

Female Faculty's Involvement in Work Processes in Saudi Arabia

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Abstract

The purpose of this study was to examine the role of gender as a potential determinant of involvement in higher education institutions in Saudi Arabia. This study focuses on four specific categories of involvement: power, rewards, information, and knowledge. It utilized Edward Lawler's model of high involvement work processes to measure the involvement among female faculty in the University of Dammam, Saudi Arabia. Edward Lawler's model is one of the first and widely cited models on employee involvement. This study further investigates the relation between the faculty's demographic variables (academic rank, college cluster, years of experience, and nationality) and their involvement. A survey research design was utilized to better address the purpose of this study. The sample consisted of 135 female faculty members. The findings show a moderate level of involvement among the respondents. Of the individual practices of involvement, power was the most wide-spread practice, with a mean rating of 3.72 and a standard deviation of .786, based on the five-point scale. Regarding the demographic variables, only college cluster was found to be significantly related to females' involvement. The implications of this study could be used to further support involvement policies and practices among female faculty members in Saudi Arabia.

Key words: female faculty, involvement in work processes,

Introduction

Although many Arab countries have undergone rapid economic development, female involvement in work processes remains very low (Doumato, 2010; Baobid, 2014). Saudi Arabia is no exception, where women still make up less than 15 percent of the active workforce (AlMunajjed, 2010). In Saudi Arabia, the world's largest oil producer, the vast majority of the nationals who dominate work processes are men; women are a minor part of the workforce, and records show that 85.6 percent of the nationals in the labor force are men (Ministry of Economy and Planning: Statistical Yearbook, 2007). However, Saudi Arabia's liberalization policies and economic growth have encouraged women's participation in workforce (Qureshi, 2014).

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Females being a valuable source and asset for higher education institutions (Amentie & Negash, 2013), the Minister of Education has focused on the necessity of supporting women for contributing to the nation's economic, cultural, and social development. Female faculty members play an essential and challenging role in preparing new generations for the workforce and in the overall growth of the development of higher education institutions (Almuqayteeb, 2009). Women constitute a major part of the workforce involved in all sectors of Saudi universities. In fact, Saudi universities are untenable without the active involvement and participation of women, who represent more than 49% of their total population (Abd Elraheem, 2014) and more than 51% in higher education institutions (Ministry of Education, 2015).

Women's involvement in higher education institutions can be defined as the degree to which women identify themselves with their jobs and actively participate in their work (Moynihan & Pandey, 2007). Females' involvement empowers them not only to make decisions and to take actions, but also to participate in a wider range of organizational practices. A review of literature reveals an increasing interest in female faculty's involvement in higher education institutions. The level of female faculty's involvement is also of interest to managers and policy makers (Word & Park, 2009) because this plays a fundamental role in improving organizational effectiveness, productivity, employee engagement, and well-being. This involvement also indexes the quality of work life in organizations (Amentie & Negash, 2013; Kizilos, Cummings, & Cummings, 2013; Böckerman, Bryson & Ilmakunnas, 2012; Ferreira, Porto & Portela, 2010). The more the female faculty members are involved in their institutions, the higher their expected levels of performance will be. This study examines the role of gender as a potential determinant of high involvement work processes in higher education institutions in Saudi Arabia.

The term "involvement in work processes" might be similar to the construct of organizational commitment as they both refer to the employee's commitment and attachment with the work life. Both concepts are central to organizational effectiveness and organizational outcomes (Vandenberg et al, 1999; Geerts et al, 2015; Pak, 2015). They reflect the employees' belongingness to their organization.

However, the two constructs are also different as involvement is more associated with the individual's attachment to the work activities, while organizational commitment deals with the individual's identification with the whole organization (Ho et al., 2012). Involvement in work processes is referred to as one's relation with one's current work, it is also distinctive from an organizational commitment which involves the employee's attitude toward the whole organization (Kanungo, 1982). Thus, the employee could be involved in the work processes, but might not be committed to the organization (Blau, 1994). However, the employee with high levels of involvement in work processes and organizational commitment should be the most motivated one because they are attached by both the work and the organization as a whole. Therefore, organizational commitment and involvement in work processes may function as interactive variables (Blau, 1994).

Based on this review, this paper seeks to examine the relationship between the high-involvement work processes and organizational commitment. Although these relationships have been examined in earlier papers, but

most of these papers were done in other cultures contexts than Saudi Arabia, primarily in the United States. Since the culture context is totally different, the findings of these studies cannot be generalized.

Understanding female faculty's perceptions of their involvement in the work processes in one of the leading Saudi universities is a fundamental step that may provide an insight into the Saudi females' involvement in higher education institutions. Moreover, understanding these perceptions is central for achieving effectiveness and efficiency among females in such a competitive environment. The more researchers can learn about female faculty involvement, the more policy makers and managers will be able to address their needs.

Conceptual framework

The study's conceptual framework is derived from the four categories of high- involvement work processes that were developed by Edward Lawler (1986, 1992, and 1996). Lawler has written extensively on organizational theory. He has developed one of the first and most widely cited models for employee involvement. Lawler's model of high involvement work processes bases the organizational vision on the premise that employees are motivated when power, rewards, knowledge, and information spread throughout the entire organization at multiple levels (Lawler, 1996, p.31-33). The model defines employee involvement in terms of four main categories: power, rewarding performance, information sharing, and knowledge.

Rewards refer to the use of the reward system that links compensation and recognition to employee performance (Lawler, 1986). Power refers to the use of practices such as participative decision-making that provides the employees with a degree of control to make decisions that are important to the quality of their working life (Konrad, 2006). Information sharing refers to data that employees use to make decisions and take actions. Lawler states that information is 'at the very core of what makes a group of people an organization' (Lawler, 1986, p.24). In contrast to traditional organization whose processes are cloaked, information is on a need-to-know basis; Lawler's involvement model promotes the open exchange of information (Bowling, 2006). However, Konrad (2006) states that a major challenge for the department head is to create a system that provides employees with information that is timely and relevant to the work processes (Konrad, 2006).

Knowledge can be distinguished from information. Lawler states that 'at the core of any effort to employees in organization decisions is their expertise and knowledge regarding the decision and the operation of the organization in general' (Lawler, 1986, p. 26). Knowledge means employee's commitment to development (Konrad, 2006), and it refers to employee skill development through training and supervisory coaching. According to Lawler, knowledge should spread throughout the entire organization for the high involvement to succeed (Bowling, 2006, p.104). Knowledge is not only expected to spread among the employees, but the employees must be knowledgeable regarding wider range of issues, e.g., their job, how their job is related to the job done by others and how they are related to organizational effectiveness.

According to Lawler (1986), employees must be well-versed in leadership and management skills, problem solving, decision-making skills, and group and interpersonal skills. Sharing information and knowledge are important in high involvement organizations because, when employees are making important decisions that are important to their work lives, it is essential that they have the information, knowledge, and skills to make the best decisions and take the appropriate actions.

Table 1 shows Lawler's HIWP dimensions and potential practices.

Table 1. Lawler's (1986) HIWP dimensions and potential practices

HIWP Dimension	Definition	Associated practices
Power	This element comprises the decision-making approach of the organization that can vary between fully participative and non-participative, and comprises three types of decisions: day-to-day decisions involving job holders; higher-level strategy decisions made by top-level management; decisions that involve human resource management in most cases these decisions are shared by the top-level management and the human resources department	Problem solving; team working/ self-managed teams; quality circles; decentralized decision making
Information	Information that enables employees to participate and to decide and fosters cooperation and coordination. Thus, to promote participation, it is crucial that information can be moved to lower levels	Information sharing; flexible jobs designs; feedback on goals; promotion rules; suggestion systems and meetings; performance appraisal
Knowledge	Knowledge and skills are at the heart of every attempt to promote participation and involvement. A deficit in knowledge and skills can compromise any attempt to involve the lower levels of the organization because the lack of knowledge and skills can impoverish participation and decisions. Organizations can enhance the skills and knowledge of their employees through training, either on how to do their own jobs (including technical skills) or on how to work and participate in a work team (including interpersonal and leadership skills).	Cross-training; training in problem solving; technical training; ongoing training; selection processes

Rewards	It is an important part of motivation, as they influence behaviors' direction and intensity. Rewards can work at the extrinsic and intrinsic levels, namely through gain sharing (extrinsic rewards) and by promoting accomplishment and self-worth (intrinsic rewards).	Contingent/skill based rewards; profit sharing; gain sharing
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Lawler's model posits that the four categories - knowledge, power, information, and rewards - should be spread throughout the entire organization for high involvement interventions to succeed. High involvement management is achieved when all four categories are enhanced together to change the working environment. Collectively, the four categories constitute high involvement practices. Theorists rarely believe that a single practice constitutes high involvement work processes; rather, there are a number of contributing practices (Böckerman et al., 2012).

Thus, high involvement management exists in higher educational institutions when the management delegates some power over the curriculum, budget, and personnel to the faculty because they are in a suitable position to make the appropriate decision due to their proximity to the actual work processes and operations. Management also needs to involve the faculty in various professional development opportunities, to share information and knowledge openly and to have financial or extrinsic rewards tied to the faculty's performance. In other words, all four categories should be applied to the entire faculty at all levels to increase the organizational effectiveness and performance.

Lawler's model of high involvement has received extensive attention in literature. However, the empirical assessment of gender involvement has been less extensive (Kizilos, Cummings & Cummings, 2013). The research has focused primarily on the effect of high involvement on certain performance outcomes showing that higher levels of involvement are related to higher levels of job performance, productivity and organizational effectiveness (Macky & Boxall, 2008; Butts et al., 2009; O'Neill et al., 2011; and Riordan, Vandenberg, & Richardson, 2005). Moreover, most of these studies are directed towards a small segment of higher education institutions (Bowling, 2006). According to Lawler (1986), the high involvement that is limited to a few groups of individuals in the organization is doomed to fail.

However, few studies have focused on mediating factors, which include gender, through which high involvement achieves effectiveness and productivity in higher education institutions (Böckerman et al, 2012; Butts et al., 2009; Bowling, 2006). Evidence from these studies of high involvement work processes (HIWPs) have shown that there are mediating factors in how high involvement work processes increase effectiveness in higher education institutions. The underlying argument is that HIWPs do not act by themselves, but rather act through the effects they have on the employees. For example, Kizilos, Cummings and Cummings (2013) state that HIWP promotes discretionary work behaviors such as organizational citizenship behavior (OCB), which play a significant role in the relation between HIWPs and organizational effectiveness when the four categories (power, information sharing,

rewards, and knowledge) work together. Butts et al. (2009) focus on employee morale and psychological empowerment, and Bowling (2006) focuses on organizational commitment as another important mediating factor in how high involvement work processes increase effectiveness in higher education institutions. Among such studies that have focused on the mediating factors and the determinants of HIWPs, very few studies focus on the relevant characteristics (e.g., gender, socioeconomic, and education) of the employees as potential determinants of the implementation of HIWPs (Handel & Gittelman, 2004; Kauhanen, 2009; Ferreira et al., 2010). The evidence from these studies show that the employees' characteristics, including gender, are an important explanatory determinant for the implementation of HIWPs.

Despite the fact that female participation and involvement in the workforce in the world is higher than that of the male workforce (Amentie & Negash, 2013), and that in Saudi higher education institutions, the number of women is higher than that of men (Ministry of Education, 2015), very few studies have focused on gender as a potential explanatory variable and determinant of HIWP implementation in Saudi universities. Thus, the main focus of this study was to: (1) identify the female faculty's involvement in work processes at the University of Dammam, Saudi Arabia, and (2) investigate whether there are significant differences in the faculty's perceptions regarding their involvement in work processes, and whether these differences could be attributed to their demographic and professional characteristics.

Both academics and practitioners have focused on the concept of organizational commitment for more than four decades. It is one of the most complex and dynamic concepts in the literature of organizational behavior. Commitment has been defined as identification, loyalty or engagement to the entity of commitment. Joiner and Bakalis (2006) characterized organizational commitment as the psychological devotion to the organization. It continues to be one of the extensively deliberated topic" in the organizational literature because of its association with citizenship behavior, turnover, job performance and satisfaction, absenteeism, organization efficiency and effectiveness (Singh and Gupta, 2014). Organizational commitment has been proved to be one of the key factors to affect the employee's belief in the organizational goals, the level of attachment and identification with the organization (Meyer & Allen, 1997).

Although there have been a variety of models of organizational commitment, the present study employs the Meyer and Allen's (1997) model of organizational commitment. This model still remains to be one of the most dominant perspectives of organizational commitment. It is also of the most prominent multi-dimensional approaches to organizational commitment). It constitutes a variety of different conceptualizations and reconciles the conflicting ideas in the literature on organizational commitment, 1999). It also reflects the multidimensional nature of organizational commitment.

Meyer and Allen (1997) stated that commitment is the psychological relationship between the individual and the organization. Their model proposes three major components of employee commitment to the organization namely, continuance, affective, and normative components. First, they developed two scales to measure the continuance and affective commitment. Later, Meyer and Allen developed the third dimension of organizational

scale, namely, normative commitment. The Continuance commitment refers to the individual's readiness to remain in the organization to avoid the costs of leaving (Meyer and Allen, 1997).

Normative commitment involves the individual's sense of responsibility to the organization. Individuals with high normative organizational commitment usually have psychological motivations that oblige them to remain in the organization. Affective organizational commitment focuses on the employee's emotional identification and engagement with the organization. Employees with high affective organizational commitment are ready to remain in the organization because they want to. Meyer and Allen (1997) stated that employees may have experience of more than one kind of commitment simultaneously and at different levels of their career advancement in the organization. All forms of organizational commitment have been found to be significantly related with organizational efficiency and effectiveness. However, affective commitment has been found to be the right form of commitment for the organization. It is also the most beneficial aspect of commitment to support work performance and organizational outcomes.

Academics and practitioners around the world continue to contribute to the development of various approaches to organizational commitment with little understanding of how organizational commitment is perceived by Saudi Female faculty, study by BinBakr and Ahmed (2015) representing one of the exceptions. The population of this study will provide a different understanding of how organizational commitment and high-involvement work processes are perceived.

The determinants of both organizational commitment and high-involvement work processes include demographic variables, individual differences, and professional experience. Literature review revealed the relationship between the organizational commitment and the demographic-related variables is not resolved yet (Alshetri, 2013). Some other studies have examined the relationship between organizational commitment and work experience. Some studies have found that work experience appeared to be one of the most significant determinants of organizational commitment in Saudi Arabian organizations (Iqbal et al., 2013; BinBakr & Ahmed, 2015). Rahati et al. (2015) indicated that there is a significant difference between the measures of organizational commitment and the two categories of work experience (10-20 years of experience and over 20 years of work experience). Other studies found insignificant relationship between organizational commitment and work experience (Alshetri, 2013). Moreover, insignificant relationship was also found between the organizational commitment and the academic specialization of the employees (Rahati et al., 2015).

Tenure appeared to be weakly associated with the three dimensions of organizational commitment, namely, continuance, affective, and normative (Wolowska, 2014). On the other hand, age followed by gender appeared to be one of the most significant determinants for the normative commitment and the least determinant factor for the affective commitment (Wolowska, 2014). A very small number of studies have examined the relation between nationality and organizational commitment, the work by BinBakr and Ahmed (2015) representing one of the exceptions.

On the other hand, very few studies have been done to explore employees' high involvement in work processes based on demographic and professional related variables. Research only focused on the employees' perceptions of work involvement in general. Work involvement have been found to be positively related with both demographic and professional characteristics such as work experience, gender, tenure, and job characteristics. Various studies also stated that work involvement is significantly associated with both normative and affective forms of organizational commitment (Ho et al., 2012) and result in a positively interactive association (Blau, 1994).

High-involvement work processes and Organizational Commitment in Higher Education Institutions

Studies revealed significant relationship between high- involvement work processes and organizational commitment (Ho et al., 2012; Rahati et al., 2015). Faculty who were highly involved in their work processes had significantly higher mean scores on their level of commitment to their institutions than those who were not. Very few papers have also examined the relationship between high-involvement work processes and the three measures of organizational commitment (normative, affective, and continuance).

Meyer and Allen (1997) reported that employees who are highly involved in their work processes have significantly higher mean scores on their level of normative commitment. In other words, employees with high levels of involvement in work processes feel more obligated to their organization. Rahati et al. (2015) reported a significant association between high-involvement work processes and affective measure of organizational commitment. This significant relationship indicates that employees who are highly involved in their work processes have high levels of psychological identification and emotional attachment to their institution. They are more inclined to help the institution achieve its goals and objectives. A positive but weak relationship was also observed between high- involvement work processes and continuance organizational commitment. This reflects that employees who are involved in their work processes are not necessarily ready to stay in the institution in order to avoid the cost of leaving it. On the other hand, Rahati et al. (2015) reported a significant relationship between the involvement in work processes and the continuance measure of organizational commitment.

However, no research up to date has been conducted to investigate the relationship between the four aspects of the high-involvement in work processes (HIWP) and the measures of organizational commitment (OC) among females faculty in the Saudi context. This paper provides a unique opportunity to learn more about this distinct population. It examined the determinants of female's involvement and commitment in the higher education institutions in Saudi Arabia and the relationship between females' high involvement work processes and their organizational commitment.

Limitations of the study

This study is confined to identifying the perceptions of female faculty members employed at the University of Dammam, during the second semester of the 2014/2015 academic year in the Kingdom of Saudi Arabia.

Methodology

Population and Sample

The target population of this study was all full-time female faculty members employed at the University of Dammam, excluding those on sabbatical or other study leave/ vacations ($N= 1,539$). The research sample size has

been calculated to be ($n=135$) ($n = \frac{\sigma^2 Z^2}{E^2} = \frac{1.96^2 \times 0.25}{0.083^2} = 135$) with a marginal error of (0.084) and a

confidence level of 95%.

Research Setting

We completed this research at the University of Dammam, a mid-sized university in the eastern province of Saudi Arabia. Founded in 1974, the University of Dammam is one of Saudi Arabia's premier universities and one of the top academic institutions in the kingdom. Four decades later, it has grown into a leading university in the region with 21 colleges spread across the eastern province, with a student population of over 45,000 and 2,820 faculty members. Female colleges are a vital part of the educational system of Dammam University. We selected this site for the recruitment of female faculty members to participate voluntarily in this research because this location was undergoing vital reform efforts and because we are working in this location and had contacts that could assist with identifying representative participants for the overall population.

Instrumentation

A survey research design was used to address the objectives of this study. A fully structured questionnaire has been developed by the researchers based on the review of related literature and has anonymously been dispatched via internal electronic mail to the participants. The first section of the questionnaire solicits information regarding the demographic and professional characteristics of the participants. This section includes college affiliation, academic rank, nationality, and years of work experience. The second section consists of 32 items with a five-point response scale subdivided into 4 dimensions, which are derived from Lawler's model of HIWPs (refer to Appendix 1). The respondents were requested to indicate the extent to which they agree/disagree with the statement regarding their engagement in involvement practices.

Validity and Reliability

The instrument was reviewed for content validity and approved by an expert panel. Because there are four constructs assessed using a summated Likert score, it was important to examine the internal consistency of these scores. Cronbach's alpha (α) provides a good indicator of internal consistency (Black, 1999); it is also a reasonable indicator of reliability for homogenous sections of the questionnaire. Cronbach's alpha of the results of the questionnaire was calculated. The Pearson Correlation is also a reasonable indicator of the validity of the instrument. The alpha coefficients and the Pearson Correlation for the questions were calculated using SPSS and are presented in Table 1 below. Overall, the alpha coefficients and the Pearson Correlation are relatively strong, as shown in Table 2.

Table 2. Cronbach's alpha and Pearson Correlation by Survey Sections

Domains	Cronbach's Alpha	Pearson's Correlation
Information Sharing	.909	.88
Power	.879	.83
Rewards	.919	.86
Knowledge	.888	.85
TOT	.965	

The instrument was piloted on a convenience sample of faculty members from the population of the study. The sample selected for the pilot study was not included in the study sample. The respondents were requested to record any comments, errors, and any other indicators of potential problems during the completion of the survey (to be used to frame the follow-up questions). The respondents were also requested to comment on the length of the instrument, specifically how long it took them to complete the survey. The sample reported that the instructions and the statements were clear. There were no inquiries from the participants.

Data Analysis

To analyze the data gathered from the participants, mean scores and standard deviations were computed for responses to each item on the instrument. For interpretation purposes, the rating was segmented into five categories: strongly agree, agree, neutral, disagree, and strongly disagree. Faculty members who strongly agreed were those whose rating among the items pertaining to a certain category of involvement averaged at least 4.50. Averages of (3.50-4.49) indicate faculty who agree, and averages of (2.50-3.49) indicate faculty who are neutral;

averages of (1.50-2.49) indicate faculty who disagree, and averages less than 1.50 indicate faculty who strongly disagree.

Demographic characteristics of the participants

This section focuses on describing certain demographic characteristics of the survey respondents, including attributes such as college affiliation, academic rank, nationality, and years of experience. Table 3 indicates the demographic breakdown of the sample data.

Table 3. Demographic Characteristics of the Sampled Female Faculty

College Cluster	Numb	%
Health Professions Cluster	31	23
Engineering Colleges Cluster	7	5.2
Sciences & Management Cluster	44	32.6
Arts & Education Cluster	53	39.3
Academic Rank		
Professor	5	3.7
Associate professor	16	11.9
Assistant Professor	52	38.5
Lecturer	26	19.3
Teacher assistant	36	26.7
Nationality		
Saudi	72	53.3
Expatriate (Non-Saudi)	62	45.9
Years of work experience		
5 or less	68	50.4
>5 – 10	25	18.5
>10	42	31.1
TOTAL	135	100

The participants were categorized as 53.3 % Saudi and 45.9 % expatriates. In terms of the academic rank, 3.7 % of the respondents were professors, 11.9 % were associate professors, 38.5 % were assistant professors, 19.3 % were lecturers, and 26.7 % were teacher assistants. By examining the duration of service in Saudi universities, 50.4 % had less than 5 years and 18.5 % had 5 – 10 years; 31.1 % had more than 10 years of work experience. In terms of college cluster, 23 % were on the Health Profession path, 5.2% were on the Engineering path, 32.6 % represented Sciences & Management, and 39.3% were from the Arts and Education path.

Results and analysis

Descriptive analysis using mean, standard deviation, frequency and levels was employed to measure the perception of the respondents regarding information sharing, power, reward, knowledge, and overall HIWPs. To determine whether there are differences in the overall HIWPs of the participants based on college cluster, academic ranking, years of work experience, and nationality, t-tests and f-tests were held. Table 3 below indicates the descriptive statistics for the perceptual data of the Saudi female faculty's involvement in the four categories of the HIWPs.

Table 4. Descriptive Statistics for the sample level variable

Perceptual Variable	N	Mean	St D	Levels	Frequency (100%)		
					High	Moderate	Low
Information Sharing	135	3.51	.78	Moderate	68 (50.3%)	52 (38.5%)	15 (11.2%)
Power	132	3.72	.75	High	77 (58.2%)	44 (33.3%)	11 (8.5%)
Rewards	134	3.27	.91	Moderate	55 (41.0%)	54 (40.1%)	25 (18.7%)
Knowledge	135	3.41	.88	Moderate	62 (46.1%)	51 (37.7%)	22 (16.2%)
Overall HIWPs	132	3.48	.71	Moderate	56 (42.5%)	64 (48.6%)	12 (8.9%)

Note: Low (1-2.33), Moderate (2.34- 3.66), High (3.67-5)

Table 4 shows the descriptive statistics of the perceptual variable at the participants' level. For the Power perceptual variable, the involvement is higher than information sharing, reward, knowledge and the overall HIWPs with a mean rating of 3.72 and standard deviation of .786 based on the five scale category. More than half (58.2%) of the respondents have stated that they have a high level of power involvement; 33.3% rated moderate, and 8.5% rated low. The respondents feel that they have moderate levels of involvement in information sharing, reward, and knowledge with means (3.51, 3.27, 3.41) and standard deviations (.78, .91, .88), respectively.

The results also indicate that nearly half of the participants (48.6%) report to have a moderate level of involvement in the overall HIWPs. The distribution of frequencies shows the highest percentage of low involvement occurs in reward, with 18.7%, then in knowledge, with 16.2%; this is followed by information sharing at 11.2% and

power at 8.5%. Conversely, the highest percentage of high involvement occurs in power, with 58.2% and in information sharing, with 50.3%; this is followed by in knowledge, with 46.1% and in reward at 41.0%.

Table 5 below indicates the differences in the female's involvement within the university based on college cluster, academic rank, nationality, and years of work experience.

Table 5. Results of Analysis of Variance Comparison of Females' Involvement based on demographic-related variables

	Variables	N	Mean	ST D	f-value	p-value
COLLEGE CLUSTER	Health Professions	31	3.04	.588	8.756	.000*
	Engineering	7	2.78	1.222		
	Sciences & Management	44	3.50	.601		
	Arts & Education	50	3.79	.648		
ACADEMIC RANK	Professor	5	3.34	.904	1.01	.406
	Associate professor	16	3.64	.642		
	Assistant Professor	52	3.56	.639		
	Lecturer	26	3.53	.650		
	Teacher Assistant	33	3.27	.860		
YRS OF EXPERIENCE	5yrs or less	65	3.52	.802	.357	.700
	>5 – 10	25	3.52	.532		
	>10 yrs	42	3.40	.673		

*p<(.05) significant **p<(.01) highly significant

Table 5 shows that there are no significant differences between the overall HIWPs among respondents according to academic rank ($f = 1.01, p > 0.05$) and according to years of work experience ($f = .357, p > 0.05$), whereas, the results show there are statistically significant differences between the total HIWPs among respondents according to the college cluster ($f = 8.756, p < 0.01$) in favor of the Art & Education and Science & Management clusters.

Table 6. Results of T-test Analysis Comparing Female's Involvement Based on Nationality

Variables		N	Mean	STD	t-value	P-value
NATIONALITY	Saudi	64	3.395	.623	-1.28	.203
	Non- Saudi	62	3.572	.816		

*p<(.05) significant **p<(.01) highly significant

The results of the T-test, as indicated in table 6, show no significant difference between nationals and expatriates in high involvement management based on nationality (t = -1.28, p> 0.05).

Table 7. Results of Pearson Correlation on Female's HIWP and OC based on demographic-related variables

Variables		N	R-value	p-value
COLLEGE CLUSTER	Health Professions	42	0.60	0.000**
	Engineering	6	0.89	0.016**
	Sciences/ Management	43	0.64	0.000**
	Arts & Education	43	0.81	0.000**
ACADEMIC RANK	Professor	9	0.86	0.003**
	Associate professor	21	0.72	0.000**
	Assistant Professor	52	0.65	0.000**
	Lecturer	20	0.61	0.004**
	Teacher Assistant	32	0.73	0.000**
Nationality	Saudi	64	0.49	0.000**
	Non Saudi	69	0.79	0.000**
YRS EXPERIENCE	>10 yrs	68	0.73	0.000**
	>5 – 10	25	0.54	0.005**
	5yrs or less	41	0.65	0.000**

*p<(.05) significant **p<(.01) highly significant

Table 7 shows a highly significant positive correlation between HIWP and OC according to demographics related variables $p < 0.01$, r -value ranging 0.89-0.49. The highest correlation is reported among college clusters in favor of the engineering colleges $r = 0.89$, followed by the academic rank in favor of professorship $r = 0.86$, followed by nationality in favor of non-Saudis $r = 0.79$, followed by years of experience in favor of > 10 yrs $r = 0.73$. On the other hand, the lowest correlation was found among the Saudi faculty $r = 0.49$, followed by faculty with 5-10 years of work experience $r = 0.54$; otherwise, there was a high correlation with r -value ranging 0.60 - 0.89.

Table 8 also reports a high significant difference among the respondents' correlation of HIWP and OC according to study demographics (p -value $< .01$).

Table 8. Results of Pearson Correlation of Female's HIWP and OC based on the Study's Perceptual Variables

Perceptual Variables		Information Sharing	Power	Rewards	Knowledge	TOT HIWP
Affective Commitment	r-value	0.54	0.43	0.29	0.50	0.56
	p-value	0.000**	0.000**	0.001**	0.000**	0.000**
Continuous Commitment	r-value	0.64	0.45	0.50	0.66	0.70
	p-value	0.000**	0.000**	0.000**	0.000**	0.000**
Normative Commitment	r-value	0.59	0.45	0.37	0.64	0.64
	p-value	0.000**	0.000**	0.000**	0.000**	0.000**
TOTOC	r-value	0.66	0.50	0.41	0.70	0.70
	p-value	0.000**	0.000**	0.000**	0.000***	0.000***

* $p < (.05)$ significant

** $p < (.01)$ highly significant

Table 8 indicates that the overall HIWP is highly correlated with the overall OC (r -value=0.70; p -value=0.000). Among the HIWP dimensions, the highest correlation was found in knowledge sharing where (r -value 0.70; p -value > 0.000), followed by information sharing, power, and rewards (r -values 0.66, 0.50, 0.41 respectively). On the other hand, among the three major components of OC, the highest correlation was found in continuous commitment (p -value=0.70), followed by normative commitment $p = 0.64$, followed by affective commitment $p = 0.56$.

Discussion

Female faculty's involvement in the work processes is crucial to the success of higher education institutions; however, very few studies have focused on gender as a potential explanatory variable and determinant of HIWPs

in Saudi universities. This study was designed to examine females' involvement in Saudi higher education using the four categories of HIWPs developed by Edward Lawler. The research sample consisted of a population of full-time female faculty employed at the University of Dammam in Saudi Arabia.

A survey research design was used to address the purpose of this study and understand the research problem. The analysis of the responses indicates that the females are not fully engaged in a large number of involvement practices in the university.

Of the individual practices of involvement, power has been the most wide-spread practice with a mean rating of 3.72 and a standard deviation of .786 based on the five-point scale. More than half (58.2%) of the respondents have stated that they have a high level of power involvement. Blau (1994) stated that, in academic organizations, there are two sources of influence and power, bureaucratic and professional influences (1994, p. 158-161). Blau (1994) notes that bureaucratic power and influence is usually associated with people in administrative and leadership positions. Conversely, professional power and influence are based on knowledge and associated more with faculty members. This finding may help to explain why female faculty members in this study have been perceived as having much power. Faculty members have specific knowledge of their particular field and have the power to determine their own classroom and research agendas (Bowling, 2006), and this makes them feel that they have sufficient power over their working lives in the university. The data analysis also shows that the participants have a moderate level of engagement in information sharing, reward, and knowledge practices.

Overall, the results show that the participants have a moderate level of engagement in information sharing, reward, and knowledge practices. These results imply that female faculty are not highly involved in the work process within the university. These results could be interpreted due to male dominance of leadership positions across the universities in Saudi Arabia, where the vast majority of deanship and departmental chairs are held by male faculty and less than 25% of the university board members are females.

The results also show that most of the female faculty (71.9%) have a high level of commitment in the overall OC. They show that the highest perception of high commitment occurs in affective commitment (85.6%). These results imply that most of the participants are emotionally attached and identified with their university which means that they stay with their university because they want to. Earlier studies (Vandenberghe et al., 2004) show that the affective form of OC is the most important form for increasing organizational efficiency and effectiveness. However, there was a relatively low level in the continuous commitment perceptual variable, where only 50.8 % of the participants reported a high commitment with an overall moderated level ($m=3.62$), which implies that a fewer number of the female faculty want to stay with the university to avoid the cost of leaving. These results could also be interpreted in terms of the characteristics of the Saudi culture where the cost of living is primarily the responsibility of the male partner, and females' financial input into the family is optional.

The data analysis shows the only statistically significant differences between total HIWP among respondents was due to college affiliation, in favor of Art & Education clusters ($f = 8.756$, $p < 0.01$). The official website of the

Saudi University shows that the College of Arts and the College of Science are the only two colleges in UOD with 100% female students and 100% females in leadership positions (deanship, assistant deanship, and department heads). This may also help explain why female faculty in these two colleges are more engaged in most of the involvement practices (95% College of Arts, 88.8% College of Science), in contrast to all other colleges, which are governed by males and in which the involvement of the female faculty is very low.

The results also show that there are no significant differences between the nationals and the expatriates in the high involvement practices ($t = -1.28, p > 0.05$) and organizational commitment ($t = -2.017, p > 0.05$). Given the engagement level of the faculty members in this university, earlier studies show that expatriates and the nationals are cognitively, emotionally, and physically engaged with their work at the university (Ahmed, 2017).

The findings also show that there are no significant differences between the overall OC among respondents according to college cluster ($f = 1.13, p > 0.05$), to years of work experience ($f=0.627, p>0.05$), and to the academic rank ($f = 1.526, p > 0.05$). These findings support the work of earlier studies, e.g. Wolowska (2014) who indicated that no significant difference was found between the organizational commitment and the academic specialization of the employees. On the other hand, these findings contradict the work presented by Wolowska (2014) and Rahati et al. (2015) who stated that work experience, for example, is one of the most significant determinant factors of organizational commitment. These findings can be interpreted based on the fact that 68% of the participants in this study have less than 5 years of experience.

Moreover, the findings suggest that overall HIWP is highly correlated with the overall OC ($r\text{-value}=0.70$; $p\text{-value}=0.000$). This finding supports earlier studies such as Ho et al., 2012; Rahati, et al., 2015). On the other hand, the results suggest that among the three major measures of OC, the highest correlation was found in continuous commitment ($p\text{-value}=0.70$). This finding also supports and further extends earlier research such as Rahati et al, (2015) which also reported a high and a positive correlation between the high- involvement work processes and the continuance measure of organizational commitment. This refers to the fact that female faculty who are highly involved in their work processes are more willing to stay in the institution in order to avoid the cost of leaving it.

Conclusion

This study is one the first studies to examine female faculty's involvement in one of the leading universities in Saudi Arabia. Faculty involvement in work processes has been proved to have a significant positive effect on the overall teaching performance of faculty members. This study is significant because it develops an understanding and awareness of the nature of involvement among female faculty members. It also provides new investigations and data regarding the relation between female's involvement in the work place and demographic variables in higher education institutions in Saudi Arabia. However, the results of this study are based on the data only from the University of Dammam. Therefore, the results represent only the faculty members in this institution and could not

be generalized to all faculty members in Saudi Arabia. Further investigations are needed to examine female faculty's involvement in other universities and to compare this involvement with their male counterparts in other cultures. A longitudinal study may be conducted to examine how women's involvement and commitment may change over time.

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Appendix 1

Descriptive Statistics for all study statements and HIWP

Statements	Mean	Level	St. D	%
1.Power				
I take charge of the way my work is done.	4.14	High	0.78	18.86
I take charge of planning and scheduling my own	4.06	High	0.88	21.67
I influence the quality of my work environment.	3.90	High	0.89	22.82
My department head encourages us to take charge of the situations and make decisions.	3.67	High	1.17	31.88
I influence the flexibility of my department's	3.59	Moderate	1.04	28.96
I influence the time it takes my department to get	3.56	Moderate	0.99	27.80
My department head asks us to participate in strategic decision making.	3.55	Moderate	1.23	34.64
My department head asks for our input before making a decision that affects the work.	3.53	Moderate	1.21	34.27
My department head asks for our input before making a decision that affects the work.	3.53	Moderate	1.21	34.27
My department head asks for our input before making a decision that affects the work.	3.53	Moderate	1.21	34.27
Power Average	3.72	High	0.75	
2.Information sharing				
I understand the department's goals and strategy	4.10	High	0.96	23.41
I am well-informed of the feedback of the	2.76	Moderate	1.17	42.39
I receive the information about the competitor	2.76	Moderate	1.18	42.75
I understand the university's goals and strategy.	4.03	High	0.85	21.09
I am well-informed of the department's future	3.53	Moderate	1.14	32.29
I am well-informed of my department's	3.50	Moderate	1.11	31.71
I receive the information I need to contribute to the goals of my department and university.	3.49	Moderate	1.04	29.79
I am-well informed of the operational plans that	3.30	Moderate	1.10	33.33
I receive the information I need to do my job.	3.75	High	0.97	25.86
I am well-informed of the quality standards of my	3.73	High	1.06	28.41
Information sharing average	3.51	Moderate	0.78	

3.Knowledge				
I am satisfied with the university's database	3.65	Moderate	1.05	28.76
I am given adequate opportunities to improve my	3.50	Moderate	1.07	30.57
I am satisfied with the university's database	3.65	Moderate	1.05	28.76
My institution gives me genuine opportunities to understand the technical skills to do my job.	3.39	Moderate	1.06	31.26
The university's policies support attending	3.32	Moderate	1.12	33.73
I receive the training I need to do my job.	3.31	Moderate	1.15	34.74
I receive adequate continuous training programs	3.25	Moderate	1.13	34.76
Knowledge average	3.41	Moderate	0.88	
4.Rewards				
The reward opportunities depend on how well I	3.14	Moderate	1.24	39.4
I am satisfied with the reward opportunities.	2.95	Moderate	1.18	40.0 0
My reward opportunities are fair compared to the reward opportunities of others in my university.	2.92	Moderate	1.14	39.0 4
I am satisfied with the university's financial reward policies.	2.85	Moderate	1.10	38.5 9
I am recognized by management for my efforts.	3.47	Moderate	1.16	33.4
My department head recognizes individual team members equally for their work.	3.48	Moderate	1.16	33.3 3
My department head recognizes employees whose work makes a difference.	3.68	High	1.06	28.8 0
I feel that my work is valued and appreciated.	3.60	Moderate	1.11	30.8
Reward Average	3.27	Moderate	0.91	
HIWP TOTAL	3.48	Moderate	0.71	

Note: Low (1-2.33), Moderate (2.34- 3.66), High (3.67-5)

Appendix 2

Descriptive Statistics for all Study Statements and OC

Statements	Mean	Level	St.D.	%
1.Affective commitment				
I am happy to exert my effort to achieve my organization's goals and values.	4.30	High	0.80	19%

I have a strong sense of belonging to my organization.	4.08	High	0.92	22%
I really feel that my organization makes me feel important.	4.29	High	0.60	14%
I am very happy to continue working for this organization.	4.29	High	0.70	16%
I would be very happy to do things even if there is no clear reward or punishment.	3.92	High	1.03	26%
I really feel as if the organization's success as my own.	4.23	High	0.66	16%
I am emotionally attached to this organization.	4.05	High	0.83	21%
My organization brings me personal fulfillment and satisfaction.	4.15	High	0.81	20%
Affective Average	4.16	High	0.54	
2.Continuous commitment				
I am working in this organization out of necessity as much as desire.	4.26	High	0.78	18%
It would be very hard for me to leave my organization since it satisfies my needs.	4.02	High	0.99	25%
I am worried if I move to another organization I may scarify the compatibility of my current work stress level to my responsibilities.	3.21	Moderate	1.17	36%
I continue working in the organization because I do not have other options.	3.69	High	1.07	29%
I will not leave this organization because I am satisfied with my salary.	3.33	Moderate	1.10	33%
My life may be disturbed if I decided to leave my organization.	3.35	Moderate	1.17	35%
My organization shows consideration to my financial needs which may not be matched by other organizations if I leave.	3.52	Moderate	1.06	30%
Continuous Average	3.62	Moderate	0.73	
3.Normative commitment				
My organization deserves my loyalty.	4.25	High	0.72	17%
I am rarely absent from my work since I have a moral obligation with my organization	4.13	High	0.69	17%
I do more than what the task defines because I am loyal to my organization.	4.22	High	0.76	18%
I believe one must always dedicate his/ her knowledge and experience to the organization.	4.46	High	0.57	13%

I believe a person must remain loyal to his or her organization and care to maintain relations with other members of the organization.	4.47	High	0.86	19%
I believe one must always be loyal to the organization's norms and values.	3.52	Moderate	1.05	30%
I feel I owe my organization for with the professional training and development programs it provides.	3.49	Moderate	1.12	32%
I have a moral sense of obligation to remain in the organization for all the collaborative learning opportunities and resources it gave me.	3.46	Moderate	1.00	29%
Normative Average	4.00	High	0.51	
Overall Organizational Commitment	3.93	High	0.53	14%

Note (Level): Low (1-2.33), Moderate (2.34- 3.66), High (3.67-5)