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The Impact of Job Performance Enablers on Job Performance Capability: An Empirical Study on Kingdome of Saudi Arabia (KSA) Universities Located in Jeddah

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Abstract:
The aim of this research is to explore the impact of talent management, organizational commitment, job satisfaction and job performance on enhancing job performance at universities in KSA. A total of 75 questionnaire containing 50 items was used to collect information from the respondents. Multiple regression analysis was conducted to test the research hypotheses. Results of the current study revealed that talent management and job satisfaction are not significant issues in achieving high job performance among lectures at universities in Saudi Arabia located in Jeddah. However, it is found that attaining organizational commitment amongst lecturers is important factor that influence job performance. However, the current study found that no significant difference in the impact of job performance enablers on job performance due to gender, age, and academic ranking; whereas a significant difference in the impact of job performance enablers on job performance in related to experience occurred.

Keywords:
Talent management, organizational commitment, job satisfaction, job performance, Kingdom of Saudi Arabia

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1.Introduction

For the past two decades, exploring the relationships among talent management, organisational commitment, and organisational performance have been an important concern in the literature on strategic human resource management. Indeed, several calls investigate the association between talent management and both factors of organisational commitment and job satisfaction, and then their roles on job performance (Collings and Mellahi, 2009; Sani, 2013). Also, academic staffs are considered to be the most important resources within universities. For this, a close look at their performance must be kept all the time through carrying a periodic performance evaluation. Accordingly, increase the quality of the job they perform which consequently affects the quality of teaching within those universities. Thus, some of the important factors that could have a significant impact on job performance are considered in this study.

In addition, KSA was chosen, because of the lack of empirical research in the area of organisational behaviour and its link to human resource management, the readiness access to the public and private universities, and as this would open the gates for further research opportunities. This study attempts to find answer to the following research question:
What are the key factors that impact job performance within universities in Kingdom of Saudi Arabia? And do these factors impact job performance due to demographic characteristics (e.g. gender, age, academic ranking, and experience)?

This task attempts to review the main antecedents of job performance to outline relevant concepts in order to develop the instrument constructs (i.e. questionnaire); describe sampling strategy, collect data, input data into SPSS; analyse the data (descriptive and inferential), justify choice of statistical tests; and research and interpret findings. This work is divided into a number of sections. The introduction of the study is outlined in section 1; the literature review in section 2; the research methodology is presented in section 3 including the philosophical position of the current research, the research design, population, sampling procedures, and data collection method. Section 4 provides the interpretation of results. After that, section 5 offers the discussion and limitations on the research findings. The final sections offer the references and appendices.

2.Literature Review

This section presents some literature regarding talent management, organisational commitment, job satisfaction, and job performance.

2.1.Introduction

This section is divided into two sub-sections. The first sub-section discusses some of the major perspectives of job performance. The second one of this study reviews some of the important research papers that have focused on the various factors that could impact job performance. Therefore, this study attempts to present a balanced view of literature on this topic. The observations made from this study become important inputs while designing the questionnaires for data collection in the coming section of this study.

2.2.Job Performance

Job performance has been defined as the process of quantifying the efficient and effectively of actions (Kennerly and Neely, 2002). Also, some researchers (e.g. Tseng and Huang, 2011) used Katz and Kahn's (1966) model, who separated job performance into two groups referring to the role behaviour theory. Those are in-role behaviour and extra-role behaviour. While in-role behaviour is the behaviour that falls under standard rules in the workplace of an organisation, extra-role behaviour contains the self-evaluative and democratic behaviour that

is accepted within the organisation. Furthermore, job performance was measured as the employees' work efficiency, their willingness to solve problems at work, to accomplish their work mission, broadens their knowledge, willingness to work with others, and their problem solving abilities.

2.3.Antecedent Factors of Job Performance

Some researchers (e.g. Collings and Mellahi, 2009; Collings et al. 2011; Thunnissen et al. 2013; Masa'deh et al. 2015; Vratskikh et al. 2016) investigated several factors such as talent management practices, organisational commitment, and job satisfaction; that could impact job performance. Talent management is considered to be one of the most critical HR practices. Indeed, according to several researchers (e.g. Lewis and Heckman, 2006; Ulrich, 2007; Zula and Chermack, 2007; Collings and Mellahi, 2009; Iles et al. 2010; Schuler et al. 2011; Snell, 2011; Majeed, 2013; Swailes, 2013) talent management is a growing area from the research lenses, which is based on the human capital theory, and crucial for the development of a firm's value. Lewis and Heckman (2006, 139) stated that "given the large number of consultancy firms committed to the topic and the growing number of articles and books on the matter, one might think that "talent management" is a well-defined area of practices backed up by wide ranging research and a set of clear principles". Moreover, some researchers (e.g. Davies and Davies, 2010; Ross, 2013) described talent management practices as the systematic attraction, identification, development, engagement, retention and deployment of individuals with high potential who are seen as valuable people to an organisation.

Furthermore, Zeinabadi and Salehi (2011) defined organisational commitment as the readiness to do more effort for the organization's benefit, and a tough need to keep membership in the organization. Meyer and Allen (1991) confirmed that organisational commitment is a multi-dimensional construct, which includes affective commitment, continuance commitment, and normative commitment. Affective commitment related to the employee's emotional regard, identification, and involvement in the organisation. Continuance commitment related to a commitment that is based on sufferers related to release employees from the organisation, while normative commitment related to the feeling of obligation to stay in the organisation as it have to be, thus the achievement is the right thing to be done.

In addition, job satisfaction relates to an employee's attitude about his or her job, and the organisation in which he or she executes the job (Mosadeghrad and Ferdosi, 2013). Initially, Crossman and Bassem (2003) argued that an employee with a high level of satisfaction, signifying a positive attitude towards work; whereas those who are not satisfied with their work indicates a negative attitude towards work. Also, some researchers (e.g. Mosadeghrad and Ferdosi, 2013) used Spector's (1997) model to measure the construct of job satisfaction which contains pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of work, and communication.

2.4.Study Summary

The purpose of this study is to review the literature related to some of the important factors that could impact job performance. These include talent management, organisational commitment, and job satisfaction. Indeed, several researchers (e.g. Lee, 2000; Jamaludin, 2009; Jeon, 2009; Aydin, et al., 2011; Bo, 2013; Cherabin, et al., 2013; Erdem and Ucar, 2013; Fu, 2013; Mosadeghrad and Ferdosi, 2013; Mansor et al., 2013; Sani, 2013) studied and called for further research on job performance and its causes in terms of talent management practices, organisational commitment, and job satisfaction.

On the basis of the review conducted in this study the research question that is identified is as follows:
What are the key factors that impact job performance within universities in Kingdom of Saudi Arabia?
Is there a significant difference of the key factors that impact job performance within universities in Kingdom of Saudi Arabia due to demographic characteristics (i.e. gender, age, academic ranking, and experience)?

Following are the four major hypotheses that have been formulated on the basis of the observations made from literature review in this study.

Hypothesis 1: Talent management impacts job performance at universities in KSA.
Null hypothesis H_10: the coefficient of talent management is not different from zero, $ß_1=0$
Alternative hypothesis H_1a: the coefficient of talent management is different from zero, $ß1\neq0$

Hypothesis 2: Organisational commitment impacts job performance at universities in KSA.
Null hypothesis H_20: the coefficient of organisational commitment is not different from zero, $ß_2=0$
Alternative hypothesis H_2a: the coefficient of organisational commitment is different from zero, $ß2\neq0$

Hypothesis 3: Job satisfaction impacts job performance at universities in KSA.
Null hypothesis H_30: the coefficient of job satisfaction is not different from zero, $ß_3=0$
Alternative hypothesis H_3a: the coefficient of job satisfaction is different from zero, $ß3\neq0$

Hypothesis 4: There is a significant difference of job performance enablers on job performance at universities in KSA due to demographic characteristics (i.e. gender, age, academic ranking, and experience).

3.Methodology

This section presents the methodology employed in the current study. It covers the philosophical paradigm employed in the current research, the research design of the study, the research population, sampling strategy, and data collection method.

3.1.The Philosophical Position of the Current Study

Denzin and Lincoln (1998) related a paradigm to a basic set of beliefs that guide actions (for more details please see my assignment: Philosophy of Knowledge Unit 5G5080). Indeed, the current study will adopt the positivist paradigm for several reasons. First of all, in social science research, positivists claim objectivity, rationality, and the presence of a replicable term. In relation to the current research, these trends and traits of positivists' research are fundamental to the main objectives that the current research seeks to achieve by evaluating the lectures' practice interventions. In the current research, lecturers' attitudes towards talent management, organisational commitment, and job satisfaction on employee job performance are considered; the researcher has re-used a method used by researchers in different regions of the world, which meets the requirements of the term of replicable.

Most of the scientific studies that investigated the attitudes of talent management adopted the positivist approach as the most convenient to apply. Collings and Mellahi (2009) indicated that this approach offers the opportunity to collect and measure numerical data. This would appear to be an appropriate approach for the current study. Considering the aims of the study, a positivist approach is thought to be more suitable. Furthermore, a positivist approach would

enable a detailed comparison of the results of this study with those of other studies. This would have been more difficult using the interpretative approach. Consequently, using quantitative design will allow producing primary data on the investigated topic, and could be used as baseline for understanding the subject.

Research driven by the positivist tradition is a systematic and methodological process (Koch and Harrington, 1998), which adopts special values such as rationality, prediction, objectivity and control (Streubert and Carpenter, 1999). This seems to be suitable for the current study, since this study desires to evaluate several lecturers' attitudes in the Kingdom of Saudi Arabia (KSA) towards the area of job performance and its antecedents, by employing hypotheses testing that requires a quantitative technique to generate the data. In other words, a large sample in addition to several settings will be required to generalise the results to all KSA universities. This research needs to be systematic, and also has to be driven by a specific methodology for achieving its goals and objectives. Both objectivity and control are necessary in this research for many reasons: to avoid prejudice lecturers on the topic of job performance and its antecedents, which will be based on their expectations; to have numerical data, which can be analysed statistically without researcher interference; and to evaluate all participants by the same instrument and under the same conditions.

Indeed, for this study, it seems that the positivist approach meets the study objectives, which will be implemented in KSA for the first time. One of the most essential objectives of this study is to create universal rules and policies to organize lecturers' job performance. This objective can be achieved using positivist inquiry. Poole and Jones (1996) indicated that for creating and building knowledge, the positivist approach focused on discovering perfect and universal laws through the collective piecing together of bits of knowledge. For the purpose of creating such universal laws and rules, it is important to collect a large amount of data from a representative sample, which has to represent KSA universities. Therefore, based on the above arguments, and with regard to the nature of the research in the current study, the researcher believes that a positivist approach is the most appropriate for this study.

3.2.Research Design of the Study

This research attempts to study the antecedent factors that impact job performance at universities in Saudi Arabia. Therefore, primary research is adopted to gather the necessary data. Even though such information gathered through primary research may be qualitative in nature, it may be possible to transform the data into numerical form by coding the variables into suitable form. This research adopts quantitative research as it is seen that quantitative research allows the use of statistical methods to arrive at critical observations about the research variables (Curwin and Slater, 2008). By design, this research attempts to study the relationship between different variables representing the issues faced by KSA universities.

Furthermore, besides the data about the respondents' demographics (e.g. gender, age, academic ranking, and years of experience), the measures employed in this research, which have a history of reliability, were adapted from previous studies. The constructs involved are: talent management practices; organisational commitment; job satisfaction; and job performance. The talent management practices variable was measured using six items which were drawn from Lewis and Heckman (2006), and validated by Santhoshkumar and Rajasekar (2011). Organisational commitment was characterised and studied in terms of three dimensions: affective commitment, continuance commitment, and normative commitment. The organisational commitment construct was adapted from Allen and Meyer (1990) by including 24 items: eight for affective commitment, eight for continuance commitment, and eight for normative commitment. Job satisfaction construct was derived using the scale first

developed by Spector (1997) in terms of five dimensions: pay (2 items), job security (2 items), social (3 items), supervisor (3 items), and growth satisfaction (4 items). The job performance variable was measured using six items which were drawn from Tseng and Huang (2011). In addition, in order to make certain adequacy of response, a cover letter accompanied each questionnaire to emphasise to respondents the importance of their participation, explaining the research objectives, and the assurance of the confidentiality of the information they provided. Appendix (1) represents the cover letter and the research questionnaire.

3.3.Population

Research population relates to the full group of people, events, or things of interest that a researcher wants to examine, and the population frame is a listing of the elements in the population from which the sample is drawn (Sekaran, 2003). Since this research attempts to gather information from academic lecturers working at KSA universities, it may be appropriate to focus on a set of population that may have critical information about the factors that might influence job performance in Saudi Arabian universities. Indeed, the academic staffs considered to be the players in the universities may be expected to have critical knowledge of the issues that enhance KSA universities staffs' performance. This forms the population of this research.

3.4.Sampling Procedure and the Sample

As identified in the previous section, the population of this study includes all the lecturers working in KSA universities. According to the KSA ministry of higher education, it is noted that there are 59442 academic staff in Saudi Arabia. It will also not be possible to obtain information from each one of these lecturers. Therefore, there is a need to identify a suitable sample to represent this population.

Indeed, it was noted that the researcher had access to only a few members of the population identified. Therefore, it was decided that this research would adopt a non-random sampling method. Specifically, data and information collected from people who have experience, and who are working in Saudi Arabia Universities as academic staff located in Jeddah. Therefore, area sampling and judgement sampling could be the best way from the above sampling designs when there is a limited population available that can provide the information needed (Sekaran and Bougie, 2009).

3.5.Data Collection

The KSA academic lecturers were targeted for the survey since they would provide the primary source of information about the research variables, and specifically in Jeddah; such was achieved by collecting data via using personally administered questionnaires as a data collection method. This technique is useful when the survey is confined to a specific area, able to bring together groups of workers to respond to the questionnaires at the workplace, and any doubts the respondents may have on any question can be clarified and explained further on the spot (Sekaran and Bougie, 2009). Indeed, a total of 75 questionnaires were collected and considered for statistical analysis.

4.Interpretation of Results

4.1.Introduction

The purpose of this section is to perform quantitative analysis of primary data and to present the observations drawn from the results of analysis. This section is divided into two sub-sections. The first one presents a general descriptive summary of the different variables populated from the responses gathered using primary data collection process. The second one identifies the statistical version of the four hypotheses that this research seeks to test using

appropriate statistical techniques. Indeed, once data collected from a representative sample of the population, some preliminary steps need to be completed before analysing the data (Sekaran and Bougie, 2009). Indeed, data was coded, keyed in, and edited. Then, outliers and blank responses were handled.

4.2.Description of Data

Items of the research constructs for the current study namely talent management practices, organisational commitment, job performance, and job satisfaction were numbered from 1 to 50 respectively. Further, talent management practices variable was numbered from 1-6, organisational commitment was measured in terms of three dimensions: affective commitment (items 7-14), continuance commitment (items 15-22), and normative commitment (items 23-30). Job performance was numbered from 31-36. Job satisfaction construct was measured in terms of five dimensions: pay (items 37-38), job security (items 39-40), social (items 41-43), supervisor (items 44-46), and growth satisfaction (47-50 items).
Also, the responses of employee (i.e. participant #1 to #75) were entered into the SPSS data file by using the actual number circled by the respondent, as the items used closed-end five-point Likert-scale. Specifically, the research constructs of talent management practices; organisational commitment; and job performance were measured using closed-end five-point Likert-scale items, with scales ranging from 1 (strongly disagree), through 3 (neutral), to 5 (strongly agree). The scale of 1 represents the strongest negative attitude towards the statement, whereas the scale of 5 represents the most positive. Nonetheless, job satisfaction was measured using closed-end five-point Likert-scale items, with scales ranging from 1 (strongly dissatisfied), through 3 (neutral), to 5 (strongly satisfied). The mean scores for the total scales for each construct will be used in the analysis process.

However, coding the demographic variables is differing, and all were in categories. For instance, a gender is a two-category variable. It is possible to use a coding approach that assigns a 1= male and a 2= female. For age, 1 = 20- less than 30, 2= 30- less than 40, 3= 40- less than 50, and 4= More than 50. Also, for academic ranking, the researcher used a coding approach that assigns 1 = Lecturer, 2= Assistant professor, 3= Associate professor, and 4= Professor. Finally, for years of experience, 1 = Less than 5 Years, 2= 5- less than 10 Years, 3= 10- less than15 Years, and 4= More than 15 Years. After responses have been coded, data were entered into SPSS as seen in the SPSS data file. After the data were keyed in, they were edited by checking for blank responses and errors. Finally, the checked data were considered for statistical analysis.

4.3.Primary Responses Analysis

Means of the research variables were named in the SPSS data file, and calculated as shown in the SPSS data output. Talent management's mean includes items 1-6, and named (TM); and for job performance the mean was computed (items 31-36), and named as JP. Also, the mean of the construct of organisational commitment was calculated (items 7-30), and named in the SPSS data file as MOC, which contains affective commitment (items 7-14) named AC, continuance commitment (items 15-22) named CC, and normative commitment (items 23-30) named NC; whereas the mean of job satisfaction construct, which was calculated (items 37-50), named as MJS, which contained pay (items 37-38) named PY, job security (items 39-40) named JS, social (items 41-43) named SC, supervisor (items 44-46) named SP, and growth satisfaction (47-50 items) named GS.

In order to describe the responses and thus the attitude of the respondents toward each question they were asked in the survey, the mean and the standard deviation were estimated. While the mean shows the central tendency of the data, the standard deviation measures the

dispersion which offers an index of the spread or variability in the data (Sekaran, 2003). In other words, a small standard deviation for a set of values reveals that these values are clustered closely about the mean or located close to it; a large standard deviation indicates the opposite. Besides the SPSS data output file which shows the mean and standard deviation for the 50 items, Table (1) shows the overall mean, standard deviation, skewness, and kurtosis of the independent and dependent variables:

Table 1. Mean and Standard Deviation of the Study's Variables

	Job Performance	Talent Management	Organisational Commitment	Job Satisfaction
N	75	75	75	75
Mean	4.0822	4.0422	4.1578	4.0476
Std. Deviation	.447190	.506040	.395780	.308530
Skewness	-0.667	-0.034	-0.137	-0.105
Kurtosis	-0.230	-1.248	-0.938	0.770

From Table (1), it can be observed that the mean value of job performance is 4.0822 indicating that the respondents believe in acquiring high level of performance. Also, the three enablers had high levels of means and low levels of their standard deviations, specifically with organisational commitment. The negative skewness of variables indicates that in all these variables the observations are concentrated on the right side of mean with a longer left tail. The negative excess kurtosis of the variables other than the mean indicates that the observations are distributed farther away from mean than it is in the case of normal distribution. Also, Table (2) indicates the respondents' demographic profile. Overall, the sample consisted of slightly more males (60%), age of 20 years-less than 50 years (93.3%), most of them associate professors (38.7%), and most of them well experienced (78.7%) from 5 years and above.

Table 2. Respondents Demographic Profile

Category	**Frequency**	**Percentage %**
		Gender
Male	45	60.0
Female	30	40.0
Total	*75*	*100*
		Age
20 years- less than 30 years	19	25.3
30 years- less than 40 years	27	36.0
40 years- less than 50 years	24	32.0
50 years and above	5	6.7
Total	*75*	*100*
		Academic Ranking
Lecturer	21	28.0
Assistant Professor	16	21.3
Associate Professor	29	38.7
Professor	9	12.0

Total	*75*	*100*
		Experience
Less than 5 years	16	21.3
5- less than10 years	28	37.3
10- less than 15 years	21	28.0
15 years and more	10	13.4
Total	*75*	*100*

Also, according to Pallant (2010), a multiple regression is a technique that can be used to investigate the relationship between one continuous dependent variable and a number of independent variables (usually continuous). Further, since the four hypotheses that this research attempts to test have one continuous dependent variable (i.e. job performance) and three continuous independent variables (i.e. talent management, organisational commitment, job satisfaction); a standard multiple regression was used in which all the independent variables or predictors were entered into the equation simultaneously.

4.4.Assumptions of Multiple Regression

According to Pallant (2010), in order to precede the statistical analysis, several assumptions should be considered to meet the data. These include sample size, multicollinearity, outliers, normality, linearity, homoscedasticity, and independence of residuals.

Furthermore, since Pallant (2010) considered the formula for calculating sample size requirements, which is $N > 50 + 8$ m (where m = number of independent variables); the current study applied the formula, and collected 75 questionnaires as the study has three independent variables ($N > 50 + 24 = 74$). Consequently, the study met the assumption of adequate sample size. In addition, multicollinearity occurs when two or more independent variables in a multiple regression model are over correlated by 0.90 or more (Pallant, 2010). However, as shown in the SPSS output file, the correlations were below 0.90. Thus, multicollinearity was not detected. Also, tolerance and VIF (Variance Inflation Factor) are considered to measure the presence of multicollineraity. It could be stated that a problem of multicollinearity is obvious if a tolerance value is less than 0.10 and/or a VIF value is above 10 (Sekaran and Bougie, 2009). As shown in the SPSS output file, and since all values for all variables were within the acceptable ranges for both tolerance and VIF, the assumption of multicollinearity was not challenged.

Also, outliers, normality, linearity, homoscedasticity, and independence of residuals could be checked by examining the residuals scatterplot and the normal probability plot of the regression standardised residuals (Pallant, 2010). Moreover, since outliers have a great impact on the research results (Sekaran and Bougie, 2009; Pallant, 2010), the current study checked it. Indeed, as shown in the SPSS output file, no outliers were found when inspecting the boxplot. Thus, there were no extreme cases influencing the mean of the dependent variable. Also, by examining the residuals scatterplot and the normal probability plot of the regression standardised residuals; and as provided in the SPSS output file, it was found that the distribution of the data was normal as the points were in a straight diagonal line from bottom left to top right. Further, outliers, normality, linearity, homoscedasticity, and independence of residuals were checked and data did not violate the assumptions; and thus evaluating the model was ready to be discussed.

4.5.Hypotheses Testing

The four hypotheses that this study attempts to test have already been stated in section 2.4. It is necessary to express these variables in a statistical form in order to test them. Furthermore, since this research attempts to study the extent to which talent management, organisational commitment, and job satisfaction variables influence the value of job performance variable, it is appropriate to use a multiple regression model to express these relations. In the multiple regression form, job performance is the dependent variable; and talent management, organisational commitment, and job satisfaction are the independent variables. Following is the model that was tested in this study.

Job performance = αi + ß1 Talent management + ß2 Organisational commitment + ß3 Job satisfaction + ei

The results of testing of the research model are demonstrated in Table (3) and Table (4) where the abbreviations of each of the study's variables are as follow; JP: job performance; TM: talent management; MOC: organisational commitment; and MJS: job satisfaction.

Table 3. Study Model Summary [b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.489 [a]	0.239	0.207	0.39826

a.Predictors: (Constant), TM, MOC, MJS
b.Dependent Variable: JP

Table 4. Analysis of Variance for the Study Model [b]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3.537	3	1.179	7.434	0.000 [a]
Residual	11.261	71	0.159		
Total	14.799	74			

a.Predictors: (Constant), TM, MOC, MJS
b.Dependent Variable: JP

The multiple correlation coefficient R = 0.489 shows that there is a positive correlation between job performance enablers (talent management, organisational commitment, and job satisfaction) and job performance itself. This means that the independent variables and dependent variable change in the same direction. The multiple correlation coefficient is a gauge of how well the model predicts the observed data. The value of $R^2 = 0.239$ indicates the amount of variations in job performance that is accounted by the fitted model. This is to say that 23.9% of the variability of job performance capability has been explained by the variables of job performance enablers. Also, the higher the job performance enablers' applicability; the higher the applicability of job performance itself. In order to generalize the results obtained from the respondents to the whole population, adjusted R^2 was calculated. Indeed, adjusted R^2 was equals 20.7%, indicating a low degree of generalizability of the model. Table (4) showed the Analysis of variance (ANOVA) analysis. Indeed, F (3, 71) for the data was 7.434 which is significant at $p < 0.01$ (sig = 0.000). Therefore, there was a statistically significant impact of job performance enablers on job performance itself, and thus the overall model is statistically significant.

Moreover, by testing the impact of each predictor included in the model (i.e. using the value of β and α significance level) on the dependent variable, we can infer the acceptability of each

of the hypotheses. The β indicates the individual contribution of each predictor to the model if all other predictors are held constant. Table (5) indicates the coefficient of predictors.

Table 5. Coefficient of Predictors [a]

Model	Unstandardized Coefficients		t	Sig.	Result of hypothesis testing	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
(Constant)	1.597	0.873	1.830	0.071			
TM	0.036	0.096	0.374	0.709	Accept the null hypothesis	0.905	1.105
MOC	0.539	0.122	4.421	0.000	Reject the null hypothesis	0.921	1.086
MJS	0.025	0.152	0.162	0.872	Accept the null hypothesis	0.978	1.023

a.Dependent Variable: JP

Table (5) shows that for organisational commitment, the value of β was 0.539 and considered to be high. However, for talent management and job satisfaction, the value of β was 0.036, and 0.025 respectively; which are small values. Further, it could be inferred from the values of β's that the variable that has the highest contribution in the model is organisational commitment. Furthermore, the value of β for talent management was notably small of 0.036; and for job satisfaction as well. In addition, by looking at the sig. (p-values), we can see that organisational commitment (0.000) with a t-value of 4.421 is significant predictor of job performance; whereas both talent management and job satisfaction with (p-values) of (0.709 and 0.872); and with low t-values of 0.374 and 0.162 respectively; did not influence job performance. Consequently, since the p-value for organisational commitment is less than 0.05, it can be stated that the null hypothesis that ß2 is equal to zero is rejected at 5% significance level. This in turn means that the second hypothesis is accepted. In other words, a higher organisational commitment was associated with a higher level of job performance.

The demographic characteristics of the current study are the moderating variables in this study. These variables are used in order to identify if there are different patterns among respondents. The demographic characteristics in this study include gender, age, academic ranking, and experience. Hypothesis 4 argued that there is a significant difference of job performance enablers on job performance at universities in KSA due to demographic characteristics (i.e. gender, age, academic ranking, and experience). Independent Samples T-test was employed in order to investigate if there any significant differences in the job performance and its enablers attributed to gender. Also, ANOVA test was employed to examine if there any significant differences in the job performance and its enablers that can be attributed to age, academic ranking, and experience. According to Pallant (2010), if the Sig. value is less than or equal to 0.05, then there is a significant difference among the mean scores of the variables under considerations; and if the value is above 0.05, then there is no difference among the groups.

Results of T-test, shown in Table (6), specifically where all Sig. values were above 0.05, indicates that there is no significant difference in the impact of job performance enablers on job performance that can be attributed to gender, which means males and females had similar

attitudes toward the studied variables at KSA universities. On the other hand, results of ANOVA test, shown in Table (7) and Table (8), indicated that there is no significant difference in the impact of job performance enablers on job performance in favour of age and academic ranking respectively; whereas Table (9) indicated that there is a significant difference in the impact of job performance enablers on job performance in related to experience where Sig. value for organisational commitment variable was 0.007, meaning that employees had different perspectives of their organisational commitment due to their different experiences. Also, refer to the descriptive section in the appendices to see the mean and standard deviation for all studied variables.

Table 6. T-test of Job Performance and its Enablers Attributed to Gender

Variables	Male			Female			T	df	Sig.
	N	Mean	Std. Dev.	N	Mean	Std. Dev.			
Talent Management	45	4.08	0.50	30	3.97	0.50	0.899	73	0.371
Organisational Commitment	45	4.13	0.39	30	4.18	0.40	0.553	73	0.582
Job Satisfaction	45	4.05	0.34	30	4.03	0.24	0.217	73	0.829
Job Performance	45	4.05	0.44	30	4.12	0.44	0.718	73	0.475

Table 7. ANOVA Analysis of Job Performance and its Enablers Attributed to Age

Variables		Sum of Squares	df	Mean Square	F	Sig.
Talent Management	Between Groups	0.682	3	0.227	0.884	0.454
	Within Groups	18.267	71	0.257		
	Total	18.950	74			
Organisational Commitment	Between Groups	0.970	3	0.323	2.161	0.100
	Within Groups	10.622	71	0.150		
	Total	11.591	74			
Job Satisfaction	Between Groups	0.074	3	0.025	0.250	0.861
	Within Groups	6.971	71	0.098		
	Total	7.044	74			
Job Performance	Between Groups	0.467	3	0.156	0.772	0.514

	Within Groups	14.331	71	0.202		
	Total	14.799	74			

Table 8. ANOVA Analysis of Job Performance and its Enablers Attributed to Academic Ranking

Variables		Sum of Squares	df	Mean Square	F	Sig.
Talent Management	Between Groups	1.311	3	0.437	1.760	0.163
	Within Groups	17.638	71	0.248		
	Total	18.950	74			
Organisational Commitment	Between Groups	0.688	3	0.229	1.493	0.224
	Within Groups	10.904	71	0.154		
	Total	11.591	74			
Job Satisfaction	Between Groups	0.746	3	0.249	1.801	0. 460
	Within Groups	6.299	71	0.089		
	Total	7.044	74			
Job Performance	Between Groups	0.546	3	0.182	0.906	0.443
	Within Groups	14.253	71	0.201		
	Total	14.799	74			

Table 9. ANOVA Analysis of Job Performance and its Enablers Attributed to Experience

Variables		Sum of Squares	df	Mean Square	F	Sig.
Talent Management	Between Groups	1.306	3	0.435	1.752	0.164
	Within Groups	17.644	71	0.249		
	Total	18.950	74			
Organisational Commitment	Between Groups	1.791	3	0.597	4.326	0.007
	Within Groups	9.800	71	0.138		
	Total	11.591	74			
Job Satisfaction	Between Groups	0.201	3	0.067	0.696	0.557
	Within Groups	6.843	71	0.096		
	Total	7.044	74			
Job Performance	Between Groups	0.143	3	0.048	0.231	0.874
	Within Groups	14.655	71	0.206		
	Total	14.799	74			

4.6.Study Summary

The previous section, section 4, presented the quantitative analysis of the gathered data. This is by describing the data, primary responses analysis, providing a general descriptive summary of the research variables, testing the assumptions of the used multiple regression, and hypotheses testing.

5.Discussion and Limitations

First of all, this study contributes to the literature by filling the gap that exists in the literature where there is a lack of studies investigating the impact of job performance enablers on job performance capability in the KSA. The quantitative analysis performed in this study has led to some important findings. The foremost finding made is that talent management and job satisfaction are not significant issues in achieving high job performance among lectures at universities in Saudi Arabia located in Jeddah. However, it is found that attaining organisational commitment amongst lecturers is important factor that influence job performance. In addition, the current study found that no significant difference in the impact of job performance enablers on job performance due to gender, age, and academic ranking;

whereas a significant difference in the impact of job performance enablers on job performance in related to experience occurred.

It has been found in previous studies that organisational commitment impacted job performance (e.g. Collings and Mellahi, 2009; Collings et al. 2011; Zeinabadi and Salehi, 2011; Thunnissen et al. 2013). Thus, it is inferred that what have been found in this study are consistent with the literature. In other words, organisational commitment impacted empirically job performance capability. Thus, practitioners and decision makers need to recognize the mechanisms in which they may well attain organisational commitment.

However, an interesting finding in this research was that talent management and job satisfaction did not have statistically significant impacts on job performance. These lacks of evidence for the relationship between talent management and job satisfaction on the dependent variable of job performance were unexpected, as the findings of previous studies provided support for such associations. For instance, Crossman and Bassem (2003), Collings and Mellahi (2009), Collings et al. (2011), and Mosadeghrad and Ferdosi (2013) confirmed that there was a significant positive relationship between talent management and job performance in the one hand; and between job satisfaction and job performance on the other hand. Nevertheless, the lack of the significant relations could be due to the lecturers' responses who did not believe in these associations. Consequently, further research is needed to clarify and explain the lack of support for these relationships, bearing in mind that the research field is based on the country of KSA, and thus a cultural context could be occurring (see Mirah and Masa'deh, 2014). Further, as shown in Table (3), the value of R^2 was 23.9%, thus further research is needed to test the applicability and impact of job performance enablers used in this study on another industry to assess and improve the generalizability of the findings. In other words, future studies might add other enablers and test their effect over job performance by examining the role of IT flexibility as suggested by Masa'deh (2013). Also, increasing the respondent rate is needed to validate the research findings further.

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Appendices:

Appendix 1: The Research Questionnaire

Dear Sir/Madam,

The aim of this questionnaire is to investigate the relationships between talent management, organisational commitment, job satisfaction, and job performance of academic staff at the Kingdom of Saudi Arabia Universities.

Please be assured that any information you provided in this questionnaire is STRICTLY CONFIDENTIAL. Neither you nor your department will be identified in any instance; only aggregated data will be analyzed.

If you have any questions or comments about the questionnaire, please do not hesitate to contact the researcher by:

Mobile: 00966-504385897
Email: doaa.h.mirah@stu.mmu.ac.uk

Doaa Mirah
Ph.D. Candidate at Manchester Metropolitan University Business School

"Thank you very much for your cooperation and assistance"

Please tell us about yourself and your background.

Gender:	□ Male □ Female
Age:	□ 20- less than 30 □ 30- less than 40 □ 40- less than 50 □ More than 50
Academic ranking:	□ Lecturer □ Assistant professor □ Associate professor □ Professor
Years of experience:	□ Less than 5 Years □ 5- less than 10 Years □ 10- less than15 Years □ More than 15 Years

Please indicate to what extent you agree or disagree with the following statements by marking (√) at the appropriate answer. The scale can be interpreted as:
(1) Strongly disagree (2) Disagree (3) Medium (4) Agree (5) Strongly agree

#	***Talent Management:***	1	2	3	4	5
1	The university I work for seeks to search for talented individuals to attract and encourage them to work.					
2	The university I work for uses several methods for the selection of multiple individuals who match the efficiency of their capabilities with the vacancy.					
3	The university I work for puts the appropriate standards for measuring the performance of talent individuals.					
4	The university I work for seeks to revive the spirit of competition between workers in order to work on the development themselves.					
5	The university I work for offers rewards for the talented individuals.					
6	The university I work for takes into account the views of the talented in the development of strategic plans.					

Please indicate to what extent you agree or disagree with the following statements by marking (√) at the appropriate answer. The scale can be interpreted as:
(1) Strongly disagree (2) Disagree (3) Medium (4) Agree (5) Strongly agree

	Affective Commitment:	1	2	3	4	5
7	I would be very happy to spend the rest of my career with this university.					
8	I enjoy discussing about my university with people outside it.					
9	I really feel as if this university's problems are my own.					
10	I think that I could not easily become as attached to another university as I am to this one.					
11	I do feel like 'part of the family' at my university.					
12	I do feel 'emotionally attached' to this university.					
13	This university has a great deal of personal meaning for me.					
14	I do feel a strong sense of belonging to my university.					
	Continuance Commitment:	1	2	3	4	5
15	I am afraid of what might happen if I quit my job without having another one lined up.					
16	It would be very hard for me to leave my university right now, even if I wanted to.					
17	Too much in my life would be disrupted if I decided to leave my university now.					
18	It would be too costly for me to leave my university now.					
19	Right now, staying with my university is a matter of necessity as much as desire.					
20	I feel that I have very few options to consider leaving this university.					
21	One of the few serious consequences of leaving this university would be the scarcity of available alternatives.					
22	One of the major reasons I continue to work for this university is that leaving					

	would require considerable personal sacrifice-another university may not match the overall benefits I have here.					
	Normative Commitment:	1	2	3	4	5
23	I think that people these days move from university to university too often.					
24	I do believe that a person must always be loyal to his or her university.					
25	Jumping from university to university does seem at all unethical to me.					
26	One of the major reasons I continue to work in this university is that I believe loyalty is important and therefore feel a sense of moral obligation to remain.					
27	If I got another offer for a better job elsewhere I would not feel it was right to leave my university.					
28	I was taught to believe in the value of remaining loyal to one university.					
29	Things were better in the days when people stayed in one university for most of their careers.					
30	I do think that to be a 'university man' or 'university woman' is sensible anymore.					
	Job Performance:	1	2	3	4	5
31	Dealing with other colleagues at the university increases my work efficiency.					
32	Dealing with other colleagues at the university helps me to solve problems at work.					
33	Dealing with other colleagues at the university helps me to accomplish my work mission.					
34	Dealing with other colleagues at the university broadens my knowledge.					
35	Dealing with other colleagues at the university increases my willingness to work with others.					
36	Dealing with other colleagues at the university increases my problem solving abilities.					

Please indicate to what extent you are satisfied or dissatisfied with the following statements by marking (√) at the appropriate answer. The scale can be interpreted as:

(1) Strongly dissatisfied (2) Dissatisfied (3) Medium (4) Satisfied (5) Strongly satisfied

	Pay:	1	2	3	4	5
37	The amount of pay and fringe benefits I receive.					
38	The degree to which I am fairly paid for what I contribute to this organisation.					
	Job Security:	1	2	3	4	5
39	The amount of job security I have.					
40	How secure things look for me in the future in this organisation.					
	Social:	1	2	3	4	5
41	The people I talk to and work with on my job.					

42	The chance to get to know other people while on the job.					
43	The chance to help other people while at work.					
	Supervisory:	1	2	3	4	5
44	The degree of respect and fair treatment I receive from my supervisor.					
45	The amount of support and guidance I receive from my supervisor.					
46	The overall quality of the supervision I receive in my work.					
	Growth Satisfaction:	1	2	3	4	5
47	The amount of personal growth and development I get in doing my job.					
48	The feeling of worthwhile accomplishment I get from doing my job.					
49	The amount of independent thought and action I can exercise in my job.					
50	The amount of challenge in my job.					

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