

إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

أثر الإثراء الوظيفي على أداء الموظفين الإداريين دراسة حالة: الجامعة الإسلامية

أقر بأن ما اشتملت عليه هذه الرسالة إنما هو نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه
حيثما ورد، وإن هذه الرسالة ككل أو أي جزء منها لم يقدم من قبل لنيل درجة أو لقب علمي أو
بحثي لدى أي مؤسسة تعليمية أو بحثية أخرى.

DECLARATION

The work provided in this thesis, unless otherwise referenced, is the
researcher's own work, and has not been submitted elsewhere for any
other degree or qualification

Student's name: Ziaed Ali Abdu Bakri اسم الطالب/ة: زياد علي عبدو بكري

Signature:  التوقيع: 

Date: 20 / 12 / 2015 التاريخ: 2015 / 12 / 20

Islamic University- Gaza

Dean of Postgraduates Studies

Faculty of Commerce

Business Administration Department



The Impact of Job Enrichment on the Administrative Employees' Performance

Case Study: The Islamic University- Gaza

أثر الإثراء الوظيفي على أداء الموظفين الإداريين

دراسة حالة: الجامعة الإسلامية

By

Ziad Ali Bakri

120100090

Supervisor

Dr. Sami Ali Abu Al-Ross

A dissertation submitted in partial fulfillment of the requirements for the degree of
Master in Business Administration.

May- 2015



نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحث/ زياد علي عبدو بكري لنيل درجة الماجستير في كلية التجارة/ قسم إدارة الأعمال وموضوعها:

أثر الإثراء الوظيفي على أداء الموظفين الإداريين - دراسة حالة الجامعة الإسلامية
The Impact of Job Enrichment on the administrative employees performance
Case Study: The Islamic University-Gaza

وبعد المناقشة العلنية التي تمت اليوم الأربعاء 29 محرم 1437 هـ، الموافق 2015/11/11م الساعة

الحادية عشرة صباحاً بمبنى القدس، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

.....

مشرفاً و رئيساً

د. سامي علي أبو الروس

.....

مناقشاً داخلياً

د. أكرم إسماعيل سمور

.....

مناقشاً خارجياً

د. وائل محمد ثابت

وبعد المداولة أوصت اللجنة بمنح الباحث درجة الماجستير في كلية التجارة/ قسم إدارة الأعمال.

واللجنة إذ تمنحه هذه الدرجة فإنها توصيه بتقوى الله و لزوم طاعته وأن يسخر علمه في خدمة دينه ووطنه.

والله ولي التوفيق ،،،

نائب الرئيس لشئون البحث العلمي والدراسات العليا

.....

أ.د. عبدالرؤوف علي المناعمة

Dedication

I dedicate my thesis to my mother, sister and my dead father's soul.

I dedicate my thesis to my future family.

My wonderful friends and colleagues who always supported me to finish my research.

For every person who believed in me and my abilities when no one else did.

Researcher

Ziad A. Bakri

Acknowledgements

First and foremost, my deep gratitude would be to Allah, the All-knowing God, the source of all knowledge, for Allah's guidance and munificence in helping me in completing my thesis.

My utmost appreciation goes to Dr. Sami Abu Al-Ross for his extreme patience with me. Without his guidance, support, efforts and knowledge it would have been impossible to finish this research.

My sincere appreciation to Dr. Samir Safi for his great assistance in the statistical analysis of the questionnaire.

In addition, I cannot forget to thank my professors, doctors and the teaching staff at the faculty of Commerce at the IUG. I extend my deepest appreciation and gratitude to all of them.

Finally, special thanks are due to all people who helped me accomplish this research.

To all, Thank you.

List of Contents

Content	Page
Holy Quran	I
Dedication	II
Acknowledgment	III
List of Contents	IV
List of Tables	VIII
List of Figures	X
Abstract	XI
Abstract in Arabic Language	XII
Chapter One- The Research General Framework	1
Introduction	2
The Research Problem Statement	3
The Research Hypotheses	4
The Research Variables	5
The Research Objectives	6
The Research Importance	6
Chapter Two- Literature Framework	7
Section One- Job Enrichment	8
Introduction	8
Job Design	8
Concept of Job Enrichment	12
Reasons of Job Enrichment	13
Job Enrichment Theories	14

Ways of Enriching a Subordinate's Job	16
Analysis of the Job Enrichment Concept	18
Response to Job Enrichment	18
Section Two- Job Performance	20
Introduction	20
Job Performance Concept	20
Elements of Job Performance	21
Factors Affecting Job Performance	22
Types of Job Performance	22
Poor Performance	24
Developing job Performance	24
Section Three- The Islamic University	26
Introduction	26
Boards and Organizing Bodies	26
The University's Vision	26
The University's Mission	26
The University's Goals	26
Academic Programs and Curricula	27
Language of Learning	27
Academic Exchange	27
Programs of the Islamic University	27
IUG Main Centers and Units Serving Local Community	28
Chapter Three- Previous Studies	29
Introduction	30

Local Studies	30
Arabic Studies	31
Foreign Studies	34
General Commentary on the Reviewed Studies	37
The Difference between this Study and the Previous Ones	38
Chapter Four- Research Design and Methodology	39
Introduction	40
Research Methodology	40
Research Procedures	40
Sources of Data	41
Research Population	41
Research Sample	42
Questionnaire Design	42
Data Measurement	42
Statistical Analysis Tools	42
Questionnaire Procedures	43
Validity of the Questionnaire	43
Reliability of the Questionnaire	50
Chapter Five- Data Analysis and Hypotheses Testing	52
Introduction	53
Test of Normality	53
Descriptive Analysis of the Sample Statistics	54
Data Analysis	56
Hypotheses Testing	66

Chapter Six	74
Introduction	75
Conclusions	75
Recommendations	78
Proposed Future Studies	79
References	80
Books	80
Journals, Articles and Periodicals	82
Websites	85
Appendices	86
Appendix A: Questionnaire	87
Appendix B: Questionnaire in Arabic Language	93
Appendix C: Referees	99

List of Tables

Table No.	Table Title	Page
4.1	Correlation coefficient of each paragraph of Skill Variety and the total of this field	44
4.2	Correlation coefficient of each paragraph of Task Identity and the total of this field	44
4.3	Correlation coefficient of each paragraph of Autonomy and the total of this field	45
4.4	Correlation coefficient of each paragraph of Feedback and the total of this field	46
4.5	Correlation coefficient of each paragraph of Task Significance and the total of this field	47
4.6	Correlation coefficient of each paragraph of Job Performance and the total of this field	48
4.7	Correlation coefficient of each field and the whole of questionnaire	49
4.8	Cronbach's Alpha for each field of the questionnaire and the entire questionnaire	50
5.1	Kolmogorov-Smirnov Test of Normality	53
5.2	Sample Distribution for " Gender "	54
5.3	Sample Distribution for " Age "	54
5.4	Sample Distribution for " Position "	55
5.5	Sample Distribution for " Educational Qualification "	55
5.6	Sample Distribution for " Years of Work "	56
5.7	Mean and Test value for "Skill Variety"	56
5.8	Mean and Test value for "Task Identity"	58
5.9	Mean and Test value for "Autonomy"	59
5.10	Mean and Test value for "Feedback"	60
5.11	Mean and Test value for "Task Significance"	62
5.12	Mean and Test value for "Job Enrichment"	63
5.13	Mean and Test value for "Job Performance"	64
5.14	Correlation coefficient between Job Enrichment and Job Performance	66

5.15	Result of Stepwise Regression Analysis	68
5.16	Independent Samples T-test test of the fields and their p-values for Gender	69
5.17	ANOVA test of the fields and their p-values for Age	70
5.18	ANOVA test of the fields and their p-values for position	71
5.19	ANOVA test of the fields and their p-values for academic qualifications	72
5.20	ANOVA test of the fields and their p-values for years of experience	73

List of Figures

Figure No.	Figure Title	Page
1	The Research Variables	5
2	Job Characteristics Model	16
3	Analysis of the Job Enrichment Concept	18
4	Relating Different Theories of Motivation to Performance	24
5	Research Procedures	41

Abstract

The study aimed to know the role of job enrichment in developing the level of the performance of the administrative employees working in the Islamic University of Gaza; the study examined the availability of job enrichment elements that include skill variety, task identity, autonomy, feedback and task significance. It also aimed to know the level of job performance of the administrative employees working in the Islamic University.

The population of the study was the administrative employees of the Islamic University in Gaza whose total number is 452 employees. The researched used the analytical descriptive approach for this study at which a random sample of 203 employees was given a questionnaire, the number of returned questionnaires was 161 (an average of 79.3%). The data was analyzed using SPSS program.

The most important results that the study reached were:

- 1- There is a statistically significant positive relationship between the dimensions of job enrichment, both individually and combined, and the job performance.
- 2- The level of job enrichment in the Islamic University of Gaza had a high mean of 81.1%
- 3- The level of job performance in the Islamic University had a high mean of 80.45%
- 4- There are no statistically significant differences regarding to the effect of job enrichment on Job performance among the population in terms of demographic variables except for gender which showed that the differences were bigger for males than females.

The most important recommendations that the study reached were:

- 1- Taking job enrichment dimensions into consideration when the Islamic University decides to open new vacancies or change in the existing hierarchy.
- 2- Study and analyze the nature and design of the jobs in the Islamic University in Palestine and measure the existence of job enrichment characteristics to make the jobs more interesting which will lead increase the level of the performance and satisfaction.
- 3- The management of the university should provide both administrative and financial support to increase the application of job enrichment.

ملخص الدراسة

هدفت الدراسة إلى التعرف على دور الإثراء الوظيفي في رفع مستوى الأداء الوظيفي للإداريين العاملين في الجامعة الإسلامية بغزة، و ذلك من خلال توضيح مدى توفر عناصر الإثراء الوظيفي التي تشمل (تنوع المهارات، تمييز المهام ، الإستقلالية، التغذية العكسية، أهمية المهام)، و هدفت أيضا إلى التعرف على مستوى الأداء الوظيفي للإداريين العاملين في الجامعة الإسلامية.

تكوّن مجتمع الدراسة من الإداريين العاملين في الجامعة الإسلامية بغزة و البالغ عددهم (452) موظفا و قد إستخدم الباحث المنهج الوصفي في الدراسة و تم إختيار عينة عشوائية طبقية تكونت من (203) موظف و تم جمع البيانات عن طريق الإستبانة و بلغ عدد الإستبانات المُستردة (161) إستبانة بمعدل إسترداد (79.3%) و تم تحليل البيانات بإستخدام برنامج SPSS للتحليل الإحصائي.

أهم النتائج التي توصلت إليها الدراسة:

1. وجود علاقة طردية موجبة ذات دلالة إحصائية بين أبعاد الإثراء الوظيفي منفردة و مجتمعة و الأداء الوظيفي.

2. مستوى الإثراء الوظيفي في الجامعة الإسلامية جاء بنسبة مرتفعة و بوزن نسبي (81.1%).

3. مستوى الأداء الوظيفي للعاملين في الجامعة الإسلامية جاء بنسبة مرتفعة و بوزن نسبي (80.45%).

4. عدم وجود فروق إحصائية في آراء الباحثين حول تأثير الإثراء الوظيفي على الأداء الوظيفي للإداريين العاملين في الجامعة الإسلامية في غزة تُعزى للمتغيرات الديموغرافية فيما عدا متغير الجنس و كانت الفروق لصالح الذكور.

أهم التوصيات:

1. مراعاة تطبيق متطلبات الإثراء الوظيفي عند رغبة الجامعات في إستحداث وظائف جديدة أو التغيير في الهيكل التنظيمي الموجود.

2. إعادة دراسة و تحليل طبيعة الوظائف في الجامعة الإسلامية من حيث تصميمها و قياس مدى توفر خصائص الإثراء الوظيفي بهدف جعلها أكثر تشويقا للعاملين لرفع مستوى أدائهم و رضاهم الوظيفي.

3. توفير الدعم الإداري و المالي المناسب من قبل إدارة الجامعة لزيادة تطبيق الإثراء الوظيفي.

Chapter One- The Research General Framework

- **Introduction**
- **The Research Problem Statement**
- **The Research Hypothesis**
- **The Research Variables**
- **The Research Objectives**
- **The Research Importance**

Chapter One- The Research General Framework

Introduction:

The human resources are considered a main aspect of work in the different types of organizations. The interest in human resources has increased in the organizations since they believe in the importance of having a clear and flexible functional structure that includes a comprehensive job description for each position that suits its holder. Along with the rapid technological development, it was important for the organizations to keep up with the development of the skills and abilities of their employees and their need to redesign their jobs and give them more powers and participation in decision making.

The organization, whether it is a profit-making one or it aims to provide services, can predict the extent of the success or failure of its programs in achieving the desired goals that differ based on the type of the organization by measuring the quality of its employees' performance which is considered an essential indicator of success or failure. That is why, organizations care for developing the level of their employees' performance by providing comfortable and appropriate working environment which is an important psychological motive for the employees. All of this will lead to improvement in their performance and increase in their productivity. The work knowledge is considered crucial to get to know the areas of creativity, challenges and routine which can affect the level of performance.

Job analysis and description are considered the main base to design and prepare the organizational hierarchy for any organization through determining the details related to any job including duties, responsibilities, the characteristics of the job holder, how it is performed, its relationship with other jobs and surrounding environment and other components that help to know the different aspects/dimensions of each job inside the organization. Job enrichment is considered one of the modern ways used in re-designing the jobs in the current time aiming at increasing the diversity of the duties and activities of the job from one side (horizontal enrichment) and increasing the freedom of the individual related to planning, organizing and monitoring his work (which is called vertical enrichment) which will lead to job satisfaction for the individuals and increase their motivation to work (Al mors, 2005)

Job enrichment, which is one style of designing jobs, designs the work in a way that makes it contain special features that motive the employees and raise the level of their performance; this means adding some challenge to the work which gives space to use the abilities and willingness of employees at work, and determine to what extent is the work appropriate for their abilities, desires and needs. The more the organization focuses on the work characteristics and making it more challenging and motivating, the better results it gets on the individual and group levels which leads to increasing the productivity and achieving the organization's goals and objectives.

Both scientific research and managerial practice have demonstrated that the way the work on a job is structured – job design- can have dramatic impact on employee performance. In several cases, the tasks in a job were arranged so that the employees became extremely bored and fatigued with their work. Simple rearrangement and enlargements of tasks led to jobs that were far more varied and interesting, reducing boredom and fatigue. Performance increased dramatically (Wallace & Szilagyi, 1994, p75).

The Research Problem Statement

Nowadays, the jobs are significantly affected by many variables and conditions that come along with the modern world, one of these advancements is changing the system of work and the expansion of using new systems, change the principles of management and its ways, the expansion of the scope of work and activities and the reduction of obstacles and barriers among the different departments and sections within an organization, focusing on specialty in work and using the computer as a tool to increase the productivity and organize the work which lead to increase the pressures on the organizations especially when it comes to the importance of reconsidering the nature of available jobs and redesigning them in a way that guarantees achieving the goals of both the organizations and the individuals and satisfy their psychological needs as well (Hamshari, 2002)

External forces such as completion, regulation and other environmental factors all impact on organizational performance. It is generally agreed, however, that the behavior and quality of employees within the organization have a fundamentally important effect on organizational performance. Much of the managerial discourse asserts that organizational goals are largely achieved through the effort of employees, and if employee performance is improved, the organization will be more productive (Leopold,2002,p129).

Designing the jobs is considered an essential requirement for the success of any organization that is seeking sustainability and success in the labor market. As a result, the management of each organization should revise on regular basis the design of the jobs continuously and carefully in order to be up to date with the quick changes in ways and methods of competitive organizations. For example, moving from paper work to the electronic one is not considered redesigning of jobs, it is an organizational development, which means that the organization should use this development by studying the abilities, skills and experiences of the employee and adding some duties and responsibilities which will be a new challenge and motive to prove himself within his new tasks which will be reflected positively on his performance in general and later on it will be reflected on the whole performance of the organization.

The Islamic University is considered one of the biggest and most successful ones locally and regionally, it has witnessed a group of major developments including the increase of the number of students which has reached more than 22000 in the different faculties. So, the university always works on developing the abilities and skills of its employees continuously in order to get positive results that are reflected on their performance and the quality of the services that they provide.

In an interview with Jabr Abu Sabha, the supervisor of the Quality and Training Unit in the Islamic University of Gaza, he assured the importance of the study being held due to the fact that the Islamic University constantly works on developing the abilities of its employees by always working on their skills and providing them with feedback about their work.

“In the period between 2002 and 2004, the university worked on a redesigning all the positions of the employees working in it. This happened by collecting the information regarding to each job from the job holder, his direct supervisor or supervisors and a

specialized committee who was in charge of the whole issue. After gathering the information, unified and special job descriptions were set along with the new hierarchy.

Since then, and whenever needed, new modifications or additions are added to the job descriptions based on the new needs, changes in the circumstances and the different technologies.

In addition to that, he mentioned that the university works on providing continuous feedback through a lot of processes including the formal one from the supervisors and the other techniques like the 'secret customer' at which trained students go and deal with the employees and then provide an evaluation report that will be taken into consideration in order to discuss all the positive and negative points with the employees later.

In order to encourage the employees to gain more skills, the university approved a new regulation that says that if an employee gets 90 training hours, he will get one promotion (similar to the annual one) which has encouraged the employees to work on gaining more skills and knowledge and developing themselves.

As for initiating ideas and feeling a part of the decision making process, all the employees are encouraged to submit suggestions and proposals, and the proposal that gets accepted, its provider will get a financial reward.

One of the most important procedures that have been taking place in the Islamic University is the 'Process Engineering' at which there is a special committee which follow up and study which processes can be modified, eliminated or summarized within a group of other processes. This requires changes on the job description whenever needed."

All of the previous mentioned details about the different programs and procedures applied by the Islamic University shows how essential the concept of job enrichment would be for the Islamic University in Gaza and how important is its role of redesigning the jobs is.

Based on what was previously mentioned, it is clear how important job enrichment and its role are important to achieve many organizational goals including raising the level of work performance. After reviewing the literary work, it was noticed the lack of research regarding to job enrichment in the local and Arabic published works, that is why the researcher will shed a light on the concept of job enrichment and its impact on the performance of administrative employees in the Islamic University. The problem of the study is the following:
What is the impact of job enrichment on the administrative employees' performance in the Islamic University in Gaza ?

The Research Hypothesis

Following are the hypothesis of the study:

1-The First Main Hypothesis: There is a statistical significant relationship at the level of ($\alpha \leq 0.05$) between Job enrichment and job performance of the administrative employees of the Islamic university. The first main hypothesis will lead to five sub-hypothesis:

- a) There is a statistical significant relationship at the level of ($\alpha \leq 0.05$) between Task Variety and the job performance of the administrative staff working in the Islamic University.
- b) There is a statistical significant relationship at the level of ($\alpha \leq 0.05$) between Autonomy and the job performance of the administrative staff working in the Islamic University.
- c) There is a statistical significant relationship at the level of ($\alpha \leq 0.05$) between Task identity and the job performance of the administrative staff working in the Islamic University.
- d) There is a statistical significant relationship at the level of ($\alpha \leq 0.05$) between Feedback and the job performance of the administrative staff working in the Islamic University.
- e) There is a statistical significant relationship at the level of ($\alpha \leq 0.05$) between Skill Variety and the job performance of the administrative staff working in the Islamic University.

2-The Second Main Hypothesis: There is a statistical significant impact at the level of ($\alpha \leq 0.05$) of Job enrichment on Job Performance of the administrative employees working in the Islamic University.

3- The Third Main Hypothesis: There are statistically significant differences at the level of ($\alpha \leq 0.05$) in the opinions of the research regarding to the effect of job enrichment on the job performance on the administrative employees working in the Islamic University Gaza due to individual and work variables (gender, age, position, academic qualifications, years of experience).

The Research Variables

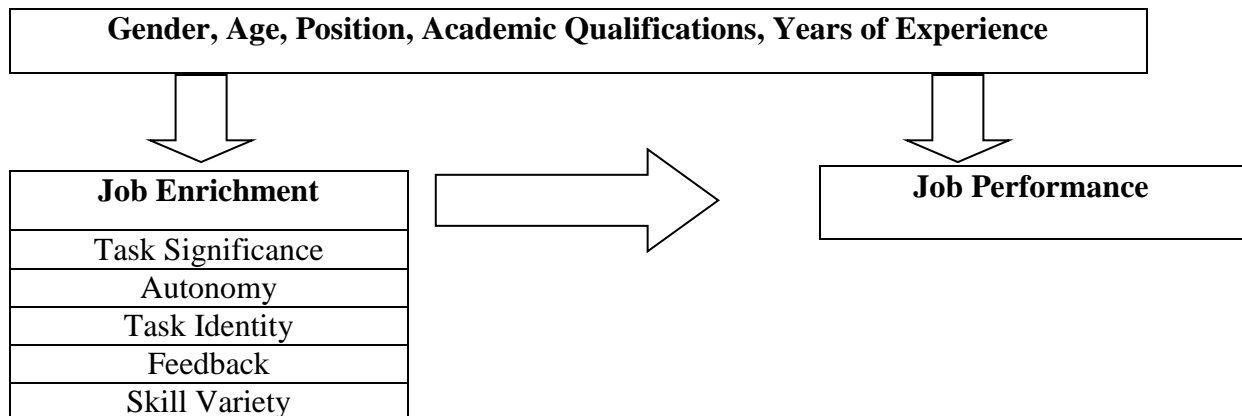
There are two variables in this research:

1- The independent variable is job enrichment which is measured by the model of Hackman and its dimensions (Hackman et. al 1975):

- a) Task variety
- b) Autonomy
- c) Task identity
- d) Feedback
- e) Skill variety

2- The second variable is job performance.

Figure No (1): The Research Variables



Source: Articulated by the Researcher,2015. Based on Hackman et. al model 1975

Objectives of the Research:

- 1- To explore the reality of job enrichment for the administrative employees in the Islamic University – Gaza and its influence on their job performance.
- 2- Determine the obstacles and challenges which affect applying the job enrichment process in the Islamic University.
- 3- Determine the factors that affect the administrative employees' performance from the outputs of the study.
- 4- To provide recommendations to IUG management based on the findings of the research on the impact of job enrichment and its impact on the job performance of the administrative employees working in the Islamic University for future development.

The Importance of the Research

The research highlights the importance of job enrichment on different levels:

- 1- Scientific Importance: This research will contribute to increasing the knowledge related to job enrichment and its impact on job performance based on the results reached about the importance of redesigning jobs and enriching them on developing and increasing the performance level of its employees.
- 2- Importance for the Islamic University: This research may provide the knowledge framework of the current characteristics of the jobs of Islamic University within the opinion of its employees. It will provide information and contributions related those issues which will help the university to develop and enrich the jobs in order to increase its employees' level of performance.
- 3- Importance for the society: Higher education organizations play a vital role in developing and enhancing the level of the Palestinians scientifically, culturally and politically. Increasing the level of the performance of their employees will be reflected positively on the society and this research will open new roads to search in the field of job design.
- 4- Importance for the Researcher: Improve the researcher's abilities in the field of preparing scientific studies and researches in advanced ways in order to get the scientific degree he is aiming for.

Chapter Two: Literature Review

- **Section One – Job Enrichment**
- **Section Two – Job Performance**
- **Section Three – The Islamic University of Gaza**

Section One: Job Enrichment

Introduction

Job redesign resembles the interest of an organization in determining the main requirements of the main tasks including the skills, abilities, procedures and processes. This concern represents a vital side in the organizational structure within the organization.

The modern approaches do not only aim at increasing the ability to reach the goals of the organization but also influencing the performance and motivation of the employees. One of these approaches is job enrichment which is the main topic to be discussed in this research. Job enrichment focuses on making the tasks include more variety in its content and a higher level of knowledge and skills. In addition to that, the individuals will have more independence and responsibility in different fields which all leads to having a more beneficial experience.

The analysis and design of jobs and roles is one of the most important techniques in HRM. Job or role analysis provides the information required to produce job descriptions, role profiles and person and learning specifications. It is of fundamental importance in organization and job design, recruitment and selection, performance management, learning and development, management development, career management, job evaluation and the design of grade and pay structures. These constitute most of the key HRM activities. Job or role design is the means by which jobs can be made intrinsically motivating. (Armstrong, 2010, p:179)

In the past, job design was mainly focused on the process of rearranging the tasks every employee is responsible for; but the modern ways attempt to go further aiming to increase the level of the employees involvement. There are many concepts related to this including job rotation, enlargement and enrichment which many researchers say that it makes the job inherently more interesting and satisfying and it will enhance employees motivation. (Wallace M et al, 1994, p: 80). At the beginning of this chapter, the researcher will give a general idea about job design and its components.

Most of the work on job redesign has been influenced by the static-content theorists in general and Herzberg in particular. Instead of simply rotating people through different work assignments or enlarging jobs by adding activities that are on the same level as the original job, job enrichment emphasizes on building opportunities for growth and achievement (motivators) in the work itself. Job enrichment restructures work to include activities that had previously come before (planning) and after (evaluation) the original job. (Bowdikh, 2005, p:71)

Job Design

One of the main challenges faced by organizations is reaching their desired goals and objectives while maintaining high levels of satisfaction and motivation among employees. It is essential to keep the employees motivated and willing to give more and be more creative, because having a satisfied and happy employee means having more efficiency and better results at work. This could be achieved through numerous ways including job design, rewards and incentives, etc.

In general, each organization needs to reconsider the description of the jobs and works done by its employees from time to time. Also Michael Armstrong (2010,p:165) says that one of the most important factors that affect management is job design. Gary Dessler agrees with him adding that job design can have a significant impact on employee motivation and retention and as a result it is a useful part of an employer's total rewards program. (Dessler, G, 2013, p:400)

In addition to that, Job design which focuses on the idea of developing the human resources abilities through some practices including Job enrichment and expanding the work scope, might help the individual to use his or her abilities and energy in a more positive and effective way. These practices could be effective as a compensation for those who don't have the chance to get promotions since they can develop and promote their skills through their current positions without the need to move to a higher one. (Hassan, 2002, p:272)

There are many approaches followed to design or redesign a job. The success of these approaches and theories depend on many factors like nature of the job, working environment and the willingness of employees to deal with change. That is why, it is crucial to identify the best methods to be used in designing jobs.

Designing a job is never an easy process, it requires identifying the tasks, combining between them and determining the responsibilities of each employee. In addition to that, while designing a job it is needed to take into consideration the level of flexibility the employees have, the support they will get and the influence of the job itself on them.

Job design is a wide concept that was discussed in many books and was examined in a huge range of studies. Here are some of the definitions that researchers came up with, Job design specifies the contents, methods and relationships of jobs in order to satisfy work requirements for productivity, efficiency and quality, meet the personal needs of the job holder and thus increase levels of employee engagement. The process of job design starts with an analysis of the way in which work needs to be organized and what work therefore needs to be done – the tasks that have to be carried out if the purpose of the organization or an organizational unit is to be achieved. (Armstrong, 2010 , p:181)

Job design is the deliberate, purposeful planning of the job including all its structural and social aspects and their effects on the employee (Utstot, 1984, p:184) and it is the specification of an employee's task related activities including both structural and interpersonal aspects of the job (Moorhead & Griffin, 1989, p:224). Job design focuses on restructuring jobs to capture the talents of employees, improve their work satisfaction, and enhance an organization's performance. (Snell et al., 2013, p:158)

It is the process used to determine the characteristics of the job (Al Hiti, 2003, p:96), Abu Khadija defines it as the design of a specific job's structure and diversify the activities performed by the job holder where he or she can feel his importance in the organization (Abu Khadija, 2006, p:430)

It is also defined as the process of determining the way the job should be performed and the tasks related to it (Deri, 2011, p:57). Another definition is that it is the process that aims to determine the job content, the way of performing it and its relation to the other jobs which leads to the contribution to achieving the organization's goals taking into consideration the technology used in production or performance from one side and the personal goals for the job holder through job satisfaction and the desire of growth from the other (Al Salem, 2009, p:137)

There are many reasons behind the managers' interest in job design (Nasrallah, 2002, p:26- 28)

- 1- Job design leads to employees motivation, reduction of job rotation and the rate of absence and low satisfaction levels.

- 2- Good job design achieves a high level of employees job satisfaction.
- 3- Weak job design affects the mental and physical states of the employees since many problems including hear loss, backache, sore feet, high pressure , heart problems and being stressed might happen due to lack of good job design in an organization.
- 4- Reduce the number of skills needed to perform jobs which simplifies the process of attracting and training employees.
- 5- Employees gain experiences and master their work through repetition and they will be faster, achieve more and use the time in the best way.
- 6- Achieve a standard and unified level for products and services.
- 7- Limit the use skills.
- 8- Reduce the wages and cost of the organization since it would be easier to replace workers in different jobs.
- 9- Ease of performing tasks in the same time.

There are three dimensions of job design basic elements. These elements are related together and interact so they form the work life style of the employees, so when working on job design, it should be taken into consideration the compatibility between the job and its holder at which the design considers the interactive relation among those basic elements (Al Kalalda, 2011, p:45)

- 1- Organizational Elements: The organizational elements contribute to achieving high level efficiency for accomplishing the work and it considers the following aspects (Hamoud and Kharsha, 2007, p:66-67)
 - a) Mechanism of accomplishing the work: at which the tasks related to the job are determined which leads to the best harmony in accomplishing the work through decreasing the time and efforts used , this could strengthen the job distribution or specialization phenomena which contributes to decreasing the efforts, time and costs and reduce the need of training programs for development and improvement.
 - b) It contributes to achieving work harmony: Proper job design leads to harmony between the different performances, since the job design has to take into consideration the sequence of performing the processes to achieve the desired goals.
 - c) Taking into consideration the desires of thee employees and their representatives when designing the job especially that there are many social and organizational considerations must be taken to improve the efficiency of the performance.
- 2- Behavioral Elements: Behavioral elements are among the elements that must be taken into consideration before starting the process of job design or redesign, it involves around knowing to what extent the skills, experiences and qualifications that the employees have are appropriate for the job. Not matching the job requirements could lead to depression, lack of satisfaction and low loyalty levels for the organization and its goals which will negatively be reflected on the general performance which could lead to deterioration in productivity and desire of work. It is worth mentioning the at the organization might train its employees to increase or develop their skills and experiences to be more suitable for the requirements of the designed or redesigned job , but this does not always help the employees to fully understand these changes in the jobs which leads to depression and lack job satisfaction leading to affectingnegatively the performance and productivity. (Al Azawi and Jawad, 2010, p:44)

- 3- Environmental Elements: There are many factors that affect the organization, its programs, policies and different systems including the political circumstances, laws and regulations issued by the governments that are related to the work of the organizations. Examples of these rules and regulations are the ones related to the salary rates, security instructions and assignment regulations, etc. These factors have direct impact on job design which is also affected by the social expectations that result from the traditions, social norms and spread work morals. The unemployment, for instance could lead some employees/workers to accept working with lower salaries/wages, bad job conditions and long working hours which contradict with the social and moral expectations of work since there should be fair salaries and working hours in the times of economic depression according to what is accepted by the society (Al Mebiadein and Al Aklabi, 2012, p:137)

There are many styles of designing jobs in the current organizations, and here are some of the most important ones:

- 1- Work simplification: This style focuses on dividing the work to the simplest ones reaching the routine tasks that do not need skills and abilities. According to this style, many of the complicated tasks that require strong mental abilities (like planning and organizing) are given to managers and the people with skills, and the routine tasks are given to the workers at lower levels like the ones who work on the assembly of auto parts who perform repetitive tasks that are usually done by machines. This style is used in designing jobs in stable environment but it is not effective in the dynamic ones. In general, this style leads to increasing the level of job rotation and decreasing the level of job satisfaction (Abbas, 2003, p:83-84)
- 2- Job rotation: The process whereby employees rotate in and out of different jobs. (Snell et al., 2013, p:159). The organizations use this style to help their employees gain variety of experiences and skills, as they ask them to rotate through different jobs in a periodical way in the organization. After a short while, the employee will be able to be aware with most of the organization's activities. This style has many advantages that are beneficial for both the organization and the individual; the organization becomes able to solve the problem of lack of employees in case there was a lot of absence or employees left it, they will be able to replace them easily within employees from the organization itself without causing any problems or delay of the work (Nasrallah, 2002, p:35)
- 3- Job enlargement: the job is enlarged by adding one or more tasks related to the work, this term is used to describe the changes made to increase the variety of the work tasks, it aims to overcome the exhaustion, low spirit and carelessness led from excessive specializations. The individual will be given variety of tasks with a bigger extent. But this style was not more successful than the job rotation; despite the fact that it caused improvements in job satisfaction, but it did not achieve much in the main motivation aspect like feeling responsible, independent and having the sense of achievement. (Harim, 2000, p:89)
- 4- Re-design of job characteristics: it focuses on the redesign of such job dimensions as variety, autonomy, task variety, and feedback, with an increased emphasis on the effects of individual differences among employees and their different reactions to redesigned jobs. (Wallace & Szilagyi, 1994, p77)

- 5- Work teams: At which a group of employees are given the responsibility of performing a big or important task, the team members rotate the work among them or distribute it or work together on the whole task after being trained on performing this type of tasks. A supervisor is assigned to monitor the process of performing the task and leading the team to reach the required results (**Milkovich and Boudreau, 1991, p:79**)
- 6- Specialization: it Emphasis on efficiency of work through specialization, standardization, and repetitiveness. Employee concerns focused primarily on monetary incentive payments.

Concept of Job Enrichment

There are many definitions of the concept of Job Enrichment, here are some of them: Job enrichment means redesigning jobs in a way that increases the opportunities for the worker to experience feelings of responsibility, achievement, growth, and recognition. It does this by empowering the worker for instance, by giving the worker the skills and authority to inspect the work, instead of having supervisors do that. Herzberg said empowered employees would do their jobs well because they wanted to, and quality and productivity would rise. That philosophy, in one form or another, is the theoretical basis for the team-based self-managing jobs in many companies around the world today. (**Dessler, 2013, p:109**)

The concept of job enrichment goes beyond job enlargement to add greater autonomy and responsibility to a job, and is based on the job characteristics approach. Job enrichment aims to maximize the interest and challenge of work by providing the employee with a job that has these characteristics:

1. It is a complete piece of work in the sense that the worker can identify a series of tasks or activities that end in a recognizable and definable product.
2. It affords the employee as much variety, decision-making responsibility and control as possible in carrying out the work.
3. It provides direct feedback through the work itself on how well the employee is doing his or her job. (**Armstrong, 2010 , p:140**)

Job enrichment is an approach to job design that directly applies job characteristic theory (see Figure 2.3) to make jobs more interesting and to improve employee motivation. Job enrichment puts specialized tasks back together so that one person is responsible for producing a whole product or an entire service. Job enrichment expands both the horizontal and the vertical dimensions of a job. For example, at Motorola's Communications Division, individual employees are now responsible for assembling, testing, and packaging the company's pocket radio-paging devices. Previously, these products were made on an assembly line that broke the work down into 100 different steps and used as many workers. (**Balkin et. al, 2012, p:64-65**)

Job enrichment is defined as the process of making jobs more interesting, meaningful, and challenging by using the proper blend of job dimensions" skill variety, task identity, task significance, autonomy, feedback (**Umstot, 1984, p160**).

Job enrichment is redesigning the jobs and work at which the job holders will have bigger chances in handling the responsibilities and enjoy partial independence to perform complete jobs and to be able to provide feedback about the work progress. (**Nasrallah, 2002, p:32**)

It is the vertical extension to the job which leads to increasing the level of individual monitoring over the processes of planning and implementation and evaluate the performance. The enriched job organizes the tasks and lets the individual perform complete activity which leads to increasing his freedom, independence and responsibility of the performance and it provides him with feedback about his performance in order to modify or correct it in case of doing something wrong. (Abbas, 2011, p:188)

Job enrichment is a motivational program to design a job, it depends expanding the organizational role of the individual by adding new tasks to his work and give him a bigger chance in planning, organizing ,evaluating and making decisions related to it. The employee will be able to perform the work with more freedom, independence and have feedback which makes the enriched job more challenging and exciting and leads to developing the individual professionally and increase the level of job satisfaction and loyalty. (Hamshari, 2002, p:52)

Job enrichment allows the employee to challenge himself and his abilities which makes the work a motive or reward for him. (Al Kalalda, 2011 , p:50)

In an enriched job the employee know the overall deadlines and the quality standards he must meet and within that framework plans the order in which he will tackle the various tasks and the time that should be devoted to each one(Dale ,1978,p:332).

Reasons of Job Enrichment

With the rapid social and technological changes, the organizations have to meet the challenges related to them. That is why, Jobs may have to be redesigned in order to take advantage of employee skills and to enhance job satisfaction. Jobrotation, job enlargement, and job enrichment have become strategic human resource management components.(Pynes, 2009, p:27)

Job enrichment is plays a vital role in any organization since it leads to many benefits including the ones mentioned by many researchers:

- 1- Job enrichment is a way to design jobs which would maximize the opportunities to obtain intrinsic satisfaction from work and thus improve the quality of working life.(Armstrong, 2010 , p:140)
- 2- Job enrichment gives the employees that chance to reconsider some of their decisions or methods used at work since its modals depend on providing feedback and give them independence which will clearly lead to the employees thinking of the feedback given to them and think about how to do their work in a better way.
- 3- Job design is considered a main variable that affects all the levels of satisfaction and performance of the job holder. (Nasrallah, 2002, p:32-33)
- 4- It motivates the employees to do his job by focusing on the internal motives more than the external ones ; the internal ones are stronger since they develop commitment, excitement and fulfill the needs to self-esteem which is the strongest need for an individual.
- 5- Job enrichment provides bigger chances for the employee to train on handling responsibilities in planning, implementation , evaluating the work and do a complete work unit.
- 6- The employee will gain independence in decision making within his scope of work.
- 7- It leads to achieving job satisfaction and increase his spirit and fulfill his needs.

- 8- It increases the efficiency and competency and achieve a distinctive level of work by involving the employee in the process of designing, implementation and evaluating the performance. (Abbas, 2011, p:189-191)
- 9- Existence of a need to achieve compatibility between the outputs provided by the job and the ones that the job holder wants or desires is one output of job enrichment, this compatibility is considered a basic need to achieve high levels of job productivity.
- 10- The increase in the educational level and the technological advancement have contributed to changing the ambitions and expectations of the current employees at which they include feeling of accomplishment, distinction, increasing the responsibility, participating in decision making in addition to providing chances of personal and professional development and growth.
- 11- Job enrichment represents an applied form of (Y) form at which the job holders finds himself in work, handles responsibility and the job becomes a main source for his satisfaction.
- 12- Job enrichment leads to achieving compatibility between the job and the nature of the mature human which is represented in his desire to have independence, grown , not depending on others and his desire to handle responsibility.
- 13- Job enrichment is considered one way of delegation which is promoted by the pioneers of organizational behavior and human relations in management. (Nasrallah, 2002, p:32-33)
- 14- Job enrichment helps the employees who survived a downsize cope with the new environment and move one during the psychological stress they are passing through. (Millmore et. al, 2007, p:543)

Job Enrichment Theories

There are a lot of researches about job enrichment and they followed two main paths, one is known as Herzberg theory which involves redesign the work to give the employee the chance to prove his achievements and ability to handle responsibility ; and the second one focused on the work standards which is Hackman model for job characteristics.

1-Herzberg Motivation Theory: Known as the Two Factor Theory, it is one of the theories that tried to explain how to enrich a job.

Herzberg thought that employees could be motivated by positive job-related experiences such as feelings of achievement, responsibility, and recognition.

To this end, he advocated vertical job loading: not only adding more tasks to a job, as in horizontal loading, but also giving the employee more control over those tasks (Moorhead & Griffin,1989,p230-231)

Vertical job loading should enrich a job in six ways:

- a) Accountability. Workers should be held responsible for their performance.
- b) Achievement. Workers should feel that they are doing something worthwhile.
- c) Feedback. Workers should receive direct and clear information about their performance.
- d) Work place. To the extent possible, workers should be able to set their own work place.
- e) Control over resources. If possible, workers should have control over the resources used in their jobs.
- f) Personal growth and development. Workers should have the opportunity to learn new skills.

Several difficulties have also been associated with job enrichment. Richard Hackman has identified five major problems areas (Moorhead & Griffin, 1989, 233):

- a) Many reports of the success of job enrichment programs have been evangelical in nature. That is, the authors of these studies overstate the potential benefits of job enrichment and minimize its pitfalls.
- b) Evaluations of job enrichment programs have often been methodologically flawed. Many studies have been poorly designed, so that results are subject to alternative explanation.
- c) Few failures have been reported in the literature, although it is probable that some job enrichment programs have not achieved their goal. Without information about these failures it is difficult to develop a full understanding of job enrichment.
- d) Situational factors have seldom been assessed. Some situations are probably more favorable to job enrichment efforts than others. Unfortunately no understanding of the factors that lead to success or failure had been developed.
- e) Economic data pertaining to the effectiveness of job enrichment have rarely been presented. Because job enrichment is often an expensive proposition, managers need carefully developed procedures for evaluating the techniques costs and benefits. Such procedures have not been developed.

2- Job Characteristic Theory: At the center of the theory are what Hackman and Oldham termed critical psychological states. These states, they said, determine the extent to which characteristics of the job enhance employee responses to that task. They defined the three critical psychological states as follows (Moorhead and Grifen, 1989, p235):

- a) Experienced meaningfulness of the work. The degree to which the individual experiences the job as generally meaningful, valuable, and worthwhile.
- b) Experienced responsibility for work outcomes. The degree to which the individual feels personally accountable and responsible for results of the work she or he does.
- c) Knowledge of results. The degree to which the individuals continuously understands how effectively he or she is performing the job.

According to job characteristic theory, employees experience intrinsic compensation when their jobs rate high on the five core job dimensions of skill variety, task identity, task significance, autonomy, and feedback. These characteristics create the potential for increased performance, lower absenteeism and turnover, and higher employee satisfaction (Mondy et al, 2002, p371-372):

- a) Skill variety: The extent to which work requires a number of different activities for successful completion is called skill variety. This factor is similar to the concept of job enlargement. Some workers enjoy variety in their jobs, and if so, it serves as compensation. One only has to visualize work on an assembly line where an individual is more like a machine to realize the importance to some workers. Expanding the number of job activities is quite important to some workers. Therefore, skill variety must be considered a compensation factor for some people.
- b) Task identity: Is the extent to which the job includes an identifiable unit of work that is carried out from start to finish. Some individuals enjoy the added responsibility provided by a project that permits involvement to its completion.
- c) Task significance: The impact that the job has on other people is referred to as task significance. A manager who enjoys helping other people and seeing them grow and develop provides an example. When a job has impact on others, employees often realize a sense of achievement.

- d) **Autonomy:** Is the extent of individual freedom and discretion employees have in performing their jobs. Jobs that provide autonomy often lead employees to feel responsible for outcomes of work. Most workers do not want someone standing over their shoulders all day long just waiting for them to make the slightest error. These individuals know what needs to be done and want the freedom to get the job done their way. Autonomy is at the very heart of self- directed work teams.
- e) **Feedback:** Is the amount of information employees receive about how well they have performed the job. In fact, most people have a strong need to know how they are doing in their jobs. Top salespersons, for example, want and obtain rapid feedback from securing a sale. When a sale is made, they get their reward in the form of a commission check.

The following diagram shows the model that will be used in this study. The model shows the core job dimensions which are the task variety, task identity, task significance, autonomy and feedback. If worked on these dimensions in an effective way, they will affect positively the jobs meaningful of work, responsibility for outcomes of work and the knowledge of the actual results of it. As a result , the employees will have high internatl work motivation, high quality performance, high satisfaction with the work and low absenteeism and turnover.

Figure No (2): Job Characteristics Model



Source: J.R. Hackman and G.R. Claham, 1975, Development of the diagnostic survey, *Journal of Applied Phycology* 60:161

Ways of Enriching a Subordinate’s Job:

Job enrichment provides many opportunities for people’s development. You’ll give them lots of opportunity for their task to participate in how their work gets done, and they’ll most-likely enjoy an increased sense of personal responsibility. Job enrichment is connected to the concept of job enlargement. (Verma, 2009, p:8)

There are at least five specific actions you can take to enrich a job (Dessler, 1999, p328):

1. From natural work groups. Change the job in such a way that each group is responsible for, or "owns", an identification body of work. For example, instead of having a typist in a typing pool do work for all departments; make the work of one or two departments the continuing responsibility of each group of typists.
2. Combine tasks. Let one person assemble a product from start to finish, instead of having it go through several separate operations that are performed by different people.
3. Establish client relationships. Let the worker have contact as often as possible with the client, For example, let your secretary research and respond to customers' requests, instead of automatically referring all problems to you.
4. Vertical loading. Let the worker plan and control his or her own job, instead of having it controlled by outsiders. For example, let the worker set his or her own schedule, do his or her own trouble-shooting, and decide when to start and stop work.
5. Open feedback channels. Finally, find more and better ways for worker to get quick feedback on his or her performance.

Moreover Verma mentioned some examples of the strategies used to enrich a job which included:(Verma R., 2009, p:8)

1. RotatingJobs : Give people the opportunity to use a variety of skills, and perform different kinds of work. The most common way to do this is through job rotation. Move your workers through a variety of jobs that allow them to see different parts of the organization learn different skills and acquire different experiences. This can be very motivating, especially for people in jobs that are very repetitive or that focus on only one or two skills.
2. CombiningTasks :Combine work activities to provide a more challenging and complex work assignment. This can significantly increase “task identity” because people see a job through from start to finish. This allows workers to use a wide variety of skills, which can make the work seem more meaningful and important. For example, you can convert an assembly line process, in which each person does one task, into a process in which one person assembles a whole unit. You can apply this model wherever you have people or groups that typically perform only one part of an overall process. Consider expanding their roles to give them responsibility for the entire process, or for a bigger part of that process.
3. Identifying Project-Focused Work Units :Break your typical functional lines and form project-focused units. For example, rather than having all of your marketing people in one department, with supervisors directing who works on which project, you could split the department into specialized project units – specific storyboard creators, copywriters, and designers could all work together for one client or one campaign. Allowing employees to build client relationships is an excellent way to increase autonomy, task identity, and feedback.
4. Creating Autonomous Work Teams :This is job enrichment at the group level. Set a goal for a team, and make team members free to determine work assignments, schedules, rest breaks, evaluation parameters, and the like. You may even give them influence over choosing their own team members. With this method, you’ll significantly cut back on supervisory positions, and people will gain leadership and management skills.
5. Implementing Participative Management : Allow team members to participate in decision making and get involved in strategic planning. This is an excellent way to communicate to members of your team that their input is important. It can work in any organization – from a very small company, with an owner/boss who’s used to

dictating everything, to a large company with a huge hierarchy. When people realize that what they say is valued and makes a difference, they'll likely be motivated.

6. **Redistributing Power and Authority** :Redistribute control and grant more authority to workers for making job-related decisions. As supervisors delegate more authority and responsibility, team members' autonomy, accountability, and task identity will increase.
7. **Increasing Employee-Directed Feedback** : Make sure that people know how well, or poorly, they're performing their jobs. The more control you can give them for evaluating and monitoring their own performance, the more enriched their jobs will be. Rather than have your quality control department go around and point out mistakes, consider giving each team responsibility for their own quality control. Workers will receive immediate feedback, and they'll learn to solve problems, take initiative, and make decisions.

Analysis of the Job Enrichment Concept:

The following table shows and analysis of the concept of job enrichment:

Figure No (3) : Analysis of the Job Enrichment Concept

Job Enrichment	
Description	Based on motivation –hygienetheory . Focuses on changes in job content.
Motivational assumptions	Two different needs are involved. Increasing motivation and reducing dissatisfaction. Factors involved in increasing motivation relate to human characteristics ; factors involved in reduction job dissatisfaction relate to pain avoidance.
Critical techniques	<ul style="list-style-type: none"> • Direct Feedback. • A client relationship. • A learning function. • The opportunity for each person to schedule his or her own work. • Unique expertise. • Control over resources. • Direct communication . • Personal accountability.

Source: (Personnel and Human Resource Management, Hodgetts et. all, 1992, p:448-449)

Response to Job Enrichment:

In order for job enrichment to achieve the desired goals, it is very important for the employees whose jobs are enriched to respond in a positive way and be open to the concept. That is why, there are some moderates that need to be taken into consideration while enriching jobs. These moderators were summarized by Lunenburg (Lunenburg, 2011, p:5-6) :

1. **Knowledge and skill**: Employees whose capabilities fit the demands of enriched jobs are predicted to feel good about the job and perform well. Those who are inadequate or feel inadequate in this regard are likely to experience frustration, stress, and job dissatisfaction. These feelings of inadequacy may be especially intense for employees who want to do a good job but realize that they are performing poorly because they lack the necessary knowledge and skills. Thus, leaders need to assess carefully the competencies of employees whose jobs are to be enriched. Training and development

programs may need to be implemented along with an enrichment program to help such employees attain the needed competencies.

2. Growth-need strength: The degree to which an individual desires the opportunity for self-direction, learning, and personal accomplishment at work is called growth-need strength. Employees high in growth-need strengths tend to respond favorably to enriched jobs. They experience greater job satisfaction; are highly motivated; are generally absent less; and produce better quality work than employees low in growth-need strengths.
3. Context satisfaction: Context satisfaction is the degree to which employees are satisfied with various aspects of their job, such as salary, quality of supervision relationship with supervisors and co-workers, and working conditions. Contextual satisfaction is similar to Herzberg's hygiene factors. Employees who are extremely dissatisfied with their supervision, salary and benefits, and working conditions are less likely to respond favorably to enriched jobs than are employees who are satisfied with these factors. Other contextual factors (e.g. company policy and administration, status, security, travel requirements, and group norms) also can affect employee satisfaction with their jobs.

Section Two: Job Performance

Introduction:

The success of any organization in reaching its goals and objectives and succeeding in making its mission come true depends on the performance of the people working in it. High level of employees performance will lead to better reaction to competitors, following of rules and regulations, working based on the environmental factors and focusing on reaching the goals.

Job performance has been the main interest of many researches in variety of fields who agreed that caring about the individual's performance in an organization and giving him the adequate care could help the organization reach its biggest goals. All organizations work on getting their work done effectively and with a high level of efficiency in order to achieve their goals that they planned for within the least cost. Many organizations own a lot of resources that can be used to achieve the competitive advantage in the market within the context of its activity whether it was local, national or international, and then achieve their specific goals . The resources are divided into three categories including the physical resources like buildings, machines, technologies and financial accounts; organizational resources like structure, financial , administrative and monitoring resources; and human resources that includes experiences, skills and employees abilities. (Jalal El Deen, 2009, p:70)

Job Performance Concept

Performance is considered the main aspect that that all the management efforts are focused towards, since it represents the most important goal for any organization because the efficiency of it performance in all fields depends on the level of the human resources level of performance, they are supposed to do their jobs effectively. Based on the researches that were previously written, there Is no agreement among researches about the definition of the performance concept , this difference is due to the disagreement in their points of view and having different goals behind defining it, some of them based their definition on the quantitative concept (numbers and percentages) while others considered the concept with organizational and social dimensions in addition to the economic ones. (Al Mahasna, 2013, p:104-105)

Performance is a basic and essential concept for the organizations in general, it represents the common interest among management researches, it could be the general phenomena and a basic element for all the knowledge fields of management. (Al Ghalbi and Idrees, 2007, p:476)

Job performance is considered as one main factor in determining the overall performance of an organization because when the employees have high levels of performance, these levels will be reflected on achieving all the goals of this organization and guarantee its success.

Performance is described as the attained result of skilled workers in some specific situations (Prasetya & Kato, 2011). Robbins (2001), indicated that when employee feels happy about work related tasks then his performance is increased and he/she performs tasks in better way. Prawirosentoso (2000) Explored that performance is outcome of work in an efficient way with considerable obligation for organization without interrupting any law and organizational goals Mangkunegara (2005) says that performance of employee is the work consequence in

excellence and the quantity that accomplished by somebody in directing his/her job obligations. (Javed et. al, 2014, p:3)

The concept of performance indicates the level of achieving and accomplishing the tasks that a position consists of, it reflects the way to achieve them, or how to satisfy the requirements of the job and it is considered as one of the indicators of the efficiency of the employees and their ability to reach the accomplishment levels within the available resources. There is usually a misunderstanding and mixing between the concept of performance and effort; the effort indicates the energy used, but performance is measured based on the results that the individual has achieved, for example, a student could do a lot of effort while preparing for an exam but he might get very low marks, in this case the effort done is big but the performance level is low. (Mohammad, 2001, p:209)

Job performance expresses the pure effect of the individual's efforts that start with abilities and awareness of their role or task which indicates the level of achieving and accomplishing the tasks that form an individual's job (Sultan, 2004, p:214), Al Awamla (2004, p:66) defines job performance as a the group of managerial behaviors that express doing a job including the performance quality, accuracy of implementation and the technical experience of the job in addition to the communication and interaction with the organization members and committing to the administrative rules that organize his work and working on following them carefully.

Job performance is also define as the study and analysis of the employees analysis of the work and monitoring their behaviors during it in order to evaluate their extent of success and their level of efficiency of doing their current works and to evaluate their ability of the individual to develop in the future and handle bigger responsibilities or getting a promotion. (Al Madhoun, 2005, p:152)

Another definition of job performance is that it is the managerial behavior that an employee implements his tasks through it to achieve the planned goal, affected by the ability and readiness of the employee and the organizational environment around including his colleagues support, supervision style , physical circumstances of the work , requirements and challenges of the job and the customers who are receiving his service. (AbuSultan , 2011, p:37)

Job performance is a functional behavior that does not come up only as a result of powers or pressures inside the person but also as a result to the interaction and harmony among the internal and external forces surrounding the person. (Al Sharif, 2013, p:30)

Elements of Job Performance

Job performance consists of a group of elements or basic contents that without them we cannot talk about effective performance. All of (Dorra and Sabbagh, 2008, p:304), (Al Faidy, ,2008, p:85) and (Al Sakran, 2004, p:55) agreed that the job performance elements are:

- 1- The employee's competencies: which means his information, skills, trends and values.
- 2- The job requirements: it means the tasks and responsibilities or the roles that the work/ position requires.
- 3- The organization environment: it consists of the internal and external factors.

- 4- Work Type: it is represented in the extent of the individual's recognition of his work that he is doing and the desire, skills, ability to organize, tact and implementing the project without mistakes that the employee has.
- 5- The amount of accomplished work: the amount of work that the employee can do in normal conditions and the speed of doing it.
- 6- Preservence and trust: it involves the seriousness and hard work and the ability of the employee to handle the responsibility of the work withinspecified time, and to what extent does the employee need guidance by the supervisors and evaluating the results of his work.

Factors Affecting Job Performance:

It is difficult to determine all the factors that affect the job performance since they are many, here are the most important ones (Al Dorra and Sabbagh, 2008, p:423-424) :

- 1- Organizational managerial factors: summarized in the following:
 - a) Lack of adequate environment that supports work and productivity in the organization.
 - b) Conflicts between the employees and their managers.
 - c) Un specific determination of the job's tasks.
 - d) Bad supervision.
 - e) Lack of training.
 - f) Lack of physical materials and good working conditions.

- 2- External Environmental Factors:
 - a) The conflicts between the values of the employee and the ones spread in the society.
 - b) The economic situation and the work market circumstances.
 - c) Government regulations.
 - d) Unions policies.
 - e) Political conflicts.

- 3- Factors related to the employee:
 - a) lack in his desire and motivation.
 - b) Weak personality or mental abilities.
 - c) Continuous absence from work.
 - d) Family problems.

Types of Job Performance

In order to categorize the performance and determine its types, it is important to choose the accurate and practical standard that can be used to determine the variety of these types:

- 1- Generality Standard: According to this standard, the goals are divided into partial and complete, Shaheen (2010, p:44) describes them as follows:
 - a) Complete performance: which is represented by the accomplishments that all the elements, jobs, subsystems of the organizations have contributed in achieving them. It is not possible to say that one element ,away from the other, was behind the achievement. In this type of performance there is an ability to discuss to what extent

and how the organizations reach their general goals like continuity, profits, growth, etc.

- b) Partial performance: which is achieved on the level of subsystems of the organizations, it is divided to different types depend on the standard used to evaluate the organization's members, it can be divided based on the jobs to financial job performance, individual job performance, etc. It is important to mention that the general performance of the organization is a result to the interaction of the performance of its subsystems.

2- Source Standard: Based on this standard, performance can be divided into two types: Individual performance or internal performance and the external one. (Jala El Deen, 2009, p:76)

- a) Internal Performance: it results from the resources that the organization has including:
 - i. Human performance: it is the performance of the organizations members that can be considered a strategic source able to create value and achieve the competitive lead through their skills.
 - ii. Technical performance: it is represented by the organization's ability to use its investment effectively.
 - iii. Financial Performance: it is represented in the efficiency of preparing and using the financial tools available.
- b) External Performance: It is the performance that results from the variables that happen in the external environment of the organizations ; the organization does not cause these variables but the external environment does, this type appears in the good results that the organization reaches like increasing the selling price. All of these changes are reflected on the performance positively or negatively, this type of performance pushes the organization to analyze its results which is important if the issue was related to quantitative variable that can be measured and determined.

3- Nature Standard:

According to this standard, the performance is divided into economical, social, political and technical. The organization cannot achieve its goal by depending on one type without the others since they are integrated, for example the economic performance cannot be achieved without the technological one (Abu Sultan , 2011, p:43)

Job performance is divided into three categories:

- 1- Tasks performance: it involves the behaviors that contribute to accomplishing the main processes in the organization like direct production of services and goods, warehouse inventory or managing the subordinates and each performance that contributes directly or indirectly to implementing the organization's processes. For example, in managerial jobs, it could include the need to cause a change for the individuals from the state of conflict by problems to a competitive environment, it can also be motivational efforts to find such an environment. (Abu Sulatn, 2011, p:44)
- 2- Circumstantial performance: it includes all the behaviors that contribute indirectly to transforming and achieving the main processes in an organizations, these behaviors contribute to form both the culture and organizational environment. Performance here

is not an extra role in nature but it is out of the main job's task scope and it depends on the circumstances where the processes are done. (Bathato, 2010, p:49)

- 3- Opposite performance: it is different from the previously two types mentioned since it includes a negative behavior at work like being late or absent, and it includes behaviors like corruption, violence, revenge behaviors and confrontation (Abu Sharekh, 2010, p:19)

Poor Performance:

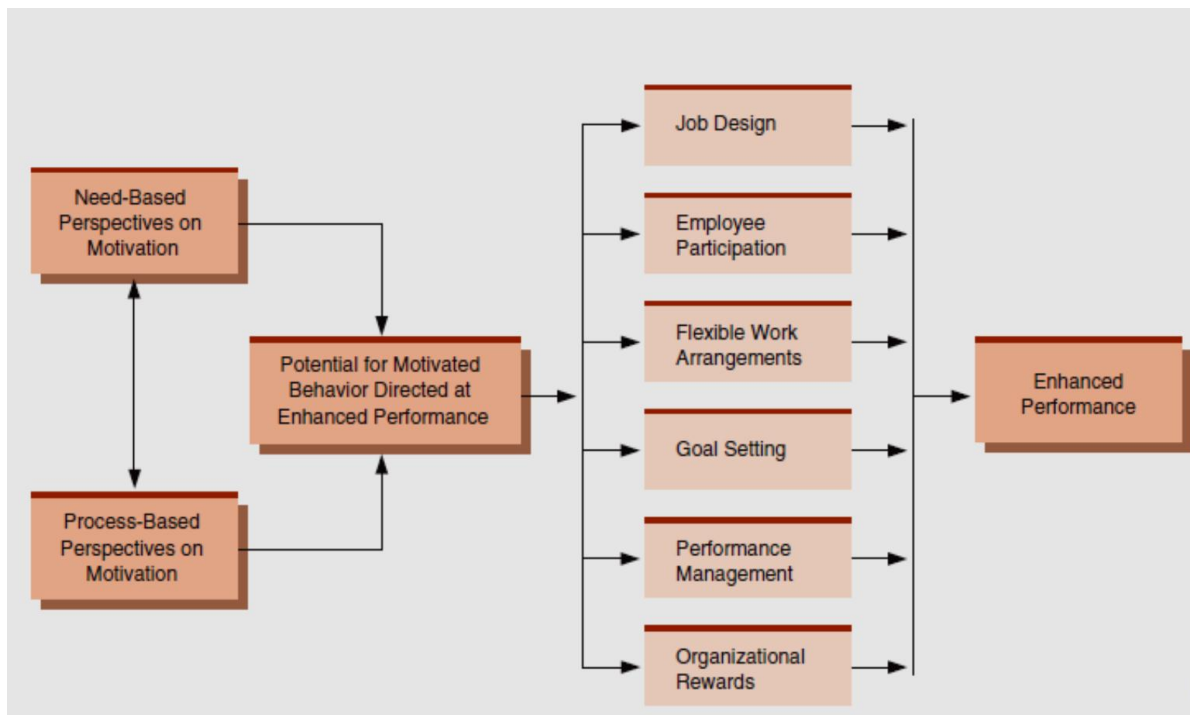
Poor performance is one of the main reasons behind the failure of any organization reaching its goals, and in order to be able to deal with it in the best way the reasons should be known. The following are some of the main reasons of poor performance:

- 1- The lack of required capabilities: in this situation the employee does not have the needed capabilities to perform the job.
- 2- The job is not challenging enough: The employees are simply bored, perhaps they have more capabilities than their managers have realized that haven't been put in use.
- 3- Feeling unappreciated: Employees who do not feel they are properly appreciated whether with money, opportunities or getting the proper feedback, are bound to have performance issues eventually.
- 4- They lack the motivation: If an employee does not see the reason of performing at the level the manager expects, he will not meet the expectations. (Mcpheat, 2010, p:24-27)

Developing job Performance:

Managers can use a variety of methods to enhance performance in organizations such as goal setting, job design, flexible work arrangements, performance management, rewards, and organizational behavior motivation to help translate this potential into actual enhanced performance. (Griffen et al., 2014, p:126)

Figure No (4): Relating Different Theories of Motivation to Performance



(Source: Organizational Behavior: Managing People and Organizations, Griffen et. al,2014, p:126)

It involves using all the available resources to develop the outputs and productivity of the processes and achieve integration between the right technology that uses the capital in the best way. Developing the job performance requires a balance between the following main elements: Quality, productivity, technology and cost; because the balance of these elements proves that the expectations and needs of stakeholders in the organizations have been taken into consideration, this complete approach is called Overall Development Management and it consists of five elements : (Al Merbeh, 2004, p:65-66)

- 1- Direction: it represents the strategy the indicates the future development trends which work on focusing the energies and efforts to enhance the main relation works in the organization.
- 2- Basic concepts: it clarifies the basic development methodologies that integrate with the normal activities to perform the work.
- 3- Delivery processes: it focuses on motivation processes concerned with producing the product or the service that makes the organization more effective and efficient , and it increases its ability to adapt and in the same time it reduces the time, effort and cost.
- 4- Organizational effect: it involves setting standards and the structural hierarchy of the organization.
- 5- Rewards and appreciation: it involves the rewards system and appreciation which includes financial and nonfinancial rewards to support the importance of the other tasks.

Some researches see that there are three approaches for performance development (Al Faidy, 2008, p87)

- 1- First Approach: Developing the Employee's Performance:
Which is the most difficult factor to change, and if it became clear after analyzing the performance that the employee needs a change or development in the performance, then there are many ways to achieve that:
 - a) Focusing on his points of strength and deal positively with regardless his problems of performance ; in addition to believing that there is no perfect individual and that it is not possible to get rid of all the weaknesses that he has , also focusing all the efforts on benefiting from the skills that the employee has and work on developing them.
 - b) Focusing on the balance through balancing between what the individual wants in his work and what he does.
 - c) Connection with personal goals through connecting the efforts of performance development with the interests and goals of the employee.
- 2- Second Approach: Job Development
Changing the job offers many chances to develop the performance since the contents of a job lead to decrease the level of performance if they were boring or lack of motivation or require skills that the employee does not have or include unnecessary or unimportant tasks.
- 3- Third Approach: Work Environment
The environment where the job is done is considered a chance to the change that leads to improving the performance through knowing to what extent are the organizational levels , the way the organization is organized, communication lines clarity, accountability and effectiveness of the mutual interaction with the departments and services' beneficiaries are adequate.

Section Three- The Islamic University

Introduction:

A university is a social organization created by the society, it represents the top of the educational pyramid, not only for being the first phase of the educational system only , but also because it is utterly responsible for building the young people academically, nationally and culturally; it is the society's tool to create its leaders in all the fields whether they are vocational, economical, political, managerial, cultural or intellectual , as a result, the society may develop in an effective way or a very slow one.

The university education aims to serve the society ; develop the culture; provide knowledge and experts and professional people; and prepare a human who has knowledge , advanced search methods and high values to contribute in building the society in addition to building the future of the nation and serve the humanity. (Shihada, 2001)

The Islamic University, where the thesis topic will be applied, was established in Gaza in 1987, it is an independent academic institution supervised by the Ministry of Higher Education. It is a member of four associations: Association of Arab Universities, Federation of the Universities of the Islamic World , Community of Mediterranean Universities, and International Association of Universities. In addition, IUG works closely with numerous universities around the world.

IUG provides for its students an academic environment that adheres to Islamic principles as well as Palestinian traditions and customs. It also provides all available resources, including the most up-to-date technology in service of the education process.

Boards and Organizing Bodies:

The university has a number of boards that support, organize and direct its academic mission. The most important are: The Board of Trustees and The University Council.

University Vision

A beacon of knowledge, culture and human services that seeks to create a comprehensive social revival.

University Mission

IUG is an academic institution that strives to raise the educational, cultural and civilization levels in the Palestinian society, to keep up with current trends in higher education and technology advancements, to encourage scientific research, and to contribute in building future generations and developing the society in a frame work of Islamic values.

University Goals:

1. To raise the levels of educational programs based on quality standards.
2. To develop, support and invest in scientific research tin order to achieve continual development
3. To strengthen the university's role in serving and developing the society.
4. To regulate and raise the efficiency of technical and administrative institutional performance.
5. To improve the university environment and the level of services presented to students and staff.

6. To reinforce partnership and cooperative relationships with local, regional and international organizations.

Academic Programs and Curricula:

IUG keeps up with the global civilization, humanistic contribution and scientific and technological achievements; therefore, it constantly strives to modernize its curriculums to ensure that they are up-to-date with the scientific advancements in all fields of knowledge. IUG adopts a culture that calls for creativity, innovation and development.

Language of Learning:

The main language of learning is Modern Standard Arabic, with the use of English in teaching some specializations.

Academic Exchange:

The university is interested in cooperation and exchange of experiences and specialized professors with Palestinian, Arabic, Islamic and worldwide universities in all fields of sciences. The university also has strong relationships with numerous universities which are governed by cooperation and twinning agreements.

Programs of the Islamic University:

The Islamic University of Gaza provides diplomas, Bachelor degrees and Master degrees in variety of specializations.

Academic Programs and Degrees Offered by the University:

- 1- Bachelors of Arts:
 - a) Faculty of Osoul Addine: Osoul Aldeen (General).
 - b) Faculty of Sharia & Law: Sharia & Law and Islamic Sharia.
 - c) Faculty of Arts: Arabic Language, Major Arabic Language Minor Journalism , English Language- Social Service, History, Major Geography Minor, Geographic Information System, Journalism & Media, History & Archeology and Geography.
 - d) Faculty of Education: Psychology; Psychological Counseling & Educational Guidance; Elementary Education; Education; Teaching Islamic Education; Education, Teaching Social Studies, Education; Teaching Sciences; Education, Teaching Mathematics; Education, Teaching Arabic Language; Education, Teaching English Language; Education, Teaching Sciences & Technology; Education, Arabic Language & its Teaching Methods; Education, English Language & its Teaching Methods; Education, Physics & its Teaching Methods; Education, Chemistry & its Teaching Methods; Education, Biology & its Teaching Methods; Education, Mathematics & its Teaching Methods; Education, Computer & its Teaching Methods; Education, History & its Teaching Methods and Education, Geography & its Teaching Methods.
 - e) Faculty of Commerce: Economics, Economics & Political Science, Major Economics Minor Applied Statistics, Business Administration, Accounting, Financial & Banking Sciences, Political Science & Media.
 - f) Faculty of Nursing: Nursing and Midwifery.
 - g) Faculty of Information Technology: Information Technology, Software Development, Computer Science, Multimedia Technology & Web Development.
 - h) Faculty of Sciences: Sciences; Mathematics, Statistics Emphasis; Major Mathematics Minor Computer; Applied Statistics- Chemistry; Major Chemistry Minor Biochemistry, Biotechnology; Biological Sciences, Medical Laboratory Sciences; Biological Sciences, Biology; Biological Sciences, Biotechnology; Physics- Geology;

Earth & Environmental Sciences

Plant Production.

- i) Faculty of Engineering; Environmental Engineering, Computer Engineering, Civil Engineering, Industrial Engineering, Architectural Engineering, Electrical Engineering, Mechanical Engineering
- j) Faculty of Medicine: Medicine
- k) College of Health Sciences: Medical Laboratory Sciences, Physiotherapy, Optometry.

2- Master Degrees:

- a) Faculty of Engineering: awards master degrees in Civil Engineering/Infra Structure, Civil Engineering/Construct. Management, Civil Engineering/Structure, Design & Rehabilitation Of Structures, Electrical Engineering/ Control Systems, Water Resources Engineering, Civil Engineering/Construction Management.
- b) Faculty of Science: master degrees are awarded in the following majors: Mathematics, Physics, Water Resources Management. Also, the faculty of science awards masters in Biological Sciences with concentration on the following areas: Zoology, Microbiology, Medical Technology, Botany and Mycology.
- c) Faculty of Commerce: The faculty of commerce awards Master of arts degree in the two main majors of Accounting and Finance, and Business Administration. The Business Administration has the following concentrations: Human Resource Management, Marketing Management, and Financial Management.
- d) Faculty of Education: the faculty of education awards masters degree in the following majors: Psychology, Curricula and Methodology, Fundamentals Of Education, and Rehabilitation Sciences. The Curricula and Methodology has the following concentrations: Mathematics, Arabic Language, Sciences, English, and Instructional Technology The Fundamentals Of Education has the following concentrations: Islamic Education and Educational Administration.
- e) Faculty of Art: awards master of arts degree in the following majors: Literature, Rhetoric and Criticism, Modern History, and Islamic History.
- f) Faculty of Shariah and Law: awards master of art in three majors which are: Foundations Of Jurisprudence, Comparative Jurisprudence, and Islamic Jurisdiction.
- g) Faculty of Ussoul Eldeen: awards master of arts in three majors which are: Hadith, Aqidah, and Quran and Its Interpretation.

3- General and higher diplomas

- a) Psychological & Educational Counseling
- b) Community Mental Health
- c) Educational Administration
- d) Diploma in Education/General Islamic Studies.

IUG Main Centers & Units Serving Local Community:

- 1- Community Service & Continuing Education Deanery
- 2- Technical Assistance Center for Visually-impaired students
- 3- Center For Architecture Heritage
- 4- Oral History Center
- 5- Quran and Islamic Studies Center
- 6- Environmental and Rural Research Unit
- 7- Projects and Research Center
- 8- Materials and Soil Lab
- 9- Business Research & Development Unit
- 10- Information & Communication Technology Incubator.

Chapter Three: The Previous Studies

- **Introduction**
- **Local Studies**
- **Arabic Studies**
- **Foreign Studies**
- **General Commentary on the Reviewed Studies**

Chapter Three- The Previous Studies

Introduction:

The following chapter includes previous researches that are related to this one and its variables: job enrichment and job performance. The researcher noticed the variety of researches related to job performance; however, the number of researches about job enrichment and its effect on job performance were limited, that is why the researchers tries to shed a light on this issue by showing the previous studies in order to benefit from them and get to figure out the similarities and differences which will provide the chance of future research opportunities.

The chapter includes 22 previous studies; two of them are local, nine are Arabic and eleven international ones. The studies are presented in each section from the most recent one till the oldest.

Local Studies

After extensive research, the researcher was not able to find any local research that discusses the topic of job enrichment; this lack of studies shows the importance of his research. The following are two local studies that were done about job performance:

1- The Impact of Administrative Accountability on the Administrative Employees' Performance in the Ministry of Education and Higher Education in Gaza Strip. (Al Shareef, 2013)

The study aimed at exploring the administrative accountability and its relationship with the administrative employees' performance. The researcher used the descriptive analytical approach and the data was collected using a questionnaire distributed to 320 administrative employees in the Ministry of Education and Higher Education in Gaza Strip.

The study showed that the concept of administrative accountability exists among the employees and there is a statistically significant relationship between the administrative accountability and the job performance.

The study recommended avoiding using administrative accountability, which resembles investigation, as much as possible and try to benefit from all available efforts and energies required to maintain the self-monitoring mechanism and reach smart accountability. In addition to that, it recommended working on developing the skills of the administrative employees in using modern accountability styles.

2- The Career's Quality and its effect on the NGO's employees' performance in Gaza Strip. (Al Balbesi, 2012)

The study aimed to identify the level of career's quality in the nongovernmental organizations in Gaza Strip. The researcher used the descriptive analytical approach. The population of the study was the employees of the NGO's with a random sample of 265 employees.

The study showed that the careers in Gaza's NGO's have a high level of quality and there is a positive relationship between the quality of careers in Gaza's NGOs and the employees' performance.

The study highly recommended improving the quality of the NGO's jobs by paying more attention to the job security and opportunities of promotion, development, salaries, compensations, rewards and luxuries and fighting unjust practices within the NGO's. Also, it

recommended producing performance reports on a regular basis in order to solve any problems that may occur.

Arabic Studies

1-The Impact of Incentives on developing the Employees' Performance in the Public Sector Organizations in Jordan - Case Study: Greater Amman Municipality (Al Halaiba , 2012)

The study aimed to study the impact of incentives on developing the performance of Greater Amman Municipality , the researcher used the analytical descriptive approach. The data was collected from a random ample of managers, heads of departments and administrative employees in Greater Amman Municipality , the sample consisted of 150 persons.

The results showed a liner associative relationship between using incentives and the development of Greater Amman Municipality's employees.

The study recommended strengthening and improving the positive formal and informal relations among employees and direct them in a way that matches the organization's goals. It also recommended working on spreading the teamwork spirit as a psychological motive to reach the desired performance levels.

2-The Impact of Job Enrichment on the employees' achievement motivation – Case Study: Government Services Bureaus – Mansora City (Hassan, 2012)

This study aimed to determine the impact of job enrichment on the employees' achievement motivation by applying it of the government services Bureaus of Mansora City. It also aimed to recognize the factors that affect the achievement motivation of the employees and the effect of the different aspects of job enrichment on it.

It was found that there is a positive direct relation between the job enrichment and the employees' achievement motivation, it also showed that the different aspects of job enrichment affects the employees' achievement motivation but each one has a different level of impact.

3-The Impact of Using Information Technology on the Employees' performance in the Local Government Organizations- Field Study in Warqla University – Algeria (Attia, 2012)

The study aimed to figure out the impact of information technology on the Employees' performance in the Local Government Organizations. The researcher used the descriptive analytical approach and collected data from a random sample of 61 male and female employees.

The results showed significant statistical relationship between using information technology and the job performance of the employees and there are statistically significant differences towards using information technology on the job performance based on the variables of age, professional history and positions.

The recommendations revolved around developing and improving the information technology infrastructure in a continuous way that matches the nature of work, in addition to connect the administrative departments using computers in order to achieve the required

speed in providing information and providing services. They also focused on the importance of having staff members who are trained, qualified and able to use information technology.

4-The job performance of the teachers working in Formal Jordanian Universities in the point of view of heads of Departments (Al Saraira, 2011)

This study aimed to determine the level of job performance of the teaching staff members in the formal Jordanian universities in the point of view of its heads of departments. The researched used the analytical descriptive approach and collected data from a random sample of 77 heads of academic departments.

The study showed that the level of job performance of the teaching staff members was high and there were no statistically significant differences based on the personal or professional variables.

The research recommended that universities should strengthen the job performance of the teaching staff and assess their needs and desires to achieve the ones that can be fulfilled. It also recommended that the universities should provide both financial and non-financial motivation systems since they have a positive impact on keeping high job performance levels.

5-The Impact of Applying the Concept of Job Enrichment on the Level of Job Satisfaction- Applied Study on the employees of Jeddah GovernorateMunicipality. (Al Oteibi, 2009)

The study aimed to figure out the impact of applying he concept of job enrichment with its five characteristics on the job satisfaction of employees working in Jeddah GovernorateMunicipality. The data was collected from a stratified sample of 304 employees.

The study showed a positive relationship between each of the job enrichment characteristics and the job satisfaction.

The research recommended re-studying and analyzing the nature of jobs in the governmental organizations in the aspects of job analysis and measuring to what extent the job enrichment characteristics are available in order to make them more enriched and encouraging to the employees which leads to increase the level of their job satisfaction. In addition to that, it was mentioned that job enrichment requirements must be taken into consideration when having new jobs or new organizational structure.

6-The Role of Job Enrichment in Organizational Learning: A Field Study of the Jordanian Local and Private Health Sectors (Hayagna, 2008)

The study aimed to recognize the role of job enrichment aspects on the practicing of organizational learning as a field study in the Jordanian local and private sectors and know the level of practicing these aspects.

The researcher used the descriptive analytical approach and the questionnaire as a tool of collecting data from a sample of 327 people. The study showed the availability of a high level of the job enrichment aspects in the Jordanian health sector and that there is a positive connective relation between the job enrichment aspects individually or together and the organizational learning.

The researcher recommended working preparing training programs for the workers in the hospitals and set standards to choose and attract qualified workers. The hospitals should also

care more and encourage innovation and adoption of new ideas and suggestions provided by workers.

7-Job Enrichment and its relation to Job Satisfaction in Independent General Organizations in Jordan (Jaradat , 2008)

The study aimed to identify the relationship between job enrichment factors (task variety, autonomy, task identity, feedback and skill variety) and the job satisfaction in eight independent general organizations. The researcher used the descriptive analytical approach with a sample of 256 employees.

The study showed a significant statistical relationship between the factors of job enrichment and the job satisfaction in the independent general organization in Jordan and it shows lack of significant relationships between job enrichment and job satisfaction because of the variables of gender, age, academic qualifications, experience and position.

The research recommended focusing on both tangible and intangible motives for the employees and working on developing their levels; it also recommended caring about the employees' career development and revising the promotion systems in the public organizations in order to match the new trends in human resources and working on developing the work environment to be more suitable and caring about stability and retaining distinguished employees.

8-Job Enrichment: Survey Study on the Governmental Employees in Jordan (Al Louzi, 2004)

The study aimed to identify the level of job enrichment in the Jordanian governmental organizations through the opinion of their employees and figuring the relationship between the study's variables (task variety, autonomy, task identity, feedback and skill variety) and the administrative creativity and the organizational working environment for the employees. The researcher used the descriptive analytical approach with a questionnaire distributed on a sample of 650 employees.

The study showed that the level of job enrichment in the public sector in Jordan is high, and the opinions of the employees showed no significant differences due to gender or age. The study showed that there is a positive correlation between the level of job enrichment and administrative creativity and the organizational working environment for the government employees.

The research recommended providing the suitable environment in the governmental organizations in terms of human resources and suitable organizational environment. It also recommended providing the managerial and financial support to apply a job enrichment program and focus on its success in the long term in addition to upgrading the governmental organizations efficiency and their distinguished performance.

9-Job Enrichment in Civil Universities' Libraries as perceived by their employees (Al Hamshari, 2002)

The research aimed to explore the reality of job enrichment in the libraries of the civil universities of Jordan from the point of view of their employees. The researcher used analytical descriptive approach and a questionnaire that was distributed among a sample of 94 employees who work in 9 libraries in civil universities.

The research showed that the job enrichment in the libraries of the civil universities is positive but not very high, and there are no significant differences in the employees' evaluation of the reality of job enrichment due to department, major, academic level or experience.

The research recommended applying an effective and well-planned job enrichment program in the civil universities' libraries as a modern way to motivate the employees. In addition to that, it was recommended that this new program needs to be explained in details to the employees in order to create the suitable environment for it to be applied. Moreover, it recommended increasing the interest in the employees' participation in those libraries and their careers development.

Foreign Studies

1-The Impact of Reward Management and Job Enrichment On Job Satisfaction among Employees In The Ogun State Polytechnics. (OlusegunAninkan , 2014)

The research aimed to determine the effect of reward management and job enrichment on the satisfaction of employees. The researcher worked on a sample of 173 staff members, the sample was selected using random sampling technique. The responses were analyzed using the Statistical Package for Social Sciences (SPSS) version 15.0. The Pearson Product Moment correlation coefficient and descriptive statistics were used.

The results of the research showed a significant positive relationship between job enrichment and job satisfaction; but a negatively significant relationship between reward management and job satisfaction.

The research recommended continuous and organized training for the employees to increase the level of their skills that they use in performing their jobs, it also recommended sharing the employees in the process of decision making and giving them the complete freedom to choose how to perform their work.

2-Study of the relationship between job enrichment and organizational effectiveness in Bam organizations (Babaeinejad et al,2013)

The study aimed to identify the relationship between job enrichment and organizational effectiveness in BAM organizations. The researcher used the descriptive analytical approach and the questionnaire as a tool to collect data from a sample of 370 employees.

The study showed a relationship between increasing the responsibilities , offering chances, reduce monitoring and organizational effectiveness.

It was recommended that it is important to give employees self-trust while performing their tasks and give them more authorities and come up with new ways in performing the tasks along with the existence of a motivational system for the employees.

3-Impact of job satisfaction dimensions on job performance in a small and medium enterprise Ibadan, South Western, Nigeria (Funmilola et al, 2013)

The research aimed to figure out the effect of the job satisfaction dimensions on the job performance in the small and medium enterprises in Abadan city, south western Nigeria. The researcher used the analytical descriptive approach on a random simple sample that consisted of 105 workers from three different sectors.

The results showed that the job satisfaction dimensions have a great effect on the job performance.

The research recommended providing the required training to all the employees of both genders and it highlighted the importance of big companies allowing their employees to determine how much they make, in addition to the fact that employees should be given the chance to develop in their fields of work.

4-An Investigation of the Relationship between Job Enrichment and Organizational Commitment (Neysabor and Rashidi, 2013)

This research aimed to recognize the relationship between job enrichment and organizational commitment of the employees working in the Iranian industrial companies. The researcher used the descriptive analytical approach and collected data from a sample of 250 workers in 20 Iranian industrial companies.

The research showed that job enrichment significantly affects the organizational commitment in a positive way, and that companies managers can improve its level by enriching the jobs of their employees.

The research recommended that future studies should focus on the other aspects of job enrichment and their impact on organizational commitment and study the intermediate role of other factors like job satisfaction, organizational justice and organizational structure in between job enrichment and organizational commitment.

5-Job enrichment, Communication and Trust as perceived by employees in the banking industry of Pakistan .(Safwan et al,2012)

The research aimed to use the practices of human resource management like communication, trust and job enrichment in retaining the major employees in the banking industry of Pakistan. The researcher used the analytical descriptive approach , and he used a questionnaire to collect the data from a sample of 259 employees.

The research showed that job enrichment is very useful and considered a factor to move towards achieving practical results and the employees agreed that the organization provide them with chances to diversify their skills.

As a result of the research, it was recommended to keep up with and follow the rapid technological changes and its impact on increasing the competition in the work; in addition to that, organizations have to retain its special employees who always put high efforts into their work.

6-The impact of job enrichment and job enlargement on employee satisfaction keeping employee performance as intervening variable: A correlational study from Pakistan (Saleem et al, 2012)

The study aimed to recognize the effect of job enrichment and job enlargement on employee satisfaction keeping employee performance as intervening variable. The researcher used analytical descriptive approach and used the questionnaire to collect the data from a sample of 242 employees from 3 Pakistani cities.

The study showed that there is an intermediate correlation between job enrichment and enlargement and employees' satisfaction and performance.

The study came out with several recommendations including doing different researches on the factors that can affect the employees' satisfaction whether in a direct or indirect way.

7-The Influence of Empowerment and Job Enrichment on Employee Loyalty in a Downsizing Environment. (Niehoff et al, 2011)

This research aimed to figure out the relationship between managerial empowerment and job enrichment with the employees loyalty in an organization that faced restructuring and downsizing. The data was collected from a data of 203 employees.

The study showed that empowerment affects in an indirect way on the loyalty through job enrichment, but it does not affect directly. Also, it showed that the five dimensions of job enrichment are positively related to the organizational loyalty.

The research recommended that the management department should gradually do the downsizing process and make sure that they explain the mechanisms followed to the employees themselves in order to increase the trust between them and the management. It was also recommended working on strengthening the role of employees and making them feel that job enrichment and managerial enabling are important to be successful in their work.

8-Occupational stress and its effect on job performance-A case study of medical house officers of district Abbottabad. (Kazmi et al, 2008)

This study aimed to figure out the impact of occupational stress on the job performance of medical houses officers in Abbottabad district in Pakistan. The researchers used the analytical descriptive approach and collected data from a sample of 55 doctors.

The study showed that there is an inverse relationship between occupational pressure and job performance at which high level of occupational stress was accompanied by a low level of job performance.

The research recommended that managements of hospitals has to come up with solutions to the problems related to communication, monitoring and the lack of qualified employees in order to get the best benefits. It was also recommended to increase the formal organizational communications with the employees to reduce the cases of ambiguity.

9-The effects of job characteristics and working conditions on job performance (Kahya, 2007)

The study aimed to identify the effect of job characteristics (physical efforts and level of job) and working conditions (environmental conditions and hazards) in addition to the experience and academic level on job performance. The researcher used analytical descriptive approach and data was collected from sample of 154 employees in 18 teams of middle sized companies.

The study showed a significant relationship between the employees' performance and both of job level and environmental circumstances , it also showed that bad working conditions contribute in reducing the performance level of the employees.

The recommendations of the research focused on the importance of caring about the internal and environmental work conditions and working on improving them. In addition to that, it

was recommended to provide elements of relaxation and reducing the hazards which guarantees improving the job performance.

10- Impact of Job enrichment on employee motivation (Verma, 2009)

The study concluded the findings of the project of Job Enrichment Impact on Employee Motivation of AmritBanaspati Company Ltd. The sample consisted of 3000 employees, it comprises middle level management and staff managers.

The results of the study showed that the job enrichment helps in increasing motivation and reducing turnover but does not help much to reduce absenteeism. All these effects combined together help in increasing job satisfaction of an employee.

The research recommended that companies should implement programs that enhance employees' knowledge, abilities, and experience and allow them to apply these new skills in their work because this will help reach the desired goals of an organization.

11-Customized Job Enrichment and its Effect on Job Performance (Fedder, 1999)

This study aimed to figure out the effect of customized job enrichment on the job performance of the employees working in financial organizations and in the local society.

The data was collected from a sample of 38 employees in the financial organization and some people from the surrounding environment from different positions.

The study showed that the employees who have completely enriched jobs had a better job performance than those whose jobs are partially enriched.

The research recommended a continuous reconsideration of job design within the organizational structure of the financial organizations and connect them with the modern technologies and programs. Also, it was recommended to set suitable training programs to develop the employees' skills and abilities.

General Commentary on the Reviewed Studies

Based on the previous studies mentioned above, the following can be concluded:

1. From the previous studies, it can be concluded that all of them agreed on the importance of job enrichment in organizations and that it plays a role in achieving the desired goals.
2. Eleven of the previous studies mentioned studied Job Enrichment as an independent variable, and these studies are: Hassan, 2012; Safwan et al. 2012; Babingad et al, 2013; Neyshabor and Rashidi, 2013; Salem et al. 2012; Al Oteibi, 2009; Hayagna, 2008; Jaradat, 2008; Al Louzi, 2004; Al Hamshari, 2002 and Feder, 1999.
3. Ten of the previous studies used the job enrichment characteristics model which includes the following dimensions: Skill Variety, Task Identity, Autonomy, Feedback and Task Significance. On the other hand, only Babingad et al. 2013 used the following dimensions of job enrichment: increasing responsibility, creating opportunities, decreasing or emitting control, freedom to perform duties).
4. Seven of the previous studies studied Job Performance as a dependent variable: Funmilola et al, 2013; Al Sharif, 2013; Al Halayba, 2012; Attia, 2012; Al Belbeisi, 2012; Kazmi et al, 2008 and Kahya, 2007.
5. One of the previous studies dealt with Job Performance as an independent variable unlike this one, this study is Al Saraira, 2011.
6. This study is similar to Fedder, 1999 and Saleem, 2012 which studies in examining the relationship between Job Enrichment and Job Performance.

7. Despite the variety of the studies, all of them in general used the analytical descriptive approach which will be used in this study as well. In addition to that, this study will use the questionnaire as the tool of collecting the data from a random sample.
8. The research population of this study is completely different from most of the previous ones since it focuses on the administrative employees in the Islamic University while the others focused on banks, hospitals, ministries, etc.
9. The study is similar to both Al Saraira, 2011 and Attia, 2012 in taking university employees as their population. However, Al Saraira, 2011 only dealt with heads of departments and Attia, 2012's population included Academic and Administrative employees who work in the university. Also, none of the previous two studies studied Job enrichment.
10. The study is similar to Fedder, 1999 and Olusegun, 2013 in considering the administrative employees as the population of their studies. However, this study's population is the administrative employees in the Islamic University of Gaza while in Fedder it is the administrative employees in a financial organization and in Olusegun, 2013 it is academic and non-academic administrators in a college.
11. The sizes of samples varied according to the targeted groups.
12. The studies were useful in helping the researcher shed the light on his research problem since they helped clarifying it through the results and recommendations mentioned.
13. This study, as well as some of the previous ones, studied job enrichment as an independent variable and the job performance as the dependent one.
14. The previous studies make the importance of this one very clear since this study will be considered one of the first local one that studies job enrichment as an independent variable. In addition to that, it will be the first local study that studies job enrichment and its impact on job performance in the Islamic University of Gaza. This will help the university to increase the level of job performance of its employees by benefiting from the results of this study especially that the education sector in Gaza Strip is considered one of the most important ones in developing the Palestinian society.

The Difference between this Study and the Previous Ones

After considering the previous researches that studied job enrichment and/or job performance, it is clear that there are some main differences between them and this one:

- 1- The population of this study is the Islamic University and none of the other ones studied the impact of job enrichment on universities and this will help the researcher to shed a light about the impact of job enrichment on administrative employees within the environment of universities.
- 2- This study will be the first local one to be implemented in the Palestinian society and this will lead to knowing if the Palestinian administrative employees working in universities will respond to differently to job enrichment due to the differences in the environment and the surrounding circumstances.

Chapter Four: Research Design and Methodology

- **Introduction**
- **Research Methodology**
- **Research Procedure**
- **Sources of Data**
- **Research Population**
- **Questionnaire Design**
- **Data Measurement and Statistical Analysis Tools**
- **Questionnaire Procedures**
- **Validity of the Questionnaire**
- **Reliability of the Questionnaire**

Chapter Four- Research Design and Methodology

Introduction

The following chapter includes all the information regarding to the research methodology used in order to study the relationship between the dimensions of the job enrichment model and the job performance of the administrative employees working in the Islamic University. The methodology adopted is a combination of the descriptive approach's techniques and information about the research design, research conceptual model, population sample size, research setting, questionnaire design, statistical data analysis, content validity, pilot study and ethical aspects of the research.

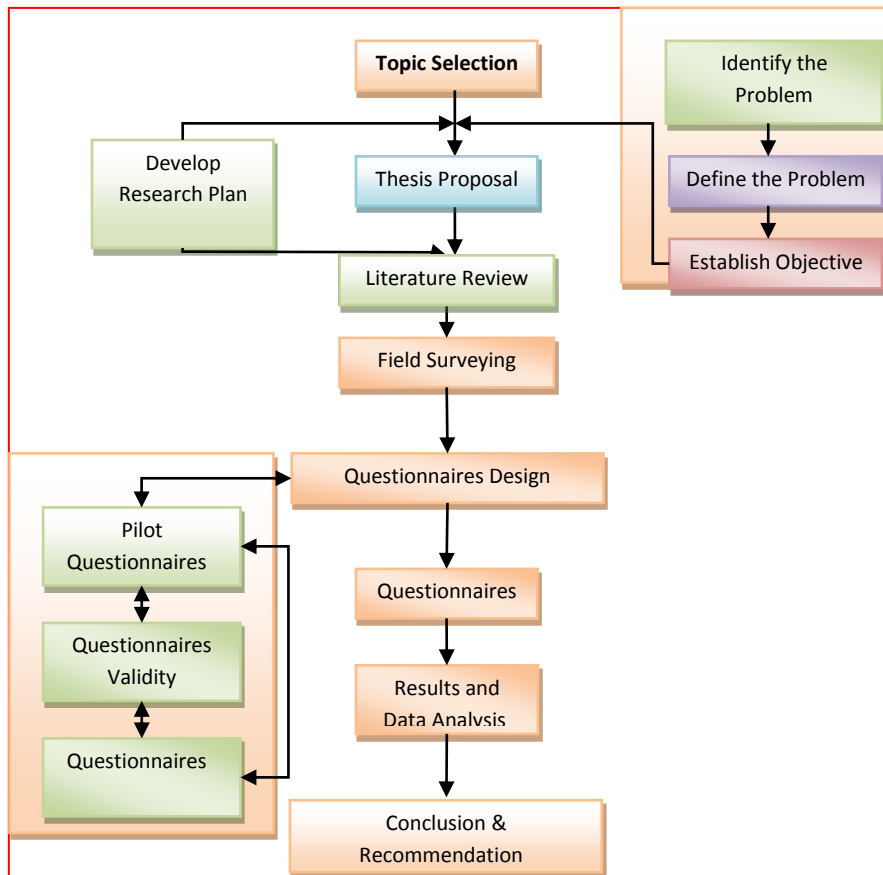
Research Methodology

In this study, the researcher used the analytical descriptive methodology approach in order to reach the desired results. By using this design, the researcher is aiming at getting valuable information about the main topic studied which is the impact of job enrichment on the administrative employees' performance in the Islamic University. After getting the results, the researcher aims to relate them to the previous studies in order to show the similarities and differences and to provide the chance for further researches in the future.

Research Procedure

- 1- The first phase was the thesis proposal which included identifying the problem and hypotheses, setting objectives and explaining the importance of the study.
- 2- The second phase was conducting the literature review research at which the researcher made sure to read the previous literary works that discussed the topic of the research.
- 3- The third phase was to go through the previous studies that discussed similar topics in order to use them as a base of the study and to compare the results at the end.
- 4- The fourth phase of the research included a field survey which was designed in order to study 'The Impact of Job Enrichment on the Administrative Employees' Performance- Case Study: The Islamic University of Gaza'
- 5- The fifth phase of the research focused on the modification of the questionnaire design, through distributing the questionnaire to pilot study, The purpose of the pilot study was to test and prove that the questionnaire questions are clear to be answered in a way that help to achieve the target of the study. The questionnaire was modified based on the results of the pilot study.
- 6- The fifth phase of the research focused on distributing questionnaire. This questionnaire was used to collect the required data in order to achieve the research objective. Two hundred and eight questionnaires were distributed to the research population and one hundred and sixty were collected.
- 7- The sixth phase of the research was data analysis and discussion. Statistical Package for the Social Sciences, (SPSS) was used to perform the required analysis. The final phase includes the conclusions and recommendations.

Figure No (5): Research Procedures



Source: An Improved SMS User Interface System to Support University Services, Al Sheikh Eid, 2011, p:67

Sources of Data

In order to have accurate and reliable results, it is important for the researcher to look for data from different resources. The data was collected through two sources:

- 1- The primary data was collected from the field by a questionnaire. The questionnaire was designed and distributed to get responses from target group of the research during their working hours. Respondents were asked to provide opinions on the variables of this research.
- 2- The secondary data was obtained from secondary resources in collecting data such as books, journals, dissertations, essays, statistics and web pages. Some textbooks were used.

Data Collection Methodology

Collecting the needed data for the research depends on the two resources mentioned previously which are the primary and the secondary sources in order to study the impact of job enrichment on the administrative employees' performance in the Islamic University of Gaza. After the questionnaires are collected, the analysis of the data will be done using the SPSS program.

Research Population

The research Population included the employees in the Islamic University of Gaza. This population included a diversity in age, gender, educational background, position and years of experience. The Islamic University has a number of 452 administrative employees (Islamic University of Gaza, Human Resources Department, 2015)

Research Sample

A random sample was selected from the population with size equal 208 employees, and questionnaires were distributed to members of the sample and 161 questionnaires are received (77.4%). This number of distributed questionnaires was determined by random sampling equation.

Questionnaire Design

In order to collect the research's primary data, a questionnaire was designed. This questionnaire is composed of sections to accomplish the aim of the research, as follows:

1. First section: Personnel Information consists from 5 sentences.
2. Second section: The section is related to Job Enrichment and it consists of 5 subsections as follows:
 - a) Skill Variety: it consists of nine statements.
 - b) Task Identity: it consists of nine statements.
 - c) Autonomy: it consists of eight statements.
 - d) Feedback: it consist of eight statements.
 - e) Task Significance: it consists of eight statements.
3. Third section: The section is related to job performance and it consists of eighteen statements.

The Questionnaire was drawn in Arabic version to be understood by the entire sample when was surveyed in the Gaza Strip. The questions were arranged in a logical order and a proper sequencing.

Data Measurement

In order to be able to select the appropriate method of analysis, the level of measurement must be understood. For each type of measurement, there is/are an appropriate method/s that can be applied and not others. In this research, ordinal scales were used. Ordinal scale is a ranking or a rating data that normally uses integers in ascending or descending order. The numbers assigned to the important (1,2,3,4,5) do not indicate that the interval between scales are equal, nor do they indicate absolute quantities. They are merely numerical labels. Based on Likert scale the following is the scale used:

Paragraph	Strongly agree	Agree	Do not Know	Disagree	Strongly Disagree
Scale	5	4	3	2	1

Statistical analysis Tools

The researcher would use data analysis both qualitative and quantitative data analysis methods. The Data analysis will be made utilizing (SPSS 22). The researcher would utilize the following statistical tools:

1. Cronbach's Alpha for Reliability Statistics
2. Pearson correlation for Validity
3. Frequency and Descriptive analysis
4. Kolmogorov-Smirnov test of normality
5. Parametric Tests (T tests, Independent Samples T-test and Analysis of Variance):
 - a) T-test is used to determine if the mean of a paragraph is significantly different from a hypothesized value 3. If the P-value (Sig.) is smaller than or equal to the level of significance, $\alpha = 0.05$, then the mean of a paragraph is significantly different from a

hypothesized value 3. The sign of the Test value indicates whether the mean is significantly greater or smaller than hypothesized value 3. On the other hand, if the P-value (Sig.) is greater than the level of significance, $\alpha = 0.05$, then the mean a paragraph is insignificantly different from a hypothesized value 3.

- b) The Independent Samples T-test is used to examine if there is a statistical significant difference between two means among the respondents toward the (the impact of job enrichment on the administrative employees' performance in the Islamic University in Gaza) due to Gender.
- c) The One- Way Analysis of Variance (ANOVA) is used to examine if there is a statistical significant difference between several means among the respondents toward the (the impact of job enrichment on the administrative employees' performance in the Islamic University in Gaza) due to (Age, Position, Educational Qualification, and Years of Work).

Questionnaire Procedures

Before distributing the questionnaire to the sample, a number of procedures were followed:

- 1- The researcher designed the questionnaire and then it was reviewed and modified by the supervisor several times.
- 2- Eight referees who are academics and professional people in the field of the study received the questionnaire and gave their feedback. After receiving all the feedbacks, the needed changes were made.
- 3- Thirty questionnaires were distributed to help test the validity and reliability of the questionnaire.
- 4- Based on the pilot phase findings, the researcher concluded that the it is ready to be distributed as a final copy.

Validity of the Questionnaire

Validity refers to the degree to which an instrument measures what it is supposed to be measuring. Validity has a number of different aspects and assessment approaches.

To insure the validity of the questionnaire, two statistical tests should be applied. The first test is Criterion-related validity test (Pearson test) which measure the correlation coefficient between each paragraph in one field and the whole field. The second test is structure validity test (Pearson test) that used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire that have the same level of similar scale.

1- External Validity of the Questionnaire

After taking the permission of the supervisor, the researcher reviewed the research tool by distributing it to academic and professional people in order to provide feedback about what needs to be changed or added and to avoid any ambiguity since they have a huge experience in the field.

2- Criterion Related Validity

Internal consistency of the questionnaire is measured by a scouting sample, which consisted of 30 questionnaires through measuring the correlation coefficients between each paragraph in one field and the whole field.

- a) Measuring the correlation coefficient of each paragraph of Skill Variety and the total of the field

Table (4.1) Correlation coefficient of each paragraph of Skill Variety and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	I have the skills to perform my various job duties/tasks.	0.687	0.000*
2.	I can deal with the technologies and programs needed to perform my job.	0.546	0.003*
3.	My job duties and tasks vary.	0.782	0.000*
4.	My tasks are performed on time.	0.714	0.000*
5.	The jobs are redesigned in the university in a continuous way which includes adding new tasks and skills to the current one.	0.467	0.012*
6.	My managers give me additional tasks from time to time.	0.599	0.001*
7.	Skills and tasks variety contribute to increasing the level of the employees' motivation.	0.571	0.002*
8.	The job outcomes of my department are clear.	0.760	0.000*
9.	The university works on setting training programs needed for developing my skills and abilities.	0.557	0.002*

* Correlation is significant at the 0.05 level

As shown in table (4.1), the p- Values are less than 0.05 , so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

b) Measuring Correlation coefficient of each paragraph of Task Identity and the total of this field

Table (4.2) Correlation coefficient of each paragraph of Task Identity and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	My tasks do not contradict with my colleagues.	0.567	0.001*
2.	There is a clear job description for each job in the university.	0.704	0.000*

3.	I completely know the nature of my tasks.	0.751	0.000*
4.	I can perform my tasks from the beginning to the end.	0.685	0.000*
5.	The work processes in my department are clear and flexible.	0.634	0.000*
6.	My current job's design is clear and good regarding to tasks and duties.	0.617	0.000*
7.	Distinguishing the job tasks and making them clear contributes to organizing the work processes and achieving the goals.	0.694	0.000*
8.	My job's tasks have clear and specified technical and managerial characteristics.	0.707	0.000*
9.	There is a work guide that clarifies the tasks, procedures and duties of each position.	0.624	0.000*

* Correlation is significant at the 0.05 level

As shown in table (4.3), the p- Values are less than 0.05 , so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

c) Measuring the Correlation coefficient of each paragraph of Autonomy and the total of this field

Table (4.3) Correlation coefficient of each paragraph of Autonomy and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	I do my work without going back to my direct supervisors.	0.659	0.000*
2.	My duties give me the chance of using my personal knowledge while performing them.	0.771	0.000*
3.	I have the freedom in choosing the way I want to perform my work.	0.842	0.000*
4.	I have independence when it comes to performing my job despite the various responsibilities and tasks it has.	0.768	0.000*
5.	The university's management cares for the participation of the employees in the decision making	0.635	0.000*

	process.		
6.	The hierarchy of the university is flexible which leads to the work's success.	0.623	0.000*
7.	My independence and the fact that others do not interfere in my work give me the chance to perform my work in the right way.	0.632	0.000*
8.	I feel that the independence and flexibility of my job helps in increasing the speed of performing it.	0.759	0.000*

* Correlation is significant at the 0.05 level

As shown in table (4.4), the p- Values are less than 0.05 , so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

d) Measuring the correlation coefficient of each paragraph of Feedback and the total of this field

Table (4.4) Correlation coefficient of each paragraph of Feedback and the total of this field

No	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Knowing the results and outcomes of my work provides me with knowledge about the extent of my success in performing this work.	0.562	0.001*
2.	My daily work provides me with the chance to evaluate my performance.	0.625	0.000*
3.	Through my work, I can know to what extent I have performed my tasks.	0.773	0.000*
4.	The university provides the employees with periodical reports that show their level of performance.	0.724	0.000*
5.	The outcomes of the feedback are considered the base of decision making processes.	0.914	0.000*
6.	The employees get feedback on a regular basis and not whenever it is needed.	0.722	0.000*
7.	Monitoring and evaluation processes encourage providing the required feedback.	0.816	0.000*

8.	All administrative levels in the university provide feedback reports.	0.683	0.000*
----	---	-------	--------

* Correlation is significant at the 0.05 level

As shown in table (4.5), the p- Values are less than 0.05 , so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

e) Measuring the correlation coefficient of each paragraph of Task Significance and the total of that field.

Table (4.5) Correlation coefficient of each paragraph of Task Significance and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	I feel that my position is important for the department I work at.	0.704	0.000*
2.	I feel that the results of my work are important and they affect the others' benefits.	0.713	0.000*
3.	My work provides me with the chance to create new relationships within my place of work.	0.666	0.000*
4.	The importance of my work lies in the fact that it is a basic part of the whole work system in the university.	0.691	0.000*
5.	The importance of my work lies in the extent of its relation to achieving the general goals of the university.	0.794	0.000*
6.	I believe more in the importance and value of my work through applying it rather than the through the description in the contract.	0.701	0.000*
7.	The higher we go into the hierarchy, the more important the tasks become.	0.774	0.000*
8.	The importance of the tasks is related to the level of the positions and where it is located in the hierarchy.	0.459	0.007*

* Correlation is significant at the 0.05 level

As shown in table (4.6), the p- Values are less than 0.05 , so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

f) Measuring the Correlation coefficient of each paragraph of Job Performance and the total of this field

Table (4.6) Correlation coefficient of each paragraph of Job Performance and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	I do my work in the university based on the determined plans and standards.	0.657	0.000*
2.	I can work within a team.	0.525	0.002*
3.	I strictly follow the instructions and of my managers and the designed plans.	0.535	0.002*
4.	I have good relations with my colleagues in the university.	0.487	0.004*
5.	I do all my effort and spend the required time to implement my tasks.	0.600	0.000*
6.	The rules and regulations of the university contributes to enhancing my job performance.	0.619	0.000*
7.	The university's employees have the desire and excitement to implement the work.	0.674	0.000*
8.	The employees know how to deal with critical situation.	0.499	0.003*
9.	My performance fulfills the standards of the university.	0.682	0.000*
10.	The evaluation system is considered a motivation to develop and enhance my performance.	0.773	0.000*
11.	The evaluation system determine the points of strength and weaknesses of the university's employees.	0.594	0.001*
12.	The university gives rewards and incentives for the creative employees.	0.607	0.000*
13.	I participate in the decision making process to enhance my performance.	0.724	0.000*
14.	I can overcome the work problems that I face.	0.525	0.002*
15.	Getting feedback helps the employee to develop his	0.602	0.000*

	performance.		
16.	The employees are committed to the work hours.	0.382	0.025*
17.	The university works on developing and enhancing the employees' abilities.	0.679	0.000*
18.	I am willing to work extra hours to do my tasks.	0.546	0.001*
19.	The extra activities at work contributes to enhancing my work performance.	0.818	0.000*

* Correlation is significant at the 0.05 level

As shown in table (4.7), the p- Values are less than 0.05 , so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

3- Structure Validity of the Questionnaire

Structure validity is the second statistical test that used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire that have the same level of liker scale.

The researcher assessed the fields' structure validity by calculating the correlation coefficients of each field of the questionnaire and the whole of questionnaire.

Table (4.7) Correlation coefficient of each field and the whole of questionnaire

No.	Field	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Skill Variety	0.852	0.000*
2.	Task Identity	0.857	0.000*
3.	Autonomy	0.752	0.000*
4.	Feedback	0.792	0.000*
5.	Task Significance	0.781	0.000*
	Job Enrichment	0.973	0.000*
	Job Performance	0.871	0.000*

* Correlation is significant at the 0.05 level

Table (4.7) clarifies the correlation coefficient for each field and the whole questionnaire. The p-values (Sig.) are less than 0.05, so the correlation coefficients of all the fields are

significant at $\alpha = 0.05$, so it can be said that the fields are valid to be measured what it was set for to achieve the main aim of the study.

Reliability of the Questionnaire

The reliability of an instrument is the degree of consistency which measures the attribute; it is supposed to be measuring. The less variation an instrument produces in repeated measurements of an attribute, the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. The test is repeated to the same sample of people on two occasions and then compares the scores obtained by computing a reliability coefficient.

One of the most effective ways to determine reliability is the Cronbach's Coefficient Alpha, this method is used to measure the reliability of the questionnaire between each field and the mean of the whole fields of the questionnaire. The normal range of Cronbach's coefficient alpha value between 0.0 and + 1.0, and the higher values reflects a higher degree of internal consistency (George and Mallery, 2003). The Cronbach's coefficient alpha was calculated for each field of the questionnaire.

Table (4.8) shows the values of Cronbach's Alpha for each field of the questionnaire and the entire questionnaire.

Table (4.8) Cronbach's Alpha for each field of the questionnaire and the entire questionnaire

No.	Field	Cronbach's Alpha
1.	Skill Variety	0.794
2.	Task Identity	0.829
3.	Autonomy	0.861
4.	Feedback	0.865
5.	Task Significance	0.837
	Job Enrichment	0.934
	Job Performance	0.901
	Total	0.953

For the fields, values of Cronbach's Alpha were in the range from 0.794 and 0.934. This range is considered high; the result ensures the reliability of each field of the questionnaire. Cronbach's Alpha equals 0.953 for the entire questionnaire which indicates an excellent reliability of the entire questionnaire.

Thereby, it can be said that the researcher proved that the questionnaire was valid, reliable, and ready for distribution for the population sample.

Note: According to the pilot study, one paragraph was eliminated because the P-value (sig.) equals 0.051 which is greater than the level of significance $\alpha = 0.05$ for each paragraph .

Chapter Five: Data Analysis and Hypotheses Testing

- **Introduction.**
- **Test of Normality**
- **Descriptive Analysis of the Sample Statistics.**
- **Data Analysis**
- **Hypotheses Testing.**

Chapter Five- Data Analysis and Hypotheses Testing

Introduction

The following chapter aims to analyze the data that the researcher collected through a questionnaire in order to study the impact of job enrichment and its dimensions on the job performance of the administrative employees working in the Islamic University of Gaza. The chapter includes three sections; the first one is about the descriptive analysis which covers the organizational and personal characteristics, the second will be about the data analysis which will include the values of the means and test values in each category and the last one will deal with hypotheses analysis. At the end of each part the researcher will attempt to explain the reasons behind the results. In addition to that, there will be a comparison with the results of other studies that discussed similar topics.

Test of Normality

The One-Sample Kolmogorov-Smirnov Test procedure compares the observed cumulative distribution function for a variable with a specified theoretical distribution, which may be normal, uniform, Poisson, or exponential. The Kolmogorov-Smirnov Z is computed from the largest difference (in absolute value) between the observed and theoretical cumulative distribution functions. This goodness-of-fit test tests whether the observations could reasonably have come from the specified distribution. Many parametric tests require normally distributed variables. The one-sample Kolmogorov-Smirnov test can be used to test that a variable of interest is normally distributed, (Henry and Thode, 2002).

Table (5.1): Kolmogorov-Smirnov Test of Normality

No.	Variables	Kolmogorov-Smirnov	
		Test Value	P-value
1.	Skill Variety	0.857	0.454
2.	Task Identity	0.686	0.735
3.	Autonomy	0.483	0.974
4.	Feedback	0.592	0.875
5.	Task Significance	0.816	0.519
6.	Job Enrichment	0.503	0.962
7.	Job Performance	0.546	0.927
8.	All Paragraphs	0.479	0.976

According to table (5.1), the p-value for each variable of the questionnaire is greater than 0.05 level of significance, then the distributions for these variables are normally distributed.. Consequently, parametric tests will be used to perform the statistical data analysis.

Descriptive Analysis of the Sample Statistics

Personal characteristics

1- Gender

Table (5.2): Sample Distribution for " Gender "

Gender	Frequency	Percentage
Male	117	72.7
Female	44	27.3
Total	161	100.0

The table shows that 72.7% of the population of the administrative employees are males and only 27.3% are females. According to the researcher, this result is due to having more male administrative employees working in the Islamic university of Gaza than female employees.

2- Age

Table (5.3): Sample Distribution for " Age "

Age	Frequency	Percentage
Less than 25 years	13	8.1
25 - less than 35 years	68	42.2
35 - less than 45 years	47	29.2
45 - less than 55 years	22	13.7
55 years or older	11	6.8
Total	161	100

According to the above table, 50.3% of the administrative employees population in the Islamic University is under 35 years while almost the half is over 35 years. This shows that the Islamic University has employees of different ages and experiences and at a suitable age period of development and enhancement. The fact that most of the population was under 35 years is an indicator that the employees are youth which can be interpreted as being more effective, technologically educated, less resilient to change and multi-skilled.

3- Position

Table (5.4): Sample Distribution for " Position "

Position	Frequency	Percentage
Director of Department	5	3.1
Director of Department Deputy	5	3.1
Head of Department	25	15.5
Administrative Assistant	17	10.6
Secretary	45	28.0
Other (mentioned in the following paragraph)	64	39.8
Total	161	100.0

According to the previous table, 21.7% of the employees hold managerial positions while 78.3% hold normal ones. In addition to that, the table shows that 39.8% of the administration employees have positions other than the ones mentioned in the questionnaire like administrative employee, registration employee, head of committee, group member, technician, accountant, supervisor, coordinator, designer, etc. Since the university can be considered as a complete society, it is normal to have a wide variety of positions to be able to handle all the tasks related to its processes and to help the students.

4- Educational Qualification

Table (5.5): Sample Distribution for " Educational Qualification "

Educational Qualification	Frequency	Percentage
Diploma or less	33	20.5
Bachelor Degree	101	62.7
Master Degree	25	15.5
Ph.D.	2	1.2
Total	161	100.0

The results of the analysis shows that 16.7% of the employees hold post graduate degrees and they are the ones who have senior positions. 62.7% of the employees have a bachelor degree, 20.5% have a diploma and this shows that most of the administrative employees have bachelor degrees or diplomas.

The fact that most of the population has a bachelor degree can be considered as an indicator to the sincerity of the questionnaire since they are able to understand clearly the statements mentioned.

5- Years of Work

Table (5.6): Sample Distribution for " Years of Work "

Years of Work	Frequency	Percentage
Less than 5 years	37	23.0
5 - less than 10 years	52	32.3
10 - less than 15 years	53	32.9
15 years or older	19	11.8
Total	161	100.0

Table (5.6) shows that 53.3% of the employees have an experience of less than 10 years while 44.7% have an experience of more than 10 years. This shows that there are distinguished experiences in the Islamic University but there is still a need for development. Moreover, the fact that 44.7% have more than ten years of experience gives the results of the questionnaire more validity since they have enough experience and knowledge and more understanding of the university's systems.

Data Analysis

In order to analyze the data, the researcher uses a one sample t test to test if the opinion of the respondent in the content of the sentences are positive (weight mean greater than "60%" and the p-value less than 0.05) or the opinion of the respondent in the content of the sentences are neutral (p- value is greater than 0.05) or the opinion of the respondent in the content of the sentences are negative (weight mean less than "60%" and the p-value less than 0.05)

1- Section Two: Job Enrichment

a) Skill Variety

Table (5.7): mean and Test value for "Skill Variety"

	Paragraph	Mean	Standard deviation	Weight mean	T-value	P-value	Rank
1.	I have the skills to perform my various job duties/tasks.	4.37	0.75	87.33	23.2	0.000*	1
2.	I can deal with the technologies and programs needed to perform my job.	4.29	0.75	85.84	21.9	0.000*	3
3.	My job duties and tasks vary.	4.25	0.80	84.97	19.8	0.000*	4

4.	My tasks are performed on time.	4.34	0.75	86.83	22.7	0.000*	2
5.	The jobs are redesigned in the university in a continuous way which includes adding new tasks and skills to the current one.	3.93	1.02	78.51	11.6	0.000*	9
6.	My managers give me additional tasks from time to time.	4.13	0.94	82.61	15.2	0.000*	6
7.	Skills and tasks variety contribute to increasing the level of the employees' motivation.	4.07	0.85	81.37	15.9	0.000*	7
8.	The job outcomes of my department are clear.	4.14	0.80	82.86	18.2	0.000*	5
9.	The university works on setting training programs needed for developing my skills and abilities.	3.99	0.97	79.75	12.9	0.000*	8
	Skill Variety	4.17	0.63	83.34	23.6	0.000*	

* The mean is significantly different from 3

- The mean of the paragraph #1 “I have the skills to perform my various job duties/tasks” equals 4.37 (87.33%), Test-value = 23.2, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 3. It is concluded that the respondents agree to this paragraph.
- The mean of the paragraph #5 “The jobs are redesigned in the university in a continuous way which includes adding new tasks and skills to the current one” equals 3.93 (78.51%), Test-value = 11.6, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 3. It is concluded that the respondents agree to this paragraph. However, the fact that this statement got the lowest weight shows that there is more space for redesigning the jobs of the administrative employees working in the Islamic University of Gaza.
- The mean of the field “Skill Variety” equals 4.17 (83.34%), Test-value = 23.6, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive (negative), so the mean of this field is significantly smaller than the hypothesized value 3. It is concluded that the respondents agree to field of “Skill Variety”.
- The results show that the administrative employees in the Islamic University have a high level of variety in the skills and tasks required in their jobs.
- When comparing the results to the other Arabic studies that studied the same or similar topics, it is clear that the results agrees with Jardat, 2000; Hayagna, 2008, Al Louzi, 2009 and Hamshari, 2009.
- On the other hand, there is a difference with the results of Safwan, 2012, Al Otteibi, 2009 and Hassan, 2012 which resulted in moderate levels of skill variety unlike this one where the level is high. The researcher explains that due to the differences in the place, time, positions and environments that the other studies were implemented in.

- Regarding to the Foreign studies, the results agree with Feder, 1999; Niehoff et al. 2001 and Neshabor,2013 in having a high level of skill variety. The researcher justifies that because having variety of skills that need to be developed over time is essential in almost all of the fields.

b) Task Identity

Table (5.8): mean and Test value for “Task Identity”

	Paragraph	Mean	Standard deviation	Weight mean	T-value	P-value	Rank
1.	My tasks do not contradict with my colleagues.	4.07	0.86	81.38	15.7	0.000*	7
2.	There is a clear job description for each job in the university.	4.02	0.90	80.38	14.3	0.000*	9
3.	I completely know the nature of my tasks.	4.23	0.75	84.50	20.6	0.000*	3
4.	I can perform my tasks from the beginning to the end.	4.32	0.73	86.42	22.8	0.000*	1
5.	The work processes in my department are clear and flexible.	4.12	0.80	82.38	17.6	0.000*	5
6.	My current job’s design is clear and good regarding to tasks and duties.	4.11	0.85	82.24	16.6	0.000*	6
7.	Distinguishing the job tasks and making them clear contributes to organizing the work processes and achieving the goals.	4.24	0.75	84.84	21.1	0.000*	2
8.	My job’s tasks have clear and specified technical and managerial characteristics.	4.14	0.79	82.73	18.2	0.000*	4
9.	There is a work guide that clarifies the tasks, procedures and duties of each position.	4.03	0.98	80.62	13.4	0.000*	8
	Task Identity	4.14	0.64	82.84	22.8	0.000*	

* The mean is significantly different from 3

- The mean of the paragraph #4 “I can perform my tasks from the beginning to the end” equals 4.32 (86.42%), Test-value = 22.8, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 3. It is concluded that the respondents agree to this paragraph.
- The mean of the paragraph #2 “There is a clear job description for each job in the university” equals 4.02 (80.38%), Test-value = 14.3, and P-value = 0.000 which is

smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 3. It is concluded that the respondents agree to this paragraph.

- The mean of the field “Task Identity” equals 4.14 (82.84%), Test-value = 22.8, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly smaller than the hypothesized value 3. It is concluded that the respondents agree to field of “Task Identity”.
- According to the analysis, there is a high level of agreement regarding to the dimension of task identity and it shows that the employees feel that there is a clear description of the tasks and they are able to perform them completely from the beginning to the end with a specified direction for each job.
- When comparing the results to foreign studies, it was obvious that there was a resemblance with Neyshabour, 2013; Feder, 1999 and Niehoff et al. 2001 which all showed a high level of task identity.
- As for the Arabic studies, there was a resemblance with Jaradat, 2000; Hamshari, 2009; Al Louzi, 2004, Hamshari, 2009 and Hayagna, 2008. The researcher explains that since having tasks that are clear that can be achieved by the employee alone or with a little help is essential to make the job easier and the goals achievable.
- Regarding to the differences, there were some differences with Al Otteibi, 2009; Hassan, 2012 and Safwan, 2012 which all showed moderate levels of task identity unlike this study. This could be due to many reasons including the difference to the environment at which the study was held in and also the fact that some jobs in some environments do not need a very clear description to be implemented.

c) Autonomy

Table (5.9): mean and Test value for “Autonomy”

	Paragraph	Mean	Standard deviation	Weight mean	T-value	P-value	Rank
1.	I do my work without going back to my direct supervisors.	3.63	1.24	72.67	6.5	0.000*	8
2.	My duties give me the chance of using my personal knowledge while performing them.	3.94	0.84	78.87	14.2	0.000*	3
3.	I have the freedom in choosing the way I want to perform my work.	3.83	0.91	76.63	11.6	0.000*	5
4.	I have independence when it comes to performing my job despite the various responsibilities and tasks it has.	3.86	0.86	77.22	12.5	0.000*	4
5.	The university’s management cares for the participation of the employees in the decision making process.	3.68	1.07	73.59	8.0	0.000*	7
6.	The hierarchy of the university is flexible which leads to the work’s success.	3.80	0.94	75.95	10.5	0.000*	6

7.	My independence and the fact that others do not interfere in my work give me the chance to perform my work in the right way.	4.03	0.84	80.64	15.4	0.000*	1
8.	I feel that the independence and flexibility of my job helps in increasing the speed of performing it.	3.95	0.90	78.98	13.1	0.000*	2
	Autonomy	3.85	0.72	76.98	15.0	0.000*	

* The mean is significantly different from 3

- The mean of the paragraph #7 “My independence and the fact that others do not interfere in my work give me the chance to perform my work in the right way” equals 4.03 (80.64%), Test-value = 15.4, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 3. It is concluded that the respondents agree to this paragraph.
- The mean of the paragraph #1 “I do my work without going back to my direct supervisors.” equals 3.63 (72.67%), Test-value = 6.5, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 3. It is concluded that the respondents agree to this paragraph. However, the fact that this statement got the lowest weight shows that administrative employees need more authority while performing their duties.
- The mean of the field “Autonomy” equals 3.85 (76.98%), Test-value = 15.0, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly smaller than the hypothesized value 3. It is concluded that the respondents agree to field of “Autonomy”.
- There is a good level of agreement when it comes to having independence in performing the tasks but there should be more participation in the decision making process.
- Since not all the jobs require a high level of independence in decision making, there was a difference in the results between this study and Al Otteibi, 2009; Hassan, 2012 and Safwan, 2012 at which the level of autonomy they showed was moderate.
- On the other hand, the study agreed with variety of studies like Al Louzi, 2004; Hayagna, 2008; Hamshari, 2009; Jaradat, 2008 ; Feder, 1999; Neyshabour, 2013 and Niehoff et al. 2001 at which all showed high levels of autonomy and this can be explained since having a level of independence and feeling that you are a part of decision making process is considered a motive for the employees to develop themselves and their skills.

d) Feedback

Table (5.10): mean and Test value for “Feedback”

	Paragraph	Mean	Standard deviation	mean (%)	Test value	P-value	Rank
--	-----------	------	--------------------	----------	------------	---------	------

1.	Knowing the results and outcomes of my work provides me with knowledge about the extent of my success in performing this work.	4.21	0.78	84.13	19.6	0.000*	1
2.	My daily work provides me with the chance to evaluate my performance.	4.01	0.83	80.13	15.4	0.000*	3
3.	Through my work, I can know to what extent I have performed my tasks.	4.07	0.79	81.38	17.0	0.000*	2
4.	The university provides the employees with periodical reports that show their level of performance.	3.71	1.05	74.13	8.5	0.000*	7
5.	The outcomes of the feedback are considered the base of decision making processes.	3.80	0.91	75.97	11.1	0.000*	5
6.	The employees get feedback on a regular basis and not whenever it is needed.	3.69	1.11	73.71	7.8	0.000*	8
7.	Monitoring and evaluation processes encourage providing the required feedback.	3.85	1.05	77.09	10.2	0.000*	4
8.	All administrative levels in the university provide feedback reports.	3.79	1.00	75.78	10.0	0.000*	6
	Feedback	3.90	0.76	77.97	15.0	0.000*	

* The mean is significantly different from 3

- The mean of the paragraph #1 “Knowing the results and outcomes of my work provides me with knowledge about the extent of my success in performing this work” equals 4.21 (84.13%), Test-value = 19.6, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 3. It is concluded that the respondents agree to this paragraph.
- The mean of the paragraph #6 “The employees get feedback on a regular basis and not whenever it is needed” equals 3.69 (73.71%), Test-value = 7.8, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 3. It is concluded that the respondents agree to this paragraph. This specific result shows the need of having a more organized and scheduled feedback process.
- The mean of the field “Feedback” equals 3.90 (77.97%), Test-value = 15.0, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly smaller than the hypothesized value 3. It is concluded that the respondents agree to field of “Feedback”.
- The responses of the population of this study agree that there is feedback provided by the university to the employees regarding to their performance and this increases their loyalty, efforts and doing their tasks in the best ways.
- The results agree with a number of studies that had a high level of feedback and they included Feder, 1999; Hayagna, 2008; Jaradat, 2008; Niehoff et al. 2001 and Neyshabour, 2013, Al Louzi, 2004 and Hamshari, 2009. This is due to the importance

of feedback in helping the employee know what his points of strength and weaknesses are in order to work on strengthening the first and developing the second.

e) **Task Significance**

Table (5.11): mean and Test value for “Task Significance”

	Paragraph	Mean	Standard deviation	mean (%)	Test value	P-value	Rank
1.	I feel that my position is important for the department I work at.	4.31	0.78	86.13	21.3	0.000*	1
2.	I feel that the results of my work are important and they affect the others' benefits.	4.23	0.77	84.50	20.2	0.000*	3
3.	My work provides me with the chance to create new relationships within my place of work.	4.06	0.84	81.25	16.1	0.000*	8
4.	The importance of my work lies in the fact that it is a basic part of the whole work system in the university.	4.30	0.73	85.96	22.5	0.000*	2
5.	The importance of my work lies in the extent of its relation to achieving the general goals of the university.	4.18	0.77	83.50	19.4	0.000*	6
6.	I believe more in the importance and value of my work through applying it rather than the through the description in the contract.	4.22	0.76	84.38	20.3	0.000*	4
7.	The higher we go into the hierarchy, the more important the tasks become.	4.20	0.84	84.00	18.1	0.000*	5
8.	The importance of the tasks is related to the level of the positions and where it is located in the hierarchy.	4.14	0.83	82.86	17.5	0.000*	7
	Task Significance	4.20	0.61	84.06	25.2	0.000*	

* The mean is significantly different from 3

- The mean of the paragraph #1 “I feel that my position is important for the department I work at” equals 4.31 (86.13%), Test-value = 21.3, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 3. It is concluded that the respondents agree to this paragraph.
- The mean of the paragraph #3 " My work provides me with the chance to create new relationships within my place of work " equals 4.06 (81.25%), Test-value = 16.1, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 3. It is concluded that the respondents agree to this paragraph.

- The mean of the field “Task Significance” equals 4.20 (84.06%), Test-value = 25.2, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly smaller than the hypothesized value 3. It is concluded that the respondents agree to field of “Task Significance”.
- Based on the similar results with the previous studies which include Feder, 1999; Niehoff et al. 2001; Neyshabor, 2013; Jaradat, 2008; Al Louzi, 2004; Hamshari, 2009 and Hayagna, 2008, it is clear that there is a high level of agreement when it comes to believing that their jobs are important in the hierarchy of the university and any promotion the employee will get will be positively reflected on the whole performance of the university and there should be more interest in redesigning the jobs to make them more important.

All paragraphs of Job Enrichment

The mean of all paragraphs of the field “Job Enrichment” equals 4.06 (81.12%), Test-value = 25.4, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly smaller than the hypothesized value 3. It is concluded that the respondents agree to all paragraphs of the field of “Job Enrichment”.

Table (5.12): mean and Test value for “Job Enrichment”

Field	Mean	Standard deviation	Weight mean	T-value	P-value	Rank
Skill Variety	4.17	0.63	83.34	23.6	0.000*	2
Task Identity	4.14	0.64	82.84	22.8	0.000*	3
Autonomy	3.85	0.72	76.98	15.0	0.000*	5
Feedback	3.90	0.76	77.97	15.0	0.000*	4
Task Significance	4.20	0.61	84.06	25.2	0.000*	1
Job Enrichment	4.06	0.53	81.12	25.4	0.000*	

* The mean is significantly different from 3

The table shows that the level of job enrichment in the Islamic University is high with a mean of 81.21%. The result agrees with the results of Hayagna, 2008; Jaradat, 2008; Al Louzi, 2004; Hamshari, 2002; Neyshabor, 2013 ; Feder, 1999 and Neihoff et al. 2001.

This shows that within different environments, applying job enrichment has a positive impact and this will be reflected on the employees’ satisfaction and it will lead to increasing the level of organizational efficiency and motivate them. Moreover, this will help to motivate the positive attitude and guide them to do their work in the best way which will result in increasing the level of productivity and achieving the competitive advantage, making more profits and reach the desired results.

Regarding to the ranks, the result of this study agrees with those of Neyshabour, 2013 and Fedder, 1999 at which Autonomy ranked the last and this shows that the administrative employees, especially within the population of this study, do not feel independent in making decisions directly.

On the other hand, the results are different from those of Neihoff et al, 2001 at which Autonomy ranked the first place, this might be due to the fact that the place and time of the studies are different since the environment of the latter one is a governmental organization.

2- Section Three: Job Performance

Table (5.13): mean and Test value for “Job Performance”

	Paragraph	Mean	Standard deviation	Weight Mean	T-value	P-value	Ran k
1.	I do my work in the university based on the determined plans and standards.	4.07	0.93	81.49	14.7	0.000 *	8
2.	I can work within a team.	4.09	0.99	81.76	13.9	0.000 *	6
3.	I strictly follow the instructions and of my managers and the designed plans.	4.18	0.76	83.60	19.8	0.000 *	3
4.	I have good relations with my colleagues in the university.	4.24	0.76	84.84	20.6	0.000 *	1
5.	I do all my effort and spend the required time to implement my tasks.	4.16	0.80	83.11	18.3	0.000 *	5
6.	The rules and regulations of the university contributes to enhancing my job performance.	3.95	0.85	78.99	14.1	0.000 *	16
7.	The university’s employees have the desire and excitement to implement the work.	4.03	0.86	80.63	15.2	0.000 *	11
8.	The employees know how to deal with critical situation.	4.08	0.74	81.67	18.4	0.000 *	7
9.	My performance fulfills the standards of the university.	4.16	0.72	83.25	20.5	0.000 *	4
10.	The evaluation system is considered a motivation to develop and enhance my performance.	3.97	0.90	79.37	13.5	0.000 *	15
11.	The evaluation system determine the points of strength and weaknesses of the university’s employees.	3.92	0.92	78.36	12.6	0.000 *	17
12.	The university gives rewards and incentives for the creative employees.	3.53	1.23	70.63	5.4	0.000 *	19

13.	I participate in the decision making process to enhance my performance.	3.65	1.06	72.96	7.7	0.000 *	18
14.	I can overcome the work problems that I face.	4.06	0.86	81.13	15.6	0.000 *	9
15.	Getting feedback helps the employee to develop his performance.	4.03	0.87	80.50	14.9	0.000 *	12
16.	The employees are committed to the work hours.	4.21	0.92	84.18	16.6	0.000 *	2
17.	The university works on developing and enhancing the employees' abilities.	4.00	0.87	80.00	14.3	0.000 *	13
18.	I am willing to work extra hours to do my tasks.	4.00	0.92	80.00	13.7	0.000 *	13
19.	The extra activities at work contributes to enhancing my work performance.	4.05	0.92	81.00	14.5	0.000 *	10
	Job Performance	4.02	0.61	80.45	21.3	0.000 *	

* The mean is significantly different from 3

- The mean of the paragraph #4 “I have good relations with my colleagues in the university” equals 4.24 (84.84%), Test-value = 20.6, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 3. It is concluded that the respondents agree to this paragraph.
- The mean of the paragraph #12 “The university gives rewards and incentives for the creative employees” equals 3.53 (70.63%), Test-value = 5.4, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 3. It is concluded that the respondents agree to this paragraph.
- The mean of the field “Job Performance” equals 4.02 (80.45%), Test-value = 21.3, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly than the hypothesized value 3. It is concluded that the respondents agree to field of “Job Performance”.
- The previous results shows that the job performance level at the Islamic University is high with a mean of 80.45% and this result agrees with Al Sharif, 2013; Al Belbeisi, 2012; Al Halyaba, 2012; and Al Saraira 2011 which all showed a high level of job performance.
- The researcher believes that the reason behind the high level of job performance in the Islamic University is that the job of an administrative employee is a vital and desired one and it can be done correctly in the appropriate way and there is a good level of job satisfaction which will be reflected on their performance.

Hypothesis Testing

1-The First Main Hypothesis: The First Main Hypothesis: There is a significant statistical relationship at the level of ($\alpha \leq 0.05$) between Job enrichment and job performance of the administrative employees of the Islamic university.

Table (5.14) Correlation coefficient between Job Enrichment and Job Performance

No.	Field	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Skill Variety	0.399	0.000*
2.	Task Identity	0.384	0.000*
3.	Autonomy	0.445	0.000*
4.	Feedback	0.557	0.000*
5.	Task Significance	0.554	0.000*
	Job Enrichment	0.591	0.000*

* Correlation is statistically significant at 0.05 level

Table (5.14) shows the correlation coefficient between Job Enrichment and Job Performance. The results show that the correlation coefficient between Job enrichment and job performance equals 0.591 and the p-value (Sig.) equals 0.000 The p-value (Sig.) is smaller than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. It is concluded there is significant positive relationship between Job enrichment and job performance.

This shows that the higher the level of job enrichment in the Islamic University is, the higher the level of their performance . This study completely agrees with Feder, 1999 and Saleem et al. 2012 in the existence of a relationship between job enrichment and job performance.

In addition to that, the study agrees with Feder, 1999 in the fact that job enrichment dimensions of job enrichment are positively related to the job performance.

The researcher believes that to the availability of the suitable environment in the Islamic University which gives the chance to apply the job enrichment and increasing the interest in the human resources through developing, training and enabling them in the work in addition to updating the organizational rules and revising the incentives system which lead to increasing the level of performance.

The main hypothesis will lead to five sub-hypothesis:

- a) **There is a statistical significant relationship at the level of ($\alpha \leq 0.05$) between Skill Variety and the job performance of the administrative staff working in the Islamic University.**

The correlation coefficient between Skill Variety and job performance equals 0.399 and the p-value (Sig.) equals 0.000 . The p-value (Sig.) is smaller than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. It is concluded that there is significant positive relationship between Skill Variety and job performance.

This previous results show that the more the level of skill variety is, the better level of job performance the administrative employees in the Islamic University will have. And that shows that the more interest in developing the abilities and skills of the employees in a continuous way will lead to an increase in their level of performance and the speed of doing their work.

b) There is a statistical significant relationship at the level of ($\alpha \leq 0.05$) between Task Identity and the job performance of the administrative staff working in the Islamic University.

The correlation coefficient between Task Identity and job performance equals 0.384 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is smaller than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. It is concluded that there is significant positive relationship between Task Identify and job performance.

This means that when the level of task identity increases for the administrative employees working in the Islamic University, the level of job performance will increase. This shows that when the employee is acquainted with his work and tasks from the beginning till the end, he will be able to do it in the best way.

c) There is a statistical significant relationship at the level of ($\alpha \leq 0.05$) between Autonomy and the job performance of the administrative staff working in the Islamic University.

The correlation coefficient between Autonomy and job performance equals 0.445 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is smaller than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. It is concluded that there is significant positive relationship between Autonomy and job performance.

This shows that when the autonomy is high, the level of job performance for the administrative employees working in the Islamic University will be high. This shows that giving the employee independence and the ability to make decisions will positively be reflected on his work.

d) There is a statistical significant relationship at the level of ($\alpha \leq 0.05$) between Feedback and the job performance of the administrative staff working in the Islamic University.

The correlation coefficient between Feedback and job performance equals 0.557 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is smaller than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. It is concluded that there is significant positive relationship between Feedback and job performance.

The previous results show that the more feedback is provided the better job performance will result, and this emphasis on the importance of regular feedback procedures that will help the employees to know their points of strengths and weaknesses so they can work on strengthening the first ones and developing the others.

e) There is a statistical significant relationship at the level of ($\alpha \leq 0.05$) between Task Significance and the job performance of the administrative staff working in the Islamic University.

The correlation coefficient between Task Significance and job performance equals 0.554 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is smaller than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. It is concluded that there is significant positive relationship between Task Significance and job performance.

It shows that when the level of task significance increases, the job performance will increase for the administrative employees working in the Islamic University. This shows that when the employee believes that he has an important job, he will work harder which will lead to a better job performance.

2-The Second Main Hypothesis: There is a statistical significant impact at the level of ($\alpha \leq 0.05$) of Job enrichment on Job Performance of the administrative employees working in the Islamic University.

Table (5.15):Result of Stepwise regression analysis

Variable	B	T	Sig.	R	R-Square	F	Sig.
(Constant)	1.362	5.049	0.000*	0.635	0.403	53.329	0.000**
Feedback	0.293	5.049	0.000*				
Task Significance	0.361	4.960	0.000*				

* The variable is statistically significant at 0.05 level

** The relationship is statistically significant at 0.05 level

Stepwise method is used and the following are the results obtained:

Table (5.15) shows the Multiple correlation coefficient $R = 0.635$ and $R\text{-Square} = 0.403$. This means 40.3% of the variation in job performance is explained by feedback and task significance.

Table (5.15) shows the Analysis of Variance for the regression model. $F=53.329$, $\text{Sig.} = 0.000$, so there is a significant relationship between the dependent variable job performance and the independent variables " feedback and task significance ".

Based on Stepwise regression method, the variables " skill variety, task identify and autonomy " have insignificant effect on job performance.

The estimated regression equation is:

$$\text{Job performance} = 1.362 + 0.293 * (\text{Feedback}) + 0.361 * (\text{Task Significance})$$

The estimated regression equation is used to predict the value of job performance for any give values (responses) to the independent variables " feedback and task significance ".

The previously mentioned results show that the feedback process followed with the administrative employees working in the Islamic university of Gaza and the extent at which those employees feel their jobs are of importance have significant effect on their job performance.

3-The Third Main Hypothesis:

There are statistically significant differences at the level of ($\alpha \leq 0.05$) in the opinions of the research regarding to the effect of job enrichment on the job performance on the administrative employees working in the Islamic University Gaza due to individual and work variables (gender, age, position, academic qualifications, years of experience).

This hypothesis can be divided into the following sub-hypotheses:

- a) **There are statistically significant differences at the level of ($\alpha \leq 0.05$) in the opinions of the research regarding to the effect of job enrichment on the job performance on the administrative employees working in the Islamic University Gaza due to gender**

Table (5.16): Independent Samples T-test test of the fields and their p-values for Gender

No.	Field	Means		Test Value	Sig.
		Males	Females		
1.	Skill Variety	4.25	3.96	2.97	0.004*
2.	Task Identity	4.18	4.05	1.30	0.196
3.	Autonomy	3.94	3.61	2.62	0.007*
4.	Feedback	3.99	3.67	2.42	0.025*
5.	Task Significance	4.27	4.01	2.50	0.013*
	Job Enrichment	4.13	3.87	2.85	0.005*
	Job Performance	4.09	3.86	2.15	0.024*

* The mean difference is significant a 0.05 level

Table (5.16) shows that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for all fields except field of "Task Identity", then there is significant difference among the respondents toward these fields due to gender. It is concluded that the personal characteristics' gender has an effect on these fields.

For all fields, the mean for "Males" are higher than females, then it is concluded that males respondents is agree for these fields much more than females.

As for job enrichment, the result of this study differs from those of Hiyagna,2008; Al Louzi, 2004; Jaradat, 2008 which showed no statistically significant differences based on gender.

Regarding to job performance, the results of this study agrees with the results of Al Halaiba, 2013 and Al Belbeisi, 2012 which showed statistically significant differences.

Also, the results were different from Al Saraira, 2011 and Attia, 2012 which showed no differences due to gender.

- b) There are statistically significant differences at the level of ($\alpha \leq 0.05$) in the opinions of the research regarding to the effect of job enrichment on the job performance on the administrative employees working in the Islamic University Gaza due to age**

Table (5.17): ANOVA test of the fields and their p-values for Age

No.	Field	Means					Test Value	Sig.
		Less than 25 years	25 - less than 35 years	35 - less than 45 years	45 - less than 55 years	55 years or older		
1.	Skill Variety	3.81	4.05	4.24	4.39	4.52	3.519	0.009*
2.	Task Identity	3.67	3.99	4.27	4.39	4.58	6.062	0.000*
3.	Autonomy	3.57	3.80	3.76	4.18	4.20	2.716	0.032*
4.	Feedback	3.84	3.87	3.76	4.23	4.08	1.697	0.153
5.	Task Significance	4.20	4.15	4.11	4.41	4.49	1.669	0.160
	Job Enrichment	3.82	3.97	4.04	4.33	4.38	3.873	0.005*
	Job Performance	4.16	3.96	3.93	4.24	4.21	1.633	0.169

* The mean difference is significant a 0.05 level

Table (5.17) shows that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for the fields “Skill Variety, Task Identity, Autonomy and Job Enrichment”, then there is significant difference among the respondents toward these fields due to age. It is concluded that the personal characteristics’ age has an effect on these fields.

For the fields “Skill Variety, Task Identity, Autonomy, and Job Enrichment”, the mean for the category "55 years or older " respondents have the highest among the other age

categories, then It is concluded that the category "55 years or older " respondents is agree for these fields much more than the other age categories.

For the other fields " Feedback, Task Significance, and Job Performance ", the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$, then there is insignificant difference among the respondents toward these fields due to age. It is concluded that the personal characteristics' age has no effect on the other fields.

Regarding to the job enrichment, there are some differences related to the age in its dimensions except for feedback and task significance and the category of '55 or older' had the biggest value. This results agrees with Hassan, 2012 which resulted in differences related to age but disagreed with Al Louzi, 2004 and Jaradat, 2008 which showed no statistically significant differences related to age.

As for job performance there were no differences and this agrees with Al Saraira, 2011 and disagrees with Attia, 2011 which showed differences based on the age.

- c) There are statistically significant differences at the level of ($\alpha \leq 0.05$) in the opinions of the research regarding to the effect of job enrichment on the job performance on the administrative employees working in the Islamic University Gaza due to position.**

Table (5.18): ANOVA test of the fields and their p-values for position

No.	Field	Means						T-Value	Sig.
		Director of Department	Director of Department Deputy	Head of Department	Admin. Assistant	Secretary	Other		
1.	Skill Variety	4.33	4.22	4.32	4.01	4.11	4.18	0.676	0.642
2.	Task Identity	4.16	4.40	4.30	4.07	4.01	4.17	0.904	0.480
3.	Autonomy	3.98	3.87	4.14	3.88	3.66	3.85	1.508	0.190
4.	Feedback	3.98	3.98	4.08	4.05	3.84	3.82	0.602	0.699
5.	Task Significance	4.43	4.53	4.29	4.20	4.08	4.21	0.862	0.508
	Job Enrichment	4.18	4.20	4.23	4.04	3.95	4.05	1.062	0.384
	Job Performance	4.28	4.19	3.94	4.03	3.96	4.07	0.517	0.763

Table (5.18) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is significant difference among the respondents toward each field due to position. It is concluded that the personal characteristics' position has no effect on each field.

Regarding to the job enrichment, the results agrees with Jaradat, 2008 which showed no statistically significant differences based on the position.

As for job performance, the results of this study differs from the one of Attia, 2012 which showed statistically significant differences based on the position.

d- There are statistically significant differences at the level of ($\alpha \leq 0.05$) in the opinions of the research regarding to the effect of job enrichment on the job performance on the administrative employees working in the Islamic University Gaza due to academic qualifications.

Table (5.19): ANOVA test of the fields and their p-values for academic qualifications

No.	Field	Means			Test Value	Sig.
		Diploma or less	Bachelor Degree	Master Degree or higher		
1.	Skill Variety	4.04	4.16	4.37	2.073	0.129
2.	Task Identity	4.02	4.13	4.35	2.074	0.129
3.	Autonomy	3.78	3.85	3.94	0.349	0.706
4.	Feedback	3.77	3.92	3.97	0.641	0.528
5.	Task Significance	4.09	4.23	4.22	0.660	0.518
6.	Job Enrichment	3.95	4.06	4.18	1.447	0.238
7.	Job Performance	4.10	3.96	4.15	1.281	0.281

Table (5.19) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is significant difference among the respondents toward each field due to academic qualifications. It is concluded that the personal characteristics' academic qualifications has an effect on each field.

As for job enrichment, the results of this study agrees with Hayagnia, 2008; Jaradat, 2008; Al Hamshari, 2002 in the lack of differences based on the academic qualifications. The result differs from that of Al louzi, 2004 which showed statistically significant differences based on the academic qualifications.

Regarding to job performance, the results agree with Attia, 2012 and Al Halaiba, 2012 since all of them showed lack of statistically significant differences based on the academic qualifications.

e- There are statistically significant differences at the level of ($\alpha \leq 0.05$) in the opinions of the research regarding to the effect of job enrichment on the job performance on the administrative employees working in the Islamic University Gaza due to years of experience

Table (5.20): ANOVA test of the fields and their p-values for years of experience

No.	Field	Means				Test Value	Sig.
		Less than 5 years	5 - less than 10 years	10 - less than 15 years	15 years or older		
1.	Skill Variety	3.95	4.16	4.32	4.17	2.577	0.056
2.	Task Identity	3.71	4.21	4.34	4.26	9.057	0.000*
3.	Autonomy	3.66	3.93	3.91	3.82	1.214	0.307
4.	Feedback	3.90	3.89	3.93	3.83	0.087	0.967
5.	Task Significance	4.11	4.21	4.25	4.24	0.364	0.779
	Job Enrichment	3.86	4.08	4.16	4.07	2.444	0.066
	Job Performance	4.02	3.99	4.03	4.09	0.123	0.947

* The mean difference is significant a 0.05 level

Table (5.20) shows that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for the field “Task Identity”, then there is significant difference among the respondents toward this field due to years of experience. It is concluded that the personal characteristics’ years of experience has an effect on this field.

For the field “Task Identity”, The mean for the category "10 - less than 15 years " respondents have the highest among the other years of experience categories, then It is concluded that the category "10 - less than 15 years " respondents is agree for the field “Task Identity” much more than the other years of experience categories.

For the other fields, the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$, then there is insignificant difference among the respondents toward these fields due to years of experience. It is concluded that the personal characteristics’ years of experience has no effect on the other fields.

Regarding got e job enrichment there were no statistically significant differences regarding to the years of experience except of task identity at which (from 10 to less than 15 years) had the biggest mean. But for job enrichment as a while, there are no differences and this agrees with Hayagna, 2008; Jaradat;, 2008 and Al Hamshari, 2002. The result of this study disagrees with AL Louzi, 2004 which showed the opposite.

As for job performance, there were no statistically significant differences which agrees with Al Saraira, 2011 which showed the lack of differences and it differs from Attia, 2012 which showed differences due to the years of experience.

Chapter Six: Conclusions and Recommendations

- **Introduction**
- **Conclusions**
- **Recommendations**
- **Proposed Future Studies**

Chapter Six- Conclusions and Recommendations

Introduction

The following chapter includes the conclusions that the researcher came up with after studying all the results of the research, in addition to that it will include the recommendations based on these conclusions and suggested future studies.

Conclusions

The research aims mainly at studying the impact of job enrichment and its five dimensions on the administrative employees' performance in the Islamic University of Gaza. It is hoped that the results of this researcher will provide the university with some recommendations in order to improve the existing systems that are related to job description, the development of the employees and the privileges provided to them in order to provide them with the environment at which they will perform in a better way. The following is a summary of the conclusions that can be drawn from the research:

1- Conclusions Related to Job Enrichment:

There is a high level of job enrichment among the administrative employees working in the Islamic University. The researcher believes that the reason behind this is that the Islamic University is considered one of the most prestigious universities not only in Palestine but internationally and with the increase number of students and the complexity of the tasks of each employee, it is necessary for them to implement the required tasks and that is why job enrichment is a base for ensuring that employees are effectively doing their jobs and they are motivated to do them.

a) Skill Variety

Regarding to skill variety, its level is high among the administrative employees working in the Islamic University of Gaza since the employees feel that they acquire the needed skills to perform their tasks and to deal with the new technologies, and this is due to the fact that the Islamic University works on developing its employees' skills to keep up with the increased level quality required to be provided for the students.

b) Task Identity

As for task identity, the results showed that its level is high and this shows that the administrative position and their tasks are clear and not ambiguous for the administrative employees which makes them able to perform their tasks from the beginning till the end and achieve the required results on the administrative level in addition to having a high level of knowledge when it comes to their positions.

c) Autonomy

The level of autonomy was high which shows that the independence that the employees have in performing their tasks gives them the confidence and the ability to perform their tasks completely and the flexibility in decision making helps them to perform their works in a better way.

d) Feedback

The high level of feedback that the results showed is an evidence that the feedback given to the employees regarding to their performance is of great importance since it leads to them feeling satisfied which is reflected on the extent of performing the needed tasks in addition to the fact that they are able to get a feedback from the results of their work.

e) Task Significance

The task significance ranked the highest among the other dimensions which shows that the administrative employees working in the Islamic University highly appreciate their work and that there is a strong organizational hierarchy that contributes to strengthening their trust in the university and their feeling of the importance in the departments they work in which all reflects on the administrative performance of the university.

2- Conclusions Related to Job Performance

The study showed a high level of job performance among the administrative employees working in the Islamic University of Gaza and this shows that they feel satisfied when it comes to the policies of the university which is reflected on the commitment of the employees with the working hours and obeying all the rules and regulations in addition to applying them in a way that fulfills the standards put.

3- Conclusions Related to the Impact of Job Enrichment Dimensions on the Job Performance

- a) There is a significant positive relation between skill variety and performance for the administrative employees working in the Islamic University of Gaza and the researcher believes it is due to the fact that with better and developed skills for the administrative employees working in the Islamic university, they will be able to perform their jobs in a better way and it will allow them to deal with the technological changes in their field which will lead to a high level of job performance.
- b) There is a significant positive relation between task identity and performance for the administrative employees working in the Islamic University of Gaza and this is due to the fact that the employees are aware of the tasks asked from them without any ambiguity which will help them do their work with less amounts of mistakes or problems.
- c) There is a significant positive relation between autonomy and performance for the administrative employees working in the Islamic University of Gaza which shows that the employees have the ability to perform some tasks in the way they prefer; and they have, to some extent, independence in making decisions within the authority they have.

- d) There is a significant positive relation between feedback and performance for the administrative employees working in the Islamic University of Gaza because feedback will allow the employees to know their points of strengths and develop them and in the meanwhile know their points of weaknesses and work on enhancing them; all of this lead to a better employee and a better performance.
- e) There is a significant positive relation between task significance and performance for the administrative employees working in the Islamic University of Gaza because believing that what you do in an organization is important leads to more commitment and hard work especially when working at an organization that plays a role in providing knowledge to a very large number of students and that provides the society with the knowledge and qualifications needed to be built.
- f) There is a positive statistical relation between job enrichment and job performance for the administrative employees working in the Islamic University of Gaza and the researcher believes this is due to the fact that if an employee has a clear job description that is updated whenever needed and that requires many skills to be leaned, which means developing his skills by default, will lead to a better performance especially when they feel that their positions are important and they are a part of the decision making process and when getting a feedback on a regular basis.

4- Conclusions Related to Personal Characteristics

- a) There are significant differences in the opinions of the members of the population regarding to the impact of job enrichment on the job performance of the administrative employees working in the Islamic University based on the factor of gender and the higher mean was that of males and this shows that the number of male employees is higher at the university than the females.
- b) There are no significant differences in the responses of the members of the population about the impact of job enrichment on the job performance of the administrative employees in the Islamic University based on position, academic qualifications or years of experience.
- c) There are no significant differences in the responses of the members of the population about the job performance of the administrative employees in the Islamic University based on age but there were differences based on age and the highest mean was of the category (55 years or over) and the researcher explains that due to the fact that people who belong to this age category have a lot of experiences and their long years of work have given them the chance to know the importance of some approaches or methods used for developing the human resources in their organization in general.

Recommendations

Based on the research findings, conclusions and results, the researcher proposes the following recommendations:

- 1- Taking job enrichment dimensions into consideration when the Islamic University decides to open new vacancies or change in the existing hierarchy because the more enriched the jobs are the better results and performance the employees will have since the employees will enjoy having and gaining multi skills, feeling that what they do is important, getting regular feedback and feel that they are a part of the decision making process.
- 2- The researcher recommends that the university should have a continuous process of redesigning the positions and jobs and this could happen by creating a system where employees, their supervisors and specialized committees are asked to put an input regarding the changes in the environment and the new technologies and as a result what new skills and abilities are needed for the jobs to be done effectively.
- 3- It is recommended that the university should provide a guide that includes the tasks of each administrative position in the university. This is not only important for each employee to know what is required of him but also for the others to be able to know who is responsible for what and this will help them to know who to go to when they need something that does not belong to their own job description.
- 4- It is important to enable the employees by giving them the chance to participate more in the decision making process and this can be done not only by asking them to participate and through delegation but also by including participation in the decision making processes to their description which gives it formality.
- 5- Pay more attention to the feedback processes and make sure they are done on regular basis through reports, performance appraisals and give the administrative employees the opportunity to self-appraise themselves because this will give them the chance to know exactly what kind of skills they need to develop and which ones they already have.
- 6- Show appreciation for the employees through variety of ways like honoring the ones who do exceptional work and sending 'thank you' emails to everyone from time to time, etc. in order to make them feel the importance of their jobs which will be reflected on their performance.
- 7- Work on further spreading of the concepts of team work and leadership skills which will lead to achieving the all the required tasks.
- 8- Study and analyze the nature and design of the jobs in the Islamic University and other universities in Palestine and measure the existence of job enrichment characteristics to make the jobs more interesting which will lead increase the level of the performance and satisfaction.
- 9- The management of the university should provide both administrative and financial support to increase the application of job enrichment and its different approaches since the results showed that the more enriched the work is the better performance there will be which will also lead to numerous benefits including job satisfaction.

- 10- Focus on the career development and revising and evaluating the promotion systems in the university because the employees will feel that the university is concerned with their development and advancement and this will lead to a better working environment.
- 11- Work on providing specialized and advanced training programs, on job trainings, conferences, fellowships, etc. to increase and upgrade the level of the employees' skills which will give them the chance to deal with the new technologies and any new systems followed by the university.
- 12- It is important to revise the promotion and incentives system in the university to match the desires of the employees and include that in the job description and this will positively be reflected on their performance since they will have a bigger motive to work.

Proposed Future Studies

There is a number of possible research topics that can be done to follow this research:

1. The impact of job enrichment on strengthening the competitive advantage at the Commercial Banks in Palestine.
2. The Job Enrichment and its relationship with Job Satisfaction of the heads of academic departments in the Palestinian Universities.
3. Study of the Job enrichment for the administrative employees working in the Palestinian Universities.
4. Job Enrichment and its relationship with the organizational commitment in the Commercial Banks/Service Providing Companies in Gaza Strip.

References

The Holy Quran

Books

Abbass Anas (2011). **Human Resource Management**. Al Maseera publishing and printing House.

Abbass Suhaila (2003). **Human Resources Management Strategic Approach**. Wael Publishing House.

Al Azawi Abdallah, Jawad Abbas, (2010). **The Strategic Functions in Human Resources Management**. Al Yazoori Scientific Publishing House.

Al Ghalbi Taher, Idrees Wael (2007). **Strategic Management: Comprehensive Perspective**. Wael Publishing House- Amman, Jordan.

Al Hiti Khaled (2003). **Human Resources Management**. Wael Publishing House.

Al Kalalda Taher (2011). **The New Trends in Human Resources Management**. Al Yazoori Scientific Publishing House.

Al Mahasna, Ibrahim (2013). **Managing and Evaluating Job Performance: Theory and Application**. Jareer Publishing House- Amman, Jordan.

Al Mebiadein Safwan, Al Aklabi Aa'd (2012). **Recruitment and Retention of Human Resources**. Al Yazoori Scientific Publishing House.

Al Salem Moayad (2009). **Human Resources Management An Integrated Strategic Approach**. Thara' For Publishing and Distribution.

Armstrong Michael (2010). **Armstrong's Essential Human Resource Management Practice**. Kogan Page Limited.

Bowditch James, Buono Anthony (2005). **A primer on Organizational Behavior**. John, Wiley and Sons Incorporated.

Dale Ernest (1978). **Management: Theory and Practice 4th edition**. Mcgraw-Hill College.

Deri Zahed (2011). **Human Resources Management**. Al Thaqafa Publishing House.

Dessler Garry (2013). **Human Resource Management, 13th edition**. Prentice Hall.

Dorra Abdelbari, Sabagh Zuhair (2008). **Human Resources Management in the 21st Century- Organizational Approach**. Wael Publishing House- Amman, Jordan.

George, D. and Mallery P. (2003). **SPSS for Windows Step by Step. A Simple Guide and Reference**. Allyn and Bacon, Boston, MA, USA.

Gomez-Mejia Luis, Balkin David, Cardy Robert (2011). **Managing Human Resources seventh edition.** Prentice Hall.

Griffen Ricky, Moorhead Gregory (2014). **Organizational Behavior. Managing People and Organizations 11th edition.** South-Western College Pub.

Hammoud Khadir, Al Kharsha Yaseen (2007). **Human Resources Management.** Al Masira Publishing House- Amman- Jordan.

Harim Hussein (2000). **Designing the Organization Organizational Structure and Work Procedures.** Al Hamed Publishing House.

Henry C. Thode, Jr. (2002). **Testing for Normality.** Marcel Dekker, New York. Inc.

Hodgetts Richard, Kroeck k.Galen (1992). **Personnel and Human Resource Management.** The Dryden Press.

Mcpheat Sean (2010). **Performance Management.** MTD Training & Ventus Publishing ApS. ISBN 978-87-7681-703-9

Millmore Mike, Lewis Philip, Saunders Mark, Thornhill Adrian, Morrow Trevor (2007). **Strategic Human Resource Management. Contemporary Issues.** Trans-Atlantic Publications, Inc

Mohammad Rawia (2001). **Human Resources Management: Future Vision.** Al Jami'ya Publishing House, Cairo- Egypt.

Mondy Wayne, Moe Robert, Premeaux Shane (2002). **Human Resource Management.** Prentice Hall.

Moorhead Gregory, Griffin Ricky (1989). **Organizational Behavior.** Houghton Mifflin

Nasrallah Hanna (2002). **Human Resources Management.** Zahran Company for Publishing.

Pynes Joan (2009). Human Resource Management for Public and Non-Governmental organizations, 3rd edition, Jossey-Bass A Wiley Imprint.

Snell Scott, George Bohlander (2013). **Managing Human Resources,16th edition.** Cengage Learning.

Sultan Mohammad (2004). **Organizational Behavior.** New University Publishing House-Alexandria.

Wallace Marc, Szilagyi Andrew (1994). **Managing Behavior in Organizations.** Scott, Foresman and Company.

Umstot Denis (1984). **Understanding Organizational Behavior.** West Publishing Company.

Journals, Articles and Periodicals

Abu Khadija Haytham (2006). **The Impact of Job Description on Innovation Climate.** Case Study: Commercial Jordanian Banks. Journal of Accounting and Administration No.67.

Abu Sharekh Nader (2010). **Evaluating the Impact of Incentives on Job Performance in PALTEL Company.** Master Degree Thesis. Al Azhar University- Gaza.

Abu Sultan Mayassa (2011). **Alienation and its relationship with Job Performance for the Employees of the Ministry of Education and Higher Education.** Master Thesis. Islamic University – Gaza.

Al Awamla Nael (2004). **Administrative Performance in Public Organizational between Regional and Globalization.** Humanitarian Sciences Studies, Vol.31, Number 3.

Al Belbeisi Osama (2012). **The Quality of Career Life and its Impact on the Job Performance of the Employees Working in the Non-Governmental Organizations in Gaza Strip.** Master Thesis. Master thesis. The Islamic University- Gaza.

Al Faydi Salem (2008). **Work Groups and their Relationship with the Performance of the Employees Working in the Security Organizations. Comparative Study between some Security Organizations in Riyadh.** Ph.D. Thesis. Al Ameer Nayyef Arabic University for Security Services- Al Riyadh.

Al Halayba Ghazi (2013). **The Impact of Incentives on developing the Employees' Performance in the Public Sector Organizations in Jordan - Case Study: Greater Amman Municipality.** Master thesis. University of Middle East- Jordan.

Al Louzi Mousa (2004). **Job Enrichment: Survey Study on the Governmental Employees in Jordan.** University of Yarmouk, ISSN 1023-0166.

Al Madhoun, Mohammad (2005). Human Resources Management. Gaza.

Al Merbeh Saleh (2004). **The Relation Between Organizational Development and Performance from the Point of View of General Directorate of Passports Staff Members.** Al Ameer Nayyef Arabic University for Security Services- Al Riyadh.

Al Oteibi, Sa'd (2009). **The Impact of Applying the Concept of Job Enrichment on the Level of Job Satisfaction- Applied Study on the employees of Jeddah Governorate Municipality.** Master Degree Thesis. King Abd El Aziz University, Saudi Arabia.

Al Sakran Nasser (2004). **Organizational Environment and its relation to Job Performance. Survey about Special Forces Soldiers in Riyadh City.** Master Degree Thesis. Al Ameer Nayyef Arabic University for Security Services- Al Riyadh.

Al Saraira Khaled (2011). **The job performance of the teachers working in Formal Jordanian Universities in the point of view of heads of Departments.** University of Damascus Magazine, Vol.27 Issues 1 +2, P: 601-652.

Al Sharif Haneen (2013). **The Impact of Administrative Accountability on the performance of the administrative employees in the Ministry of Education and Higher Education.** Master thesis. The Islamic University- Gaza, 2013.

Al Sheikh Eid Mohammad (2011). **An Improved SMS User Interface System to Support University Services (Case Study on Islamic University Gaza).** Master thesis. The Islamic University- Gaza, 2011.

Attia Al Alrabi (2012). **The Impact of Using Information Technology on the Employees' performance in the Local Government Organizations- Field Study in Warqla University.** Al Baheth, Vol.10, p: 321-332.

Babaeinejad Abbas, Rahmatian Elnaz, Shamsadini Soheila (2013). **The study of the relationship between job enrichment and organizational effectiveness in Bam organizations.** Journal of basic and applied scientific research,3(5)280-285,2013.

Baththo Azmi (2010). **The Effect of Emotional Intelligence on Job Performance for the Managers working in UNRWA's Regional Office.** Master Degree Thesis. Islamic University- Gaza.

Feder Ira (1999). **Customized Job Enrichment and its Effect on Job Performance.** Dissertation.com ISBN: 1-58112-069-9

Funmilola Oyebamiji ,Sola Kareem, Olusola Ayeni (2013). **Impact of job satisfaction dimensions on job performance in a small and medium enterprise Ibadan, South Western, Nigeria.** Interdisciplinary Journal of Contemporary Research in Business. March 2013, Vol.4, No.11.

Hackman Richard, Oldham Greg (1975). **Development of the Job Diagnostic Survey.** Journal of Applied Psychology, 1975, Vol.60, NO.2.

Hamshari Omar (2002). **Job Enrichment in Civil Universities' Libraries as perceived by their employees.** Al Yarmouk Researches, Vol.18, Issue 2B.

Hassan Huda (2012). **The Impact of Job Enrichment on the employees' achievement motivation – Case Study: Government Services Bureaus – Mansora City.** Master thesis. University of Tanta- Egypt.

Hayagna, Amer (2008). **The Role of Job Enrichment in Organizational Learning: A Field Study of the Jordanian Local and Private Health Sectors.** Master Degree Thesis. Al Yarmook University- Jordan.

Jalal Al Deen Bou Oteit (2003). **Organizational Communication and its relation with Job Performance. Master Degree Thesis.** Mantori Mahmoud University- Algeria.

Jaradat Noor (2008). **Job Enrichment and its relation to Job Satisfaction in Independent General Organizations in Jordan. Master Degree Thesis.** University of Jordan- Jordan.

Kahya,Emin (2007). **The effects of job characteristics and working conditions on job performance.** International journal of industrial ergonomics,37,515-523,2007.

Kazmi R, Amjad S, Khan D (2008). **Occupational Stress and its Effect on Job Performance: A Case Study of Medical House Officers of District Abbottabad, J.** Journal of Ayub Medical College, Abbottabad : JAMC [2008, 20(3):135-139]

Lunenbug Fred (2011). **Motivating by Enriching Jobs to Make Them More Interesting and Challenging.** International Journal of Management, Business and Administration. Vol.15, Number 1, 2011.

Neyshabor Ali, Rashidi Parvin, (2013). **An Investigation of the Relationship between Job Enrichment and Organizational Commitment.** International Journal of Research in Organizational Behavior and Human Resource Management , Vol.1 , No. 3m 2013, p: 57-65, ISSN 2320-8724.

Niehoff Brian, Moorman Robert , Blakely Gerald, Fuller Jack (2011). **The Influence of Empowerment and Job Enrichment on Employee Loyalty in a Downsizing Environment , 2011.** Group & Organization Management, Vol. 26 No. 1, March 2001 93-113.

OlusegunAninkan David (2014). **The Impact of Reward Management and Job Enrichment On Job Satisfaction among Employees In The Ogun State Polytechnics** International Journal of Business and Management Invention ISSN (Online): 2319 – 8028, ISSN (Print): 2319 – 801X www.ijbmi.org Volume 3 Issue 3| March. 2014| PP.19-26.

Safwan,Mohammed, Anis,Atif, Ashfaq,Mohammed (2012). **Job enrichment, Communication and Trust as perceived by employees in the banking industry of Pakistan,** International Proceedings of Economic Development and Research,V48.44,2012.

Saleem,Shakeela, Shaheen,Wasim, Saleem,Rashada, **The impact of job enrichment and job enlargement on employee satisfaction keeping employee performance as intervening variable: A correlational study from Pakistan.** Arabian journal of business and management review,Vol,1,No,9,2012.

Shaheen Majed (2010). **Effectiveness and Fairness of the Job Performance Evaluation System in the Palestinian Universities and its Effect of Job Performance, Loyalty and Organizational Trust. Comparative Study between the Islamic University and Al Azhar University in Gaza.** Master Degree Thesis. Islamic University- Gaza.

Verma Rupish (2009). **Impact of Job enrichment on employee motivation.** Lovely Professional University 4th SE

Websites

<http://www.iugaza.edu.ps/>

http://en.wikipedia.org/wiki/Islamic_University_of_Gaza

Appendices

- **Appendix A- Questionnaire**
- **Appendix B- Questionnaire in Arabic Language**
- **Appendix C- List of Referees**

Appendix A: Questionnaire

Islamic University- Gaza
Dean of Postgraduates Studies
Faculty of Commerce
Business Administration Department



Dear employees of the Islamic University- Gaza,

This questionnaire is one of the research tools for completing the requirement for MBA degree entitled:

“The Impact of Job Enrichment on Job Performance – Case Study: The Islamic University of Gaza”

It aims to prepare a research about this subject for academic purposes. Note that the information will not be used for any reason other than the scientific research.

Therefore, the researcher hopes to get the required information, by putting (X) in the square related to your answer.

Thank you

Researcher: Ziad Bakri

Part One: Personal Information:

<p>1- Gender:</p> <p><input type="checkbox"/> Male <input type="checkbox"/> Female</p>
<p>2- Age:</p> <p><input type="checkbox"/> Less than 25 years <input type="checkbox"/> 25 years old to less than 35 years</p> <p><input type="checkbox"/> 35 years old to less than 45 years <input type="checkbox"/> 45 years old to less than 55 years</p> <p><input type="checkbox"/> 55 years or older</p>
<p>3- Position:</p> <p><input type="checkbox"/> Director of Department <input type="checkbox"/> Head of Department Deputy</p> <p><input type="checkbox"/> Head of Department <input type="checkbox"/> Administrative Assistant <input type="checkbox"/> Secretary</p> <p><input type="checkbox"/> Other:.....</p>
<p>4- Educational Qualification:</p> <p><input type="checkbox"/> Diploma or less <input type="checkbox"/> Bachelor Degree</p> <p><input type="checkbox"/> Master Degree <input type="checkbox"/> Ph.D.</p>
<p>5- Years of Work:</p> <p><input type="checkbox"/> Less than 5 years <input type="checkbox"/> Five years to less than 10 years</p> <p><input type="checkbox"/> Ten years to less than 15 years <input type="checkbox"/> Fifteen years or older</p>

Part Two: Job Enrichment

#	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<p>First: Skill Variety</p> <p>"It represents the level of variety related to the skills and experiences of an individual to perform different activities.</p>						
1	I have the skills to perform my various job duties/tasks.					
2	I can deal with the technologies and programs needed to perform my job.					
3	My job duties and tasks vary.					
4	My tasks are performed on time.					
5	The jobs are redesigned in the university in a continuous way which includes adding new tasks and skills to the current one.					
#	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
6	My managers give me additional tasks from time to time.					

7	Skills and tasks variety contribute to increasing the level of the employees' motivation.					
8	The job outcomes of my department are clear.					
9	The university works on setting training programs needed for developing my skills and abilities.					
<p>Second: Task Identity "It represents to what extent does the employee perform specific tasks that can be distinguished from the other ones."</p>						
10	My tasks do not contradict with my colleagues.					
11	There is a clear job description for each job in the university.					
12	I completely know the nature of my tasks.					
13	I can perform my tasks from the beginning to the end.					
14	The work processes in my department are clear and flexible.					
15	My current job's design is clear and good regarding to tasks and duties.					
16	Distinguishing the job tasks and making them clear contributes to organizing the work processes and achieving the goals.					
17	My job's tasks have clear and specified technical and managerial characteristics.					
18	There is a work guide that clarifies the tasks, procedures and duties of each position.					
<p>Third: Autonomy The extent of independence that the work provides for the individual when it comes to scheduling, decision making and determining the way of performing the work.</p>						
19	I do my work without going back to my direct supervisors.					
#	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
20	My duties give me the chance of using my personal knowledge while performing them.					
21	I have the freedom in choosing the way I want to perform my work.					
22	I have independence when it comes to					

	performing my job despite the various responsibilities and tasks it has.					
23	The university's management cares for the participation of the employees in the decision making process.					
24	The hierarchy of the university is flexible which leads to the work's success.					
25	My independence and the fact that others do not interfere in my work give me the chance to perform my work in the right way.					
26	I feel that the independence and flexibility of my job helps in increasing the speed of performing it.					
Fourth: Feedback						
To what extent does the work provide clear and direct feedback to the employee about his performance and results.						
27	Knowing the results and outcomes of my work provides me with knowledge about the extent of my success in performing this work.					
28	My daily work provides me with the chance to evaluate my performance.					
29	Through my work, I can know to what extent I have performed my tasks.					
30	The university provides the employees with periodical reports that show their level of performance.					
31	The outcomes of the feedback are considered the base of decision making processes.					
32	The employees get feedback on a regular basis and not whenever it is needed.					
33	Monitoring and evaluation processes encourage providing the required feedback.					
#	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
34	All administrative levels in the university provide feedback reports.					
Fifth: Task Significance						
"To what extent does the work of the employee significantly affect the work of other individuals in the organization."						
35	I feel that my position is important for the department I work at.					
36	I feel that the results of my work are important and they affect the others' benefits.					
37	My work provides me with the chance to create new relationships within my place					

	of work.					
38	The importance of my work lies in the fact that it is a basic part of the whole work system in the university.					
39	The importance of my work lies in the extent of its relation to achieving the general goals of the university.					
40	I believe more in the importance and value of my work through applying it rather than the through the description in the contract.					
41	The higher we go into the hierarchy, the more important the tasks become.					
42	The importance of the tasks is related to the level of the positions and where it is located in the hierarchy.					

Part Three: Job Performance

“It is the achievement that results from transferring the theoretical knowledge into skills through practical application of these theories and the accumulative experiences gained in the work.”

#	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
43	I do my work in the university based on the determined plans and standards.					
44	I can work within a team.					
45	I strictly follow the instructions and of my managers and the designed plans.					
46	I have good relations with my colleagues in the university.					
47	I do all my effort and spend the required time to implement my tasks.					
48	The rules and regulations of the university contributes to enhancing my job performance.					
49	The university’s employees have the desire and excitement to implement the work.					
50	The employees know how to deal with critical situation.					
51	My performance fulfills the standards of the university.					
52	The evaluation system is considered a motivation to develop and enhance my performance.					
53	The evaluation system determine the points of strength and weaknesses of the university’s employees.					
54	The university gives rewards and					

	incentives for the creative employees.					
55	I participate in the decision making process to enhance my performance.					
56	I can overcome the work problems that I face.					
57	Getting feedback helps the employee to develop his performance.					
58	The employees are committed to the work hours.					
59	The university works on developing and enhancing the employees' abilities.					
60	I am willing to work extra hours to do my tasks.					
61	The extra activities at work contributes to enhancing my work performance.					

Appendix B: Questionnaire in Arabic Language



الجامعة الإسلامية - غزة

عمادة الدراسات العليا

كلية التجارة

قسم إدارة الاعمال

بسم الله الرحمن الرحيم

أخي الكريم/أختي الكريمة:

السلام عليكم ورحمة الله وبركاته ،،،

بهدف إعداد دراسة ميدانية حول "أثر الإثراء الوظيفي على أداء الموظفين" دراسة حالة: الجامعة الإسلامية" ، و بغرض نيل درجة الماجستير درجة الماجستير في إدارة الأعمال من الجامعة الإسلامية بغزة ، تم إعداد هذه الاستبانة. إن تعاونكم الفعال من خلال تعبئة الاستبانة سيكون له الأثر البالغ في الحصول على أفضل النتائج والتي يمكن أن يستفيد منها الباحث في مجال هذا العمل . وانتهاز هذه الفرصة لأعبر لكم عن شكري وتقديري لتخصيصكم جزء من وقتكم الثمين لتعبئة هذه الاستبانة، متمنياً أن يتم قراءة العبارات بعناية ووضع علامة (X) في الخانة التي تعبر عن مدى موافقتكم عليها . و أود أن أحيط سيادتكم علماً بأن كل ما تدلون به من آراء أو بيانات سيستخدم لأغراض البحث العلمي فقط .

ولكم جزيل الشكر

الباحث:

زياد بكري

المحور الأول: البيانات الشخصية

1- الجنس:	
<input type="checkbox"/> ذكر	<input type="checkbox"/> أنثى
2- العمر:	
<input type="checkbox"/> أقل من 25 سنة	<input type="checkbox"/> من 25 إلى أقل من 35 سنة
<input type="checkbox"/> من 35 إلى أقل من 45 سنة	<input type="checkbox"/> من 45 إلى أقل من 55 سنة
<input type="checkbox"/> 55 سنة فأكثر	
3- المسمى الوظيفي:	
<input type="checkbox"/> مدير دائرة	<input type="checkbox"/> نائب مدير
<input type="checkbox"/> مساعد إداري	<input type="checkbox"/> سكرتير
<input type="checkbox"/> رئيس قسم	<input type="checkbox"/> أخرى:
4- المؤهل العلمي:	
<input type="checkbox"/> دبلوم فأقل	<input type="checkbox"/> بكالوريوس
<input type="checkbox"/> ماجستير	<input type="checkbox"/> دكتوراه
5- سنوات الخدمة:	
<input type="checkbox"/> أقل من 5 سنوات	<input type="checkbox"/> من 5 سنوات إلى أقل من 10 سنوات
<input type="checkbox"/> من 10 سنوات إلى أقل من 15 سنة	<input type="checkbox"/> 15 سنة فأكثر

المحور الثاني: الإثراء الوظيفي

#	العبرة	موافق بدرجة كبيرة جدا	موافق بدرجة كبيرة	موافق بدرجة متوسطة	موافق بدرجة قليلة	موافق بدرجة قليلة جدا
أولا : تنوع المهارات Skill Variety						
" ويشير إلى درجة تنوع المهارات والخبرات الخاصة بالفرد للقيام بالأنشطة المختلفة.						
1	امتلك المهارة الكافية لأداء مهام الوظيفية المتنوعة					
2	يمكنني التعامل مع التكنولوجيا والبرمجيات اللازمة لأداء وظيفتي					
3	تتنوع مهام وواجبات الوظيفة التي أشغلها					
4	يتم إنجاز المهام الوظيفية في الوقت المطلوب					
5	يتم إعادة تصميم الوظائف في الجامعة بشكل دائم بما يشمل إضافة مهام و مهارات جديدة إلى الوظائف الحالية					
#	العبرة	موافق بدرجة كبيرة	موافق بدرجة كبيرة	موافق بدرجة متوسطة	موافق بدرجة قليلة	موافق بدرجة قليلة جدا

				جدا		
					6	يتم تكليفي بمهام وظيفية إضافية أحياناً من مدراتي
					7	تساهم عملية تنوع المهام و المهارات الوظيفية في زيادة الدافعية لدى العاملين
					8	نتائج الوظيفة في الدائرة التي اعمل بها واضحة ومميزة
					9	تحرص الجامعة على وضع البرامج التدريبية اللازمة لتطوير قدراتي ومهاراتي
ثانياً: تمييز المهام Task Identity						
"وهي مدى قيام الفرد بمهمة محددة لها بداية ونهاية وبالإمكان مشاهدتها وفصلها عن المهام الأخرى"						
					10	لا تتعارض مهامي الوظيفية مع مهام زملائي في الجامعة
					11	يوجد وصف وظيفي واضح لمهام وواجبات كل وظيفة داخل الجامعة
					12	أعرف طبيعة المهام الموكلة إليّ بشكل كامل
					13	يمكنني أداء مهام وظيفتي بنفسى من بدايتها وحتى نهايتها
					14	تتميز إجراءات العمل في الدائرة التي أعمل فيها بالوضوح والمرونة
					15	تصميم الوظيفة التي أعمل بها من حيث المهام و الواجبات جيد و واضح.
					16	يساهم تمييز المهام الوظيفية و جعلها واضحة في تنظيم سير العمل وتحقيق الاهداف الموضوعية
					17	تتميز مهام وظيفتي التي أعمل بها بمواصفات إدارية و فنية محددة و معروفة.
					18	يوجد دليل وظيفي في الجامعة يوضح كل وظيفة ومهامها واجراءات العمل فيها
ثالثاً: إستقلالية المهام Autonomy						
"مدى الحرية والاستقلالية التي يوفرها العمل للفرد في مجالات جدولة العمل، واتخاذ القرارات، وتحديد كيفية انجاز العمل"						
					19	أؤدي عملي بدون الرجوع أحياناً لرؤسائي المباشرين
					#	العبارة
				موافق بدرجة كبيرة جدا		
				موافق بدرجة كبيرة		
				موافق بدرجة متوسطة		
				موافق بدرجة قليلة		
				موافق بدرجة قليلة جداً		
					20	توفر وظيفتي الفرصة لاستخدام معلوماتي الشخصية أثناء أداء مهامي الوظيفية
					21	أملك حرية القرار في الطريقة التي أنجز فيها عملي

					22	اتمتع بالاستقلالية في أداء عملي رغم المسؤوليات والواجبات الكبيرة التي تتطلبها وظيفتي
					23	تحرص إدارة الجامعة على مشاركة العاملين في اتخاذ القرارات
					24	يتمتع الهيكل التنظيمي للجامعة بالمرونة بما يساهم في إنجاح العمل
					25	إستقلاليتي في عملي و عدم تدخل الآخرين تتيح لي أدائه بالشكل الصحيح.
					26	أشعر بأن المرونة والاستقلالية التي تمناز بهما وظيفتي يساعد على سرعة إنجاز العمل المطلوب
رابعاً: التغذية العكسية Feedback						
"وهي الدرجة التي يستطيع العمل أن يوفر للفرد معلومات واضحة ومباشرة عن مستوى أدائه ونتائج عمله"						
					27	معرفتي بنتائج ومخرجات عملي يوفر لي معرفة مدى نجاحي في أداء هذا العمل
					28	يتيح لي عملي اليومي الفرصة لتقييم أدائي
					29	أستطيع من خلال عملي معرفة مدى إنجازي للمهام الموكلة إلي.
					30	تزود الجامعة العاملين بتقارير دورية توضح مستوى أدائهم الوظيفي
					31	تعتبر مخرجات التغذية العكسية الأساس الذي يتم عليه اتخاذ القرار المناسب لاحقاً
					32	يتم الحصول على التغذية بشكل دوري ومنتظم وليس كلما تقتضي الحاجة
					33	تشجع عمليات الرقابة والتقييم في الجامعة الحصول على التغذية العكسية اللازمة
					#	العبارة
موافق بدرجة قليلة جداً	موافق بدرجة قليلة	موافق بدرجة متوسطة	موافق بدرجة كبيرة	موافق بدرجة كبيرة جدا		
					34	يتم تقديم تقارير التغذية العكسية من مختلف المستويات الادارية في الجامعة
خامساً: أهمية المهام Task Significance						
"وهي الدرجة التي يكون للعمل فيها تأثير أساسي على عمل الأفراد الآخرين في المنظمة"						
					35	أشعر بأن وظيفتي مهمة بالنسبة للإدارة التي اعمل فيها
					36	أشعر بأن نتائج عملي مهمة و مؤثرة على مصالح الآخرين

					37	طبيعة وظيفتي تساهم في عمل صداقات جديدة داخل العمل
					38	تكن أهمية وظيفتي في كونها جزء أساسي من منظومة العمل الكلية بالجامعة
					39	تكن أهمية المهام الوظيفية في مدى ارتباطها بإنجاز الأهداف العامة للجامعة
					40	أشعر بقيمة وأهمية المهام الوظيفية من خلال ممارسة العمل أكثر مما هو وارد في بطاقة الوصف الوظيفي
					41	ترداد أهمية المهام الوظيفية كلما انتقلنا كان المنصب أعلى
					42	تحدد أهمية المهام الوظيفية حسب درجة الوظيفة و موقعها في الهيكل التنظيمي

المحور الثالث: الأداء الوظيفي

"هو الإنجاز الناجم عن ترجمة المعارف النظرية إلى مهارات من خلال الممارسة العملية والتطبيقية لهذه النظريات وبواسطة الخبرات المتراكمة والمكتسبة في مجال العمل"

#	العبارة	موافق بدرجة كبيرة جدا	موافق بدرجة كبيرة	موافق بدرجة متوسطة	موافق بدرجة قليلة	موافق بدرجة قليلة جدا
43	أقوم بتأدية عملي في الجامعة حسب الخطط و المعايير المحددة.					
44	استطيع العمل ضمن فرق العمل					
#	العبارة	موافق بدرجة كبيرة جدا	موافق بدرجة كبيرة	موافق بدرجة متوسطة	موافق بدرجة قليلة	موافق بدرجة قليلة جدا
45	التزم وبشدة بتعليمات وتوجيهات مدرائي وحسب الخطط الموضوعية					
46	اتمتع بعلاقات جيدة مع زملائي في الجامعة					
47	ابدل الجهد والوقت الكافي لإنجاز المهام الوظيفية					
48	تساهم أنظمة و قوانين الجامعة في تطوير أدائي الوظيفي					
49	تتوفر لدى العاملين بالجامعة الرغبة والحماس لانجاز العمل					
50	يحسن العاملون التصرف في المواقف الحرجة في العمل					
51	لا يختلف أدائي في الجامعة كثيراً عن المعايير الموضوعية					

					52	يعد نظام تقييم الأداء حافزاً لتطوير أدائي الوظيفي وتحسينه
					53	يحدد نظام تقييم الأداء نقاط القوة والضعف لدى العاملين في الجامعة
					54	تمنح الجامعة مكافآت وحوافز للعامل المبدع
					55	أشارك في عملية اتخاذ القرارات لتحسين الأداء الوظيفي
					56	استطيع التغلب على مشاكل العمل التي تواجهني
					57	يسهم إطلاع العامل على نتائج تقييم أدائه في تطويره
					58	يلتزم العاملون بأوقات العمل الرسمية
					59	تسعى الجامعة إلى تطوير وتنمية قدرات العاملين
					60	تتوفر لدي الجاهزية والاستعداد للعمل خارج اوقات الدوام الرسمية لإنجاز المهام المطلوبة مني
					61	تساهم الأنشطة الإضافية في العمل في تحسين أدائي الوظيفي

Appendix C: Referees

No.	Name	Place of Work
1	Dr. Yousef Bahar	The Islamic University of Gaza
2	Dr. Samir Safi	The Islamic University of Gaza
3	Dr. Akram Sammour	The Islamic University of Gaza
4	Dr. Roushdi Wadi	The Islamic University of Gaza
5	Dr. Mohammed Faris	Al Azhar University
6	Dr. Wafiq Al Agha	Al Azhar University
7	Dr. Nihaya Al Telbani	Al Azhar University
8	Dr. Jalal Shabat	Al Quds Open University