأغراض مشتركه.
☐	☐	☐	☐	☐	٣٣- انت تعتقد انك تؤدي عملك في الوقت المحدد له.
☐	☐	☐	☐	☐	٣٤- تشعر بالإحباط عندما تفشل بالقيام بمهام وظيفتك.
☐	☐	☐	☐	☐	٣٥- انت تعتقد انك ملتزم بمواعيد الدوام.

الجزء الثالث: نهاية الاستبيان

٣٦- اذا كان لديك اي سؤال أو فكره أو اقتراح تريد ان اخذه بالاعتبار لطفا ، اكتب في الفراغ المخصص اي أفكار تود ان تشارك بها.

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شكرا على تعاونكم معنا ،،،،،،،،،

الباحث

Appendix G

Questionnaire Cover Letter, English Version

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Questionnaire Cover Letter

Yousif M. AL-Hendy
The Institute of Public Administration
P.O. Box 205
Riyadh, Saudi Arabia 11141

Dear participant,

I would like to seek your cooperation in completing the enclosed questionnaire.

Your cooperation is appreciated and extremely important for the successful completion of

this study. Without such cooperation, this effort will be in vain.

I have chosen to undertake a study that will deal with Analysis of the Saudi

Arabian employees performance in the public sector service organizations.

The questionnaire is simple and easy to answer. It will only take about ten (10)

minutes to complete. Your answer will be kept completely confidential. Your honest and

prompt response to this questionnaire will be greatly appreciated. Thank you very much

for your anticipated cooperation.

Sincerely yours

Yousif AL-Hendy

General information on How to answer this Questionnaire:

1. Please do not write your name.

2. Please read the instructions of each section before answering.

3. Please be sure to answer all the questions.

4. If you have any question or comment, do not hesitate to ask your instructor.

5. Please after the completion of questionnaire, hand it to the instructor.

Important note:

The questionnaire asks your opinions about a specific organization. It could be a subdivision of a department, a department, a branch, or an entire organization. Please before answer the questions, specify the unit that you are thinking of in the space provided below.

The unit being assessed is...

Appendix H

Questionnaire Cover Letter, Arabic Version

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بسم الله الرحمن الرحيم

آخي المشارك

إن هذا الاستبيان يخص موضوع دراسة أداء الموظف السعودي في قطاع الخدمات العامة ولقد حرصت على أن تكون عبارات هذا الاستبيان واضحة ومحدده بحيث لا تستغرق الاجابه عليه من وقتك الكثير .

لذا آمل منك التكرم بالأجابه على الاستبيان المرفق بالكامل مع العلم آن تعاونك المنشود ضروري جدا لأنجاح هذه الدراسة والتي بدونه قد تتعرض للفشل. ولا يفوتني هنا ان اؤكد لك ان إجابتك سوف تكون موضع سريه تامه ولن تستخدم الا لأغراض البحث العلمي فقط .

ان اجابتك الأمينة على هذا الاستبيان سوف تؤخذ مأخذ الاعتبار والتقدير وهو المرجو منكم ، آمل ان يكون هذا الاستبيان موضع اهتمامك .

ولك جزيل الشكر مقدما ،،،

الباحث
يوسف محمد سعد الهندي
معهد الأداره العامه
ص.ب ٢٠٥
الرياض ١١١٤١

ارشادات عامه للأجابه على هذا الأستبيان

١ –   فضلا لاتكتب إسمك .

٢ –   فضلا اقراء الأرشادات الخاصه بكل جزء من الأستبيان قبل الأجابه .

٣ –   فضلا اجب على جميع الأسئله .

٤ –   فضلا لاتتردد بالسؤال اذا عندك اي استفسار خاص بالأستبيان .

٥ –   فضلا بعد الأنتهاء من تعبئة هذا الأستبيان تسليمه للشخص المسئول .

ملاحظه هامه جدا

من خلال هذا الأستبيان يحاول الباحث معرفة ارائك الشخصيه عن منظمتك ، قد تكون هذه المنظمه هي قسم من ادارة أو ادارة أو فرع أو المنظمه ككل .

الرجاء تحديد نوعية المنظمه التي أنت تفكر بها وتتحدث عنها. هل هي المنظمه ككل أو فرعها أو احد أقسامها .

الرجاء تحديد ذلك في الفراغ التالي :

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‫- -‬

Appendix I

Human Subjects Institutional Review Board Approval

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Human Subjects Institutional Review Board

Kalamazoo, Michigan 49008-3899
616 387-8293

WESTERN MICHIGAN UNIVERSITY

Date: January 25, 1995

To: Yousif AL-Hendy

From: Richard Wright, Interim Chair

Re: HSIRB Project Number 95-01-11

This letter will serve as confirmation that your research project entitled "Analysis of the Saudi Arabian employees performance in the public sector organization" has been **approved** under the **exempt** category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note that you must seek specific approval for any changes in this design. You must also seek reapproval if the project extends beyond the termination date. In addition if there are any unanticipated adverse or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: January 25, 1996

xc: Warfield, EDLD

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