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# Correlates of Saudi Male and Female Students Work Values and Organizations Desirability

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## **Abstract**

Discrimination between males and females within labor markets is clear. Also, men's domination of top management positions in many countries is mentioned in different research. The labor market in Saudi Arabia has special characteristics due to strict social, religious, and tribal values, which makes it of special attention. This research investigates gender disparities in terms of preferred work values, job needs, six dimensions achievement motivation (excellent, achievement via independence, acquisitiveness, expert status, peer status, and competitiveness), Rokeach values, and organizational desirability among 200 male and female (graduate and under graduate) students from eight different universities in Saudi Arabia.

The research uses the independent groups't-test to investigate gender differences significance in terms of work values, organizational desirability, job needs, Rokeach instrumental and terminal values, and six dimensions achievement motivation variables. The study also explores the correlation associating work values with demographics and six dimensions achievement motivation. It also presents the correlation relating organizations desirability with the demographics and six dimensions achievement motivation.

Interestingly, both genders showed no significant differences in all values whose impact is isolated to the development of their professional careers. However, they showed clear gender-based differences regarding professional values that had effects on their personal lives. Overall, the results suggest that females prefer jobs offering them independence, reliability, job and family security while respecting traditions and societal

norms. Male students seem to prefer jobs offering them prestige as well as comfortable and exciting lives. Both genders showed no differences in preferring jobs with possibilities for promotions and high status with peers and experts. We suggest that Saudi male students have higher preference for jobs with prestige, while Saudi female students have higher preference for jobs at hospitals and charity organizations. However, both genders showed no-significant differences in preferring to work in jobs with high job security (education and public institutions).

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## Glossary

<b>Work Values</b>	<b>Meaning</b>
<b>Strong Work Ethic</b>	<b>Doing their task with well-organized and good attitude</b>
<b>Dependability and Responsibility</b>	<b>Being on time at work/ having a complete responsibility to submit their project on time/ and having control on their behavior</b>
<b>Possessing a Positive Attitude</b>	<b>Having a good impact and inspiration on colleagues to face their challenging</b>
<b>Adaptability</b>	<b>Having the ability to make changes in compliance with the changes in the work environment</b>
<b>Honesty and Integrity</b>	<b>Seeking to get their colleagues and costumers' trust to built positive relationships</b>
<b>Self – Motivated</b>	<b>Having personal motivation to do their task without substantial supervision</b>

<b>Work Values</b>	<b>Meaning</b>
<b>Motivated to Grow &amp; Learn</b>	<b>Being motivated to take opportunity to learn and acquire new skills to grow their professional career</b>
<b>Strong Self - Confidence</b>	<b>Being brave to take and face risks/ Having the ability to understand their strengths and weakness</b>
<b>Professionalism</b>	<b>Having a perfect appearance and look/ knowing all tasks aspects and do them in perfect ways / having a good view for the future</b>
<b>Loyalty</b>	<b>Loyalty is the adoption the company's believes and challenges, which translate in tenure and work for the company's objectives and prosperity. The loyalty fosters worker-company relationship</b>

<b>Rokeach Values</b>	Meaning
<b>Rokeach (1974)</b>	<b>Believes that enduring values are not static including descriptive, evaluative, and prospective. Rokeach divides values into instrumental and terminal values</b>
<b>Instrumental Values</b>	<b>Ambitious, Broad-Minded, Capable, Cheerful, Imaginative, Independent, Intellectual, Responsible, and Self-Controlled</b>
<b>Terminal Values</b>	<b>A comfortable life, an exciting life, a sense of accomplishment, equality, freedom, pleasure, self-respect and social recognition</b>

## List of Abbreviations

<b>Organization Desirability Types</b>	
<b>SOB</b>	<b>Start own business</b>
<b>LSPB</b>	<b>Large Saudi private business</b>
<b>LFPB</b>	<b>Large foreign private business</b>
<b>LPBGS</b>	<b>Large private business in Gulf States</b>
<b>SPBSA</b>	<b>Small private business in Saudi Arabia</b>
<b>SPBGS</b>	<b>Small private business in Gulf States</b>
<b>BOSG</b>	<b>Business owned by Saudi Government</b>
<b>SGPD</b>	<b>Saudi Government public department</b>
<b>HCO</b>	<b>Hospital charitable organizations</b>
<b>EI</b>	<b>Educational institutions</b>
<b>FB</b>	<b>Family business</b>

## **CHAPTER 1: INTRODUCTION**

### **1.1 Saudi Arabia General Description**

Saudi Arabia is located at the heart of the Arabian Peninsula. It is the largest country in the Middle East region with 2,150,000 km<sup>2</sup>. The capital of Saudi Arabia is Riyadh. The country is a member of different international and regional organizations such as the League of Arab States, the Gulf Cooperation Council, and, since October 24th, 1945, the United Nations. Arabic is the official language of Saudi Arabia (Royal Embassy of Saudi Arabia in Washington, DC, 2013). The population of Saudi Arabia was 9.6 million in 1980. In 2015, the population is 27,345,986 (CIA Factbook, 2015), composed of around 14.9 million males (54.5 percent) and 12.44 million females (45.5 percent) (CIA Factbook, 2015). By 2050, it is predictable to raise to around 43.6 million (United Nation Economic and Social Commission for Western Asia, 2013).

### **1.2 Saudi Social and Value Systems**

Culture is described as a system of norms and values that are shared between individuals within the same group. The way of life of individuals, groups, and businesses depend on these shared ideas. Also, national and organizational values in Saudi Arabia are of significant importance for multinational corporations. National culture has a huge impact on business management in Saudi Arabia. For all businesses, business management, decision-making, styles, and employees' behaviors are influenced by Saudi Arabian culture (Hill, 2009). For instance, there are large income gaps between managers and their employees in Saudi Arabia. Additionally, if individuals have relationships with

business managers, they are more likely to get positions because of the cultural attitude. In general, relationships in Saudi Arabia are more important than business dealings (Lundgren, 1998). In fact, National culture is the main barrier to improving organizational performance (Currey & Kadash, 2002).

The social values of Saudi Arabia involve a high level of homogeneity as more than 90 percent of the population share the same language, beliefs and traditions (Metz, 1992). Religion in Saudi Arabia affects all aspects of life, which leads to difficulty in changing certain aspects of business culture. The tribal traditions impact managers by emphasizing continuity over competitiveness (Currey and Kadash, 2002). Family is the most important social institution in Saudi Arabia. According to Saudi culture, the primary focus to identify the individual is his/her family and status. Often members of a family, such as father, sons, uncles and male cousins, work for the family business to have the safety of social welfare aspects (Metz, 1992). Therefore, culture, religion, and social structure (ties and network between the members of the society) have the most significant impact on management effectiveness in Saudi Arabia (Currey & Kadash, 2002).

### **1.3 Islam in Saudi Society**

Saudi Arabia is the land of Islam where the two holy mosques are located in Mecca and Medina, and the emphasis of the entire nation is on the prayers and Islamic devotions (James, 2005). The establishment of the Saudi kingdom is based on the preaching of Holy Quran. The entire legal system implemented in the country is developed according to Islamic law (Shari'ah) (Farsy 1990). Religion has an important impact on all aspects of Saudi Arabian culture (Esposito, 2003). Saudi Arabia contributes to various Islamic aspects and activities such as contributing funds for Muslim societies,

and the development of Islamic banks. Most importantly, the leaders of this nation work hard to promote peace and stability in Muslim and other Arab countries all across the globe (Farsy 1990).

#### **1.4 Women in Saudi Society**

The position and role of women in Saudi Arabian society are quite complex and most of the time is underestimated. Most people agree that in comparing the views of Muslims and Western culture, there are differences in the role of women. Some individuals misinterpret that Muslim women are uneducated and have no rights or opportunities because the Saudi culture in the past ignored women in different aspects of life (Goldstein, 2010). However, Saudi Arabian women are now playing a vital role within their families. They are often working and not only restricted to house chores. With the increasing trend of developing opportunities for Saudi Arabian women, the government works to enhance their work conditions, and education opportunities. Different education programs have been designed for females in Saudi Arabia, and many women are attending these programs (Caesar, 1994).

#### **1.5 Research Issue**

Successful national economic and social developments in education are key factors for ensuring that a country has an ample supply of effective employees. Thus, education is the key to success for businesses throughout the world (Baqtayan, 2011). Saudi Arabia faces a dilemma in this area, as it does not have a large enough pool of young educated Saudis (Al-Mahmoud et al., 2012). In 2005, the Saudi ministry of health reported that 74 percent of nurses in Saudi Arabia were expats (Al-Mahmoud et al.,

2012). In 2012, expats represented almost 30 percent of the Saudi population (Mohammad & Ahmad, 2012). As a result, Saudi Arabia seeks to create a strong workforce from its newly graduated students who have fitted skills, such as entrepreneurialism and marketable skills (Baqtayan, 2011). Baqtayan (2011) states that the number of Saudis enrolled at Saudi universities increased from 151,998 students in 2005 to 905,892 enrolled students in 2011. Furthermore, the number of Saudi students enrolled at the U.S universities increased from 5,000 students in 2005 to around 200,000 in 2013 (Taylor & Albasri, 2014).

To this end, Saudi Arabia continues its efforts to overcome several serious obstacles, which requires making changes to the educational system, predominant teaching style, approach to assessment, and learning processes (Baqtayan, 2011). The design of suitable programs also requires a better understanding for differences in educational needs between males and females. To better understand the fundamental problems facing the Saudi educational system, it is critical that the research examines the differences between Saudi male and female university students in work values and organizations desirability and the importance of job needs, personal values, and motivational dimensions on which their professional life has an impact. These variables are important because they determinants the job performance as well as the types of organizations solicited by young male and female students in Saudi Arabia, which allows decision makers to design suitable programs for students.

## **1.6 Motivation**

Women represent an increasing part of the labor force worldwide. In 2005, American women represented 40% of the labor force (Eagly & Carli, 2007). In 2005,

American women made only 81% the income of men with the same qualifications and job titles (Eagly & Carli, 2007). The situation in Arab countries was different as women represented only 9 percent of the total labor force (Sidani & Feghali, 2014). In 2008, the participation rate of women in Arab countries reached 27 percent. Despite the differences in the labor force participation rate, women worldwide still suffer from discrimination. Women's economic contribution has increased in all the Arab countries. Women in Saudi Arabia, for instance, possess 40 percent of the total private wealth in the country. However, their contribution into turning their wealth into business and professional opportunities for other women is still very limited (Sidani & Feghali, 2014).

Women in the Bedouin Arab culture played a potential social role in managing different household matters. Men may have had dominance over women, but their dominance was constrained by the social role women had to play (Marx, 1967). Women had power over household management, property rights, and honor protection. Men had dominance over financial and economic resources, but women controlled the products of these resources (Nelson, 1974). Women played a central role in Bedouin society because they played a key role in two groups (the husband's family, and the woman family). Women play the role of wives and mothers within the husband's group. They also play the role of daughters and sisters within their families. Women played the mediator between the groups. Women's situation often deteriorated in case of estrangement between the two groups (Baki, 2004). However, women benefited from the protection such as sister or daughter against the husband's group and vice versa.

As societies moved slowly from agriculture to manufacturing in the 1950s, women in all countries around the world lost the advantages of the roles they played

within their societies (Graham-Brown, 1988). Women faced limited opportunities within a third group (professional group) added to the husband's family group, and woman's family group. Nowadays, women in the Arab World represent only 25 percent of the workforce participation rate. Women's loss in agriculture work has not been compensated in the service and industrial sectors (Marmenout & Lirio, 2014). Women's situation in Saudi Arabia is a good example of this anomaly. Over decades, lots of efforts have been made to lead a structural transformation of Saudi society to improve females' education and give them more opportunities as professionals (Alhargan, 2012). On this basis, Assiri (2010) argues that Saudi Arabia is not using its potential. The Saudi society lives a handicap as restrictions on women prevent them from playing a significant role to bring the different groups in which they participate in equilibrium.

In recent years, the Saudi Government has made tremendous efforts to change the situation of women by improving their education and offering them scholarships outside the country through the program that King Abdullah started during his reign (Taylor & Albasri, 2014). Appropriate efforts within the labor market accompany this political determination to provide adequate work environments for males and females. This research aims to provide employers in Saudi Arabia with insight on gender differences in terms of work values, job needs, Rokeach Values and six dimensions motivations among Saudi fresh graduates. The research also provides a clear idea of differences between Saudi male and female students in terms of the ranking of organizations for which they desire to work. Moreover, the study presents correlations between the desire and the six dimensions achievement motivation. By doing so, the

study offers a roadmap for employers to hire the right student for the right job and ensure high performance, job satisfaction, and low turnover rates.

### **1.7 Contribution of the Thesis**

The research offers a comprehensive investigation of the gender differences among Saudi students in terms of six dimensions achievement motivation, work values, job needs, Rokeach Values, and organizations they desire to work with them. The study investigates the magnitude of the correlation associating the organizations desirability and work values with gender. Moreover, the correlates present the magnitude of the relationship between work values and the six dimensions achievement motivation as well as the relationship between organizational desirability and the six dimensions achievement motivation. Overall, the thesis offers a unique investigation into the existence of gender differences within the Saudi society in terms of job needs, work values, six dimensions achievement motivation, organizational desirability, and Rokeach values. The results offer an opportunity for employers to use the personal value preferences of applicants to assess their suitability for the job. It also helps applicants to use their personal traits to choose the right organization and job for them.

### **1.8 Research Benefits**

- The research provides insight into the differences in work values between male and female university students in Saudi Arabia. The results allow recruiters to provide the appropriate work values' environment depending on the gender of the hired employee. The use of the gender differences found in this research enables human resources, professionals, and managers, to ensure the highest performance and job satisfaction of hired employees.

- The research also provides a vision on the disparities between male and female Saudi students in terms of organizations for which they desire to work. The conclusions of the study give an intuition on the gender that organizations should target depending on the job description.
- The study gives details on the different needs that male students and female students require in their jobs. The deductions of this research provide perceptions of the financial, professional, and physical environments that companies should provide for Saudi female and male students to ensure higher performance and job satisfaction.
- The research uses the instrumental and terminal Rokeach values to dispatch the gender differences among Saudi Students regarding the important personal values on which their careers should have an impact. The research also explores the relationship between the Rokeach Values and the organizations desirability, which reveals if Saudi male and Women would choose organizations offering career opportunities that satisfy personality values.
- The gender differences in the six dimension achievement motivation enable recruiters and decision makers to identify gender differences with respect to concerns for excellence, status with peers, status with experts, independence, competitiveness, and acquisitiveness.
- The research provides correlates between organizations desirability and other demographic variables such as gender, family income, age, work experience, spoken languages, marital status, and level of university education.

- The study provides correlates work values with the six dimensions achievement motivation and demographics (gender, family income, age, spoken languages, work experience, marital status, and education).
- The research investigates the correlation that associates the six dimensions achievement motivation (the concerns for excellence, status with peers, status with experts, independence, competitiveness, and acquisitiveness) with organizations desirability.

### **1.9 Methodology**

The study conducted a questionnaire in eight different Saudi universities located in Riyadh area to collect data. The survey was distributed in two languages (Arabic and English). The quantitative opinion survey was used because it enables the research to have greater number of respondents and it makes the analysis more objective. The survey mostly used the Likert scale to enables students to rate the importance of these values for them. This survey methodology follows the same methodology used by Ahmed and Jabes (1995), Bakerman (2014), and Alayaf (2015). The research uses descriptive statistics to present the general trends in the data. The independent groups t-test is used to test if the difference between males and females are significant. The research also uses the correlation and the chi square tests to test the correlation between the values and the gender. Initially, 600 male and female students answered the survey. However, after disregarding the non-completed surveys, only the data from 200 questionnaires (100 males, and 100 females) were accepted and used. The two independent groups (male and female) t-tests were used to investigate the gender groups' differences. Independent groups' t-tests enable the research to explore the significance of differences that Saudi

male students and Saudi female students attribute the importance of work values, job needs, organizational desirability as well as Rokeach instrumental and terminal values. The P-Value associated with the t-test is used to decide whether to accept or reject the hypothesis at 10%, 5%, and 1% levels.

More importantly, the study uses cross tabulation to investigate the correlation between gender-demographics (family income, age, experience, education, and marital status) and work values and six dimensions correspondingly. The research also uses the cross tabulation to investigate the correlation between the organizations desirability and six dimensions and work values respectively. Work values, job needs, and Rokeach values. To do the test we used the SPSS program. The research uses the Pearson Correlation matrix to investigate the correlation between the six dimensions achievement motivation with work values, and organizations desirability. The Pearson Correlation matrix also explores the significance of the correlation between the demographics with the work values, and the organizations desirability. The P-Value associated with each correlation is used to decide the significance at 5% level.

### **1.10 Structure of the Thesis**

The thesis consists of seven chapters. The Chapter one is an introduction to the topic including the history Saudi Arabia, and gender differences at work in Saudi Arabia and worldwide, research benefits, as well as methodology and contribution. The second chapter offers a comprehensive presentation of existing literature on the topic of gender differences, six dimensions achievement motivation, Rokeach values, work values, and organizations desirability. Chapter three presents the research objective, hypothesis development, and questions. Chapter four describes the methodology and the data

description. Chapter five includes the results of the cross-tabs, t-tests, and the Pearson Correlation matrices. Chapter six discusses the findings and draws conclusions. Finally, chapter seven presents the general conclusion, research limitations, policy implications, and future research.

## Chapter 2: Background and Literature Review

The literature review section covers different areas related to work values, organizations desirability, and Rokeach Values. The literature mostly covers the gender differences in different countries in the world. It also covers general demographic characteristics, which have effects on the work force and job performance.

### 2.1 Work Values

Work is a predominant factor in many areas of life including consumption, social status, family life, and income (Selmer & Littrell, 2010). Values are mostly seen as individuals' enduring and intrinsic perspectives, ranging from business ethics to work preferences (Bem, 1970; Jones & Gerard, 1967; Rokeach, 1973). Researchers have asserted that work values are derived from people's basic values system that helps them in different fields during their lives (George & Jones, 1997). A value system is a universal framework that helps people identify good and bad (George & Jones, 1997). Table 1 summarizes various definitions of work values from the research.

**Table 1: Definition of Work Values in the Research**

Authors	Definition
Ben-Shem and Avi-Itzhak (1991) and Abboushi (1990)	Those work qualities desired by people as they reflect a correspondence between a need and satisfaction.
Super (1973)	The goals that one seeks to attain to satisfy a need.
Dose (1997)	Evaluative Standards linked to work and/or work environment by which individuals determine what is "right" or assess the importance of preferences.
Meglino and Ravlin (1998)	Desirable modes of behavior.
Wollack, Goodale, Wijting	A person's attitudes toward work, in general, rather than

Authors	Definition
and Smith (1971)	feelings about a specific job.
Knoop, 1994	The degree of worth, importance, and desirability of what happens at work.

As Table 1 indicates, work values can be defined in different ways for different people (Kubat & Kuruuzum, 2009). Loretto (2011) determines the top 10 work values in order of importance:

- Strong work ethic
- Dependability and responsibility
- A positive attitude
- Adaptability
- Honesty and integrity
- Self-motivated
- Motivated to grow and learn
- Strong self-confidence
- Professionalism
- Loyalty

Work values managerial practices are related to human values and behavior. The business environment and cultural in Saudi Arabia consists of the subordination to superiors' authority. Hence, the characteristics of relationships within business entities are linked to Saudi society and family patterns built upon close ties with, loyalty to, and dominant authority of, leaders who are father, top manager, and/or a policeman (Abbas and Al-Shakis, 1985). Since, the culture in Saudi Arabia, as well as other Arab societies,

rests on subordination to superiors, it is more inclined to create followers than leaders (Hudson, 1977). Saudi culture also impacts the expats working in the country. According to Ugur et al. (1990), expatriate managers, in Saudi; show higher job satisfaction than Saudi Managers, they acquired the same organizational behaviors and beliefs.

Islamic culture shapes Arab values. Saudi Arabian workers are highly committed to Islamic Work Ethics (IWE). IWE take the economic, moral, and social dimensions in shaping work values. Work ethics can provide strong organizational commitment when mixed with basic elements in business management such as business knowledge (Ali & Al-Owaihian, 2008). Interactional justice (degree to which people affected by a decision are treated with fairness, respect, esteem, and dignity) at the workplace is the most important driver of job satisfaction in Saudi Arabia. Honesty, courtesy and respect are key pillars in Islamic culture. Honesty, courtesy, timely feedback, respect for employee's rights, and possibilities to express point of views are the most important drivers to create job satisfaction at the workplace in the Saudi Arabian Society (Elamin & Alomaim, 2011).

### **2.1.1 Work Values Literature**

The work values of employees have changed dramatically in recent years. According to Li et al. (2008), employees' work values have changed in recent years because of the political, economic, social, and educational reforms as well as the globalization effect. These changes are highly correlated to the change in demographic aspects such as age, position, education and gender. That is, an employee's age, education, position, and gender have important effects on work values. According to Khasawneh (2010), both female and male university students have similar work values

in all dimensions except for the advancement dimension. Females value advancement in skills, abilities, satisfaction, and accomplishment more than male university students. Western and Eastern cultures also differ in their work values. Eastern people have high masculinity and moderately low individualism (Jaw, 2007). The author argues that high individualism and masculinity foster self-enhancement. Masculinity affects negatively security, stability, and Confucian dynamism, which are the core cultural values used to fostering self-enhancement for Eastern employees. Interviewed Lebanese employees said their companies have low formality and standardization values mixed with high-centralized values. The interviewed executives in Lebanese companies prefer to not set up policies going against their employees' religious convictions because doing so could have adverse effects on job satisfactions (Sidani & Gardner, 2000).

Western Cultures are receptive to dynamic work values and future orientation to affect young people careers' orientation (Vinken, 2007). For instance, Young Dutch people in the 20s are more receptive to orientations pointing out new life course mechanisms, and they reject orientations focused on stability, security, growth, and expert specialization. On the other hand, Dutch people in the 30s keep their career options open (they tend to have more options), while people who are 40 and/or older tend to focus on specific options (Vinken, 2007).

Work values are changing to adapt to new business and economic models. In Japan, for instance, the economic and business environment of Japanese firms between 1995 and 2009 affected managers' work values and attitudes. The value that put Japan and its companies at the front line of most competitive companies worldwide do not function anymore (Okabe, 2012). Under harsh economic conditions, the importance of

work values associated with lower needs in Maslow's hierarchy increase with a decrease in the importance of values related to higher order needs. For instance, during economic downturns convenient working hours and benefits packages become less important compared to job security (Selmer & Littrell, 2010).

In China, facets of work values and organizational commitment are linked in different ways to job satisfaction. Individualism and willingness to take a risk are correlated with job satisfaction. There is also a positive relationship between individual elements of work values (autonomy, job appraisal, job security) and organizational commitments. Employers cannot buy the commitments of their employees (Froese and Xiao, 2012). There is a presence of cultural differences in the rating of the importance of some values (Elizur et al., 1991).

In Arab culture, individualism and masculinity values are related to individual beliefs about organizational commitment and work ethic. However, people from different Arab countries have different work values. Saudi work beliefs are different and convergent from Kuwaitis' and Omanis' work beliefs (Robertson, Al-Khatib, Al-Habib, & Lanoue, 2001). Cultural differences affect employees' work values and have implications for management. To implement management practices originally from another culture, it is necessary first to identify domestic needs, values, and behaviors context of these values. Croatians, for instance, prefer interesting work, sense of accomplishment, and working with people who cooperate, more than Americans do. Croatians' value work with the freedom to implement one's approaches more than Americans do (Matić, 2008).

According to Aygün, Arslan, & Güney (2008), Turkish University students report greater Protestant work ethic (PWE), and contemporary work values compared to their American counterparts. Unlike American students, Turkish students do not report gender-related differences in the PWE. Both Americans and Turks report gender-related differences with femininity and entrepreneurship in contemporary work values (Aygün et al., 2008).

Also, religion is a source of cultural work values' differences. Religion impacts both intrinsic (job opportunity to use initiative, possibility to achieve something, responsible job, respected job by people, and a job that is interesting) and extrinsic values (good hours, generous holiday, good pay, good job security, and not too much pressure). Almost all religions show a positive relationship with extrinsic work values and all of them have a positive relationship with intrinsic work values (Parboteeah, Paik, & Cullen, 2009).

Work values are important because they impact work outcomes in different job categories. Work values influence job outcomes such as satisfaction, sense of personal improvement, and skills. However, the impact of work values on job performance differs from one sector to another (Ueda & Ohzono, 2012). Differences in work values are not only due to cultural differences or gender differences, but they are related to cross-time effects. Today's students have different perceptions and approaches to business work values and job search strategies. Services and facilities for students, such as student career campus services, play a role in these differences. Students who participate in a cooperative job showed high confidence, self-esteem and realistic job-expectation (Ng &

Burke, 2006). Because of technological advancements, cross-cultural differences are being bridged.

According to Segal (1993), there are significant differences in the average importance attributed to competitiveness related variables between U.S. graduates and U.S. undergraduates, U.S. graduates and Indian graduates, U.S. undergraduates, and Indian graduates. Segal (1993) argues that there are no significant differences between students in the two countries. The author suggests that even if the national culture differs, and it has a significant impact on individuals, the effect of professional culture unifies the professional cultures transnationally. The teamwork also has effects on students. Students' prior performances outside teams have stronger effects on teams' performances compared to impacts of students' personal values on teams' performances. Glew, (2009) finds that employees' high average of the sense of equality has a positive impact on the team's performance, and average equality impact is higher than prior individual performance.

### **2.1.2 Work Values and Gender Differences**

Different authors working in the Occupational self-selection framework argue that personal work values are built at an early age. Personal work values affect individuals during work experiences (Holland, 1976; Walker et al., 1982). Walker et al. (1982) suggest that is consistent with the argument that personality traits are formed during childhood and adolescence. Walker and his co-authors also find that the work values are independent variables (explanatory variables) and job satisfaction and selection are dependent variables. Consequently, an individual with high esteem to intrinsic aspects of work are likely to chosen decision-making, innovative, and challenging work

opportunities (Walker et al., 1982). Thus, individuals with different occupational choices have different levels of concern for work values, appreciation of rewards, and job attributes (Kalleberg, 1977; Walker et al., 1982).

Family responsibilities also impact the level of commitment and work values of women (Campbell et al., 1994). The differences in work values between women and men have been continuously changing ever since World War II. Between 1940 and 2011, the percentage of working mothers (in-couple) had increased from 31% to 72% (Campbell et al., 1994; Milan et al., 2011; Ferrao, 2010). However, despite the improvement in women professional achievements and increase their labor rate, women tend to restrict their work commitments to be able to respond to the household commitments (Alzahrani, 2014). Working and non-working women assume primary family responsibilities such as taking care of children. However, women with higher family commitments tend to have lower work commitments (Campbell et al., 1994). On the other hand, Men assume the role of breadwinners, and they assume lower family responsibilities with higher occupational commitments (Walker et al., 1982). A possible explanation to the different levels of commitments between genders is the traditional sexual division as the primary source of women's low occupational roles and responsibilities (Walker et al., 1982). Walker et al. (1982) argue that gender differences in wages, positions, and promotions are only due to the fact that women restrict their work commitments and they leave their positions for longer times for maternity leaves. However, Korenman and Neumark (1992) argue that there is no empirical evidence on the impact of motherhood and family responsibilities on women's wages. They find that the experience and the tenure of working women are the

main determinants of wage (endogenous variables), which means that the differences in wages are subject to gender differences factors.

Greenhaus and Beutell (1985) find those conflicts between occupational commitments and the failure to respond to the families' commitments are the main causes of family conflicts. So, to reduce the impact of occupational commitments women adopt different strategies. Madden (1981) finds that tenure, the number of work's hours, and wage are sources of sex divisions between males and females. Moreover, occupational commitments, and distances between work and residence are sources of differences between men and women in terms of tenure and work commitments. Madden (1981) also finds that the role within the family is the main determinant of the distance between the workplace and residence.

Walker et al. (1982) argues that married women consider their work and occupational commitments as a compliment of their husbands' payments and their unpaid household work. The authors argue that married women with higher family commitments and higher spouse's income are less demanding financially, less concerned about promotions and professional achievements. However, they are more concerned about the convenience of their work schedule and the distance between the workplace and the residence.

The differences in work values between men and women differ according to stereotypical male and female patterns. According to Beutell and Brenner (1986), men give more value to work with advancement, job security, while women value comfort and pleasantry of the work and work association environment. In contrast, the authors find that women value more achievement and development of knowledge while men value the

security and leisure associated with a job. Despite the differences, the authors find similarities in the importance of work outcomes among men and women. Furthermore, there is evidence that women have stronger liberal work values compared to men.

Rowe and Snizek (1995) find that there is no relevant evidence of the difference in work values between the two genders. They suggest that work values depend on the age, the occupation, tenure, and education, regardless of the gender of the individual. The apparent differences between men and women in work values are possibly due to the significant disproportionate distribution of job ranks where women take more low quality and low paying jobs. This situation results in a lower sense of occupational and professional commitments (Kaufman & Fetters, 1980; Walker et al., 1982). Walker et al., 1982 argue that women's work values in this professional context are similar to blue-collar men who attach more extrinsic work values to their job. The authors also suggest that women in high-ranking jobs attach a higher value to intrinsic work value.

Differences in work values between men and women are driven by job rewards depending on the class, age, and occupation, which are systematic determinants of job satisfaction. The gender of the employee is a main determinant of work conditions, and occupational ranking (Bokemeier & Lacy, 1987). The job level and rewards are the main determinants of work values differences between men and women. Women attribute higher importance on extrinsic work values at the expense of intrinsic values. On the other side, men place a higher value on intrinsic work values (Brenner & Tomkiewicz, 1979; Bokemeier & Lacy, 1987). Sex roles are attributed to organizational opportunities, male barriers, and socialization. Society prepared men and women are to take over specific tasks, which makes work division becomes endemic (Ragins & Sundstrom,

1989). However, the differences in job values between women and men have been decreasing because of the increase women's roles within organizations (Ragins & Sundstrom, 1989; Konrad et al., 2000).

Jobs attributes (security, income, meaning of work, and promotion opportunities) are determinants of the job choice. There are significant gender differences in the importance associated with job attributes (Blau & Kahn, 2000; Bokemeier & Lacy, 1987). Although the gender differences in job attributes are decreasing due to the increasing role of women in the professional world, job rewards for men remain significantly higher than for women (Blau & Kahn, 2000). The increasing participation role of women in the business and working world has caused an increase in competition between genders. This higher competition has caused a change to the importance associated with work values and job attributes among men and women (Konrad et al., 2000).

Between 1990 and 2000, UK women expressed increasing levels of work dissatisfaction compared to a constant level of satisfaction for men (Sousa-Poza & Sousa-Poza, 2003). Work conditions also cause differences in job attributes and appreciation of rewards (Bokemeier & Lacy, 1987). Work conditions are fitted for men more than women, which results in underutilization of skills that women acquire through their higher education. Consequently, women's education has a lower impact on the complexity of their job tasks compared to men (Bokemeier & Lacy, 1987). Ross & Mirowsky (2006) find that the impact of higher education on the increase of one's well-being, including job complexity and rewards, for men is higher than on women. Older women tend to accept this situation because they give higher value to job security.

However, young women show higher dissatisfaction from job conditions and job rewards compared to older women in a cross-generations comparison (To & Tam, 2014).

Nowadays, there is a rise in women rights claims as well as changes in family policies supporting women rights for work and rewards. These policies have decreased the negative impact of family policies on women with a university and graduate studies (tertiary education). However, these policies impact significantly and negatively women with education lower than university (Korpi, Ferrarini, & Englund, 2013). In entrepreneurship, women are still struggling and facing challenges to start and grow their businesses (Alzahrani, 2014). According to Alzahrani (2014), Canadian female entrepreneurs rely on their funds or borrow money from family or friends rather than financing their projects through banks, capital venture, and angel investors. However, this method of financing provides limited funds compared to other sources, which limits businesses chances of surviving, as well as companies' success (Boden & Nucci, 2000). Thus, the job commitment of Canadian female entrepreneurs is limited compared to their male entrepreneurs. Alzahrani (2014) finds that many women entrepreneurs in high-technology sectors gauge and restrict the growth of their company to keep the volume of activities in concordance with their families' commitments.

Family commitments are serious limitations to work commitments and to life plans (Johnson, 2005; Alzahrani, 2014). Marital and parenting commitments are the main adulthood commitments affecting women careers (Carter, 1999). According to Rotolo (2000), marriage significantly increases religious activities for women compared to men, while it increases organizational and professional activities for men compared to women. Parenting commitments (presence if children less than 16 in the household) decrease the

social networks of mothers compared to fathers (Johnson, 2005). The author finds that the transition to parenthood affects the time, resources, and efforts allocated by women to investment, and work more than by men. Furthermore, the transition to parenthood increases the chances of job quitting for women and increases men's tenure (Koenigsberg, Garet et al., 2005). Johnson (2005) suggests that family strategies impact women's work choices, which make them, increasingly, avoid of complex work. It also alters their level of commitment to work (Alzahrani, 2014; Johnson, 2005). Parenthood and marriage transitions also affect the job values of women and their involvement in their jobs (Alzahrani, 2014).

## **2.2 Organizational Desirability**

### **2.2.1 Organizations Desirability Literature**

The desire to pursue an entrepreneurial career can be from entrepreneurial self-efficacy. Also, companies engaging their employees in high work autonomy and innovative tasks increase the entrepreneurial desirability in their employees and managers (Boulay, 2008). For Indonesian and Norwegian students, self-efficacy perceptions and instrumental readiness significantly affect the intention to pursue an entrepreneurial career. Age, gender, and educational background do not have any significant impact on the entrepreneurial intentions (Kristiansen & Indarti, 2004). Attitude, subjective norms, and perceived behavioral control (e.g., self-efficacy), are the main determinants of employment choice. However, tracking family, history background, and demographics (e.g., age and gender) do not have any effect on the employment choice of Russian young students (Tkachev & Kolvereid, 1999). Unlike many countries, including Western countries, gender and age do not have a significant influence on attitudes, subjective

norms. Also, age and gender do have a significant impact on the perceived behavioral control over behavioral intention such as the adoption of information technology (Baker et al., 2007).

According to Young et al. (1993), applicants are attracted to organizations due to the economic, intrinsic, and work context attributes of these organizations. In this study, applicants consider intrinsic and work context attributes more important than economic attributes. Previous experience and age do not have any effect on applicants' attractiveness. Most of the job seekers are motivated to work for the government rather than the private sector because of the higher access to public and social services. Access to public and social services is one of the privileges for public sector employees. Americans think that the government sector offers better job security and better access to public and social services compared to the private sector. However, government jobs are financially less rewarding, monotonous, less efficient, and more of constraining bureaucracy (Rainey, 1982).

The New Public Management (NPM) emphasizes that there is no difference between sectors because management is management regardless of the sector where one works (Barzelay, 2001). As a result, career choices seem to be based on job seekers' rational self-interest choice between sectors to maximize their personal rewards (Perry & Wise, 1990). So, the new public management concept ('Job is a Job') is increasingly replacing the sectorial distinction (Lyons, Duxbury, & Higgins, 2006). However, this theory does not consider the applicant's self-interest. Job seekers can be driven by motives other than the economic and financial rewards. They might be motivated to pursue public sector careers because they are willing to serve public interests, impact on

social change, and the participation in public policy creation draws them (Perry & Wise, 1990).

So, the category of job seekers may be morally driven and less caring about personal rewards. Consequently, job seekers do not necessarily see private and public sectors as competing employment options. Although private companies offer higher financial rewards, job applicants with the intention to participate in social wellbeing likely choose to work in the public sector. Employees are divided into public, para-public, and private sectors' employees. Para-public employees give more value to work contribution toward society's wellbeing than public and private sectors' employees. Private sector employees value opportunities for advancement, and prestigious work, while public sector employees give higher value to intellectually stimulating and challenging work. Private sector employees show greater organizational commitments than employees from the other two different sectors (Lyons et al., 2006).

Gender has high effect in the Saudi Arabian entrepreneurial context. Women are an essential part of the entrepreneurial integration. They own a big part of the economy. Although, women in Saudi Arabia have been historically taking care of household responsibilities, they happen to own 40% of the national private wealth, 70% of cash liquidity, 40% of real estate assets, 20% of investment funds and 13\$ billion in Saudi bank accounts. These facts give more chances and incentives to local young females to embrace the entrepreneurial career and launch their businesses (Almunajjed, 2006). The integration of female university students has high potential to grow the economy by starting high growth and innovative ventures in Saudi industry (Lüthje, Franke 2003). There is a dearth of research on young Saudi females' motives to

undertake an entrepreneurial career. However, they are believed to have the same reasons for motivation existing in other economic, social and political environment taking into consideration the local restrictions (Gossett, 2002). One of the most important aspects of organization desirability is the employability. Mostly, people chose careers where they are likely to be employed (Moravec, 1994). People who are driven by teamwork likely chose companies where coworkers are competent (Payne, 1995). The changes in the behavior within the work environment force organization to restructure and decentralize. The decentralized management process allows companies to employ a bigger number of employees to form a useful team. Employees who prefer to work within small teams would dislike working for large foreign and local companies. They focus on more localized companies, organizations, and institution (Scott, 1997).

Job seekers' interest in organizations also depends on the organizations values. So, if the employee does not share the same organizational beliefs, this employee will not fit into the organization. Also, differences between employees' beliefs, groups' beliefs, and organizations' beliefs result in problems like strikes (Scott, 1997). Public sector employees are likely to volunteer and work for charity organizations than private sector employees are (Houston, 2006). The nature of their work might be the reason as it is assumed that people working in the public sector are ethically driven to serve and help people (Pattako, 2004). Also, Leiby (1984) argues that work in charity is driven by one's willingness to help the community to achieve self-sufficiency. Different reasons are behind the willingness to volunteer for community work. According to Anderson and Moore (1978), the reason for volunteering is charity and willingness to serve the community. However, it is difficult to measure the performance of the volunteer although

it is much appreciated (Farmer & Fedor, 2001). Prestige, financial earning, human services, autonomy, and skills are different reasons to choose one's profession. However, More and Kohn (1960) argue that these factors are not enough to decide what a person wants to do in life. These factors are not enough if they are not driven by a personal desire and experiences.

### **2.2.2 Organizations Desirability and Gender Differences**

Job and organizations choices are also important determinants related to job values and attributes. Judge and Bretz (1992) suggest that the job choice is related to job security, promotion and advancement opportunities, type of work performed, and company's characteristics. The salary determines the level of commitment and integration (Judge & Bretz, 1992). The authors argue that rating salary as of secondary importance is a part of social bias since people avoid rating salary as important as it might be to them. Feldman and Arnold (1978) argue that salary is more important in determining the organization and job choice than the independence, freedom to apply one's skills, flexibility, and freedom of initiative. There are also other factors determining job choices such as distance from the residence, promotion opportunities and independence (Madden, 1981; Judge & Bretz, 1992; Feldman & Arnold, 1978).

Alzahrani (2014) finds that female entrepreneurs prefer to work at their residences to respond to their job's requirements and their family responsibilities. Although female entrepreneurs admitted their husbands and families are supportive, they reported restricting the growth of their business to not be forced to work from outside. The pay and promotional opportunities are the most common job choice attributes based on which females choose their jobs. However, the impact of organizational values and culture are

also important determinants of job choice (Christensen & Wright, 2011). A possible explanation is that non-financial attributes are important determinants of job choice when the financial rewards are within an acceptable range, which means that organizational choices of men and women are identical at a higher level of the hierarchy (Judge & Bretz, 1992; Mottazl, 1986)

The gender differences in field of study are affected by future job's choice, features of the desired employer, hiring expectations, perception of fit in the job and the organization, hiring process, and the recruiters' behavior (Chapman et al., 2005). However, the availability of alternatives does not seem to have a significant impact on the major and career's field and the choice of organization (Chapman et al., 2005). According to Alzahrani (2014), the difference in career choice between men and women is due to gender's traditional family roles. Thus, females' major and career choices are due to women's preference for jobs with less work pressure. Women prefer a career with low pressure than careers where opportunities and recruiters are available (Alzahrani, 2014; Wiersma, 1990). Eagly & Carli (2012) find that women in the US occupy around 40% of all managerial positions in the country, 6% of managerial of managerial positions in the Fortune 500 companies' top management, and 2% the Fortune 500's CEOs. Part of the lower number of females in top management jobs is their preference for jobs of lower conflicts and commitments. Female applicants give more weight to the organizational character of reduced conflicts than male applicants. Moreover, women give more importance to job characteristics and less importance to fairness (Chapman et al., 2005). The self-esteem and the socio-economic status factors (income, occupation, and

education) are positively correlated (Twenge & Campbell, 2008). Women with high self-esteem are likely to choose organizations that offer them higher socio-economic status.

More recent studies find that men still attribute more importance to power, hedonism (pursuit of pleasure), self-direction, stimulation and achievements expected from the job. On the other side, women attribute higher importance to universalism (religious universal application), and benevolence (Schwartz & Rubel, 2005). On one side, men tend to choose organizations offering them high power, stimulation, self-direction, achievements and hedonism (self-enhancement values). On the other side, women choose organizations, which offer them more benevolence and universalism values (Schwartz & Rubel, 2005). Feather (1984) suggests that women value self-transcendence values higher than men and men give higher value to self-enhancement values. So, women are likely to choose companies with strong ethics and men are likely to choose companies with high promotion opportunities.

The self-esteem of people has grown significantly for men and women. Twenge et al. (2008) find that mid-1990s college women score 71% higher in self-esteem than baby-boomer college women. Traditional thought on gender differences has changed. Twenge et al. (2008) suggest that in recent years, both genders look for satisfying jobs. They define satisfaction by meaning and objective (self-esteem). So, new generations prefer jobs that provide rich experience on top of social prestige, income, and supporting the family (Twenge et al., 2008). However, the change in the self-esteem in job selection has not had an effect on the self-transcendence and self-enhancement preferences for men and women. Twenge (1997) find that stereotypes about masculine traits changed over time while stereotypes about women remain unchanged because sex roles at home did not

change. Despite the availability of daycares, technologies, and fathers' higher involvement in domestic responsibilities, women's family roles have not eased. Women still opt for jobs and organizations that offer them high work-life balance even among young women (Eagly & Carli, 2007). The increasing responsibilities of parents to follow their children in digital media, social media, and electronic technologies may be a possible explanation to the persistence of gender differences in job selection (Twenge et al., 2008).

A cross-cultural analysis conducted in nine different countries shows that Asian women give higher importance to security while men give higher importance to success. A cross-cultural survey in 21 different Asian countries show no significant gender differences in Confucian values (Schwartz & Rubel, 2005). German women rate self-transcendence and conservation values higher than men while men rated self-enhancements and opened higher than women. The same trend applies to Spanish women. American and British women give higher importance to achievement, self-transcendence and conservation values compared to men (Schwartz & Rubel, 2005).

In Australia, women rated benevolence and achievement values higher than men while men rate power higher than women (Schwartz & Rubel, 2005). The authors find that there is a common tendency worldwide for men and women. Women tend to choose organizations that offer them positions with high benevolence, self-transcendence, and conservation values. Men chose organizations that offer them achievement, leisure, and power opportunities. Also, these differences do not significantly exist among college students. College students are introduced to the same roles while at school but later in life both genders are introduced different life roles (Schwartz & Rubel, 2005). The different

roles played at different stages of life are a possible explanation for the difference of choices between college students, and other people.

## **2.3 Explanatory Variables**

### **2.3.1 Demographic Variables**

Creating a win/win approach to an organization requires understanding employees' demographic differences in the workplace (Sullivan et al., 2002). In such a situation, organizations can develop a committed workforce while individuals can find meaning in their work, thereby enabling them to function well over time (Li et al., 2008). A large body of work related to demographic differences of work values already exists; work values have been found to relate to gender (Khasawneh, 2010). Female university students are significantly more likely to value contribution to society than their male counterparts (Wu, 1985). Li et al. (2008) also examined demographics in terms of employees' age, gender, employment position, and education. They find that all four factors are important antecedents of work values and can help enterprise management in both theory and practice.

### **2.3.2 Achievement Motivation**

Achievement motivation is connected with evaluated performance in which competition with a standard of excellence was paramount (McClelland, Atkinson, Clark, & Lowell, 1953). Jackson et al. (1976) developed the Six Dimensional Achievement Motivation scale (i.e., achievement via independence, excellent, acquisitiveness, expert status, peer status, and competitiveness) to measure achievement need. Their scale can be used to create a link to help drive management successfully with specific outcomes for

efforts (Ahmed & Jabes, 1995).

**Table 2: The Six Dimensional Achievement Motivation Scale**

<b>Dimension</b>	<b>Description</b>
1. Excellence	Aim to achieve high standards with perfection
2. Acquisitiveness	Aim to make money and get rich
3. Peer status	Aim to impress friends and displays work to others
4. Achievement via independence	Aim to be successful with personal responsibility
5. Expert status	Aim to stay close to superiors and learns from teachers
6. Competitiveness	Aim to be more successful than others

Source: (Ahmed, 1990)

### **2.3.2 Rokeach Values**

Milton Rokeach (1974) argues that values are enduring beliefs that a given goal or behavior, be it social or personal, is better than the opposite goal and behavior. Rokeach (1974) suggests, on one hand, that values, as enduring beliefs, are not completely stable. If values were stable change would have been impossible to achieve. On the other hand, values are not completely unstable because the permanent change in beliefs would make societal consistency an impossible achievement. Rokeach (1974) finds three types of beliefs: evaluative, descriptive, and proscriptive. Evaluative beliefs judge the opposite goal or behavior as good or bad. Descriptive beliefs judge the opposite goal or behavior as true or false. Proscriptive beliefs are built upon the desirability (Rokeach, 1974; Bakerman, 2014). The Rokeach Values System can be used to make cross-cultural generalizations beyond the research. The system includes a number of scales:

**Table 3: Terminal and Instrumental Values**

<b>Instrumental Values</b>	<b>Terminal Values</b>
Ambitious (Hard working, aspiring)	A world at peace (free of war and conflict)
Broadminded (open-minded)	Family security (taking care of loved ones)
Capable (competent, effective)	Freedom (independence, free choice)
Cheerful (lighthearted, joyful)	Equality (brotherhood, equal opportunity for all)
Clean (neat, tidy)	Self-respect (self-esteem)
Courageous (standing up for one's beliefs)	Happiness (contentedness)
Forgiving (willing to pardon others)	Wisdom (mature understanding)
Helpful (working for welfare of others)	Salvation (saved, eternal life)
Honest (sincere, truthful)	True friendship (close companionship)
Imaginative (daring, creative)	A sense of accomplishment (a lasting contribution)
Independent (self-reliant, self-sufficient)	Inner harmony (freedom from inner conflict)
Intellectual (intelligent, reflective)	A comfortable life (a prosperous life)
Logical (consistent, rational)	Mature love (sexual and spiritual intimacy)
Loving (affectionate, tender)	A world of beauty (beauty of nature and the arts)
Obedient (dutiful, respectful)	Pleasure (an enjoyable leisurely life)
Polite (courteous, well-mannered)	Social recognition (respect, admiration)
Responsible (dependable, reliable)	An exciting life (a stimulating active life)
Self-controlled (restrained, self-disciplined)	

Source: (Rokeach, 1973)

The classic Rokeach scale requires a respondent to rank a set of 18 values divided equally between 2 systems. The first system consists of nine instrumental values (characteristics or means to achieving one's ends). The second system contains nine

terminal values (goals or the most important things to attain in life). However, Munson and McIntyre (1979) used a nine-point Likert scale to measure the values.

Different papers have worked on work values, Rokeach Values, Six Dimensions Achievement Motivation, and organizations desirability. Many other papers have studied the gender differences in the work environment and life. The literature on Saudi students preferences for their future organizations and professional career is scarce. So, the paper studies the differences in the importance of work values, Rokeach Values, Six Dimensions Achievement Motivation, and organizations desirability among Saudi male and female students.

## **Chapter 3: Hypotheses and Research Questions**

This chapter covers the main objectives of this research. Also, it involves the research questions and hypotheses to meet the objectives of the study. Finally, The summary table of the hypotheses and research questions is included into the appendix (See Appendix 8).

### **3.1 Research Objectives**

Previous studies have examined employees' work values, including organizational commitment, culture, attitude, and satisfaction, to help them grow within their professions (Schneider et al., 1995). This thesis aims to explore the work values of male and female students in Saudi Arabia to identify key differences in demographics, work values, organizational desirability, Rokeach values, and achievement motivation values among university students. The identification and analysis of these values offer better understanding of students' preferences and provides recommendations to universities for preparing students to work in this modern world. In addition, the research findings and recommendations enable organizations to attract, choose, and hire employees, which give both organizations and job seekers more confidence and satisfaction in the selection and hiring process. The results also create future benefits for organizations (Schneider et al., 1995). Thus, the research objectives of the thesis are:

- To examine the differences in work values between Saudi male and female university students.
- To examine the differences in Saudi male and female university students' perspectives on organizations desirability.
- To understand the differences between Saudi male and female university students

work values and organizations desirability based on demographic variables.

- To understand the differences between Saudi male and female university students work values and organizations desirability based on instrumental and terminal variables.

For this purpose, the research asks the following questions:

**Research Question 1:** Are there gender differences in work values between Saudi university students?

**Research Question 2:** Are there gender differences in organization desirability between Saudi university students?

**Research Question 3:** Are there gender differences in job needs between Saudi university students?

**Research Question 4:** Are there gender differences between Saudi university students on Rokeach (1973) instrumental and terminal values?

**Research Question 5:** Are there gender differences between Saudi university students on the six dimensions achievement motivation scale of Ahmed, Jackson and Heapy (1976)?

In order to address the objectives of this research, Twenty-one hypotheses and five research questions were developed. Ten of the hypotheses and one research question are about work values and eleven hypotheses and one research question are about organizations desirability. The remaining research questions namely investigate the gender differences in terms of job needs, Rokeach values, and six dimensions achievement motivation. They are presented as follows:

### **3.2. Work Values Hypothesis and Research Question**

According to Kidwell et al. (1987), there are significant differences between males and females in their rating of the ethical level of other gender co-workers. The authors find that male managers think female managers are less ethical and vice versa. The rise in the number of working females and the number of females holding management and senior management positions increase the necessity to investigate work ethics differences between males and females. Akaah (1989) finds that female professionals show higher research ethical judgments compared male professionals. Moreover, Betz, O'Connell, & Shepard (1989) surveyed 213 business students and found that, on average, male students are two times more likely to engage in unethical behavior than female students. On the other hand, Gilligan (1982) argues that men are more likely to consider rules, ethics, and consequences while making decisions. Women are likely to take into consideration relationships, care, and personal ties while making decisions.

Dawson (1995) investigates differences between male and female professionals in ethics, integrity and honesty as well as loyalty. The surveyed professionals were exposed to different scenarios with different dilemmas and asked how they would act. In a scenario where professionals were asked if they had a scarce toy, and all newly received toys were reserved to customers, and a woman whose child was in the hospital beg the professional to sell her one and refund one of the customers. Results showed that 57% of males said they would not sell her the toy because all toys were reserved, and customers had already paid deposits while only 28% of women said they would not sell. Dawson (1995) concludes that male professionals were more likely to act with loyalty and consider consequences and rules more than women.

In a second scenario, in Dawson's study, a paper contains a competitor's business plan was left at an industry meeting; professionals were asked if they would take the paper. 63% of male professionals said they would take the paper, and 57% of females said they would take it. The difference between the two groups' answers in this scenario was not significant ( $p > 0.05$ ). So, using this scenario we cannot judge if the two groups have different levels of integrity and honesty. In Dawson's study, professionals were asked if they could refer a competitor's product that would make a knee surgery's outcome much better, although the company's product would perfectly make the knee surgery successful. 54% of male and 80% of females said they would refer the competitor ( $p < 0.05$ ). Based on the literature review the following hypotheses were constructed:

**H<sub>1A</sub>: Saudi Female students have stronger work ethics compared to Saudi male students.**

**H<sub>1B</sub>: Saudi Female students have higher honesty and integrity compared to Saudi male students.**

**H<sub>1C</sub>: Saudi Female students have higher loyalty values compared to Saudi male students.**

Women's positive attitude towards work depends on their commitment to work and their family commitment. The level of commitment depends on the family strategy and the personal choice of women (Marks & Houston, 2002; Hakim, 2002). Hakim (2002) finds that women work and lifestyle determine the work choice, family strategy, fertility and attitudes toward work. The author finds that women chose to be work-

centered, home-centered, or have an adaptive lifestyle. Rosenblatt et al. (1999) argue that there is a significant difference in job attitudes between males and females. The authors suggest that women's attitudes towards their job depend on the job insecurity. Women with long term, high salary, and promotion perspective have positive attitudes towards work and strong commitments to their work (Rosenblatt et al., 1999; Marks & Houston, 2002). For men, however, job insecurity affects employees' intention to leave, commitment to the organization, and resistance to change (Rosenblatt et al., 1999).

The education of a male or female also determines the attitudes of the individual towards the job. Female and male students have traditional educational choices. Females tend to have negative attitudes toward science compared to male students at an early age (Simpson & Oliver, 1985). Moreover, Menzies & Tatroff, (2006) find that only 4% of females chose education in the field of high technology and applied sciences. Alzahrani (2014) finds that female entrepreneurs keep their businesses small to be able to control it and respond to household commitments.

Females follow more flexible patterns in their careers showing that they are more flexible and adaptable to change in their careers and change the organization (Woodd, 2000). Woodd (2000) finds that females are more adaptable and suitable for contemporary business models than men. DeArmond et al. (2006) used a sample of 496 undergraduate male and female students to investigate the extent of differences in adaptability between male and female students in their work performance. The authors find that age plays a negative impact on adaptability between both genders. However, females tend to be more favorable towards changes than men. O'Connell, McNeely and Hall (2008) find that adaptability is strongly related to gender, employability, level of

management support within the organizations and the type of business. They find that younger females (25 years old category) are more positive towards their work and more adaptable (O'Connell et al., 2008). Based on the literature review the following hypotheses were constructed:

**H<sub>1D</sub>: There is no significant difference between Saudi female and male students in their positive attitudes towards their jobs.**

**H<sub>1E</sub>: Saudi Female students are more adaptable than Saudi male students.**

Giacomino and Akers (1998) find there is a significant difference between males and females in their professionalism values. Male students rated the importance of power value more than female students while female students placed high importance on universal values (tolerance, appreciation, and understanding) (App1-1). Females also show a high preference for flexibility values. Scandura and Lanku (1997) find that female employees show higher levels of job satisfaction and organizational commitment when they are offered flexible hours because of their family commitments.

App1-1 shows that there was no significant difference between males and females in levels of education. However, females scored higher in almost all professionalism related values. On average, women belonged to almost two professional organizations (1.96), while men scored 1.41 because men have higher tenure than females. On the other hand, females scored 2.08 in the average number of professional meetings attended in the last three years, while men attended only 1.75 ( $p < 0.002$ ). Therefore, Neuse (1978) finds that women attended more professional meetings than men. Moreover, women scored

significantly higher scores than men in the average measure of activity level within their organizations such as self-perception of activity level (women=4.88, men=3.71,  $p<0.001$ ). Finally, female employees reported they spent on average 16.93 days in professional training every year while men spent 9.48 days in training, on average ( $p<0.0001$ ). From the literature review and the finding of previous research, the research the following hypothesis was constructed:

**H<sub>1F</sub>: There is no difference in professionalism values between male and female students in Saudi Arabia.**

Self-pacing, self-discipline, and self-motivation are areas where there are significant gender differences between male and female (Sullivan, 2001). The author suggests that the percentage of males and females taking positive attitudes towards self-discipline, self-motivation and pacing is roughly the same. However, more women expressed negative attitudes towards self-discipline and pacing than men. The negative responses are because women require more socialization than men (Wood, 1994). Interestingly, women students justify their positive responses to self-motivation by their personal commitments. Women with children are more self-motivated than younger women (Sullivan, 2001).

Mehrabian (1968) finds that men score higher on the reliability scale compared to women (men=0.78, women=0.72). In terms of validity, significant differences exist between male and female in terms of achievements tendencies. Among those who like the achievement for the sake of achievement (not to avoid failure), men scored validity and reliability higher than women (Mehrabian, 1968). The gender differences are partially

due to the higher and stronger social orientation of female employees and students compared to men. In other words, the stronger social orientation of women makes them less able to be self-motivated (Wood, 1994).

For a long time, the gap in salaries and managerial positions held by men and women was explained by geographical mobility, differences in education, and experience. Over the last twenty years, women have shown great motivation to grow and have worked hard to provide all the missing requirements to be competitive with men. They have acquired the same average level of education, the same readiness for geographical mobility; and they stayed in the workforce without being on and off. The eagerness for success is explained by women's willingness to grow and to learn (Stroh, Brett, & Reilly, 1992). In e-learning contexts, men scored higher on willingness to learn and perceived usefulness of IT and computers to enhance their jobs (Ong & Lai, 2006) (See App1- 2)

Kanfer and Ackerman (2000) find that there is a positive weak-to-medium and significant correlation between the desire to learn and gender ( $r=0.147$ ,  $p<0.05$ ). Therefore, the increase in the dummy variable (gender), from 1 (male) to 2 (female) increases the desire to learn by 0.147 (Kanfer & Ackerman, 2000). From the literature and articles reviewed, the thesis makes the following hypotheses:

**H<sub>1G</sub>: Female students are more self-motivated than male student.**

**H<sub>1H</sub>: Female students are more motivated to grow and learn to develop themselves compared to male students.**

Bass and Avolio (1994) use the MQL survey results. In this survey, 150 males and 79 females rated each other's work effectiveness. The authors suggest that the average rate of effectiveness for female were higher than men. They were also rated as more satisfying managers to work for than their men fellow managers. Employees rate female leaders as managers with higher charisma and influence compared to men. Moreover, female scored higher than men in being individually considerate (Bass & Avolio, 1994). However, women were more expensive to hire and were less reliable because of their high turnover rate, whose rate was two and half higher for women compared to men. Consumer goods producers report that half of women who take maternity leave return late to their jobs or don't return at all. Moreover, women tend to plateau and interrupt their careers more than men (Schwartz, 1989). Bielby and Bielby (1988) ran a different regression analysis and probit analysis and found that women, on average, allocate more time and effort to their work than men do. The authors compared similar groups in terms of family strategy, household size, and human capital competencies. They found that women allocate more time to their work compared to men (Bielby & Bielby, 1988).

Experiments have been done on different samples of male and female students and professionals to test the differences in confidence between males and females. Milto, Rogers, and Portsmouth (2002) find that female and male students in a robotics class had the same level of competence. However, male students showed higher levels of confidence in their ability to perform tasks compared to women. Although, both males and females admitted the importance of competition during the task performance, male students showed higher concerns about the competition compared to females. When

performing physical tasks, female (professionals and students) are less confident than men.

Females also show less self-confidence compared to men in situations of strong competition (Lenney, 1977). Lirgg (1991) finds that differences between differences between the two genders while performing male traditional physical tasks were significant but non-homogeneous (differences between and within groups). However, females were more self-confident compared to men when the task was feminine. Lenney (1983) finds that when the task is not gender specific, women are less confident only when the male partner is highly competent. From the presented research, the research constructs the following hypotheses:

**H<sub>1I</sub>: Saudi male students have higher dependability and responsibility compared to Saudi female students in Saudi Arabia.**

**H<sub>1J</sub>: Saudi male students have higher self-confidence than Saudi female students in Saudi Arabia.**

The above-discussed literature leads us to ask the following question:

**Research Question 1:** Are there gender differences in work values between Saudi university students?

### **3.3 Organizations Desirability Hypothesis and Research Question**

Entrepreneurship has gone beyond the traditional view of birth-acquired skills. It has become a broad field of knowledge. Both females and males are aware of the required skills and knowledge they need to be able to start their businesses. However,

women have significantly expressed awareness of their deficiencies compared to men. Kourilsky and Walstad (1998) suggest that 72% of males expressed their willingness to start their own business compared to only 62% of females. In 2008, the financial crisis imposed very harsh circumstances on companies and entrepreneurs. During the crisis, it became very difficult for entrepreneurs to acquire funds and loans to support their companies (Malach-Pines, Lerner and Schwartz, 2010). Women face harder conditions to acquire funds compared to men (Alzahrani, 2014). Therefore, the crisis had a higher impact on female entrepreneurs compared to male entrepreneurs.

Malach-Pines et al. (2010) examined the gender differences in entrepreneurship in 43 different countries (rich, developing, and poor). In all countries, the authors find that there are more men entrepreneurs than women. As the country gets poorer, the percentage of the female entrepreneurs increases. A possible explanation is that necessity replaces opportunity in making the decision to start one's own business. However, there are minor gender differences in the willingness to start one's business when the male or female have one or more members of his/her family who owns a business. Malach-Pines & Schwartz (2008) find that 49% of men and 44% of women who had one or more family member who owned a business expressed willingness to start their own business.

The work of different generations of the family in the family business is part of preparing the business leadership succession. Frequent family meetings, active members of the board of directors, and the strategic planning within the business are significantly correlated with the business succession success (Aronoff, 1998). The increasing role of women in the workforce has also left an impact on the role of women in their families'

businesses. However, Aronoff (1998) finds that there are still gender differences in joining family businesses and taking the future leadership. However, the author also emphasizes the increasing role of women in family businesses. From the presented research, the following hypotheses were constructed:

**H<sub>2A</sub>: Male students have a higher tendency to start their own business than female students.**

**H<sub>2B</sub>: Male students have a higher tendency to work for their family business than female students.**

There are different reasons why men would prefer to work for large private companies compared to women. Women generally prefer to work for organizations where their schedule is flexible to allow them to respond to their family's commitments (Alzahrani, 2014). Women generally prefer to work for the public sector because of the job security and the flexible timing. According to Uppal and LaRochelle-Côté (2013), in 2012, full-time workers in the private sector took on average 8.3 days off annually (6.7 days off for sickness and 1.5 for personal issues). However, full-time employees in the public sector took 12.4 days off (10.5 for sickness and 2 for personal issues). Moreover, full-time workers of the federal government took 14.9 days off (11.4 for sickness and 3.5 for personal issues). Between 1997 and 2011, the annual number of days in which federal government employees are absent increased by five days. The number of days of absence from work is one of the contributing factors why to females dislike working for private sector companies of all sorts compared to men. From the presented research, the research makes the following hypotheses:

**H<sub>2C</sub>: Saudi male students prefer to work for large Saudi owned private sector business enterprises compared to female students.**

**H<sub>2D</sub>: Saudi male students prefer to work for large foreign owned private sector business enterprises than female students.**

**H<sub>2E</sub>: Saudi male students prefer to work for large private sector business enterprises in Gulf States compared to female students.**

**H<sub>2F</sub>: Saudi male students prefer to work for small private sector in Gulf States compared to female students.**

**H<sub>2G</sub>: Saudi male students prefer to work for small private sector in Saudi compared to female students.**

The public sector represents job security and fewer gender differences. Discrimination in the public sector is significantly lower compared to the private sector between genders, ethnicities, and races (Asher & Popkin, 1984). According to Lewis and Frank (2002), 22 percent of males want to work for the government compared to 25 percent of females. Namely, 16 percent and 17 percent of male and female respondents to Lewis and Frank (2002) said they currently work for the government. The authors find that there is a medium positive correlation between the willingness to work in the education sector and the female's choice to work for the government ( $r=0.499^{**}$ ,  $p<0.01$ ) (See App1- 3).

Many people prefer to work for the public sector because of the job security. Individuals with risk aversion are likely to choose the public sector (Luechinger et al.,

2006). These authors also find that people choosing to work for the public sector have other reasons such as helping people and future political career ambitions. The job security is a non-monetary value associated with workplace choice that is attached to public sector jobs (Clark and Postel-Vinay, 2009). The high wages in the private sector are a tradeoff of job security (Pfeifer, 2011). Pfeifer (2011) finds that 57% of females prefer to work for the government, and 43% prefer to work for the private sector. From the presented research, the research makes the following hypotheses:

**H<sub>2H</sub>: Female Saudi students have a higher preference to work for business enterprises owned by the government compared to male students.**

**H<sub>2I</sub>: Female Saudi students have a higher preference to work for public services department compared to male students.**

**H<sub>2J</sub>: Female Saudi students have a higher preference to work for hospitals and charitable organizations compared to male students.**

**H<sub>2K</sub>: Female Saudi students have a higher preference to work for educational institutions compared to male students.**

The above-discussed literature leads us to ask the following question:

**Research Question 2:** Are there gender differences in organization desirability between Saudi university students?

### **3.4 Job Needs Research Question**

The preference of job prestige varies between males and females across age categories. Barnett (1995) finds that the significant positive correlation between the age of males and preference for jobs with prestige is higher than the correlation between these two variables among females. The author finds that the correlation between age of males and the preference of jobs with prestige increases from 0.39 to 0.72 between the ages of 9 and 17. Females, however, have aversions to jobs with prestige, and this aversion increases with age (Barnett, 1995). The correlation between the age of the female and the preference for jobs with prestige goes from 0.0 at the age of 9 to -0.19 at the age of 17 (App 1-4).

In the private sector, it is a common fact that men are more established than women. Although women represent 40% of American managers, they only represent 2% of senior management and board of directors' members (Eagly & Carli, 2007). In 2005, women, on average, made 81 cents for every dollar a man made. Eagly and Carli (2007) find that the differences in income between male and female are not mainly due to discrimination. They argue that differences are due to lack of information and tendency of women to restrict their growth at work. Men tend to learn and acquire skills required for promotion and to grow within the organization more than females (Eagly & Carli, 2007).

Light et al. (1995) find that the percentage of women with high status and high efforts suffering health effects is significantly higher than men. Females with low status and high efforts suffer less job-related health issues because they are less involved in their jobs. Men express low job satisfaction when they have low-status jobs and male-

female mixed jobs. On the other hand, Wharton & Baron (1987) men express job satisfaction at high-status jobs and male specific jobs. Wharton and Baron (1987) find that men do not support women integration at work, and they express more job satisfaction when they work in the men-only environment. Overall, men and women feel higher job satisfaction when they work in gender-specific jobs.

Filer (1985) argues that differences in the average earning between men and women be due to the differences in the career choice and the quality of working conditions. The author finds that jobs held by men usually have better working conditions, and higher wages are offered to attract people to these jobs. In 1992, the percentage of men and women with pension plans was 56.8% and 50.2% respectively (Sunden & Surette, 1998). In 1995, the percentage of men with pensions in the U.S was 56.5% while the percentage of women with pensions decreased to 48% (Sunden & Surette, 1998). The differences between women and men in earnings, promotions, and the quality of job conditions do not necessarily mean women are less ambitious than men (Stroh et al., 1992). The authors find that women do all the right things to be in the same positions, but they are still suffering from gender differences and segregation at work.

The majority of females occupy low-rank jobs because they allow them to have the flexibility to respond to the family needs. Kalleberg et al. (2000) suggest that 73.2 percent of men compared to 64.6 percent of women occupy permanent and secure jobs. Unionization is one way for employees to secure their jobs and defend their rights. The authors find that 21.1 percent of men are unionized compared to only 18.3 percent of women. Kalleberg et al. (2000) argue that only 7.7 percent of men occupy regular part-time jobs compared to 21.9 percent of women occupying the same type of jobs. The

percentage of men independent contractors (self-employed) is twice the percentage of female independent and self-employed contractors. According to Jurgensen (1978), men in the U.S.A put the job security in the highest rank of their preferred jobs while women place it as a third most important feature of their preferred jobs.

Hill et al. (2001) find that the number of working hours for Americans had increased over time. The authors argue that Americans worked six extra 40-hour-work weeks compared to the annual amount of time spent at work in 1969. In 1992, American men worked almost 49 hours a week compared to 41.7 hours a week worked by women. In 1997, American men worked on average 52 hours compared to 43.2 hours worked by women. The workload spillover has catastrophic impacts on the family such as less interaction between the family members (Repetti & Wood, 1997), less involvement in household work and chores (Aldous, Mulligan, & Bjarnason, 1998), less involvement in children's life and less knowledge about their experiences (Bumpus, Crouter, & McHale, 1999), conflict in marriage (Bolger, DeLongis, Kessler, & Wethington, 1989), as well as less time for breastfeeding for mothers (Lindberg, 1996). All these reasons contribute to making women chose more work flexibility to be able to balance work-family commitments (Hill et al., 2001).

Autonomy, independence, and self-reliance in the job market means flexibility and higher control of the work pace, working hours, and schedule. These job needs allow the employee (man or woman) to have more initiative and a better balance between work and personal life (Adler, 1993). Women trade job promotions, high earning, and high status for higher autonomy and flexibility of working hours. Alzahrani (2014) suggests that Canadian female high-technology entrepreneurs tend to restrict the growth of their

businesses to keep higher control and be able to keep the balance between their families and work. Women become entrepreneurs because entrepreneurship gives them higher autonomy; independence, self-reliance, and flexible hours, while men chose to be entrepreneurs for the sake of wealth collection (DeMartino & Barbato, 2003).

Women give high importance to jobs offering friendly and cooperative environments. Women scientists who experience gender discrimination and sexual harassments report poor job satisfaction and performance. Female scientists working in non-sexist and positive environments after controlling for discrimination and harassment express higher job satisfaction (Settles, Cortina, Malley, & Stewart, 2006). Pestoff (2000) argues that women with a higher participative role in decision-making within enterprises express higher control over the demands of their jobs. The above-discussed literature leads us to ask the following question:

**Research Question 3:** Are there gender differences in job needs between Saudi university students?

### **3.5 Rokeach Values Research Question**

#### **▪ Terminal Values**

Rokeach (1974) finds a significant change in the importance of a sense of accomplishment for American men between 1968 and 1971. The author argues that on a scale of 1 (the most important) to 18 (the least important), American men placed a lower importance to the sense of accomplishment between 1968 and 1971 (7.8 in 1968, 9.2 in 1971,  $p < 0.05$ ). Moreover, there is no significant change in the importance of the self-respect between the two genders over the period from 1968 and 1971.

The Rokeach Values are evaluated on a scale of 1 (the most important) through 18 (the least important). According to Rokeach (1974) the importance of equality value for American men did not change between 1968 and 1971. However, American women placed higher importance on equality in 1971 than in 1968 (7.4 in 1971, 8.5 in 1968,  $p < 0.05$ ). The author found no significant change in the importance of family security among American men between 1968 and 1971. American women, however, placed lower importance on family security over time (3.8 in 1968 and 7.4 in 1971,  $p = 0.05$ ). There was no significant change in the importance that both American men and women placed on pleasure between the 1968 and 1971. The author finds that American men placed lower importance on social recognition (13.8 in 1986 and 14.6 in 1971,  $p < 0.05$ ). However, there was no significant change significant in the importance of social recognition over time among American women (Rokeach, 1974).

Di Dio et al. (1996) suggest that gender differences follow stereotypes regarding the typical men and women preferences. The results of Di Dio et al. (1996) are presented in Table 5 (See Appendix 1). The authors suggest that men have higher preferences for agentic values such as personal achievements and freedom. On the other hand, women show stronger preferences for communal values such as equality in society and between genders as well as friendship. Di Dio et al. (1996) find that on average, women rated Friendship 6.09 on a scale of 1 to 18 where 1 being the most important and 18 being the least important. On the other hand, men rated the importance of friendship 10.72 on the same scale ( $p < 0.05$ ).

Di Dio et al. (1996) also find that on the scale from 1 (most important) to 18 (least

important), male gives exciting life the average rate 6.53. Women rated the importance of exciting life as 11.24. Moreover, men rated the importance of comfortable life for them to be 5.91. Women rated the importance of the same value as 8.69 on the scale 1 (most important) and 18 (the least important). So, Di Dio et al.'s findings (1996) suggest that men prefer exciting life and comfortable life more than women.

Di Dio et al. (1996) find that on average men have stronger preferences to have achievements than women. On a scale of 1 (the most important) to 18 (the least important), men on average give a 4.87 rate to the importance of the achievement. Women give a 9.06 to the importance of achievement ( $p < 0.05$ ). However, the authors find no significant difference between the two genders in rating the importance of self-respect for them (men=5.40 and women=5.95,  $p > 0.05$ ). Chusmir and Parker (1991) find that there is no significant difference between the importance of having an exciting life, both at work and in personal life. However, on a scale of 1 (the most important) to 18 (the least important), the authors find that men rank the sense of accomplishment in their personal life more importantly than women do (men=9.29, women 9.41,  $p < 0.05$ ). They do not find significant difference between the two genders in the importance of the sense of accomplishment in their work.

In direct comparison, Di Dio et al. (1991) find that women place higher importance to family security (mean=5.95,  $p < 0.05$ ) compared to men (mean=8.11,  $p < 0.05$ ). Chusmir and Parker (1991) suggest that male place higher importance to family security at work than women do (men=7.36, women=8.35,  $p < 0.05$ ). On the other hand, they find that females place higher rank on family security in the personal context than men do (men=5.05, women=4.8,  $p < 0.05$ ). Di Dio et al. (1996) find that women place

higher importance on the equality compared to men (women=9.25, men=12.11,  $p<0.05$ ). Men place higher importance on equality in their work context than they do in their personal context (work=9.36, personal=11.98,  $p<0.05$ ). There is no significant difference in the importance of equality at work and personal life for men (Chusmir & Parker, 1991). The authors find that the importance of pleasure in work context for men is higher than for women (men=10.71, women=11.32,  $p<0.05$ ). The same pattern applies to the importance of pleasure in personal life between the two genders (men=9, women=10.39,  $p<0.05$ ).

Men also place higher importance on social recognition than women in their work and personal contexts (Chusmir & Parker, 1991). Di Dio et al. (1996) find that males in Montreal give higher importance to lower importance to freedom than females. Montreal females gave a 6.52 average importance to freedom while men gave freedom 8.55 average importance. Moreover, Chusmir and Parker (1991) find that women placed the slightly higher importance of freedom of work (7.15) compared to men (7.40). The gender differences get larger in the personal context. Men placed much higher average freedom importance rank (5.50) compared to women (8.19). Finally, men place higher importance on the social recognition (recognition=5.88,  $p<0.05$ ), and pleasure (pleasure=8,  $p<0.05$ ) compared to women (recognition=10.71, pleasure=10.12,  $p<0.05$ ).

- **Instrumental Values**

Eaton and Giacominio (2001) use the scale from 1 to 18 to evaluate the importance of the Rokeach instrumental values for both genders, where they attribute the value 1 to the most important and 18 to the least important. They find that there are no

significant gender differences in the importance of the “being-responsible” value. The authors find that men rate imaginative instrumental value’s importance higher than women (men=12.63, female=13.75,  $p<0.05$ ). Moreover, Chusmir and Parker (1991) suggest that men give higher importance to the imaginative value than women in their work life and their personal life. Men give the average rate of 10.19 to imaginative while women give a 10.61 average rate ( $p<0.05$ ). In their personal life, men give an 11.84 average rate to the importance of imaginative value compared to women who give a 12.89 average rate ( $p<0.05$ ).

Furthermore, Chusmir and Parker (1991) investigate the gender differences in terms of Rokeach Instrumental Variables. These authors suggest that the importance of cheerful value in men's personal lives is higher than the work lives (work=9.12, personal=7.93,  $p<0.05$ ). On the other hand, women do not attribute any significant difference in the importance of cheerful value between their personal and professional lives. They find that the importance of being responsible at work and in the personal life is higher for men than for women (men=5.27, women=9.12,  $p<0.05$ ). Eaton and Giacomino (2001) also find that men are more self-controlled than women (men=10.72, women=12.07,  $p<0.05$ ). Chusmir and Parker (1991) suggest that men do not give significant differences in the importance of being self-controlled at work or in their personal lives. However, they suggest that women give higher importance to self-control at work than in their personal lives (work=9.65, personal=10.04,  $p<0.05$ ).

According Chusmir and Parker (1991) men are more ambitious than women at work (men=7.64, women=8.38,  $p<0.05$ ). The same rule applies to the differences in ambitions between the two genders in their personal lives (men=6.48, women=6.86,

$p < 0.05$ ). On the other hand, Rokeach (1974), and Eaton & Giacominio (2001) find that there is no significant difference between men and female in the intellectual and ambitious values. Moreover, Rokeach (1974) finds no significant gender differences in the broadminded rating. Eaton and Giacominio (2001) find a find that female give higher importance to being broadminded than men (men=9.60, women=8.70,  $p < 0.10$ ). Chusmir and Parker (2001) suggest that men give higher value to the likelihood of being intellectual in the personal lives than women (men=10.69, women=10.84,  $p < 0.05$ ). The same pattern is valid in the difference between the two genders in valuing the intellectual likelihood at work (men=8.67, women=8.80,  $p < 0.05$ ).

Rokeach (1974) finds that there is no significant difference between the typical American man and woman in their preference for being capable and independent. However, Solomon and Fernald (1988) suggest that median rank of being capable for men and women are 9 and eight respectively, which means that women on average give higher importance to capable. Moreover, the median rank of independent value for men is ten while the median rank of the same value is 6. So, women on average have a higher preference for capability and independence (Solomon & Fernald, 1988). Chusmir and Parker (1991) argue that women give higher value to capability in their work compared to men (women=5.15, men=5.65,  $p < 0.05$ ). Women also have a higher preference for capability in their personal lives than men (women=8.72, men=9.40,  $p < 0.05$ ). The above-discussed literature leads us to ask the following question:

**Research Question 4:** Are there gender differences between Saudi university students on Rokeach (1973) instrumental and terminal values?

### **3.6 Six Dimensions Achievement Motivation Research Question**

The six dimensions achievement motivation consists of the variables that motivate individuals to succeed. According to Raymond (2015), people using Internet shopping have medium to high average concern for acquisitiveness (9.67). The author uses regressions to investigate the different variables that affect the six dimensions. The results of the regression show that the impact of the gender on the level of trust of traditional shopping (TS) and its dynamism is higher for men than for women (the change in gender from male (1) to female (2) increases the value of TS dynamic by 0.33,  $p < 0.05$ ), while in the same regression the acquisitiveness does not have a significant impact (Raymond, 2015). However, Bakerman (2014) finds that Saudis score a high average of acquisitiveness (17.06) and status with peers (16.4). The author finds that there is a positive and significant correlation between acquisitiveness and online purchasing of computers ( $r = 0.16$ ,  $p < 0.05$ ). He finds that there is a significant negative correlation between online purchasing of books and status with peers ( $r = -0.16$ ,  $p < 0.05$ ). There is no significant correlation between gender and the online purchasing of books and computers. Bakerman (2014) suggests that there is a significant positive correlation between gender and the purchasing of electronics online ( $r = 0.14$ ,  $p < 0.05$ ). Thus, males have a higher preference to buy electronics than female. The Bakerman (2014) finds no significant correlation between the tendencies to be independent and online purchasing of electronics.

Bakerman (2014) finds that Saudis score a high average of concern for competitiveness (17.6). There is no significant correlation between the tendency to be competitive and the level of satisfaction with the different competitiveness features of the

Al-Baik Restaurant in Saudi (Bukhari, 2015). The author finds a significant positive correlation between gender and price ( $r=0.20$ ,  $p<0.05$ ). She suggests that there is a significant negative correlation of  $-0.15$ ,  $-0.15$ , and  $-0.16$  between gender and facility, menu variety, and delivery respectively. There is a negative correlation between the tendencies to be more competitive and online purchasing of electronics ( $r=-0.14$ ,  $p<0.05$ ). A significant positive correlation exists between gender and online purchasing of electronic ( $r=0.14$ ,  $p<0.05$ ), which means that men do more online purchasing of electronics than women (Bakerman, 2014). There is a low-to-medium negative and significant correlation of  $-0.14$ , and  $-0.18$  between concern for high status with experts and the use of online banking as well as buying travel ticket online respectively (Bakerman, 2014). On the other hand, the author suggests that there is a medium, positive, and significant correlation between gender and online banking ( $0.31$ ). She also finds that the use of online shopping to buy travel tickets ( $0.18$ ).

Bakerman (2014) finds that there is a positive correlation between gender and the tendency to buy electronics online ( $r=0.14$ ,  $p<0.05$ ). She finds a negative correlation between the tendency to buy electronics online and the preference for excellence ( $r=-0.14$ ,  $p<0.05$ ). Since there are different signs of correlation between gender and excellence with electronics, the above-discussed literature leads us to ask the following question:

**Research Question 5:** Are there gender differences between Saudi university students on the six dimensions Achievement Motivation scale of Ahmed, Jackson and Heapy (1976)?

## **Chapter 4: Methodology**

The chapter consists of different sections. It presents the sample selection, the questionnaire construction as well as the methodology used to investigate the issue at hand.

### **4.1 Sample Selection**

Collecting the data for this research was done in Riyadh, the capital city of Saudi Arabia, through surveying university students from March to April 2013. The target of the survey was to get an equal number of male and female students from four public universities and three private universities. Students were from different years of schooling and different age categories. All the data of this research were collected personally by the author at female universities and by a brother and a friend at male universities. Respondents were asked to fill out the survey while the interviewer was present to ensure that respondents properly understood the questions. Initially, the presence of the interviewer intended to ensure that surveys were filled properly. However, professors only allowed the interviewer to take 15 minutes at the end of the lecture. Also, there were a big number of students in lecture halls. So, due to the big number and the time limit, all students returned the surveys at the same time while they were leaving the lecture hall. Consequently, the interviewer was not able to ensure that surveys were filled adequately. Many students didn't answer all the questions or ticked more than one scale. The survey was handed to 600 students from different universities and genders. However, only 100 male and 100 female responses (33% of the answers) were fully usable because of missing data and not-properly filled in answers. Our objective was to reach a large spectrum of Saudi students from different universities,

income classes, ages, marital status, and genders.

## **4.2 Questionnaire**

After investigating the literature and after discussions with Saudi chamber of commerce members, we created eleven types of business, government, and semi-governmental organizations for which Saudi students may want to work. We also chose ten intrinsic work values to use in this study. The study also uses Jackson et al. (1976) Six Dimensional Achievement Motivation Scale, which utilize eighteen nine-point-Likert items to determine the achievement motivations for Saudi students. The Rokeach Value Scale was used to understand the values of Saudis and the differences between genders in terms of the importance attributed to these values (Rokeach, 1973). Munson and McQuarrie (1988) suggest that the eighteen terminal values must be reduced to nine values. The thesis used nine terminal values to reflect the appropriate consumption trends and behavior. The survey was written in English and attentively translated to Arabic. It was also extensively reviewed and changed based on different interviews with Saudi students.

## **4.3 Construct of Measures**

The study uses the questionnaire technique to collect data. The questionnaire is used because it allows the research to have a higher number of answers, which reduces the difference between the sample's findings and the parameters of the overall male and female Saudi students population. The questionnaire technique enables the research to survey people from different ages, social and income classes, genders, and places within a short period. Surveys are used to collect statistics to make a generalization about the whole population's parameters (Shafi, 2002). The quantitative method is used in this

research because it is easier to conduct and validate. For the sake of strong findings, the author surveys a large sample to get results that are close to the population's parameters. Computerized quantitative analysis is conducted through SPSS. The questionnaire consists of five sections:

- 1. Demographics:** Questions in this section deal with demographic characteristics of the participants such as marital status, age, region, education, family income, occupation and experience, and the amount of time spent on Internet.
- 2. Work Values:** The section deals with work values and their importance for Saudi students. The work values investigated in this thesis are: work ethic, dependability and responsibility, a positive attitude, adaptability, honesty and integrity, self-motivated, motivated to grow and learn, strong self-confidence, professionalism, and loyalty.
- 3. Organizational Desirability:** This section investigates the eleven types of organizations in Saudi Arabia and the extent of students' desire to work for these organizations. After discussion with Saudi students and the Saudi chamber of commerce, the eleven types of organizations are namely: starting one's own business, join family business, large Saudi owned private sector business enterprises, large Saudi owned private sector business enterprises, large private sector business enterprises in Gulf States, small private sector business enterprise in Saudi Arabia, small private sector business enterprise in Gulf States, business enterprises owned by the Saudi government, Saudi government public service departments, hospitals charitable organizations and non-profit organizations, educational institutions like

universities and colleges.

4. **Six Dimensions Achievement Motivation:** This section consists of questions about eighteen nine-point bipolar items. The eighteen items are grouped into six different dimensions introduced by Jackson, Ahmed and Heapy (1976). The six dimensions are Excellence, Acquisitiveness, Status with Peers, Independence, Status with Experts and Competitiveness. The scale value of these scales ranges from three to twenty-seven respectively. (See Appendix 8 for more details regarding the Six Dimensional Achievement Motivation Scale).
5. **Rokeach Value Scales:** Rokeach (1974) ranks from one to nine instrumental and terminal values. Terminal values explore the most important things in surveyed people's lives and their goals in life. Rokeach terminal values are a comfortable life, an exciting life, a sense of accomplishment, equality, freedom, pleasure, self-respect and social recognition. Rokeach instrumental values are Ambitious, Broad-Minded, Capable, Cheerful, Imaginative, Independent, Intellectual, Responsible, and Self-Controlled. The study accounts for the value of items using nine-point Likert scale to provide a cross validity for the order and Likert measure for required tests.

#### **4.4 Preparing the Data for the Analysis**

Each survey was reviewed to ensure all questions were completed. The initial number of participants was 600 respondents. After reviewing all the answer, two-thirds (400 out of 600) were uncompleted and rejected and one-third (200 out of 600) was completed and accepted. Finally, the SPSS software was used to conduct three types of data analysis (t-test, cross tab and Pearson correlation coefficient).

#### **4.5 Data Analysis**

To do a deep analysis of the data, the study uses SPSS cross tabulation method to investigate the differences between genders in answering different questions about job needs, work values, organizational desirability, Rokeach values, and six dimensions. App2-1 shows that 26.63 percent of participants are male attending their third university year. The results also show that 11.06 percent, 11.06 percent, and 17.59 percent of respondents are females attending their fourth, fifth, and sixth years at university respectively. App2-2 shows that 15.15 percent of the participants are second year students who are 19 years old, 10 percent are the second year, students. Also, 8% of participants are 22 years old doing in the fifth year at university. Third and fourth-year students who are 20 years old represent 18.18 percent of the total number of the participants. Results in App2-3 also show that 84.85 percent of participants are students from the 1st year through the sixth year. These students were not computer oriented. Moreover, 61.11 percent of students said they were both human and computer oriented, while 38.89 percent identify themselves as either human or computer oriented.

Results in App2-8 show that 43.22 percent of respondents are male between 18 and 22 years old, and 43.72 percent are females between 18 and 23 years old. App2-4 reveals that 92.46 percent of respondents (students) are single. Only 8.54 percent are married (89.89 percent of respondents are first to fourth-year students and are not married). App2-5 manifests that 71.72 percent of participants were first to fourth-year students with no previous or current work experience. Only 24 percent of participants are doing their first five years at university (preparation year to the fourth year) and have experience. All graduate students surveyed had worked experience. App2-6 shows that

59% of students speak English. The highest percentage of English speakers is among fifth-year students. App2-11 shows that around 20 percent of respondents are 20 years old who speak English, and 48.49 percent are between 18 and 22 years old students who speak English.

Furthermore, App2-9 shows that 33.84 percent of participants are between 18 and 23 years old who are either computer or human-oriented students. App2-9 also shows that 55.56 percent are between 18 and 23 years old and are both human and computer oriented. App2-10 exhibits that 27.27 percent of participants from different ages had previous experience, and the remaining have no experience. App2-12 shows that 32.16 percent are female students who are computer and human oriented, while human and computer oriented male students represent only 29.15 percent. App2-13 shows that 39.70 percent of students are females with no experience, and 32.66 percent are males with no experience. Only 27.64 percent of respondents from both genders mention they have worked experience.

The results in App2-14 exhibits that more females speak English than males (34.67 percent of respondents are English speaker females and only 24.62 percent of respondents are English speaker male students). Up to 40.70 percent of students (from both genders) do not speak English. App2-17 shows that 59.30 percent speak English, and 40.70 percent don't speak English. App2-17 also shows that 45.23 percent of respondent speak English, but they don't have experience and 27.14 percent of them don't have experience and don't speak English).

App2-7 suggests that 40.23 percent of students come from low-income families (less than 100,000 RSA). Moreover, 32.61 percent of students come from relatively high-

income families (between 100,000 and 249,999 RSA), and 28.16 percent come from high-income families (250,000 RSA or more). App2-15 shows that the percentage of female students from low-income families at university exceeds the percentage of male students from the same income class (female=21.14%, male=18.86).

As the income of the family increases, the percentage of females at Saudi Public Universities has decreased. The number of females attending public Saudi Universities has become lower than males. For instance, 17.14 percent of respondents are male students from high-income families compared to only 11.43 percent who are female students from the same income category. Results in App2-16 show that students from low-income families are more likely to be more computer and human-oriented than students from high-income families. Students from low-income families who are both human and computer oriented represent 21.26 percent of respondents compared to 19.53 percent from high-income families.

Results in App2-18 demonstrate that 28.74 percent of surveyed students come from low-income families and have experience. App2-18 also shows that 11.49 percent of respondents come from the same income category, but they have no experience. Only 8.05 percent of students who answered the survey had previous experience and came from high-income families. The results show that students from low-income families have more experience compared to students from high-income families, which may be explained by their financial need that pushes them to work at an earlier age.

App2-19 shows that 28.74 percent of participants come from low-income families and speak English, 20.69 percent of the respondents speak English and come from relatively high-income families. The results also show that 20.11 percent of respondents

come from high-income families, and they speak English. The results exhibit that students from low-income families speak English more than their homologs from higher social and income classes, which shows a greater tendency for these students to be competitive in the labor market.

App2-20 shows that 3.05 percent of students come from high-income families and speak a third language besides English and Arabic. The percentage of students from high-income families who speak a third language is almost three times higher than students from low-income families. These results may be explained by the financial capabilities of families to hire foreign languages teachers to tutor their children or to engage them in foreign languages learning programs.

The results in App2-21 report the results of cross-tab between family income and the desire to start one's own business. The findings show that around 20 percent of male students who participated in the survey come from high-income families and have high tendency to start their own business. Interestingly, around 49 percent of male students express high levels of desire to start their own business. Around 15 percent of male students come from the low-income families and show high desire to start their own business. The results also show that around 30 percent of male students' medium desire to have their own business.

Contrary to the findings in the case of male students, App2-22 shows around 30 percent of female students are from low-income families and have a medium-to-high desire to start their own business. Only 15.28 percent and 13.81 percent of female students who are namely from relatively high-income families and high-income families

have a medium-to-strong desire to start their own business. The results are consistent with the findings of Malach-Pines et al. (2010), who find that females in low-income countries tend to have higher tendency to start their own business. Also, around 38 percent of female students said they dislike having their own business, of which, 16.04 percent come from low-income families, 12.35 percent from relatively high-income families, and 9.88 percent from high-income families.

#### **4.6 Testing for Differences and Correlation**

The apparent differences between genders are not enough evidence to decide if the difference between the genders is systematic (can be generalized to students from Saudi Arabia). The analysis of the difference between the two groups (male and female) needs to use the two independent groups't-test (Greene, 2008). The t-test identifies if there is a systematic, significant difference between Saudi male and female students in terms of values investigated by the research. The results allow making decisions whether to accept or reject the hypothesis of differences in values' importance between the two groups (Bukhari, 2014). Different authors such as Alayaf (2015), Raymond (2015), and Bukhari (2015) have used the independent groups't-test to explore the differences that genders associate with the Rokeach Values, and six dimensions. This research uses the independent groups't-test to investigate the differences in importance attributed by Saudi female and male students to organizations desirability, work values, job needs, six dimensions achievement motivation, and Rokeach values (see Appendix 9).

The thesis also investigates the correlation between the work values and the six dimensions achievement motivation, and the demographics as well as the correlation between the organizations desirability with the demographics and the six dimensions. The

research uses the Pearson correlation coefficient and its significance level to determine the significance, the strength, and the sign of the correlation between the different variables (Greene, 2008). Bakerman (2014) uses the correlation test to investigate the implications of the change in the socio-psychological status on online shopping attitudes in Saudi Arabia. Different authors such as Raymond (2015) use the Pearson correlation to investigate the correlation of six dimensions and Rokeach values with other variables. This study investigates the correlation of work values with demographics and six dimensions. The research also investigates the correlation between organizations desirability with demographics and six dimensions. The research focuses on the correlation related to work values and organizations desirability because they are the most important values of this research (see Appendix 9).

## **Chapter 5: Results**

Chapter 5 gives a comprehensive presentation of the results of the survey. Six different tables are used in this chapter. These tables present gender differences among Saudi graduate and undergraduate students aged 18 to 32 in matters related to the six dimension achievement motivation, Rokeach terminal and instrumental values, work values, job needs, and organizations desirability. The comparison includes differences in the ranking attributed to these values with respect to others. Although the research also includes a comparison to the average value of importance attributed by respondents to each value separately, it makes the decision regarding the acceptance or rejection of hypothesis based on the ranking of male and female students to every variable.

### **5.1 Respondents' General Profiles**

Table 31 consists of different parts. Part one presents the gender differences in the rank and the average value that Saudi male and female students attribute to each six dimensions achievement motivation variables. The second part gives demographics description for each gender such as the experience, spoken languages, university education level, and family income. The last part of the table presents gender differences among respondent students concerning the rank and the average value they attribute to different Rokeach instrumental and terminal values.

**Table 4: Comparisons of Saudi Male-Female Students' Demographics, Achievement Motivation, and Rokeach Values**

Achievement Dimensions <sup>1</sup>	Male		Female		Sig	Demographics	Percent or Mean				
	Mean	Rank	Mean	Rank			Male	Female			
Excellence	20.28	1	20.33	1	.934	<b>Have worked:</b>	34.3%	21.0%			
Acquisitiveness	16.93	3	15.16	5	.001***	<b>Speak English</b>	49.5%	69.0%			
Status with Peers	16.25	5	16.25	3	1.000	<b>Education:</b> First or less	57.0%	13.1%			
Independence	14.76	6	15.87	4	.072*	Second	15.0%	22.2%			
Status with Experts	18.19	2	19.08	2	.150	Third	12.0%	22.2%			
Competitiveness	16.49	4	14.80	6	.002***	Four or more	15.0%	37.4%			
						Graduate	1.0%	5.0%			
						<b>Married</b>	3.0%	14.0%			
						<b>Income:</b>					
						<b>Less than 100,000 Rials</b>	35.1%	45.7%			
						<b>100,000-249,999 Rials</b>	32.9%	29.7%			
						<b>250,000-and More Rials</b>	32.0%	24.8%			
						<b>Mean Age</b>	20.47	21.47			
Rank Rokeach Terminal Values <sup>2</sup>						Rank Rokeach Instrumental Values <sup>2</sup>					
	Male		Female		Sig		Male		Female		Sig
	Mean	Rank	Mean	Rank			Mean	Rank	Mean	Rank	
A comfortable life	3.52	1	4.99	5	.000***	Ambitious	3.16	1	3.76	1	.112
An exciting life	5.17	6	6.38	9	.001***	Broad-minded	4.54	2	5.18	6	.060*
A sense of accomplishment	4.90	3	5.03	6	.690	Capable	5.08	5	5.34	7	.425
Equality	5.64	8	6.34	8	.033**	Cheerful	4.97	3	6.05	9	.003**
Family security	3.82	2	3.02	1	.019*	Imaginative	5.63	8	6.01	8	.260
Freedom	5.05	4	4.93	4	.731	Independent	5.40	7	4.68	4	.037**
Pleasure	5.08	5	4.52	3	.084*	Intellectual	5.00	4	4.48	3	.132
Self-respect	5.55	7	3.96	2	.000***	Responsible	5.25	6	4.41	2	.022**
Social recognition	6.27	9	5.82	7	.202	Self-Controlled	6.00	9	5.11	5	.019**

Mean scale values range from 3 (low) to 27(high); T test statistical significance: \* $p < 0.1$ , \*\* $p < 0.05$ , \*\*\* $p < 0.01$ ;<sup>2</sup> Mean rank values range from 1 (high) to 9(low); Statistical Significance of Spearman Correlation gender groups and rank order of values: \*  $p < 0.05$ , \*\*  $p < 0.01$ ;

As indicated in Table 4, the average age of female participants was 21.47 years old, and the average age of male was 20.47 (rounded down to 21 for females and 20 for male). 97 percent of male students were not married, and 3 percent were married. For females, 14 percent of them were married, and 86 percent were not married. The descriptive statistics show that 34.3 percent of male students and 21 percent of female students said they had current and/or previous work experience. Results also exhibit that 69 percent of female students spoke English compared to only 49.5 percent of male students. The survey finds that 57 percent of male students were first-year students, and 15 percent were second year's students. Table 4 also shows that 12 percent of participants were third-year students, and 15 percent were fourth or fifth-year students. Graduate male students represented only 1 percent of the total number of male students. Only 13.1 percent of surveyed female students were first-year and/or preparation-year students. Moreover, 22.2 percent of participants were second-year female students, and 22.2 percent were third-year students. Finally, 37.4 percent were fourth and fifth-year students, while female graduate students represented only 5 percent of the total number of surveyed students.

Moreover, 35.1 percent of male students came from low to medium income families (less than 100,000 SR), 32.9 percent of male students came from families with relatively high incomes (between 100,000 SR and 249,999 SR), and 32 percent of them came from high-income families (250,000 SR and more). On the other hand, 45.7 percent of female students came from relatively low-income families (less than 100,000 SR), 29.7 percent came from families with relatively higher income (between 100,000 SR and 249,999 SR), and 24.8 percent of female came from higher-income families (250,000 SR

and more). The results show that male students from relatively high and high-income families represented almost 65 percent of the total number of male students. Girls from the same income categories represented only 54.5 percent of the total number of female students at universities where the survey was conducted. A possible explanation is that females from relatively high and/or high-income families are sent to private schools or schools abroad.

The scale of the six dimensions achievement motivation goes from 3 (not at all concerned) to 27 (very much concerned). Therefore, the male students showed a higher average of acquisitiveness (16.93) compared to women (15.16). The average difference is statistically significant ( $p=0.001<0.05$ ). Male students also had a higher average concern for competitiveness compared to female students (male=16.49, female=14.80,  $p=0.002<0.05$ ). The concern for excellence among male students came first, status with experts second, acquisitiveness third, competitiveness fourth, status with peers fifth, and independence sixth. Concern for excellence among female students was ranked as their highest concern, status with experts second, status with peers third, independence fourth, acquisitiveness fifth, and competitiveness sixth.

The rank of Rokeach terminal values' ranking was different between male and female Saudi students. Male Saudi students ranked comfortable life first, family security second, a sense of accomplishment third, freedom fourth, pleasure fifth, an exciting life sixth, self-respect seventh, equality eighth, and social recognition ninth. Female Saudi students ranked family security in the first place, self-respect second, pleasure third, freedom fourth, a comfortable life fifth, a sense of accomplishment sixth, social recognition seventh, equality eighth, and an exciting life ninth. Both male and female

ranked the importance of freedom and equality for them in the fourth and eight ranks of importance respectively.

The survey's results also showed differences in the importance of Rokeach instrumental values between males and females. Female students ranked ambitious as the most important, followed by responsible, intellectual, independent, self-controlled, broad-minded, capable, imaginative, and cheerful respectively (values are named from the most to the least important). On the other hand, male Saudi students ranked ambitious as the most important instrumental value followed namely by responsible, intellectual, independent, self-control, broad-minded, capable, imaginative, and cheerful (values are named in order from the most to the least important). Both female and male students gave the same rank to ambitious and imaginative values.

## 5.2 Work Values T-test

Table 5 presents the differences between male and female Saudi students (graduate and undergraduates) in terms of values and ranks they associated with the work values.

**Table 5: Gender Differences in Work Values**

Work Values	Male		Female		SIG
	Mean	Rank	Mean	Rank	
Strong Work Ethic	5.80	4	6.37	2	.004**
Dependability and Responsibility	5.67	5	6.34	3	.001**
Possessing a Positive Attitude	5.57	7	5.99	8	.028*
Adaptability	5.65	6	5.93	9	.122
Honesty and Integrity	6.20	1	6.64	1	.005**
Self – Motivated- Autonomy	5.18	9	6.08	5	.000**

Work Values	Male		Female		SIG
	Mean	Rank	Mean	Rank	
Motivated to Grow & Learn	5.57	7	6.03	6	.020*
Strong Self – Confidence	5.94	2	6.22	4	.099*
Professionalism	5.82	3	6.02	7	.285
Loyalty	5.09	10	5.89	10	.001**
<b>No. Of Statistically Significant Differences</b>					8

**Question:** Please tell us how important are the following work values to you? The scale value ranges from 1 Not Important at All to 7 Very Important Significant differences are in **bold** letters Statistical Significance Level \*p< .05; \*\*p< .01

Table 5 shows that there are gender differences with respect to the importance of work values. Female Saudi students ranked honesty and integrity work value as the most important for them followed by strong work ethics, dependability and responsibility, strong self-confidence, self-motivated-autonomy, motivated to grow and learn, professionalism, possessing a positive attitude, adaptability, and loyalty. Male students also gave the highest rank to honesty and integrity, followed by professionalism, strong work ethics, and dependability and responsibility. They gave the same importance to possessing a positive attitude and motivated to grow and learn values. The least two important values for male students were self-motivated and autonomy followed by loyalty.

### 5.3 Work Values and Job Needs T-test

Table 6 presents gender differences in work values and job needs. The table includes only the average attributed to work values and job needs as well as the significance value.

**Table 6: Gender Differences in Work values and Job Values**

Mean Work Values				Mean Job Needs			
	Male	Female	SIG		Male	Female	SIG
Strong Work Ethic	5.80	6.37	.004**	Salary, Bonuses and Pay Incentives	5.06	5.03	.905
Dependability and Responsibility	5.67	6.34	.001**	Possibility of Rapid Promotion	4.40	4.51	.664
Possessing a Positive Attitude	5.57	5.99	.028*	Job Security	4.66	4.84	.449
Adaptability	5.65	5.93	.122	Interesting and Challenging Work	4.17	4.17	.999
Honesty and Integrity	6.20	6.64	.005**	Difficulty of Job (Hard or Dangerous)	4.08	4.18	.675
Self – Motivated- Autonomy	5.18	6.08	.000**	Fringe Benefits & Pensions	4.74	4.56	.483
Motivated to Grow & Learn	5.57	6.03	.020*	Number of Working Hours	4.83	4.94	.665
Strong Self – Confidence	5.94	6.22	.099*	Prestige of Job	4.85	4.84	.971
Professionalism	5.82	6.02	.285	Independence, Autonomy, & Self Reliance	4.44	4.57	.584
Loyalty	5.09	5.89	.001**	Friendly and Co-operative Job Atmosphere	4.33	4.61	.231
<b>No. Of Statistically Significant Differences</b>	8			<b>No. Of Statistically Significant Differences</b>	0		

**Question:** Please tell us how important are the following work values to you? The scale value ranges from 1 Not Important at All to 7 Very Important Significant differences are in **bold** letters. Listed below are a series of statements related to job needs YOU have from business enterprises in Saudi Arabia. Could you please tell us, on a scale of 1 to 7 how critical you think these are for your job search. The scale goes from 1 (not critical at all) to 7 (very critical). Statistical Significance Level \*p< .05; \*\*p< .01

Results in Table 6 show that females gave higher importance to strong work ethics than men (female=6.37, male=5.80,  $p=0.004<0.05$ ). Females also gave higher importance to dependability and responsibility, possessing a positive attitude, adaptability, self-motivated autonomy, strong self-confidence, and loyalty work values. Females also gave higher importance to professionalism work value compared to male students, but this difference was not statistically significant. In terms of job values, females gave higher importance to the possibility of rapid promotion, job security, the difficulty of the job, independence and autonomy, friendly and co-operative job atmosphere. Males gave higher importance to salary bonuses and incentives, fringe benefits and pensions, and prestige incentives. Both genders gave the same average

importance to the ‘interesting and challenging work’ job value. However, all the differences between the two genders in job values were not statistically significant.

#### 5.4 Organizations Desirability T-test

Table 7 exhibits the gender differences in terms of the average value attributed to the desirability of working for the eleven types of public, private, large, small, local, Gulf, and foreign companies.

**Table 7: Gender Differences in the Desirability of Work Organizations**

Desirability of Work Organizations	Gender		P
	Male	Female	
	Mean	Mean	
Start my own business	2.54	2.85	.078***
Large Saudi Owned Private Sector Business Enterprise	2.52	3.04	.003**
Large Foreign Owned Private Sector Business Enterprise	2.64	3.14	.005**
Large Private Sector Business Enterprises in Gulf States	2.53	3.21	.000**
Small Private Sector Business Enterprise in Saudi Arabia	3.85	3.83	.903
Small Private Sector Business Enterprise in Gulf States.	3.92	3.97	.734
Business Enterprises Owned by the Saudi Government	2.97	2.79	.362
Saudi Government Public Service Departments	3.11	3.09	.928
Hospitals, Charitable Organizations & Non Profit Organizations	3.31	2.72	.003**
Educational Institutions like Universities & Colleges	2.52	2.59	.728
Join Family Business	3.26	3.30	.849
<b>No. Of Statistically Significant Differences</b>	5		

\***Question** Please tell us how desired are these marketing approaches. Please circle the number that best expresses your desirability. 1 most desired and 5 is least desired. Statistically significant comparisons are in bold letters. Statistical Significance Level \* p< .05; \*\*p< .01; \*\*\* p<0.1 **CHANGE SIGNIFICANT LEVELS**

Table 7 shows the results related to organizations desirability and the differences in motives based on which male and female Saudi students chose organizations for which

they want to work. First, the scale was used to measure the organizational desirability is a reversed scale where 1 is “very much desired” and 7 is “not at all desired”. Male Saudi students had a higher desire to start their own business compared to female Saudi students (male=2.54, female=2.85,  $p=0.078<0.10$ ). Saudi male students also had higher desire to work for large Saudi-owned private sector business enterprise (male=2.52, female=3.04,  $p=0.003<0.05$ ), and higher desire to work for large foreign owned private sector business enterprise (male=2.64, female=3.14,  $p=0.005<0.05$ ). Male Saudi students also had a higher desire to work for large private sector business enterprises in the Gulf States (male=2.53, female=3.21,  $p=0.000<0.05$ ). Female Saudi students had a higher desire to work for hospitals, charitable, and non-profit organizations (male=3.31, female=2.72,  $p=0.003<0.05$ ).

### 5.5 Correlations of Work Values

Table 8 presents the different levels of correlation between work values and demographics, and between work values and the six dimensions motivation values.

**Table 8: Correlations of Work Values with Demographics and Achievement Variables**

Explanatory Variables	Work Values										Significant Correlations	
	Work Ethic	Depend-able	Positive	Adaptabl e	Honesty	Self-Motivate d	Grow Learn	Self-Confidence	Professional	Loyalty	No.	Av. Size
University Year	.025	.136	.047	.048	.002	.065	-.096	.050	-.032	.188*	1	.188
Age	.009	.057	.004	-.013	-.024	-.013	-.090	-.046	-.059	.155*	1	.155
Gender	.207**	.233**	.158*	.112	.201**	.303**	.166*	.118	.077	.232**	7	.214
Computer Type	-.035	-.023	.075	-.043	-.050	.017	.025	.092	.014	.109	-	-
Human Type	.027	.092	-.053	.055	.068	.038	-.079	-.076	.020	.047	-	-
Single-Married	-.019	-.029	.021	-.010	.064	-.026	-.038	-.052	-.038	.078	-	-
Have Worked	-.025	-.132	.016	-.217**	-.029	-.105	-.040	.016	-.020	.049	1	.217

Explanatory Variables	Work Values										Significant Correlations	
	Work Ethic	Dependable	Positive	Adaptable	Honesty	Self-Motivated	Grow Learn	Self-Confidence	Professional	Loyalty	No.	Av. Size
Serious Student	.176 <sup>*</sup>	.087	.140	.088	.109	.140	.168 <sup>*</sup>	.139	.082	.065	2	.172
Speak English	-.234 <sup>**</sup>	-.169 <sup>*</sup>	-.035	-.023	-.147 <sup>*</sup>	-.209 <sup>**</sup>	-.052	-.105	-.071	-.129	4	.189
Income	.193 <sup>*</sup>	.153 <sup>*</sup>	.084	.079	.074	.158 <sup>*</sup>	.166 <sup>*</sup>	.136	.150	.036	4	.167
Concern for Excellence	.258 <sup>**</sup>	.119	.242 <sup>**</sup>	.073	.121	.167 <sup>*</sup>	.089	.175 <sup>*</sup>	.183 <sup>*</sup>	.138	5	.205
Acquisitiveness	.025	-.047	.041	.016	.045	-.062	.009	.038	.113	.036	-	-
Status with Peers	.064	.066	.086	.071	.102	.020	-.039	.020	-.016	-.101	-	-
Achievement via Independence	.141 <sup>*</sup>	.045	-.045	-.079	-.076	.034	.042	-.038	-.019	-.026	1	.141
Status with Experts	.261 <sup>**</sup>	.208 <sup>**</sup>	.169 <sup>*</sup>	.181 <sup>*</sup>	.132	.250 <sup>**</sup>	.155 <sup>*</sup>	.086	.316 <sup>**</sup>	.226 <sup>**</sup>	8	.220
Competitiveness	-.161 <sup>*</sup>	-.083	.031	-.031	.030	-.086	.009	-.007	.106	-.046	1	.161
Mean	6.09	6.01	5.78	5.79	6.42	5.63	5.80	6.08	5.92	5.49	-	-
Rank	2	4	8	7	1	9	6	3	5	10	-	-

Statistical significance of the correlation coefficients: \*p<.05, \*\*p<.01.

The table 8 shows that there is a significant positive correlation between the number of years of schooling and loyalty. The results imply that when the year of university goes up by one year the loyalty concern goes up by 18.8%. Also, the increase in age by one year led to an increase in the importance of loyalty at work by 15.5%.

The gender variable shows a positive significant correlation with work ethics, dependable, positive attitude, honesty and integrity, self-motivated, motivated to grow and learn and loyalty by 20.7%, 23.3%, 15.8%, 20.1%, 30.3%, 16.6% and 23.12% respectively. Therefore, the movement of the gender value from 1 (male) to 2 (female) implies an increase in the importance of the factors mentioned previously in this paragraph. These findings mean that females in Saudi Arabia give more importance to ethics, dependability, positive attitude, honesty and integrity, self-motivation, motivation to grow and learn, and loyalty.

Furthermore, the results show a significant negative correlation between “Have-worked” (experience) and adaptability by -21.7%. The results mean that people with experience face fewer problems to adapt as they already have experience working with people and being part of an organizational structure. The results show a significant positive correlation between the “serious students” and work ethics, and “motivated to grow and learn”, which implies that when we go from 1 (less serious) to 4 (serious) the importance of the work ethics and motivation to grow and learn increases by 17.6% and 16.8% respectively.

Table 8 reveals that there is a significant negative correlation between the “Speak-English” value and work ethics, dependability, honest, and self-motivated values by -23.4%, -16.9%, -14.7% and -20.9% respectively. So, moving from 1 (speak English) to 2 (not English) implies a decrease in the importance of work ethics, dependability, honest, and self-motivated. Therefore, non-English speakers give less importance to these values. A possible explanation for these results is that the level of education in English programs is higher than Arabic programs.

The finding show that the student’s family income has a positive significance with work ethics, dependability, self- motivated, and motivated to grow and learn variables by 19.3%, 15.3, 15.8, and 16.6% respectively. So, the increase in income of the family by 1 category implies an increase in the values mentioned above. A possible explanation is the impact of income of the family on the level of education and the type of education, which results in a higher level of the student’s work value awareness.

Moreover, the concern for excellence has significant positive correlation with work ethics, positive attitude, self-motivated, and professionalism by 25.8%, 24.2%,

16.7%, 17.5%, and 18.3% respectively. Therefore, when the level concern for excellence moves from 3 (not concerned) to 27 (very much concerned) by 1, it implies that the importance of work ethics, positive attitude, self-motivated, and professionalism goes up by 25.8%, 24.2%, 16.7%, 17.5%, and 18.3% respectively. The achievement via independence also has a significant positive correlation with work ethics by 14.1%. The finding implies that when the importance of achievement via independence increases by 1 on the scale from 3 (not concerned at all) to 27 (very concerned) the importance of work ethic increases by 14.1%.

Status with experts has a significant positive correlation with work ethic, dependable, positive attitude, adaptable, self-motivated, professionalism, motivation to grow and learn, and loyalty namely by 26.1%, 20.8%, 16.9%, 18.1%, 25%, 15.5%, 31.6%, and 22.6%. The results mean that when the importance of status with experts goes up by 1 from 3 (not concerned at all) to 27 (very concerned), the importance of work ethics, dependable, positive attitude, adaptable, self-motivated, motivation to grow and learn, professionalism, and loyalty increases by 26.1%, 20.8%, 16.9%, 18.1%, 15% 15.5%, 31.6%, and 22.6% respectively. Also, competitiveness has a significant negative correlation with work ethics by -16.1%. So, when the importance of competitiveness goes up by 1 the importance of work ethic decreases by 16.1% because of the competitiveness. Possibly, students looking to be competitive are likely to use unethical ways to reach their goals.

## **5.6 Correlations of Organizations Desirability**

Table 9 presents the correlation values and signs between the organizations' desirability and demographics, and between the organizations' desirability and the six

dimensions achievement motivation. The table also presents the significance of these correlation values.

**Table 9: Correlations of Desirability of Organizations with Demographics and Achievement Variables**

Explanatory Variables	Organizations											Significant Correlations	
	SOB	LSPB	LFPB	LPBGS	SPBSA	SPBGS	BOSG	SGPD	HCO	EI	FB	No.	Size
University Year	.088	.158*	.189**	.226**	-.069	-.013	-.141*	-.031	-.066	-.077	-.020	4	.178
Age	.041	.059	.131	.173*	-.048	.008	-.132	-.140*	.087	-.132	-.055	2	.156
Sex: M-F	.125	.208**	.198**	.267**	-.009	.024	-.065	-.006	-.206**	.025	.014	4	.219
Computer Type	-.081	-.050	-.155*	-.043	-.009	-.078	.075	.086	.009	.021	-.072	1	.155
Human Type	-.018	-.002	.046	.066	.001	.075	-.019	-.008	.038	-.046	.059	-	-
Single-Married	.075	.140	.168*	.143*	-.055	.085	-.090	-.126	.109	-.094	.003	2	.155
Have Worked	-.116	-.045	-.061	-.138	-.020	-.071	.002	-.013	.170*	.088	-.075	1	.170
Serious Student	.177*	-.047	-.035	.012	-.015	-.056	-.234**	-.159*	.002	-.216**	.167*	5	.190
Speak English	.175*	.019	.064	-.072	.062	.026	.004	-.111	.007	-.192**	.027	2	.183
Income	-.147	-.205**	-.075	-.002	.057	.075	-.045	.079	.044	.022	.025	1	.205
Concern for Excellence	-.059	-.176*	.038	-.053	.039	.021	-.132	-.082	-.005	-.051	-.066	1	.176
Acquisitiveness	-.196**	-.190**	-.107	-.139	-.005	.023	-.120	-.021	.160*	-.021	-.032	3	.182
Status with Peers	.056	-.022	.155*	.115	-.026	.266**	-.134	-.135	-.141*	-.054	.038	3	.187
Achievement via Independence	-.022	.139	.050	.126	.121	.064	.001	.090	-.057	.036	.079	-	-
Status with Experts	.068	-.249**	.115	.062	-.068	-.013	-.216**	-.168*	-.041	-.044	-.058	3	.211
Competitiveness	-.047	-.228**	-.153	-.205**	.071	.021	.015	.007	.057	-.014	.054	3	.195
Mean	2.70	2.79	2.89	2.87	3.84	3.95	2.88	3.10	3.02	2.56	3.28	-	-
Rank	10	9	6	8	2	1	7	4	5	11	3	-	-

Statistical significance of the correlation coefficients: \*p< .05, \*\*p< .01.<sup>2</sup> Description of acronyms: SOB=Start own business, LSPB=Large Saudi private business, LFPB=Large foreign private business, LPBGS= Large private business in Gulf States, SPBSA= Small private business in Saudi Arabia, SPBGS= Small private business in Gulf States,

BOSG=Business owned by Saudi Government, SGPD=Saudi Government public department, HCO= Hospital charitable organizations, EI= Educational institutions, FB=Family business

Table 9 presents the results of this survey regarding the correlation of organizations desirability with demographics and achievement variables. The university year of schooling has positive correlation with Large Saudi Private Business (LSPB), Large Private Business in Gulf States (LPBGS), and Large Foreign Private Business (LFPB) by 0.158, 0.226, and 0.189 respectively. These results mean that one more year of schooling causes the desire to work for LSPB, LPBGS, and LFPB to move up by 0.158, 0.226, and 0.189 on the scale. The findings mean that the higher is the number of years of school for a Saudis university student the lower is the desire to work for LDPB, LPBGS, and LFPB. On the other hand, there is a significant negative correlation with Business Owned by Saudi Government (BOSG) by -0.141. So, when the levels of educations at university go up by one year the desire to work for BOSG goes down on the scale of desirability by 0.141. The results mean that the higher is the number of years Saudi university students the higher is the desire to work for BOSG.

The age of students has a significant positive correlation with LPBGS by 0.173 and a significant negative correlation with Saudi Government Public Department (SGPD) by -0.14. When the age of students goes up by one year the desire to work for LPBGS decreases up by 0.173 and the desire to work for SGPD increases by 0.14.

Furthermore, the gender of the students has a significant positive correlation with LSPB, LFPB, and LPBGS by 0.208, 0.1989, and 0.267. It has a significant negative correlation with Hospital Charitable Organizations (HCO) by -0.226. The results mean that female Saudi students have a lower desire, compared to Saudi male students, to work for LSPB, LFPB, and LPBGS by 0.208, 0.1989, and 0.267 respectively. On the other

hand, the findings exhibit that the increase in the value of gender from 1 (male) to 2 (female) implies a decrease on the scale of desire to work for HCO by 22.6% from 5 (not desirable) towards 1 (very much desirable). The findings mean that male Saudi students have a higher desire to work for HCOs.

Computer orientation has a significant negative correlation with LFPB by -0.155. Therefore, those who are computer oriented have a 0.155 higher desire, on the scale, to work for the LFP. The marital state has a significant positive correlation with LFBP, and LPBGS by 16.8% and 14.3%. So, the results imply that this positive correlation has a reversed meaning. So, married students have 16.8% and 14.3% lower desire than single students to work for LFBP and LPBGS respectively. Work Experience (Have-Worked) has a significant positive correlation with HCO (Hospital charitable organizations) by 0.17. Therefore, when students have experience, he/she will have less desire to work for HCO.

Moreover, students were asked to rate their level of academic seriousness on a scale from 1 (not at all) to 4 (very much). The level of students' seriousness has a significant positive correlation with Start Own Business (SOB) and Family Business (FB) by 0.177 and 0.167 respectively. So, when the student is more serious, the desire to work for SOB or FB goes up by 0.177 and 0.167 on scale respectively. The findings mean that serious students have less desire to SOB and/or to work for FB. On the other hand, the level of academic seriousness has a significant negative correlation with BOSG, SGPD, and Educational Institutions (EI) by -0.234, -0.159, and -0.216. These results imply that serious students would like work for BOSG, SGPD, and EI more because of the job security.

The ability to speak English has a significant positive correlation with SOB. Therefore, the results imply that English speakers have a higher desire to work for SOB by 0.175. The ability to speak English also has a significant negative correlation with EI (Educational institutions) by -0.192. Therefore, English speakers have a lower propensity to work for EI.

Also, income has a significant negative correlation with LSPB by -0.205. Thus, when the income category goes up by one the desire to work for LSPB goes down on a scale of 1 to 5. Therefore, students coming from high incomes families will be 20.5% more willing to work for LSPB.

The concern for excellence has a significant negative correlation with the LSPB by -0.176. So, when the concern for excellent importance increases by one the desire to work for LSPB goes down by 0.176. Thus, the person with less desire to work for an LSPB will have a lower concern with excellence and vice versa. The concern of acquisitiveness has a significant negative correlation with SOB and LSPB by -0.196 and -0.19 respectively. Therefore, a person with a higher concern of acquisitiveness will have 0.196 and 0.19 higher willingness to start his/her business or to work for an LSPB namely. On the other side, there is a significant positive correlation between acquisitiveness and HCO by 0.16. Consequently, when the concern of acquisitiveness goes up from 3 (not concerned at all) to 27 (very much concerned) the desire to work for HCO goes down by 0.16. Therefore, a respondent with higher concern for acquisitiveness is 0.16 less willing to work for an HCO.

The status with peers has a significant positive correlation with LFPB and Small Private Business in the Gulf States (SPBGS) by 0.155 and 0.266. So, when the

importance of status with peers goes up by one the desire to work for LFPB and SPBGS goes down by 0.155 and 0.266. Consequently, a respondent with a high concern for his/her status with peers is 0.155 less likely to work for LFPB and 0.266 less likely to work for an SPBGS. On the other hand, the status with peers has a significant negative correlation with HCO. So, when the importance of status with peers goes up by one on a scale from 3 (not concerned at all) to 27 (very much concerned), the desire to work for HCO goes up by 0.141 (moves from 5 towards 1). So, a person with a high concern for his/her status with peers is 14% more desiring to work for an HCO.

Status with experts has a negative significant correlation with LSPB, BOSG, and SGPD by -0.24.9, -0.216, and -0.168. Since LSPB, BOSG, and SGPD have a scale from 1 (very much desirable) to 5 (not at all desirable). So, when the concern for the status with experts increases by 1 by moving from 3 (not at all concerned) to 27 (very much concerned), the desire to work for LSPB, BOSG, and SGPD will increase by moving down on the scale from 5 (not desirable at all) towards 1 (very desirable) by 0.24.9, 0.216, and 0.168. Thus, a person with a higher concern for status with experts is more willing to work for LSPB, BOSP, and SGPD. Concern for competitiveness has a significant negative correlation with LSPB, LFPB, and LPBGS by -0.228, -0.153, and -0.205 respectively. So, when the concern of competitiveness increases by moving up on the scale from 3 towards 27, the desire to work for LSPB, LFPB, and LPBGS increases by 0.228, 0.153, and 0.205 respectively. Therefore, a person has a higher concern for competitiveness; he/she is more willing to work for LSPB, LFPB, and LPBGS.

## **Chapter 6: Discussion of the Results**

Chapter 6 discusses the findings of this thesis and compares them with the existing literature. Throughout this chapter, the research presents the decisions made whether to accept or reject the initial hypotheses and provides answers for the different research questions.

### **6.1 Work Values**

This research finds that female students give higher importance to ethics compared to men in Saudi Arabia. Female students rank the work ethics as their second most important work values while men rank ethics as their fourth most important work value. The results are consistent with Akaah (1989) who finds that female professionals exhibit higher importance to work ethics compared to male professionals. Gilligan (1982) finds that male professionals are two times more likely to engage in unethical behavior than female professionals. A possible explanation for the results is social context. Female students give higher importance to this value than males because they think that their families will not let them work for companies with bad reputations (Altorki, 1977).

The results report that both male and female students rank honesty and integrity as their first important work value, which is explained by the high religious and the tribal values in the Saudi society. Tribal values link the honor of the tribe with the honesty and integrity of its members (Robertson et al., 2001). The results of the thesis are consistent with the findings of previous research. Dawson (1995) finds that there is a no significant difference in integrity and honesty between males and females. However, the author reports a significant difference between males and females in the importance of the loyalty work value, which contradicts with the results of this thesis. The results show that

males and females give the same rank to loyalty. Interestingly, both genders ranked loyalty as the least important work value, which is surprising given the importance that religious and tribal values in Saudi Arabia attribute to loyalty. Hickson and Pugh (2001) suggest that loyalty is one of the most valuable strict influential Bedouin values in the Middle East. A possible explanation to the low rank of loyalty among male and female students is that loyalty, as a value does not pass from the tribal context to the professional life. So, the hypothesis that female students have stronger work ethics, higher honesty and integrity, and loyalty values compared to male students in Saudi Arabia does not totally hold. The hypothesis that female students have stronger work ethics than males is accepted. The hypotheses that females have higher loyalty and higher honesty and integrity work values than males are rejected.

The results of the study show that there are gender differences with respect to the importance of possessing positive attitudes towards one's job. Female Saudi students, when compared to male Saudi students, give lower importance to the possession of positive attitudes towards their work ( $p < 0.05$ ). Marks and Houston (2002) and Hakim (2002) find that the positive attitudes of females towards their jobs depend on family strategy and personal life commitments. Rosenblatt et al. (1999) find that women have higher positive attitudes towards their jobs when they have high salaries and job perspectives. Families in Saudi Arabia have a traditional family strategy (working husband and home stay wife). Saudi females traditionally occupy an important role in the family and are given usually lower salaries, which explains the lower importance of positive attitudes towards work. The results are consistent with the finding of the

previous research. So, females give lower ranking to the importance of having positive attitudes towards jobs (Hickson & Pugh, 2001; Hakim, 2002).

Also, the research results show that there is no significant difference between male and female Saudi students in ranking adaptability's importance. According to Woodd (2000), women are flexible and adaptable to their career changes more than men. Woodd (2000) finds that women are more adaptable to contemporary business models. This research contradicts the findings of Woodd (2000). Possibly, both male and female students do not have family responsibilities yet, which makes them adaptable to change at this early age. Therefore, the hypothesis that there is no significant difference between female and male students in their positive attitudes towards their jobs and the hypothesis that female students are more adaptable than Saudi male students are rejected.

Table 5 reports that there is a no significant difference between Saudi males and females in their ranking of professionalism's importance. Scandura and Lanku (1997) suggest that when females are offered a higher level of job satisfaction they tend to show a higher level of commitment and professionalism. Neuse (1978) suggests that female employees make more efforts building their professional skills compared to men. This thesis shows that there are no significant gender differences in the importance of professionalism, which contradicts the findings of Neuse (1978) and Scandura and Lanku (1997). A possible reconciliation between the finding of this and previous research is that the sample selected consists of students who have not been introduced to life responsibilities and work experience. Therefore, the hypothesis that there are no significant differences in professionalism values between male and female students' groups in Saudi Arabia is accepted.

Women exhibit higher positive attitudes towards self-motivation due to their eagerness to success and personal commitments (Sullivan, 2001). The finding of this study exhibits that young female students in Saudi Arabia have stronger positive attitudes towards self-motivation compared to young male students although both genders have comparable personal commitments. Wood (1994) suggests that the higher social orientation of genders towards some specializations causes a decrease in the self-motivation of females. However, the low personal commitments of young girls (Sullivan, 2001), and the social gender orientation towards gender-based-specialization jobs (Wood, 1994) do not mean that females' self-motivation tendency are lower than male self-motivation tendency. The hypothesis that female students are more self-motivated than men is accepted.

The results in Table 5 demonstrate that female Saudi students tend to have higher motivation to learn and grow compared to male Saudi students. For a long time, the advantages taken by male professionals in terms of salaries and positions were justified by their educational level, adaptability, and ability to grow. Stroh et al. (1992) suggest that gender disparities continue to exist despite the fact that women have acquired all educational and professional requirements. Women also increased the necessary adaptability and flexibility to grow and escalate the hierarchical ladder (Stroh et al., 1992). Stroh et al. (1992) find that female professionals have a higher tendency to be self-motivated to learn and grow as a person, which is consistent with the findings of this research. The hypothesis that female students are more self-motivated than men is accepted. The hypothesis that female students have higher motivation to grow and learn to develop than Saudi male students is accepted.

Results from Table 5 show that males give higher ranking to having self-confidence compared to their female colleagues. Milto et al. (2002) find that females in a robotic class had the same level of competency, but they showed a lower level of self-confidence than male students. Lenney (1977) find that female employees show lower levels of self-confidence when asked to perform jobs with physical tasks. The findings of Milto et al. (2002) and Lenney (1977) are consistent with the results of this study. Consequently, the hypothesis that Saudi male students give higher ranking and importance of having strong self-confidence than females is accepted.

Females, compared to males, are rated as better managers. Bass and Avolio (1994) suggest that female managers are more considerate and satisfying managers than men. The results in Table 5 also suggest that female Saudi students give higher importance dependability (reliability) and responsibility at work compared to Saudi male students. Although the findings of this thesis contradict the findings of Schwartz (1989) who argues that women are less reliable and responsible because of their high turnover rate. Only half of women taking maternity leave return to their jobs on time or don't return at all. The main difference between the findings of this thesis and those of Schwartz (1989) is the age of male and female students surveyed. Females in this research are mostly single which may explain their high responsibility and dependability rate compared to male students. So, the hypothesis that male students have higher dependability and responsibility is rejected. Women showed higher concern for responsibility and dependability than men.. Overall, the answer to the research question "Are there gender differences between Saudi university students in work values?" is positive.

## 6.2 Organizations Desirability

Malach-Pines et al. (2010) find that worldwide there are more male entrepreneurs than female entrepreneurs. The findings of this thesis are consistent with those of Malach-Pines et al. (2010). The average willingness to start one's own business among Saudi male students is higher than female students on a 1 to five reversed scale (male=2.54, female=2.85,  $p=0.078<0.10$ ). The gender differences between male and female students' willingness to start independent businesses are not large, which may be explained by the facilities and aid given to male and female entrepreneurs by the government. Alzahrani (2014) finds that female entrepreneurs face many difficulties in acquiring funds compared to men in Canada. Malach-Pines et al. (2010) suggest that gender differences in starting independent businesses decrease as necessity and poverty increase.

App2-21 and App2-21 show that 4.94 percent of Saudi female students from low-income families with very high desire to start their own business. This percentage is higher than the percentage of male students from the same income category who want to start their own business (4.26 percent). For further investigation, the research proceeds to make correlation test. The results in App2-23 show that the income of the family and the desire of the female to start its own business are not correlated. Therefore, the income of the family is not important, for female, to make the decision to start their own business. On the other side, the results show a medium, significant, but negative correlation ( $r=-0.237$ ). When the income of the family decreases the desire of the male to start his own business also decreases. These results mean that the income of the family has a relation with the decision of male to start their own business.

Moreover, male students from relatively high-income families who want to start their own business represent 22.34 percent of surveyed students compared to only 6.17 percent for females with the same family income who want to start their own business. The results show that for females the family income category has an impact on their desire to start their own business but for men it doesn't, which means that the gap in between the two genders in terms of the desire to start one own business decreases at the low and high family income categories. These findings are consistent with those of Malach-Pines et al. (2010). The hypothesis that the Saudi male students have higher tendency to start their own business than women is accepted...

Working for a family business is a traditional way for succession between generations. The results of the research show that there is no significant difference in the willingness to join the family business between female and male Saudi students. Aronoff (1998) finds that the increasing implication of women in the labor force has a positive impact on the increasing involvement of women in family business. However, Aronoff (1998) is not consistent with those of this research. Aronoff (1998) finds that there are significant gender differences in joining family businesses. A possible explanation is that female students are willing to join the family business, but the actual ability to join compared to men remains doubtful especially in a conservative society. So, the hypothesis that male students tend have stronger willingness to join the family business is rejected.

The results of this research show that, first, Saudi male students have higher tendency to work for large Saudi, foreign, and private Gulf State companies. Second,

Saudi males have a higher desire to join large Saudi business enterprise than women (male=2.52, female=3.04,  $p=0.003<0.05$ ). Third, the same pattern of gender differences applies to students' desire to work for large foreign private sector business enterprises, and large private sector business enterprise in the Gulf States. Fourth, there are no significant gender differences in the desire to work for small private sector enterprises in the Gulf States and small private sector enterprises in Saudi. The flexible schedule allows women to respond to their family's commitments. Alzahrani (2014) finds that these gender differences in the willingness to work for private companies are due to women's higher propensity to work for organizations where their schedule is flexible. Women also prefer to work in companies offering higher job security and schedule flexibility (Alzahrani, 2014; Uppal & LaRochelle-Côté, 2013). Moreover, the findings report no significant gender differences in the desire to work for small businesses in Saudi and Gulf States, which may be explained by the low job perspective and job security nature of these jobs. So the hypotheses that Saudi male students prefer to work for large Saudi-owned private sector business enterprises, large foreign owned private sector business enterprises, and large private sector business enterprises in Gulf States more than female students are accepted. The hypothesis that Saudi male students prefer to work for small private sector in Gulf States and in Saudi compared to female students is rejected.

Results of this research are generally in accordance with the literature regarding gender differences in the desire to work for governmental institutions and organizations of different sorts. Table 7 shows that there are no significant gender differences between Saudi male and female students in the desire to work for business enterprises owned by the Saudi government, public service departments, and educational institutions. On the

other hand, female students in Saudi, compared to man, express a higher preference to work for hospitals and charity organizations. The thesis findings regarding the higher desire of females to work for hospitals and charity organizations are consistent with previous research such as Asher and Popkin (1984), and Lewis and Frank (2002). However, the results do not find any differences between males and females in Saudi in the desire to work for the government.

The results may be justified by the high job security and flexibility offered by the jobs in the public sector. The hypotheses that female students have a higher desire to work for business enterprises owned by the government, public services department, and educational institutions than male students are rejected. Therefore, the hypothesis that female Saudi students have a higher preference to work for hospitals and charitable organizations is accepted. Overall, the answer to the research question “Are there gender differences between Saudi university students in organization desirability?” is positive.

### **6.3 Job Needs Question**

Table 6 reports that there are no significant gender differences in the importance attributed to job prestige. Previous research suggests that the gender differences among men and women regarding the importance of job prestige are correlated with age. However, when controlling for age, the differences between men and women associated with the importance of job prestige persist (Barnett, 1995). The contradiction between the results of in Table 6 and previous research may be explained by the propensity of the Saudi and Arab societies to like prestige (Stodolska & Livengood, 2006). Furthermore, the findings show no significant difference in the importance of jobs offering high

financial rewards (salary, bonus, and pay incentives), and possibility of rapid promotions. According to Eagly and Carli (2007) the importance of promotions, high status, and financial rewards are equally important for both genders. However, despite women's efforts to acquire all qualifications and experience required for promotion, they currently occupy only 2 percent of high-status jobs. The findings of this research and the existing literature are consistent. Both genders give equal importance to financial rewards and promotions. However, the job market continues to have chronic gender differences (Settles et al., 2006).

Table 6 reports that there are no significant gender differences among Saudi students regarding the importance of a friendly and cooperative atmosphere, fringe benefits, and pensions. Despite the existing differences in earnings between men and women, the literature shows that there are no significant differences between the two genders in the desire to have appropriate and friendly work environments. Also, there are no significant gender differences in the desire to have equality in fringe benefits and pensions at work (Filer, 1985). In the U.S.A, the percentage of women with pensions decreased from 52 percent to 48 percent of a total number of American women in the workforce between 1992 and 1995 (Sunden & Surette, 1998). The results of this study show that the differences between Saudi males and Saudi females in the level of importance they attribute to comfort of the environment and fringe benefits and pensions is consistent with the findings of Stroh et al. (1992) and Settles et al. (2006) who find that the differences existing between males and females do not mean that women attribute less importance to job values compared to men.

Independence, autonomy and self-reliance as well as the number of working hours are equally important without any significant difference between male and female students. However, men and women are obliged to trade their promotions and high earning by the flexibility of working hours (Adler, 1993). Alzahrani (2014) finds that female entrepreneurs in Canada insist on building their income. However, they tend to limit the growth of their businesses and the number of hours spent at work to be able to balance between their jobs and family commitments. A relevant balance between the finding of this research and the literature is that both genders in Saudi give similar importance to independence, autonomy, and self-reliance to the extent that they get their financial security. Beyond the financial security threshold, the family strategy and household commitments become the most important determinants of the desire for autonomy, self-reliance, and the number of working hours and travels.

Table 6 exhibits non-significant gender differences in terms of the importance men and women in Saudi attribute to having an interesting and challenging job or having a difficult job (hard and/or dangerous). The differences in the importance attributed to having interesting and challenging work, and/or having a hard job exist in ways that are gender based differentiations (Wharton & Baron, 1987). The existing literature suggests that male workers express higher work satisfaction when working for men-specialty jobs and females express high satisfaction when they work in women-specialty jobs. Both genders prefer having an interesting job and dislike having a hard job, but the definitions of a hard job and interesting job differ from one to another (Wharton & Baron, 1987).

Job security is one of the most important determinants of the job satisfaction. Table 33 shows that there are no significant gender differences in the importance of job

satisfaction among Saudi students. Ward and Sloane (2000) find that there are no significant gender differences that academic workers in Scottish universities attribute to the importance of job security. The differences in the importance of job security are not gender based. They may differ between employees in different countries (Sousa-Poza & Sousa-Poza, 2000). The results of this research are consistent with the results of other research because both genders prefer to keep their income to pay their bills and secure their future. Interestingly, Beutell and Brenner (1986) find that men gave higher importance to job security. The findings of this thesis as well as those of Sousa-Poza and Sousa-Poza (2000) compared to the results of Beutell and Brenner (1986) show the change in the importance of job needs over the last three decades.

Overall, there are no significant gender differences regarding job needs. So, the answer to the research question “Are there gender differences in job needs between Saudi university students?” is negative. A possible explanation for the comparable importance given by the two genders to every job need is that job needs are basic determinants of the job satisfaction and have no gender-based differentiation. The differences found in the literature in the job needs are due to market discrimination as well as cross-sector, region, and time differences.

#### **6.4 Rokeach Values Question**

The results in Table 4 show that male Saudi students rank jobs offering them comfortable life as the highest preferred jobs and their average desirability is 3.52 ( $p=0.000<0.05$ ). Females place jobs offering comfortable life in their fifth highest preferred jobs. Di Dio et al. (1996) finds that French Canadian males from Montreal rate the importance of job offering comfortable life higher than women (male=5.91,

female=8.69). The findings report a similarity in gender differences regarding preferring jobs offering comfortable lives between the Saudi and Canadian societies. The finding of this thesis found that Saudi male students also rate the jobs offering exciting life higher than Saudi female students. The findings in terms of gender differences in preferring jobs offering them an exciting life are also consistent with the findings of Di Dio et al. (1996). Di Dio and his co-authors find that French Canadian males from Montreal give a 6.53 average importance rate to having an exciting life and women give it an 11.24 average importance rate. So, despite the demographic, economic, and technological changes and the cultural differences between Quebec and Saudi Arabia over two decades, the higher preference of males to have an exciting and comfortable life still seems to persist.

The results show that Saudi male and female students exhibit no significant difference in their preference for jobs offering them a higher sense of accomplishments in their lives. The findings may be explained by the increase of Saudi female students' expectations from the job market and their eagerness to succeed and make personal accomplishments. The increase of Saudi women's expectations is due to the augmenting social, family, and governmental support for females. The results contradict the finding of the previous research. Di Dio et al. (1996) find that Canadian males have stronger preferences to have personal achievements compared to Canadian women. Chusmir and Parker (1991) also find that males from southern Florida have a stronger sense of accomplishment compared to women from the same area. A reasonable explanation of the differences between these studies and this thesis are due to generational differences and the eagerness of Saudi women to succeed through strict traditions.

The results report that Saudi female students give higher importance to reaching self-respect through their jobs compared to male Saudi students. Female students who participated in the survey give a 3.96 average rank to the importance of reaching self-respect through their work while male students give a 5.55 average rank of importance to reaching self-respect ( $p=0.000<0.05$ ). The results of this study are not consistent with the findings of other papers. Di Dio et al. (1996) find that males and females from Montreal do not exhibit significant differences in the importance of reaching self-respect. Moreover, Rokeach (1974) also finds that there was no significant change in the importance of self-respect between the two genders over the period from 1968 and 1971. The non-consistence between the finding of this research and other studies might be due to society specific effects. Also, technological advances and feminism activism might be other reasons for higher self-respect importance among Saudi female students in recent years.

Table 4 shows that there is a significant difference in the importance of equality of chances in professional life. Saudi male students give higher rank to the importance of equality (5.64) than women (6.34). Saudi male students expressed their willing to have more social justice and equality of chances between Saudi citizens. Chusmir and Parker (1991) find that male participants emphasize higher importance on the equality than women. However, Di Dio et al. (1996) suggest that there is no significant difference in the importance that both genders placed on equality in their personal life. The contradiction between the results of this study and the findings of Di Dio et al. (1996) is due to the context in which the importance of equality is evaluated. Di Dio et al. (1996) find that there is no gender difference in the importance of equality in the personal lives.

These findings are consistent with those of Chusmir and Parker (1991). The findings of previous research contradict those of this thesis because this thesis asks about the importance of equality in professional life.

The findings also show significant gender differences in the importance placed on family security while choosing the job. Saudi female students give a 3.02 average importance rank to family security when Saudi male students place a 3.82 average importance rank of the same value. The results are consistent with the findings of Chusmir & Parker (1991). Chusmir and Parker (1991) find that women place high family security in a personal context compared to men. Di Dio et al. (1996) also find that women in Montreal (Canada) place higher importance on family security than men. The natural role that women play within the family as a mother may be the essential factor behind the stable trend of higher importance that females place on family security while choosing a job compared to men.

The findings of this thesis find that there are no significant gender differences in the importance of freedom among Saudi male and female students. The results are very interesting because they show that both genders give the same importance to jobs offering them higher independence and freedom to choose. The findings are not consistent with the literature. Di Dio et al. (1996) find that women place higher importance on freedom compared to men. Chusmir and Parker (1991) find that women give higher importance to freedom in their work context and men give higher importance to freedom in their personal context. Changes in societies' habits and improvements in women rights that happened between the 1990s and the 2000s may explain the difference between the results of this research and previous research.

Table 4 also shows that female Saudi students assign high importance to jobs providing them with pleasure compared to male students. Female students give a 4.52 average importance rank to pleasure while male students associate a 5.08 average rank to pleasure. The findings are also in contradiction with the findings of the literature. Di Dio et al. (1996) find that French Canadian men give higher importance to pleasure compared to French Canadian women. Chusmir and Parker (1991) also find that males in South Florida give higher importance to pleasure in personal and work contexts than females. The differences between the findings of this research and previous literature may be due to cultural differences between Arab culture and Western culture.

Stodolska and Livengood (2006) find that Islamic values have a positive correlation with the importance of leisure. Moreover, the results from this research also show that there is no significant difference between both genders regarding the importance they associate with social recognition. Di Dio et al. (1996) and Chusmir and Parker (1991) find that male respondents place higher importance on social recognition compared to women respondents. Cultural differences might explain the contradiction between the findings of this research and previous research as people in the Bedouin culture strive to get the recognition and respect of the members of the tribe and society in general.

Moreover, Table 4 reports that there are no significant gender differences in the importance of being imaginative (creative and daring) in professional life. Eaton and Giacomino (2001) find that men give higher importance to the imagination value than women. Chusmir and Parker (1991) also find that men tend to give higher importance to the imagination and creativity than women in the personal and professional lives. The

differences between the findings of this research and the existing literature may be due to increasing opportunities for Saudi female after being limited and restricted for a long time.

The results also show that Saudi male students attribute higher importance to cheerfulness in their work life compared to Saudi female students. The results of the study are in concordance with findings of Chusmir and Parker (1991) who find that men, compared to women, give higher importance to cheerfulness in their personal and work values. A possible explanation for the results is that women may associate cheerfulness of job with less family and job security.

Table 4 also shows that Saudi female students associate higher importance to the value of being responsible at work than Saudi male students do. Eaton and Giacomino (2001) find that men attribute higher importance to being responsible. A possible reason for Saudi female students to give high importance to being responsible (reliable and dependable) is to have financial independence. Saleh (2014) argues that women in Saudi do not divorce despite the household violence because of the lack of financial support in case of divorce. The lack of financial support remains as a serious concern for Saudi women and Western women when taking the divorce decision (Smyth & Weston, 2000; Saleh, 2014).

Saudi female students attribute significant higher importance to self-control (restrained and self-disciplined) than Saudi male students do. The Arab and Islamic culture teaches its members to be highly disciplined and honorable especially females (Stodolska & Livengood, 2006; Hickson & Pugh, 2001). Females get strict discipline from their parents, which contribute to the high importance they assign to self-control.

Chusmir and Parker (1991) also find that women give higher importance to self-control in their personal life compared to men. However, the authors did not find significant gender differences in the importance of being self-controlled at work. The findings of this study are not consistent with the findings of Chusmir and Parker (1991). The differences may be due to societal changes since 1991 and to cultural differences between Saudi and the U.S.A.

The results of this study show that there is no significant difference between males and females in the importance that both genders give to being ambitious and intellectual. The results are consistent with the general literature. Rokeach (1974) also finds that women and men give the same importance to being ambitious and intellectual. The results in Table 4 exhibit a gender difference in the importance of being broadminded as Saudi male students expressed higher importance to this value than female students. Eaton and Giacomino (2001) find that women give higher importance to being broadminded than men. The strict culture and honor values may be the reason for the low importance of being broadminded for Saudi females (Hickson and Pugh, 2001).

Table 4 shows that Saudi female students give higher importance to being independent than men. Solomon and Fernald (1988) find that women give higher ranking to the significance of being independent. Female Saudi students may have given such importance to being independent (self-reliant and self-sufficient) because of the social restrictions and the struggle women go through when they are not financially independent. The results also show that both genders attribute the same level of importance to being capable, which is consistent with the findings of Rokeach (1974) and Solomon and Fernald (1988).

Finally, the results show that Saudi male students, compared to Saudi female students, give higher importance to comfortable life, exciting life, equality, being broad-minded, and cheerful values. Saudi female students, compared to Saudi male students, give higher importance to family security, pleasure, self-control, independence, being responsible, and self-control values. The differences in the importance of Rokeach values correspond to gender-based differentiation. The research finds no significant difference between males and females in the importance attributed to sense of accomplishment, freedom, social recognition, ambitious, capability, imaginative, and intellectual values. The findings exhibit that the values where significant differences exist are professional values that have an impact on the personal lifestyle, quality, and family strategy. In general, male students prefer jobs offering them the opportunity to enjoy their lives and have more amusement. Female students give higher importance to jobs offering them more stability, as well as personal and family security. However, no significant gender differences in preferring values related to social prestige and professional success are found. Overall, the answer to the research question “Are there gender differences between Saudi university students on Rokeach (1973) instrumental and terminal values?” is positive.

### **6.5 Six Dimensions Achievement Motivation Question**

The Six Dimension Achievement Motivation describes the concern for different success motives among Saudi male and female students. Table 4 shows that Saudi male students have a higher preference for acquisitiveness than Saudi female students. Raymond (2015) found that people with high acquisitiveness preference have higher trust to use Internet shopping. Women in Haiti have higher trust for traditional shopping, and

Haitian males have higher trust in Internet shopping. Hence, Haitian males have higher acquisitiveness compared to Haitian females (Raymond, 2015). The results of this study are consistent with the literature, confirming that males have a higher preference for acquisitiveness.

The results show that there are non-significant differences between males and females in their concern about their status with peers. Saudis usually have a higher concern for their status with peers (Bakerman, 2014). The literature is scarce of research treating the gender differences with the six dimensions achievement motivation. The findings of this thesis complement the work of Bakerman (2014) in exploring the concern of status with peers between the two genders in the Saudi society.

The results also demonstrate that there is a significant difference between males and females in their concern for independence. Saudi female students show higher concern for independence compared to Saudi male students. Bakerman (2014) suggests that there is no significant correlation between concern for independence and online shopping attitudes. The results of this research are unique in investigating gender differences with respect to concerns of independence dimension.

The results from Table 4 show that Saudi men have higher concerns for competitiveness compared to women. Bukhari (2015) finds that there is a negative correlation between gender and the different features of AL-Baik restaurant in Saudi. However, the author finds no significant relation between the concern for competitiveness and these features. The results of this research are complementary to the findings of Bukhari (2015) by investigating the relationship between gender and competitiveness. The research finds that Saudi males have a higher concern for

competitiveness compared to women. Saudi male and female students do not show a significant difference in their concern for excellence and status with experts.

The research finds that there are no significant gender differences in the Saudi society regarding the concern for excellence, status with peers, and concern status with experts. Saudi male students have a higher concern about acquisitiveness and competitiveness while Saudi female students have a higher preference for independence. The results show that Saudi male and female students have significant differences in preferring values and dimensions affecting their personal lives, lifestyle, family strategy, and overall life quality. These differences correspond to gender-based differentiation. However, both male and female students tend to have no significant differences regarding their concern for values and dimensions affecting their professional career. Overall, the answer to the research question “Are there gender differences between Saudi university students on the six dimensions achievement motivation scale of Ahmed, Jackson and Heapy (1976)?” is positive.

To summarize the results and all the decisions made in this chapter using the findings, table 10 gives a summary of the answers to research questions and decisions made regarding work values, organizational and desirability hypotheses.

**Table 10: A summary Of Hypotheses and Research Questions**

<b>Work Values Hypotheses</b>	<b>Results</b>
<b>H1<sub>A</sub></b> : Saudi female students have stronger work ethics compared to Saudi male students	Accepted
<b>H1<sub>B</sub></b> : Saudi female students have more honesty and integrity compared to Saudi male students	Rejected
<b>H1<sub>C</sub></b> : Saudi female students have higher loyalty compared to Saudi male students	Rejected
<b>H1<sub>D</sub></b> : There is no significant difference between Saudi female and male students in their positive attitudes towards their jobs	Rejected
<b>H1<sub>E</sub></b> : Saudi female students are more adaptable than Saudi male students	Rejected
<b>H1<sub>F</sub></b> : There is no difference in professionalism between male and female students in Saudi Arabia	Accepted
<b>H1<sub>G</sub></b> : Female students are more self-motivated than male students	Accepted
<b>H1<sub>H</sub></b> : Female students are more motivated to grow and learn to develop themselves compared to male students	Accepted
<b>H1<sub>I</sub></b> : Saudi male students have higher dependability and responsibility compared to Saudi female students	Rejected
<b>H1<sub>J</sub></b> : Male students have higher self-confidence than female students in Saudi Arabia	Accepted
<b>Organization Desirability Hypotheses</b>	<b>Results</b>
<b>H2<sub>A</sub></b> : Male students have a higher tendency to start their own businesses than female students	Accepted
<b>H2<sub>B</sub></b> : Male students have a higher tendency to work for their family businesses than female students	Rejected
<b>H2<sub>C</sub></b> : Saudi male students prefer to work for large Saudi-owned private sector business enterprises compared to female students	Accepted
<b>H2<sub>D</sub></b> : Saudi male students prefer to work for large foreign-owned private sector business enterprises than female students	Accepted
<b>H2<sub>E</sub></b> : Saudi male students prefer to work for large private sector business enterprises in the Gulf States compared to female students	Accepted
<b>H2<sub>F</sub></b> : Saudi male students prefer to work for small private sector businesses in the Gulf States compared to female students	Rejected
<b>H2<sub>G</sub></b> : Saudi male students prefer to work for small private sector businesses in Saudi compared to female students	Rejected
<b>H2<sub>H</sub></b> : Female Saudi students have a higher preference to work for business enterprises owned by the government compared to male students	Rejected
<b>H2<sub>I</sub></b> : Female Saudi students have a higher preference to work for public services department compared to male students	Rejected
<b>H2<sub>J</sub></b> : Female Saudi students have a higher preference to work for hospitals and charitable organizations compared to male students	Accepted
<b>H2<sub>K</sub></b> : Female Saudi students have a higher preference to work for educational institutions compared to male students	Rejected

<b>Research Questions</b>		<b>Results</b>
Research Q (1)	<b>Work Values</b>	Positive
Research Q (2)	<b>Organization desirability</b>	Positive
Research Q (3)	<b>Job Needs</b>	Negative
Research Q (4)	<b>Rokeach instrumental and terminal values</b>	Positive
Research Q (5)	<b>Six Dimensions Achievement Motivation</b>	Positive

## **Chapter 7: Conclusions**

### **7.1 Summary of the Research**

The results reported in this research depend on the social environment where respondents live. Both genders expressed the high importance of honesty and integrity, which is a consequence of the strict religious and tribal values in Saudi. Surprisingly, both genders placed low importance to loyalty as a feature in their professional life contrary to the tribal values. The differences in the importance of work values between Saudi male students and Saudi female students are mainly gender based. Both genders express no difference in the importance of job needs. This similarity may be due to the importance of job values for both genders to have job satisfaction.

The findings around the organizations desirability show culture and social specifications. Although both genders expressed similar concern about job prestige as a job need, men expressed higher desirability to organizations offering high prestige (Start Own Business, Large Saudi-Owned Private Sector Business Enterprise, Large Foreign Owned Private Sector Business Enterprise, Large Private Sector Business Enterprises in Gulf States). Male and female respondents expressed similar concern about job security. This finding is consistent with the desirability they express to work for organizations with high job security (Education Institutions, Family Business, and Government Sector).

The Rokeach instrumental and terminal values demonstrate that the differences between male and female are gender based. These differences are concentrated in values that directly reflect on respondents' personal lives. Females preferred values that would give them higher independence and keep their families secure while males prefer jobs offering more cheerful, exciting, and comfortable lives. However, in values with direct

impact on the improvement of one's career, both females and males expressed similar concerns. Moreover, Saudi males expressed higher tendency for acquisitiveness and competitiveness. This propensity may be due to the role of breadwinners that men naturally play within the society. The thesis finds no significant gender differences in terms of achieving high standards with perfection (excellent), status with peers, and status with experts.

## **7.2 Implications**

There are different implications that stakeholders must consider. The research results imply that private companies and public institutions and organizations operating in Saudi Arabia must give special attention to cultural and structural specifications in Saudi Arabia. These specifications have a strong impact on the implementation of online and offline human resources strategies that are currently used in most advanced countries, especially when dealing with females.

### **7.2.1 Implications for Government**

The results show that male and females have different organizations desirability. Male students have a higher preference to start their own business. The findings are very interesting for the Department of Investment Promotion in Saudi. On short and medium term, the department should focus on helping young Saudi male students to start their own business, which creates new industries as well as business and work opportunities. On the long term, authorities must work on promoting the business opportunities to Saudi females especially that they own 40 percent of the country's private wealth (Sidani & Feghali, 2014).

### **7.2.2 Implications for Employers**

Recruiters also may benefit from the results of this thesis. The findings show that young Saudi male have higher preference, compared to women, to work for Large Saudi-Owned Private Sector Business Enterprise, Large Foreign Owned Private Sector Business Enterprise, and Large Private Sector Business Enterprise Owned by the Gulf States. Commonly, these jobs present high income and prestige. Human resources professionals must take these facts into consideration when recruiting young Saudis for these types of enterprises. Moreover, the results show that young male and females Saudis show similar dislike to work for small Saudi-owned and Gulf States-owned businesses. This fact presents a problem for employers and investors starting new businesses since they will face difficulties to find employees. A traditional way to overcome this issue is to recruit expats to work for small businesses, which implies the increase of the immigrants in the country. This fact has an economic, political, and security importance because it implies the increase in the number of expats as the number of small businesses increases.

Furthermore, the results imply that both male and female Saudi students prefer jobs offering them high job security. Females expressed the higher importance of job security than male when they were asked direct questions. However, their real intrinsic importance of job security shows similar, high, preference to work for government public sector departments, and education departments, and business owned by the Saudi government. Recruiters in other sectors, as well as decision makers, must take this fact into consideration and work on improving laws to give higher security to employees. Saudi young females show higher preference to work for hospitals and non-for-profit organizations. Saudi females have higher work ethics and social responsibility than Saudi

male. Charity organizations may benefit from this implication and focus on women in trying to find volunteers and employees.

The results show that Saudi males prefer to lead a cheerful, comfortable, and exciting life as well as accumulate wealth. Females prefer serious values such as family security, self-respect, reliability, and independence. Employers must take these differences into consideration in the job packages offered to males and females in Saudi Arabia because there are different factors motivating each gender to excel. Female and male students have expressed high preference for jobs offering them adaptability and flexible time to be able to respond to family responsibilities. The Saudi Labor Law in Saudi must improve employees' rights. On one hand, women working in the private sector are only entitled of four weeks before labor and six week post labor maternity leave. This short maternity leave is not respected by most of private companies. Saudi government must change the law given women the right of longer maternity leave. On the other hand, Saudi male also expressed similar importance to job adaptability. The government must endure the labor law to live up to the needs of new generations. Also, serious steps must be taken to enforce the labor law.

Second, the extrinsic values - salaries, promotions, and leading a comfortable and exciting life - are important motivators for males. Females are further motivated by jobs offering them a friendly, comfortable and non-competitive environment as well as independence and reliability. Since females are motivated by jobs offering a non-competitive and comfortable work environment, the focus on promoting female entrepreneurship is a good way to reduce female unemployment within the Saudi society. Entrepreneurship allows Saudi women to create the work environment suitable for their

family and cultural requirements.

### **7.3 Limitations**

There are different limitations to this research. The first limitation of the research is that it uses only correlation and comparison of the means (t-test). The correlation results show only the existence of a relation between variables. This correlation test shows that the relationship between the variables is significant within the sample. However, it does not show if this relationship is systematic (consistent with the whole population), as the research does not use the chi-square test. Moreover, this thesis only investigates the correlation but does not show the causation. This non-use of the regression to investigate the causation renders the direct relationship between the different variables not clear.

The use of regression can give further explanation to the magnitude of effects of these factors, which clarifies the policy implications and what decision makers should do. The second limitation of the research is that it investigates differences only among university students who share some similar demographic features such as the age and the marital status. The main drawbacks of investigating the issue among students is that, first, they do not have work experience. Therefore, they may have responded to the question based on their future expectations, which may sometimes be phantasmagoric. Second, the income level of male and female students is not consistent. Part of the research investigates the preferences of male and female students based on the income of their families and ignores their own income in case they had jobs ad businesses.

The third limitation of the research is that it uses a sample only from Riyadh region universities. The survey was only conducted in Riyadh, which restricts the

generalization of the results over the Saudi society. Also, the sample studied does not include professionals (people with work experience) from different ages, which also further restricts the generalization of the results on other age and professional categories in the Saudi society. Furthermore, six hundred students responded initially to the survey. However, due to missing data, the sample size was shortened to 200 respondents (100 males and 100 females). The small number is another restriction on the generalization of the findings of this research on the Saudi society in different regions.

#### **7.4 Future Research**

Different future research can be derived from this research. First, the research focuses on university students aged between 18 and 32. Research covering more categories of age and experience will generate very interesting results that can be applied to the whole country. Second, our research uses correlation to investigate the relationship between different values and the gender of the respondent. However, future research, with larger sample sizes, can use regression analysis to explore the direct impact of these variables on each other. Moreover, future studies can explore the differences in job needs, work values, Rokeach Values, and six dimensions achievement motivation among women and men separately. Such a study will give further insight to employers and decision makers on how to hire employees and ensure their job satisfaction and high performance. Research investigating the differences between women of different ages and social classes and men with different ages and social classes is another possible extension to this research.

Motivation may have different triggers apart from the six dimensions achievement motivation. Also, Saudi society may have society-specific motivations especially those

related to religion and tribal culture. Thus, future research should include in-depth questioning of respondents' motivation. Additionally, the sample should be large enough to allow use of sophisticated multivariate techniques to dig deeper into data to discover non-obvious relationships. Attempt should also be made to ensure the income level of both male and female respondents is equal. Finally, it is also interesting to investigate the differences between Saudis and expats working in Saudi in terms of job needs, work values, Rokeach Values, and six dimensions achievement motivation.

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## Appendix 1

**Table 1: Professional Characteristics: Male and Female Administrator-Professionals**

Characteristics	Male	Female	Sig
Average level of educations (less than high school=2 through graduate degree=7)	5.29	5.50	-
Average number of professional organizations to which the respondent belongs	1,41	1.96	P<.0001
Average number of professional meeting that the respondent attended in the previous three years	1.75	2.08	P<.002
The average measure of activity level within every organization (self-perception of activity level within each professional organization listed)	3.71	4.88	P<0.001
Days spent per year in in-service training activities	9.48	16.93	P<0.0001

Source: (Neuse, 1978)

**Table 2: Standard Deviations, Mean, and Inter-Correlations**

	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Desire to Learn	37.99	4.98													
2. Mastery	35.90	5.85	<b>.639**</b>												
3. Other Referenced Goals	26.43	5.98	.068	<b>.212**</b>											
4. Competitiveness	19.30	6.03	.069	<b>.251**</b>	<b>.642**</b>										
5. Worry	38.34	8.63	-.105	-.038	<b>.340**</b>	-.061									
6. Emotionality	28.52	6.93	-.050	.040	<b>.248**</b>	-.085	<b>.756**</b>								
7. Social Potency	10.54	6.29	<b>.195**</b>	<b>.306**</b>	<b>.320**</b>	<b>.445**</b>	-.187**	-.114							
8. Social Closeness	14.01	5.35	.011	<b>.181**</b>	-.010	.026	-.182**	-.071	<b>.256**</b>						
9. Absorption	18.74	6.93	<b>.263**</b>	<b>.255**</b>	.029	-.046	.057	.108	.210**	-.032					
10. Traditionalism	14.46	5.83	.003	<b>.250**</b>	.101	.029	.040	-.014	.023	.157*	-.076				
11. Fluid Intelligence (Gf)	0.00	1.00	.012	-.034	<b>.150*</b>	.033	.130	.012	-.106	-.075	.001	-.124			
12. Crystallised Intelligence (Gc)	0.00	1.00	<b>.163*</b>	-.080	.079	-.050	.100	-.005	-.138*	-.188**	.046	-.215**	<b>.589**</b>		
13. Age	34.22	10.58	-.006	-.171**	-.180**	-.188**	-.063	-.080	-.071	-.127	-.053	-.081	-.388**	.143*	
14. Gender (1 = Male, 2 = Female)	1.66	.48	<b>.147*</b>	<b>.291**</b>	.008	-.098	.113	<b>.195**</b>	-.029	<b>.177**</b>	<b>.187**</b>	.087	-.107	-.060	-.041

\*P<0.05; \*\*P<0.01.

Source: (Kanfer & Ackerman, 2000)

**Table 3: Public Sector Employment's Probability**

	Mean (standard deviation)	All observations				Only college graduates	
		(1)	(2)	(3)	(4)	(5)	Mean (standard deviation)
Dependent variable:	0.3219						0.4835
public sector (dummy)	(0.4672)						(0.4998)
General risk taking	4.7842	-0.0083***		-0.0025	0.0009	-0.0041	4.9702
(0: low, 10: high)	(2.1241)	(0.0024)		(0.0030)	(0.0031)	(0.0067)	(2.0437)
Career risk taking	4.0632		-0.0099***	-0.0086***	-0.0093***	-0.0173***	4.3941
(0: low, 10: high)	(2.4621)		(0.0021)	(0.0026)	(0.0027)	(0.0057)	(2.4244)
Medium school degree	0.4020				0.1165***		0.1593
(dummy)	(0.4903)				(0.0148)		(0.3660)
High school degree	0.3328				0.1584***		0.8230
(dummy)	(0.4712)				(0.0186)		(0.3818)
College degree	0.2750				0.1452***		1.0000
(dummy)	(0.4465)				(0.0163)		(0.0000)
Age (years)	42.4051				0.0056***	0.0083***	45.4444
	(10.4206)				(0.0005)	(0.0011)	(9.7233)
Female	0.4649				0.1139***	0.1880***	0.4364
(dummy)	(0.4988)				(0.0107)	(0.0219)	(0.4960)
New federal states	0.2261				-0.0119	0.0377	0.2722
(dummy)	(0.4184)				(0.0128)	(0.0248)	(0.4452)
Number of observations	8,176	8,176	8,176	8,176	8,176	2,248	2,248
Pseudo R <sup>2</sup>		0.0011	0.0022	0.0022	0.0664	0.0523	

*Notes:* ML-probit marginal effects. Robust standard errors in brackets.  
 \*Significant at 10%.  
 \*\*Significant at 5%.  
 \*\*\*Significant at 1%.

Source: (Pfeifer, 2011)

**Table 4: SPEARSMAN Correlation Rank-Order between the Age, Sex and the Job Prestige**

Sex	Age									
	9	10	11	12	13	14	15	16	17	Total
<b>Males (n= 1,531)</b>	<b>.39</b>	<b>.44</b>	<b>.37</b>	<b>.59</b>	<b>.58</b>	<b>.57</b>	<b>.73</b>	<b>.63</b>	<b>.72</b>	<b>.54</b>
<b>Females (n= 988)</b>	<b>0.0</b>	<b>.22</b>	<b>.14</b>	<b>-.04</b>	<b>-.18</b>	<b>.14</b>	<b>-.14</b>	<b>-.12</b>	<b>-.19</b>	<b>.05</b>

Source: (Barnett, 1975)

**Table 5: Mean Value Rankings for Typical Man and Typical Women**

Values	Typical woman	Typical man	T-test (61)
<b>True friendship</b>	6.09	10.72	-7.43**
<b>Inner Harmony</b>	7.53	11.72	-6.35**
<b>Happiness</b>	3.56	6.16	-5.04**
<b>A word of beauty</b>	12.70	15.81	-4.99**
<b>Mature love</b>	4.96	7.79	-4.89*
<b>Equality</b>	9.25	12.11	-4.38**
<b>Family security</b>	5.95	8.11	-3.82**
<b>Salvation</b>	15.11	15.69	-1.15
<b>A world of peace</b>	13.71	13.85	-0.25
<b>An exciting life</b>	11.24	6.53	6.93**
<b>Social recognition</b>	10.72	5.88	6.51**
<b>A comfortable life</b>	8.69	5.91	5.22**
<b>National security</b>	16.33	13.96	4.89**
<b>Accomplishment</b>	9.06	5.69	4.87**
<b>Pleasure</b>	10.12	8.00	3.39**
<b>Freedom</b>	8.55	6.25	3.03*
<b>Wisdom</b>	11.54	10.87	1.07
<b>Self-respect</b>	5.95	5.40	0.91
* $p < .01$ .			
** $p < .001$ .			

Source: (Di Dio et al. 1996)

## Appendix 2

**Table 1: Cross Tab Education\*Gender**

		V113		Total
		1	2	
V111	1	2.01%	0.50%	5
	2	26.63%	6.03%	65
	3	7.54%	11.06%	37
	4	6.03%	11.06%	34
	5	7.54%	17.59%	50
	6	0.00%	1.01%	2
	7	0.50%	0.50%	2
	8	0.00%	0.50%	1
	9	0.00%	1.01%	2
	10	0.00%	0.50%	1
Total				199

**Table 2: Cross Tab Education \* Age**

		V112											
		18	19	20	21	22	23	24	26	27	29		32
V111	1	0.00%	1.52%	1.01%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	5
	2	2.02%	15.15%	10.10%	3.03%	0.51%	0.00%	1.01%	0.00%	0.51%	0.00%	0.00%	65
	3	1.01%	2.02%	9.09%	4.55%	1.01%	0.51%	0.00%	0.00%	0.51%	0.00%	0.00%	37
	4	0.00%	0.51%	9.09%	4.04%	2.02%	0.00%	0.51%	0.00%	0.51%	0.00%	0.51%	34
	5	0.00%	0.51%	3.03%	4.55%	8.08%	5.56%	2.02%	0.00%	0.51%	0.00%	0.00%	49
	6	0.00%	0.00%	0.00%	0.00%	0.00%	1.01%	0.00%	0.00%	0.00%	0.00%	0.00%	2
	7	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.01%	0.00%	0.00%	0.00%	0.00%	2
	8	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1
	9	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.51%	0.00%	0.51%	0.00%	2
	10	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.51%	1
Total		6	39	64	32	23	14	9	1	4	1	2	198

**Table 3: Cross Tab Education \* Orientation**

		V116		Total
		1	2	
V111	1	0.51%	2.02%	5
	2	11.62%	20.71%	64
	3	6.06%	12.63%	37
	4	7.07%	10.10%	34
	5	10.61%	14.65%	50
	6	0.51%	0.51%	2
	7	1.01%	0.00%	2
	8	0.51%	0.00%	1
	9	0.51%	0.51%	2
	10	0.51%	0.00%	1
Total		38.89%	61.11%	198

**Table 4: Cross Tab Education \* Marital Status**

		V117		Total
		1	2	
V111	1	2.51%	0.00%	5
	2	31.66%	1.01%	65
	3	18.09%	0.50%	37
	4	15.58%	1.51%	34
	5	21.61%	3.52%	50
	6	0.50%	0.50%	2
	7	1.01%	0.00%	2
	8	0.50%	0.00%	1
	9	0.00%	1.01%	2
	10	0.00%	0.50%	1
Total		91.46%	8.54%	199

**Table 5: Cross Tab Education \* Experience**

		V118		Total
		1	2	
V111	1	2.53%	0.00%	5
	2	23.23%	9.60%	65
	3	14.14%	4.55%	37
	4	12.63%	4.04%	33
	5	19.19%	6.06%	50
	6	1.01%	0.00%	2
	7	0.00%	1.01%	2
	8	0.00%	0.51%	1
	9	0.00%	1.01%	2
	10	0.00%	0.51%	1
Total		72.73%	27.27%	198

**Table 6: Cross Tab Education \* English Language**

		V121		Total
		1	2	
V111	1	1.52%	1.01%	5
	2	14.65%	18.18%	65
	3	11.11%	7.58%	37
	4	12.12%	4.55%	33
	5	17.68%	7.58%	50
	6	0.51%	0.51%	2
	7	0.00%	1.01%	2
	8	0.51%	0.00%	1
	9	0.51%	0.51%	2
	10	0.51%	0.00%	1
Total		59.09%	40.91%	198

**Table 7: Cross Tab Education \* Family Income**

		V125		
		1	2	3
V111	1	0.57%	0.57%	0.57%
	2	13.22%	9.77%	10.92%
	3	6.90%	4.02%	6.90%
	4	5.75%	5.17%	6.32%
	5	11.49%	9.77%	3.45%
	6	0.00%	1.15%	0.00%
	7	0.00%	1.15%	0.00%
	8	0.57%	0.00%	0.00%
	9	1.15%	0.00%	0.00%
	10	0.57%	0.00%	0.00%
Total		40.23%	31.61%	28.16%

**Table 8: Cross Tab Age \* Gender**

		V113		Total
		1	2	
V112	18	2.01%	1.01%	6
	19	13.07%	6.53%	39
	20	14.57%	17.59%	64
	21	10.55%	5.53%	32
	22	3.02%	8.54%	23
	23	2.51%	4.52%	14
	24	3.52%	1.01%	9
	25	0.50%	1.01%	3
	26	0.00%	0.50%	1
	27	0.00%	2.51%	5
	29	0.00%	0.50%	1
	32	0.00%	1.01%	2
Total		49.75%	50.25%	199

**Table 9: Cross Tab Age \* Orientation**

		V116		Total
		1	2	
V112	18	0.00%	3.03%	6
	19	7.07%	12.12%	38
	20	13.13%	19.19%	64
	21	6.06%	10.10%	32
	22	4.55%	7.07%	23
	23	3.03%	4.04%	14
	24	2.02%	2.53%	9
	25	1.01%	0.51%	3
	26	0.00%	0.51%	1
	27	0.00%	2.53%	5
	29	0.51%	0.00%	1
	32	1.01%	0.00%	2
Total		38.38%	61.62%	198

**Table 10: Cross Tab Age \* Experience**

		V118		Total
		1	2	
V112	18	2.53%	0.51%	6
	19	15.66%	4.04%	39
	20	25.25%	7.07%	64
	21	11.11%	4.55%	31
	22	10.10%	1.52%	23
	23	5.56%	1.52%	14
	24	2.02%	2.53%	9
	25	0.00%	1.52%	3
	26	0.00%	0.51%	1
	27	0.51%	2.02%	5
	29	0.00%	0.51%	1
	32	0.00%	1.01%	2
Total		72.73%	27.27%	198

**Table 11: Cross Tab Age \* English Language**

		V121		Total
		1	2	
V112	18	1.52%	1.52%	6
	19	11.11%	8.59%	39
	20	20.20%	12.12%	64
	21	9.60%	6.06%	31
	22	6.57%	5.05%	23
	23	4.55%	2.53%	14
	24	1.52%	3.03%	9
	25	1.01%	0.51%	3
	26	0.51%	0.00%	1
	27	2.02%	0.51%	5
	29	0.00%	0.51%	1
	32	0.51%	0.51%	2
Total		59.09%	40.91%	198

**Table 12: Cross Tab Gender \* Orientation**

		V116		Total
		1	2	
V113	1	20.60%	29.15%	99
	2	18.09%	32.16%	100
Total		38.69%	61.31%	199

**Table 13: Cross Tab Gender \* Experience**

		V118		Total
		1	2	
V113	1	32.66%	17.09%	99
	2	39.70%	10.55%	100
Total		72.36%	27.64%	199

**Table 14: Cross Tab Gender \* English Language**

		V121		Total
		1	2	
V113	1	24.62%	25.13%	99
	2	34.67%	15.58%	100
Total		59.30%	40.70%	199

**Table 15: Cross Tab Gender \* Family Income**

		V125		
		1	2	3
V113	1	18.86%	17.71%	17.14%
	2	21.14%	13.71%	11.43%
Total		40.00%	31.43%	28.57%

**Table 16: Cross Tab Orientation \* Family Income**

		V125			Total
		1	2	3	
V116	1	18.39%	10.92%	9.20%	67
	2	21.26%	20.69%	19.54%	107
Total		39.66%	31.61%	28.74%	174

**Table 17: Cross Tab Experience \* English Language**

		V121		Total
		1	2	
V118	1	45.23%	27.14%	144
	2	14.07%	13.57%	55
Total		59.30%	40.70%	199

**Table 18: Cross Tab Experience \* Family Income**

		V125			
		1	2	3	Total
V118	1	28.74%	20.69%	20.11%	121
	2	11.49%	10.92%	8.05%	53
Total		40.23%	31.61%	28.16%	174

**Table 19: Cross Tab English Language \* Family Income**

		V125			
		1	2	3	Total
V121	1	16.67%	18.97%	21.84%	100
	2	23.56%	12.64%	6.32%	74
Total		40.23%	31.61%	28.16%	174

**Table 20: Cross Tab Other Language \* Family Income**

		V125			
		1	2	3	Total
V122	1	1.15%	0.57%	3.45%	9
	2	39.08%	31.03%	24.71%	165
Total		40.23%	31.61%	28.16%	174

**Table 21: Cross Tab Family Income \* Starting Own Business for Male Group**

		V125			
		1	2	3	Total
V55	1	4.26%	9.57%	10.64%	24.47%
	2	10.64%	4.26%	9.57%	24.47%
	3	10.64%	12.77%	6.38%	29.79%
	4	6.38%	5.32%	5.32%	17.02%
	5	3.19%	1.06%	0.00%	4.26%
Total		35.11%	34.04%	32.98%	100.00%

**Table 22: Cross Tab Family Income \* Starting Own Business for Female Group**

		V125			
		1	2	3	Total
V55	1	4.94%	6.17%	4.94%	16.05%
	2	12.35%	3.70%	6.17%	22.22%
	3	12.35%	7.41%	3.70%	23.46%
	4	14.81%	7.41%	7.41%	29.63%
	5	1.23%	4.94%	2.47%	8.64%
Total		45.68%	29.63%	24.69%	100.00%

**Table 23: Correlation between the Desire to Start One's Own Business and the family Income for the two spate Genders**

**Correlations**

V113			V55	V125
1	V55	Pearson Correlation	1	<b>-.237*</b>
		Sig. (2-tailed)		.022
		N	100	94
	V125	Pearson Correlation	-.237*	1
		Sig. (2-tailed)	.022	
		N	94	94
2	V55	Pearson Correlation	1	-.018
		Sig. (2-tailed)		.871
		N	100	81
	V125	Pearson Correlation	-.018	1
		Sig. (2-tailed)	.871	
		N	81	81

\*. Correlation is significant at the 0.05 level (2-tailed).

## Appendix 3: Ethics Approval Notice

File Number: 11-12-14

Date (mm/dd/yyyy): 02/26/2013



**Université d'Ottawa**  
Bureau d'éthique et d'intégrité de la recherche

**University of Ottawa**  
Office of Research Ethics and Integrity

### Ethics Approval Notice Social Science and Humanities REB

#### Principal Investigator / Supervisor / Co-investigator(s) / Student(s)

<u>First Name</u>	<u>Last Name</u>	<u>Affiliation</u>	<u>Role</u>
Sadrudin	Ahmed	School of Management / School of	Supervisor
Ebtasam	Albahrain	School of Management / School of	Student Researcher

File Number: 11-12-14

Type of Project: Master's Thesis

Title: Correlates of Saudi Students' Work and Job Values

Approval Date (mm/dd/yyyy)	Expiry Date (mm/dd/yyyy)	Approval Type
02/26/2013	02/25/2014	Ia

(Ia: Approval, Ib: Approval for initial stage only)

Special Conditions / Comments:  
N/A



**Université d'Ottawa** **University of Ottawa**  
Bureau d'éthique et d'intégrité de la recherche Office of Research Ethics and Integrity

This is to confirm that the University of Ottawa Research Ethics Board identified above, which operates in accordance with the Tri-Council Policy Statement and other applicable laws and regulations in Ontario, has examined and approved the application for ethical approval for the above named research project as of the Ethics Approval Date indicated for the period above and subject to the conditions listed the section above entitled "Special Conditions / Comments".

During the course of the study the protocol may not be modified without prior written approval from the REB except when necessary to remove subjects from immediate endangerment or when the modification(s) pertain to only administrative or logistical components of the study (e.g. change of telephone number). Investigators must also promptly alert the REB of any changes which increase the risk to participant(s), any changes which considerably affect the conduct of the project, all unanticipated and harmful events that occur, and new information that may negatively affect the conduct of the project and safety of the participant(s). Modifications to the project, information/consent documentation, and/or recruitment documentation, should be submitted to this office for approval using the "Modification to research project" form available at: <http://www.research.uottawa.ca/ethics/forms.html>.

Please submit an annual status report to the Protocol Officer four weeks before the above-referenced expiry date to either close the file or request a renewal of ethics approval. This document can be found at: <http://www.research.uottawa.ca/ethics/forms.html>.

If you have any questions, please do not hesitate to contact the Ethics Office at extension 5387 or by e-mail at: [ethics@uOttawa.ca](mailto:ethics@uOttawa.ca).

**Signature:**

Riana Marcotte  
Protocol Officer for Ethics in Research  
For Barbara Graves, Chair of the Social Sciences and Humanities REB

## Appendix 4: Consent Form

### Consent Form

I am invited to participate in a research study entitled:

“Correlates of Saudi Students’ Work and Job Values”

The questionnaire is being sent out to support the above-mentioned thesis, by the following researcher:

Ebtasam Albabtain

M.Sc. Candidate in E-Business Technologies  
The University of Ottawa

Funded by the Saudi Arabian Ministry of Higher Education, represented by the Saudi Arabian Cultural Bureau.

Under the supervision of Professor Sadrudin A. Ahmed, an Emeritus Professor in Marketing at Telfer School of Management, The University of Ottawa. He can be reached at +1(613) 562-5800 x 4615 or at his email: [ahmed@telfer.uottawa.ca](mailto:ahmed@telfer.uottawa.ca)

My participation will consist essentially of filling in the questionnaire given to me by the researcher. It might take about 25 to 35 minutes to finish the task. The questionnaire is provided in both Arabic and English, and I will be given the choice to fill out a questionnaire in the language of my preference (Arabic or English). I will NOT be recorded or videotaped during my participation, as they are only interested in my answers on the questionnaire.

I know that by answering some of the questions such as the Rokeach Value System and the 6 Dimensional Achievement Scale, I will have the chance to gain some knowledge about myself, my values and priorities, and what motivate me.

I have received assurance from the researcher that there are no risks associated with this activity. On the other hand, I have the right to withdraw from this survey at any time for any reason.

I have received assurance from the researcher that the information I will share will remain strictly confidential. I understand that the contents will be used only for studying the work and job values of Saudi student relating to their demographical profiles, values and their achievement motivation, and that my confidentiality will be protected, as I will fill out an anonymous questionnaire, and I will not be asked to provide any information that might reveal my identity, or even a pseudonym.

The data collected will be kept in a secure manner. In Saudi Arabia, when the data is first collected, they will be safeguarded in the home of the principal investigator. In a safe box in her home. It then will be entered to the personal and password-protected computer of the principal investigator, after that, and the hard copies will still be in the safe box. In the

computer, data will be saved in a password-protected and encrypted file. The researcher will move the hard copies with her to Canada and they will be given to professor Sadrudin Ahmed to securely store it on campus until the end of the conservation period. In Canada, the digital data will remain in the personal, password-protected computer of the principal investigator at her home. In a password-protected and encrypted file. When the thesis supervisor collects a copy of the data, it will be safeguarded in his office, and in his own computer in a password-protected and encrypted file, until the end of the conservation period. The digital data will be securely deleted from both computers (the principal investigator's and the thesis supervisor's), and the hard copies of the questionnaire will be shredded, at the end of the conservation period.

I am under no obligation to participate and if I choose to participate, I can withdraw from the study at any time and for any reason.

I agree to participate in the above research study conducted by *Ebtasam Albabtain*, which research is under the supervision of *Professor Sadrudin Ahmed*.

If I have any questions about the study, I may contact the researcher or her supervisor.

If I have any questions regarding the ethical conduct of this study, I may contact the Protocol Officer for Ethics in Research, University of Ottawa, Tabaret Hall, 550 Cumberland Street, Room 154, Ottawa, ON K1N 6N5  
Tel.: 001 (613) 562-5387  
Email: [ethics@uottawa.ca](mailto:ethics@uottawa.ca)

There are two copies of the consent form, one of which is mine to keep.

Participants' Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Researcher's name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 5: English questionnaire

### SAUDI BUSINESS STUDENTS 'S EVALUATION WORK VALUES AND JOB VALUES

The following questionnaire has been designed to explore your general attitudes and feelings regarding you're job needs and training needed for integrating in business enterprises in Saudi Arabia when you enter job market.

Thank you for accepting to participate in this study.

#### Section I

Listed below are questions dealing with the use of computers.

What is the type of Internet connection available for your use?

High Speed	Other

Do you use Internet services mainly in:

Home	At University	Work	Internet Café	OR Other

Your access to the Internet is mainly through

Desktop	Laptop	Tablet (example:iPad)	Phone

How many hours a day do you use Internet?

Less than one	One to two	Three to four	Four to five	More than five

Do you have accounts on the following social networks? Please check as many as you like.

Flicker	Twitter	YouTube	Facebook	Linked-in	Others

Here is a list of values that may or may not be important in succeeding in Business Enterprises in Saudi Arabia. In your opinion, how often do you think that the Saudi enterprises are looking for these values for when they are hiring a new person for a job. The scale value ranges from 1 never to 7 very often. Please select the number that best reflects your personal opinion about what Saudi enterprises SHOULD BE LOOKING for.

	Never	Rarely	Some Times	In the Middle	Some What Often	Often	Very Often
<b>Results Orientation</b> (Achievement)	1	2	3	4	5	6	7
<b>Teamwork-Social Interaction</b>	1	2	3	4	5	6	7
<b>Innovation- Creativity</b> (discover-develop new things)	1	2	3	4	5	6	7
<b>Altruism</b> (help people with problems)	1	2	3	4	5	6	7
<b>Social Relations-Spend time with Special Persons</b>	1	2	3	4	5	6	7
<b>Strong Work Ethic</b>	1	2	3	4	5	6	7
<b>Dependability and Responsibility</b>	1	2	3	4	5	6	7
<b>Possessing a Positive Attitude:</b>	1	2	3	4	5	6	7
<b>Adaptability</b>	1	2	3	4	5	6	7
<b>Honesty and Integrity</b>	1	2	3	4	5	6	7
<b>Self – Motivated- Autonomy</b> (act by oneself)	1	2	3	4	5	6	7
<b>Motivated to Grow &amp; Learn- Develop as a person</b>	1	2	3	4	5	6	7
<b>Strong Self – Confidence</b>	1	2	3	4	5	6	7
<b>Professionalism</b>	1	2	3	4	5	6	7
<b>Loyalty</b>	1	2	3	4	5	6	7
<b>Ability</b> (utilization of skills)	1	2	3	4	5	6	7
<b>Advancement</b> (get ahead)	1	2	3	4	5	6	7
<b>Aesthetics</b> (Make life more beautiful)	1	2	3	4	5	6	7
<b>Authority</b> (Take Charge)	1	2	3	4	5	6	7
<b>Life Style</b> (live according to one's own ideas)	1	2	3	4	5	6	7
<b>Prestige</b> (admired for skills and knowledge)	1	2	3	4	5	6	7
<b>Variety</b> (Have each day be different in some-way)	1	2	3	4	5	6	7

Please tell us how important are the following work values to you? The scale value ranges from 1 Not Important at All to 7 Very Important. Please select the number that best reflects your personal work value

	<b>Not Important At All</b>	<b>A Bit Important</b>	<b>Some What Important</b>	<b>In the Middle</b>	<b>Important</b>	<b>Some What More Important</b>	<b>Very Important</b>
<b>Results Orientation (Achievement)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Teamwork-Social Interaction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Innovation- Creativity (discover-develop new things)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Altruism (help people with problems)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Social Relations- Spend time with Special Persons</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Strong Work Ethics</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Dependability and Responsibility</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Possessing a Positive Attitude:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Adaptability</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Honesty and Integrity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Self – Motivated- Autonomy (act by oneself)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Motivated to Grow &amp; Learn-Develop as a person</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Strong Self – Confidence</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Professionalism</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Loyalty</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>

## Section II

**This section deals with types of enterprises that exist in Saudi Arabia. Please tell us how desired are following types of organizations where you may want to work. Please circle the number that best expresses your level of desire.**

	Very Much Desired	Much Desired	Desired	Some-what Desired	Not at-all Desired
Start my own business.	1	2	3	4	5
Large Saudi Owned Private Sector Business Enterprises	1	2	3	4	5
Large Foreign Owned Private Sector Business Enterprises	1	2	3	4	5
Large Private Sector Business Enterprises in Gulf States.	1	2	3	4	5
Small Private Sector Business Enterprise in Saudi Arabia.	1	2	3	4	5
Small Private Sector Business Enterprise in Gulf States.	1	2	3	4	5
Business Enterprises owned by the Saudi Government	1	2	3	4	5
Saudi Government Public Service Departments	1	2	3	4	5
Hospitals, Charitable Organizations & Non Profit Organizations	1	2	3	4	5
Educational Institutions like Universities & Colleges	1	2	3	4	5
Join Family Business	1	2	3	4	5

**Listed below are a series of statements related to job needs YOU have from business enterprises in Saudi Arabia. Could you please tell us, on a scale of 1 to 7 how critical you think these are for your job search. The scale values are:**

- (1) Not critical at all
- (2) Not Critical
- (3) Less Critical
- (4) Neither not critical or critical
- (5) Somewhat critical
- (6) Critical
- (7) Very Critical
- (8)

Salary, Bonuses and Pay Incentives	
Possibility of Rapid Promotion	
Job Security	
Interesting and Challenging Work	
Difficulty of Job (Hard or Dangerous)	
Fringe Benefits & Pensions	
Number of Working Hours	
Prestige of Job	
Independence, Autonomy, & Self Reliance	
Innovative and Creative Work	
Friendly and Co-operative Job Atmosphere	
Training and Opportunity to Grow & Learn	
Working Conditions (Good space, comfortable workplace)	
Physical Prowess (ability to work hard physically)	

**Listed below are a series of statements related to job conditions business enterprises can provide to work for them in Saudi Arabia. Could you please tell us, on a scale of 1 to 7 how well THEY ARE PROVIDING these job conditions. The scale values are:**

- (1) Not provide at all
- (2) Not provide
- (3) Less likely to provide
- (4) Neither not provide or provide
- (5) Somewhat likely to provide
- (6) Provide
- (7) Certainly to provide

Salary, Bonuses and Pay Incentives	
Possibility of Rapid Promotion	
Job Security	
Interesting and Challenging Work	
Difficulty of Job (Hard or Dangerous)	
Fringe Benefits & Pensions	
Number of Working Hours	
Prestige of Job	
Independence, Autonomy, & Self Reliance	
Innovative and Creative Work	
Friendly and Co-operative Job Atmosphere	
Training and Opportunity to Grow & Learn	
Working Conditions (Good space, comfortable workplace)	
Physical Prowess (ability to work hard physically)	

### Section III

**Listed below are a series of statements related to training need of modern day business graduates entering into job market Saudi Arabia. Could you please tell us, on a scale of 1 to 5 how important you think this type of training is provided to a student in in your University? The scale values are:**

- (1) Not provided at all
- (2) Not provided
- (3) Neither provided nor not provided
- (4) Provided
- (5) Very important

Technology Dealing with E- Business and E Government	
Technology and Art needed to Create Effective Web Sites.	
Use of Computer to Carry out Data Mining and Analysis	
Human Relations, Team Work, Motivation to Grow & Learn	
Innovation, Entrepreneurship, Self-Motivation & Self Reliance	
Case Studies showing how Businesses now Operate in Saudi Arabia	
Opportunity to Work in a Saudi Business Enterprise while Studying	
Courses in Marketing, Finance, Accounting, Economics, Etc.	

**Listed below are a series of statements related to training need of modern day business graduates entering into job market Saudi Arabia. We are interested in finding out to what extent; the College or University you are presently studying provides this type of training. Could you please tell us, on a scale of 1 to 5 if this type of training is available to a student studying their business career The scale values are:**

- (1) Not available at all
- (2) Not available
- (3) Neither available nor unavailable
- (4) Available
- (5) Definitely Available

Technology Dealing with E- Business and E Government	
Technology and Art needed to Create Effective Website	
Use of Computer to Carry out Data Mining and Analysis	
Human Relations, Team Work, Motivation to Grow & Learn	
Innovation, Entrepreneurship, Self-Motivation & Self Reliance	
Case Studies showing how Businesses now Operate in Saudi Arabia	
Opportunity to Work in a Saudi Business Enterprise while Studying	
Courses in Marketing, Finance, Accounting, Economics, Etc.	

Section IV

Listed below are questions dealing with your personal profile.

What is the name of the university you are presently attending?

\_\_\_\_\_

And, what is your university year? State your Undergraduate OR Graduate year only.

Undergraduate First  Second  Third  Fourth

Other \_\_\_\_\_  
(Please specify)

Graduate First  Second  Other \_\_\_\_\_  
(Please specify)

What is your age? \_\_\_\_\_ Years. ACTUAL YEARS

Your sex? Male  Female

4. Would you classify yourself as:

More computers oriented

More human oriented

Both computer and human

What is your marital status?

Single  Married

Have you previously held or are you presently holding a permanent job?

Yes, currently  Yes, previously  No

Do you consider yourself a seriously academic student:

Very Much  Much  Somewhat  Not at All

**What languages do you speak? Please check and/or state the languages you speak. You may check more than one.**

Arabic  English  Other (please specify) \_\_\_\_\_

**What is your father's occupation? (If not working, what was his last occupation). Please specify below.**

\_\_\_\_\_

**What is your mother's occupation? (If not working, what was her last occupation). Please specify below.**

\_\_\_\_\_

**What is your family income (Yourself and your parents) Please check below the amount range that correspond to your income before taxation (the amounts are in Saudi Rial)**

- Less than 50,000 per year
- 50,000 – 99,999
- 100,000 –149,999
- 150,000 – 199,999
- 200,000 – 249,999
- 250,000 – 299,999
- 300,000 – 349,999
- 350,000– 399999
- 400,000 and more

Section V

Rate yourself on the following dimensions by circling the number closest to the position that describes you best. FOR EXAMPLE:

FAT            1    2    3    4    5    6    7    8    9 Thin  
 HONEST      1    2    3    4    5    6    7    8    9 Dishonest

**This person felt he was neither fat nor thin and circles the dimension midpoint, 5. He also felt he was a fairly honest person and circled 3.**

1.Perfection-oriented	1	2	3	4	5	6	7	8	9	Unconcerned with perfection
2. Trust the experts	1	2	3	4	5	6	7	8	9	Skeptical of authority
3.Prefer to work with others	1	2	3	4	5	6	7	8	9	Prefer to do things alone
4. Not group oriented	1	2	3	4	5	6	7	8	9	Group oriented
5.Very money conscious	1	2	3	4	5	6	7	8	9	Not money conscious at all
6.Little respect for authority	1	2	3	4	5	6	7	8	9	Respect for authority
7.Competitive	1	2	3	4	5	6	7	8	9	Non-competitive
8.Do not focus on excellence	1	2	3	4	5	6	7	8	9	Strive for excellence
9. Like to be in charge	1	2	3	4	5	6	7	8	9	Like to share responsibility
10.Not at all conscious of economic gain	1	2	3	4	5	6	7	8	9	Very conscious of economic gain
11. Easy going	1	2	3	4	5	6	7	8	9	Like to strive against others
12. Approval seeking	1	2	3	4	5	6	7	8	9	Indifferent to approval of others
13. Quality not valued highly	1	2	3	4	5	6	7	8	9	Quality minded
14. Like to remain in the background	1	2	3	4	5	6	7	8	9	Like to surpass others
15. Not popular	1	2	3	4	5	6	7	8	9	Popular
16. Favour incentive system of pay	1	2	3	4	5	6	7	8	9	Favour regular pay increases
17. Enjoy the company of experts	1	2	3	4	5	6	7	8	9	Dislike the company of experts
18. Rarely think about being wealthy	1	2	3	4	5	6	7	8	9	Wealth is my measure of success

Listed below are 9 Terminal values in Rokeach value system. *Terminal Values:* goals or the most important things to attain in your life.

**FIRST A.** Rank how important the values are to you personally: 1 = most important terminal values >> 9 = least important terminal value. There is no right or wrong; this is simply a prioritizing of your own value system. PLEASE READ THE INSTRUCTIONS VERY CAREFULLY. RANKING TASK INVOLVES USING A NUMBER ONLY ONCE. IF YOU HAVE USED A NUMBER FOR A VALUE, THIS NUMBER CANNOT BE USED FOR ANOTHER VALUE.

RANK ORDER 1(most) to 9(least) important	LIST OF NINE TERMINAL VALUE 1= Value ranked most important, 2= Second Most Important, 3= Third Most Important, 4= 4th Most Important, 5= Value ranked in the middle AND GO ON 9= Value ranked least important
	A comfortable life (A prosperous life)
	An exciting life (A stimulating, active life)
	A sense of accomplishment (Lasting contribution)
	Equality (Brotherhood, equal opportunity)
	Family security (Taking care of loved ones)
	Freedom (Independence, free choice)
	Pleasure (An enjoyable, leisurely life)
	Self-respect (Self esteem)
	Social recognition (Respect, admiration)

**SECOND B.** Rate the level of importance you place on the values you just ranked. Please write in a number that best describes your feelings as to how important the Terminal value is in your life. Number 8 indicates that the value is very important to you, 0 indicates that the value is not important to you at all

LIST OF NINE TERMINAL VALUES	Please rate these <i>terminal values</i> 8 to 0. Number 8 indicates that the value is very important to you, 0 indicates that the value is not important to you at all.								
A comfortable life (A prosperous life)	8	7	6	5	4	3	2	1	0
An exciting life (A stimulating, active life)	8	7	6	5	4	3	2	1	0
A sense of accomplishment (Lasting contribution)	8	7	6	5	4	3	2	1	0
Equality (Brotherhood, equal opportunity)	8	7	6	5	4	3	2	1	0
Family security (Taking care of loved ones)	8	7	6	5	4	3	2	1	0
Freedom (Independence, free choice)	8	7	6	5	4	3	2	1	0
Pleasure (An enjoyable, leisurely life)	8	7	6	5	4	3	2	1	0
Self-respect (Self esteem)	8	7	6	5	4	3	2	1	0
Social recognition (Respect, admiration)	8	7	6	5	4	3	2	1	0

Listed below are 9 Instrumental values in Rokeach value system. *Instrumental*

**Values: characteristics or means to achieving your ends**

**PLEASE READ THE INSTRUCTIONS VERY CAREFULLY. RANKING TASK INVOLVES USING A NUMBER ONLY ONCE. IF YOU HAVE USED A NUMBER FOR A VALUE, THIS NUMBER CANNOT BE USED FOR ANOTHER VALUE.**

**FIRST A. Rank how important the values are to you personally: 1 = most important instrumental value >> 9 = least important instrumental value. There is no right or wrong; this is simply a prioritizing of your own value system.**

<b>RANK ORDER 1(most) to 9(least) important</b>	<b>LIST OF NINE INSTRUMENTAL VALUES 1= Value ranked most important. 5= Value ranked in the middle 9= Value ranked least important</b>
	Ambitious (Hard working, aspiring)
	Broad-minded (Open-minded)
	Capable (Competent, effective)
	Cheerful (Lighthearted, joyful)
	Imaginative (Daring, creative)
	Independent (Self reliant, self-sufficient)
	Intellectual (Intelligent, reflective)
	Responsible (Dependable, reliable)
	Self-Controlled (Restrained, self disciplined)

**SECOND B. Rate the level of importance you place on the Instrumental values you just ranked. Please write in a number that best describes your feelings as to how important the Instrumental value is in your life. Number 8 indicates that the value is very important to you, 0 indicates that the value is not important to you at all.**

	<b>Please rate these <i>instrumental values</i> 8 to 0. Number 8 indicates that the value is very important to you, 0 indicates that the value is not important to you at all.</b>								
Ambitious (Hard working, aspiring)	8	7	6	5	4	3	2	1	0
Broad-minded (Open-minded)	8	7	6	5	4	3	2	1	0
Capable (Competent, effective)	8	7	6	5	4	3	2	1	0
Cheerful (Lighthearted, joyful)	8	7	6	5	4	3	2	1	0
Imaginative (Daring, creative)	8	7	6	5	4	3	2	1	0
Independent (Self reliant, self-sufficient)	8	7	6	5	4	3	2	1	0
Intellectual (Intelligent, reflective)	8	7	6	5	4	3	2	1	0
Responsible (Dependable, reliable)	8	7	6	5	4	3	2	1	0
Self-Controlled (Restrained, self disciplined)	8	7	6	5	4	3	2	1	0

Did you like this questionnaire?

Yes  No  Don't Know

Why \_\_\_\_\_

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Do you have any additional comments about this questionnaire?

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## Appendix 6: Arabic questionnaire

تقييم قيمة العمل والاحتياجات الوظيفية والاحتياجات التدريبية لدى الطلبة السعوديين في إدارة الأعمال تم تنقيحها ومراجعتها من قبل ابتسام الباطين بتاريخ 2013م .

تم تصميم الاستبيان التالي لك يظهر موقفك وإحساسك تجاه الاحتياجات الوظيفية والاحتياجات التدريبية لتكامل الشركات التجارية في المملكة العربية السعودية عندما تدخل سوق العمل

### القسم الأول Section I

الاسئلة المدرجة التالية تناقش كيفية استخدام اجهزة الحاسب الآلي .  
- ما هي وسيلة الاتصال بالانترنت المتاحة لاستخدامك؟

high speed	عالي السرعة
others	أخرى (انكرها)

- هل عادة تستخدم الانترنت في

المنزل	الجامعة	العمل	مقهى انترنت	أخرى
Home	University	Work	Internet Cafe	Others

- صلاحية دخولك على الانترنت تكون اساساً من خلال

جهاز سطح المكتب	الكمبيوتر المحمول	اللوحي	التليفون
Desktop	Laptop	(IPAD, TABLET)	(SmartPhone)

كم عدد الساعات اليومية التي تستخدم فيها الانترنت؟

اقل من ساعة	من ١ الى ٢ ساعة	من ٣ الى ٤ ساعات	من ٤ الى ٥ ساعات	اكثر من ٥ ساعات
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- هل لديك حساب في شبكات التواصل الاجتماعية التالية ؟ يرجى التحقق إذا كان هناك أكثر من شبكة تواصل

الفليكر	التويتير	اليوتيوب	الفيس بوك	اللينك ان	اخرى
Flicker	Twitter	You tube	Face Book	Linked - in	Others (please specify)

2- هذه قائمة من القيم التي ربما تكون مهمة أو غير مهمة في نجاح الشركات التجارية في المملكة العربية السعودية . في رايك الخاص هل تعتقد أن الشركات السعودية تضع في اعتبارها هذه القيم عندما تقوم بتعيين شخص في وظيفة. مدى هذه القيم بين القيمة (1) والتي تدل على الاستحالة والقيمة (7) التي تدل على غالباً . يرجى اختيار القيمة التي تعكس رايك بوضوح حول الشركات السعودية التي يجب أن تضع في اعتبارها القيم التالية:

مستحيل	نادر	احياناً	لحدا ما	غالبأما	غالبأ	غالبأ جدا	
1	2	3	4	5	6	7	اتجاه النتائج(الانجاز) Results orientation
1	2	3	4	5	6	7	العمل الجماعي -التفاعل الاجتماعي - Team work social interaction
1	2	3	4	5	6	7	الابتكار- الإبداع ( اكتشاف اشياء جديدة متطورة) Innovation - creativity ( discover - develop new things)
1	2	3	4	5	6	7	الإثار ( مساعدة الناس في مشاكلهم ) Altruism ( help people with problems)
1	2	3	4	5	6	7	العلاقات الاجتماعية ( قضاء وقت مع شخص اجتماعي) Social relations - spend time with special persons
1	2	3	4	5	6	7	أخلاقيات العمل قوية Strong work ethics
1	2	3	4	5	6	7	الاعتمادية والمسئولية Dependability and responsibility
1	2	3	4	5	6	7	امتلاك مواقف إيجابية Possessing a positive attitude
1	2	3	4	5	6	7	التكيف Adaptability
1	2	3	4	5	6	7	الصدق والنزاهة Honesty and integrity
1	2	3	4	5	6	7	التحفيز الذاتي (الحكم الذاتي) العمل التلقائي Self - motivated autonomy ( Act by oneself
1	2	3	4	5	6	7	دافع النمو والتطور والتعليم كشخص Motivation grow & learn develop as a person
1	2	3	4	5	6	7	قوة الثقة بالنفس Strong self confidences
1	2	3	4	5	6	7	الاحترافية Professionalism
1	2	3	4	5	6	7	الولاء Loyalty
1	2	3	4	5	6	7	القدرة ( استخدام المهارات ) Ability ( utilization of skills)
1	2	3	4	5	6	7	التقدم ( تحقيق الهدف ) Advancement ( get ahead )
1	2	3	4	5	6	7	علم الجمال(جعل الحياة اكثر جمالاً) Aesthetics (get life more beautiful)
1	2	3	4	5	6	7	السلطة ( تحمل المسئولية) Authority (take charge)

1	2	3	4	5	6	7	اسلوب الحياة ( الحياة وفقاً أفكار الشخص نفسه) Life style ( live according to one's own ideas)
1	2	3	4	5	6	7	الوضع الاجتماعي ( اعجاب الناس بالشخص لمهارته ومعرفته ) Prestige ( admire for skills and knowledge )
1	2	3	4	5	6	7	التنوع ( جعل كل يوم مختلف عن اليوم الآخر) Varity ( have each day be different in some – way)

3- من فضلك أخبرنا أي من قيمة العمل هذه تكون هامة جداً لك ؟ معدل القيم من (1) والتي تعبر على عدم الأهمية إلى القيمة (7) التي تعبر عن الأهمية القصوى. يرجى اختيار الرقم الذي يعبر عن أفضل انعكاس إلى قيمة العمل بالنسبة لك.

مهم جدا	مهم لحدا ما	مهم	متوسط	لحدا ما	غير مهم	غير مهم على الاطلاق	
7	6	5	4	3	2	1	اتجاه النتائج (الإنجاز) Result orientation ( Achievement)
7	6	5	4	3	2	1	العمل الجماعي والتفاعل الاجتماعي Team work – social interaction
7	6	5	4	3	2	1	الابتكار- الإبداع ( اكتشاف أشياء جديدة متطورة) Innovation – creativity ( discover – develop new things)
7	6	5	4	3	2	1	الإثار ( مساعدة الناس في مشاكلهم ) Altruism ( help people with problems)
7	6	5	4	3	2	1	العلاقات الاجتماعية (قضاء وقت مع شخص اجتماعي) Social relations – spend time with special persons
7	6	5	4	3	2	1	أخلاقيات العمل قوية Strong work ethics
7	6	5	4	3	2	1	الاعتمادية والمسئولية Dependability and responsibility
7	6	5	4	3	2	1	امتلاك مواقف إيجابية Possessing a positive attitude
7	6	5	4	3	2	1	التكيف Adaptability
7	6	5	4	3	2	1	الصدق والنزهة Honesty and integrity
7	6	5	4	3	2	1	التحفيز الذاتي (الحكم الذاتي) العمل Self - Motivated- Autonomy(act by oneself)
7	6	5	4	3	2	1	دافع النمو والتطور والتعليم كشخص Motivation grow & learn develop as a person
7	6	5	4	3	2	1	قوة الثقة بالنفس Strong self confidences
7	6	5	4	3	2	1	الاحترافية Professionalism
7	6	5	4	3	2	1	الولاء Loyalty

## القسم الثاني Section II

يتناول هذا الجزء أنواع المشروعات الموجودة في المملكة العربية السعودية. نرجو اخبارنا أنواع المؤسسات المفضلة لديكم والتي ترغبون في العمل بها. نرجو وضع دائرة حول الرقم الذي يعبر عن مستوى رغبتكم.

أرغب بشدة	أرغب جداً	ارغب	لحدا ما	غير راغب على الإطلاق	
1	2	3	4	5	Start my own business البدء في مشروع خاص
1	2	3	4	5	Large كبرى المشروعات السعودية في القطاع الخاص Saudi Owned Private Sector Business Enterprises
1	2	3	4	5	Large كبرى المشروعات الاجنبية في القطاع الخاص Foreign Owned Private Sector Business Enterprises
1	2	3	4	5	Large كبرى المشروعات القطاع الخاص في دول الخليج Private Sector Business Enterprises in Gulf States
1	2	3	4	5	مشروعات القطاع الخاص الصغيرة في المملكة العربية السعودية Small Private Sector Business Enterprise in Saudi Arabia.
1	2	3	4	5	مشروعات القطاع الخاص الصغيرة في دول الخليج Small Private Sector Business Enterprise in Gulf States.
1	2	3	4	5	Business المشروعات المملوكة للحكومة السعودية Enterprises owned by the Saudi Government
1	2	3	4	5	دوائر الخدمة العامة في الحكومة السعودية Saudi Government Public Service Departments
1	2	3	4	5	المستشفيات ، الجمعيات الخيرية ، والمؤسسات الغير ربحية Hospitals, Charitable Organizations & Non Profit Organizations
1	2	3	4	5	Educational المؤسسات التعليمية مثل الجامعات والكليات Institutions like Universities & Colleges
1	2	3	4	5	الشركات العائلية Join Family Business

2- فيما يلي سلسلة من البيانات المتعلقة بمتطلبات العمل التي يجب ان تكون لديك في مشروعات المملكة العربية السعودية ممكن من فضلك اخبارنا في المدى من رقم (1) إلى رقم (7) عن التفكير المنطقي عند البحث عن وظيفة. القيم المقياسية هي:

- 1- غير منطقي على العموم Not critical at all  
 2- غير منطقي Not Critical  
 3- منطقي قليل Less Critical  
 4- لا غير منطقي ولا منطقي Neither not critical or critical  
 5- منطقي إلى حد ما Somewhat critical  
 6- منطقي Critical  
 7 منطقي جداً Very Critical

	الراتب ، الحوافز ، الزيادات Salary, Bonuses and Pay Incentives
	الامكانية الترقية السريعة Possibility of Rapid Promotion
	الأمن الوظيفي Job Security
	التشويق والتحدي الوظيفي Interesting and Challenging Work
	صعوبة العمل (صعب أو خطير) Difficulty of Job (Hard or Dangerous)
	المزايا الاضافية و المعاشات Fringe Benefits & Pensions
	عدد ساعات العمل Number of Working Hours
	المكانة الوظيفية Prestige of Job
	الاستقلالية ، الحكم الذاتي ، الاعتماد على الذات Independence, Autonomy, & Self Reliance
	العمل الابداعي الخلاق Innovative and Creative Work
	مناخ العمل الودي والتعاوني Friendly and Co-operative Job Atmosphere
	التدريب وفرصة التنمية والتعلم Training and Opportunity to Grow & Learn
	ظروف العمل (المكان الجيد ومكان العمل المريح ) Working Conditions (Good space, comfortable workplace)
	المهارة البدنية العالية ( القدرة على العمل البدني الشاق ) Physical Prowess (ability to work hard physically)

3- القائمة التالية عبارة عن سلسلة من الفقرات المتعلقة بالظروف الوظيفية للشركات التجارية التي يمكن أن تُقدم للعمل في المملكة العربية السعودية. ممكن من فضلك أخبارنا في المدى من رقم (1) إلى رقم (7) عن امكانية تقديم هذه الظروف حيث مدى القيم كالتالي:

- 1- غير مقدم على العموم Not provide at all
- 2- غير مقدم Not provide
- 3- مقدم قليل Less likely to provide
- 4- لا غير مقدم ولا مقدم Neither not provide or provide
- 5- مقدم إلى حد ما Somewhat likely to provide
- 6- مقدم Provide
- 7- بالتأكيد مقدم Certainly to provide

	الراتب ، الحوافز ، الزيادات Salary, Bonuses and Pay Incentives
	الامكانية الترقية السريعة Possibility of Rapid Promotion
	الأمن الوظيفي Job Security
	التشويق والتحدي الوظيفي Interesting and Challenging Work
	صعوبة العمل (صعب أو خطير) Difficulty of Job (Hard or Dangerous)
	المزايا الإضافية و المعاشات Fringe Benefits & Pensions
	عدد ساعات العمل Number of Working Hours
	المكانة الوظيفية Prestige of Job
	الاستقلالية ، الحكم الذاتي ، الاعتماد على الذات Independence, Autonomy, & Self Reliance
	العمل الابداعي الخلاق Innovative and Creative Work
	مناخ العمل الودي والتعاوني Friendly and Co-operative Job Atmosphere
	التدريب وفرصة التنمية والتعلم Training and Opportunity to Grow & Learn
	ظروف العمل (المكان الجيد ومكان العمل المريح ) Working Conditions (Good space, comfortable workplace)
	المهارة البدنية العالية ( القدرة على العمل البدني الشاق ) Physical Prowess (ability to work hard physically)

### القسم الثالث Section III

القائمة التالية عبارة عن جمل متسلسلة متعلقة بالاحتياج التدريبي ليوم العمل الأول لحديثي التخرج في سوق العمل السعودي .  
ممكن من فضلك أخبارنا في المدى من الرقم (1) إلى الرقم (5) ماذا تعتقد في أهمية نوع التدريبات المقدمة للطلاب في جامعتكم ؟ القيم المقياسية كالتالي :

- 1- لا يقدم على الاطلاق Not provided at all
- 2- لا يقدم Not provided
- 3- لا يقدم ولا يتم تقديمه Neither provided nor not provided
- 4- مقدم Provided
- 5- هام جداً Very important

	التكنولوجيا والتعامل مع الأعمال التجارية الالكترونية والحكومة الالكترونية -E Dealing with Technology Business and E Government
	التكنولوجيا والفنون المطلوبة لكي يتم إنشاء موقع الانترنت فعالة Technology and Art needed to Create Effective Web Sites
	استخدام الحاسب الآلي لكي يتم استخراج البيانات وتحليلها Use of Computer to Carry out Data Mining and Analysis
	العلاقات الانسانية و العمل الجماعي و دافع التنمية والتعلم Human Relations, Team Work, Motivation to Grow & Learn
	الابتكار وروح المبادرة و التحفيز الذاتي والاعتماد على النفس -Innovation, Entrepreneurship, Self-Motivation & Self Reliance
	دراسات الحالة توضح كيفية ادارة العمل حالياً في المملكة العربية السعودية Case Studies showing how Businesses now Operate in Saudi Arabia
	فرصة للعمل في الشركات السعودية اثناء الدراسة Opportunity to Work in a Saudi Business Enterprise while Studying
	دورات في التسويق والمالية والمحاسبة والخ, Courses in Marketing, Finance, Accounting, Economics, Etc.

القائمة التالية عبارة عن جمل متسلسلة متعلقة بالاحتياج التدريبي ليوم العمل الأول لحديثي التخرج في سوق العمل السعودي .

نحن مهتمون لكي يتم معرفة إلى أي مدى هذه البرامج يتم تقديمها في الجامعات والكليات التي تقوم بالدراسة فيها  
 ممكن من فضلك أخبرنا في المدى من الرقم (1) إلى الرقم (5) هل هذا التدريب يكون متاح للطلاب الذين يدرسون  
 وهم في مسارهم الوظيفي؟ القيم المقياسية كالتالي :

- 1- غير متاح على الإطلاق Not available at all  
 2- غير متاح Not available  
 3- لا يتاح وغير متاح Neither available nor unavailable  
 4- متاح Available  
 5- قطعاً متاح Definitely Available

	التكنولوجيا والتعامل مع الأعمال التجارية الإلكترونية والحكومة الإلكترونية- Technology Dealing with E- Business and E Government
	التكنولوجيا والفنون المطلوبة لكي يتم إنشاء موقع الانترنت فعالة Technology and Art needed to Create Effective Web Sites
	استخدام الحاسب الآلي لكي يتم استخراج البيانات وتحليلها Use of Computer to Carry out Data Mining and Analysis
	العلاقات الانسانية و العمل الجماعي و دافع التنمية والتعلم Human Relations, Team Work, Motivation to Grow & Learn
	الابتكار وروح المبادرة و التحفيز الذاتي والاعتماد على النفس- Innovation, Entrepreneurship, Self- Motivation & Self Reliance
	دراسات الحالة توضح كيفية ادارة العمل حالياً في المملكة العربية السعودية Case Studies showing how Businesses now Operate in Saudi Arabia
	فرصة للعمل في الشركات السعودية اثناء الدراسة Opportunity to Work in a Saudi Business Enterprise while Studying
	دورات في التسويق والمالية والمحاسبة والخ Courses in Marketing, Finance, Accounting, Economics, Etc.

القسم الرابع

القائمة التالية عبارة عن أسئلة متعلقة بالسمات الشخصية.

- 1- ما هي اسم الجامعة التي تقوم بالدراسة فيها الآن؟  
و ما هو عامك الدراسي؟ ما هي المرحلة الدراسية أو سنة التخرج؟ ( فقط )  
المرحلة الدراسية :

أخرى (أذكرها) Other (Please specify)	الرابعة Fourth	الثالثة Third	ثانية Second	الأولى First

التخرج :

أخرى ( other ) please ) (specify	الثالثة Third	الثانية Second	الأولى First

- 2- ما هو عمرك ..... عام

أنثى Female	ذكر Male

- 3- هل انت قمت بتصنيف نفسك كـ؟

او الاثنين معا Both computer and human	ذو طابع انساني More human oriented	ذو طابع حاسوبي More computers oriented

- 4- ما هي حالاتك الاجتماعية

متزوج Married	أعزب Single
<input type="checkbox"/>	<input type="checkbox"/>

- 5- هل أنت كنت تعمل من قبل أو مازلت تعمل؟

لا NO	نعم كنت أعمل Yes, previously	نعم مازلت Yes, currently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 6- هل تعتبر نفسك طالب أكاديمي جاد؟

لا على الاطلاق Not at All	لحداً Somewhat	جداً Much	جيد جداً Very
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

						Much	
--	--	--	--	--	--	------	--

7- ما هي اللغة التي تتحدثها؟ من فضلك أختار اللغة أو اللغات التي تتحدثها؟ يمكن ان تذكر أكثر من لغة

العربية Arabic	الانجليزية English	أخرى (اذكرها) other

8- ما هي طبيعة وظيفة والدتك؟ ( لو كان لا يعمل الان ما هي الوظيفة السابقة له ) من فضلك اذكرها

9- ماهي طبيعة وظيفة والدتك؟ ( لو كانت لا تعمل ما هي الوظيفة السابقة لها) من فضلك اذكرها

10- ماهو الدخل السنوي لعائلتك؟ ( دخلك ودخل والديك ) من فضلت أختار من خلال القيم المبينة بالأسفل والتي تتوافق مع دخلك ( ملاحظة المبلغ بالريال السعودي )

<input type="checkbox"/>	من 250,000 إلى 299,999	<input type="checkbox"/>	أقل من 50,000 في العام
<input type="checkbox"/>	من 300,000 إلى 349,999	<input type="checkbox"/>	من 50,000 إلى 99,999
<input type="checkbox"/>	من 350,000 إلى 399,000	<input type="checkbox"/>	من 100,000 إلى 149,999
<input type="checkbox"/>	من 400,000 وأكثر	<input type="checkbox"/>	من 150,000 إلى 199,999
		<input type="checkbox"/>	من 200,000 إلى 249,999

## Section V القسم الخامس

قم بتحديد ذاتك طبقاً للمتجهات التالية وذلك عن طريق وضع دائرة على الرقم الذي يصفك على سبيل المثال :

Thin نحيف	9	8	7	6	5	4	3	2	1	FAT بدين
Dishonest خائن	9	8	7	6	5	4	3	2	1	ONEST أمين

الشخص وجد نفسه في الرقم الخامس حيث انه لم يكون بدين ولا يكون نحيف وهو ايضاً وجد نفسه لديه أمانة عادلة فوقع في الرقم 3

لا اهتم بالمثالية										اتجاه مثالي
Unconcerned with perfection	9	8	7	6	5	4	3	2	1	Perfection-oriented
يشكك في السلطة	9	8	7	6	5	4	3	2	1	الثقة بالخبراء
Skeptical of authority	9	8	7	6	5	4	3	2	1	Trust the experts
أفضل عمل الاشياء بمفردي	9	8	7	6	5	4	3	2	1	أفضل العمل مع الآخرين
Prefer to do things alone	9	8	7	6	5	4	3	2	1	Prefer work with others
توجي جماعي	9	8	7	6	5	4	3	2	1	لا يوجد توجية جماعي
Group oriented	9	8	7	6	5	4	3	2	1	Not group oriented
غير واعي بالمال على الاطلاق	9	8	7	6	5	4	3	2	1	واعي جداً بالمال
Not money conscious at all	9	8	7	6	5	4	3	2	1	Very money conscious
أحترم السلطة	9	8	7	6	5	4	3	2	1	قليل الاحترام للسلطة
Respect for authority	9	8	7	6	5	4	3	2	1	Little respect for authority
غير تنافسي	9	8	7	6	5	4	3	2	1	تنافسي
Non-competitive	9	8	7	6	5	4	3	2	1	Competitive
السعي وراء التميز	9	8	7	6	5	4	3	2	1	لا أركز على التميز
Strive for excellence	9	8	7	6	5	4	3	2	1	Do not focus on excellence
تفضيل المشاركة المسنولية	9	8	7	6	5	4	3	2	1	تفضيل تحمل المسنولية
Like to share responsibility	9	8	7	6	5	4	3	2	1	Like to be in charge
واعي جداً بالمكسب الاقتصادي	9	8	7	6	5	4	3	2	1	غير واعي بالمكسب الاقتصادي
Very conscious of economic gain	9	8	7	6	5	4	3	2	1	Not at all conscious of economic gain
أصارع الآخرين	9	8	7	6	5	4	3	2	1	المضي قدما
Like to strive against others	9	8	7	6	5	4	3	2	1	Easy going
غير مبال بموافقة الغير	9	8	7	6	5	4	3	2	1	السعي للحصول على موافقة الغير
Indifferent to approval of others	9	8	7	6	5	4	3	2	1	Approval seeking
الجودة هدف	9	8	7	6	5	4	3	2	1	الجودة ليست ذات قيمة عالية
Quality minded	9	8	7	6	5	4	3	2	1	Quality not valued highly
أفضل التقدم على الآخرين	9	8	7	6	5	4	3	2	1	ايثار الابتعاد عن الأضواء
Like to surpass others	9	8	7	6	5	4	3	2	1	Like to remain in the background

لست مشهور	9	8	7	6	5	4	3	2	1	مشهور
Not popular										Popular
أفضل زيادة الرواتب بشكل منتظم	9	8	7	6	5	4	3	2	1	أفضل نظام الحوافز والزيادة
Favor regular pay increase										Favor incentive system of pay
لا تتمتع الشركة بالخبرات	9	8	7	6	5	4	3	2	1	تتمتع الشركة بالخبرات
Dislike the company of experts										Enjoy the company of experts
الثروة هو مقياسي في النجاح	9	8	7	6	5	4	3	2	1	ندرة التفكير في تحقيق ثروة
Wealth is my measure of success										Rarely think about being wealthy

القائمة التالية عبارة عن (9) قيم الوصول في نظام روكش للقيم . قيم الوصول هي : الأهداف أو أهم الأشياء مدون أدناه 9 قيم نهائية في نظام قيم Rokeach. القيم النهائية: الأهداف أو أهم الأشياء التي يمكن تحقيقها في حياتك.

أولاً : رتب مدى أهمية القيم بالنسبة لك: 1=القيم النهائية الأكثر أهمية >> 9=القيم النهائية الأقل أهمية. لا يوجد صواب أو خطأ؛ فهو ببساطة تحقيق أولوية لنظام قيمك الخاص. برجاء قراءة التعليمات بكل دقة. ويتضمن ترتيب المهام استخدام الرقم مرة واحدة فقط. اذا قمت باستخدام رقم لأي قيمة، فإن هذا الرقم لا يمكن استخدامه في قيمة أخرى.

قم بعمل قائمة لـ 9 قيمة للوصول 1=قيمة الرتبة الاهم جداً ، 2=القيمة ذات الاهمية الثانية ، 3=الاهمية الثالثة ، 4=معظم الاهم ، 5=قيمة الرتبة في المنتصف ، وبالتالي باستمرار في باقي الارقم إلى 9=قيمة الرتبة الاقل أهمية جداً.	ترتيب الرتب (القيمة) 1(الأغلب) إلى 9 (الأقل) الاهتمام 1 (most) to 9(least) important
الحياة المريحة ( الحياة رغدة ) ( A prosperous comfortable life )	
حياة مثيرة ( حياة محرّكة ونشطة ) ( An exciting life ( A stimulant , active life )	
الشعور بالإنجاز ( المشاركة الدائمة ) ( a sense of accomplishment lasting contribution )	
المساواة ( الاخوة ومساوات بالفرصة ) ( Equality ( Brother hood, equal opportunity )	
الأمن العائلي ( الاعتناء بالاحبة ) ( Family security ( taking care of loved ones )	
الحرية ( الاستقلالية و حرية الاختيار ) ( Freedom ( Independence, free choice )	
السعادة ( الاستمتاع وسهولة الحياة ) ( pleasure ( An enjoyable , leisurely life )	
إحترام الذات ( self- respect ( self esteem )	
التقدير الاجتماعي ( الاحترام ، والاعجاب ) ( Social recognition ( Respect , admiration )	

ثانياً ب : قيم مستوى أهمية القيم التي يجب عليك ترتيبها. برجاء دون الرقم الذي يصف شعورك بمدى أهمية القيمة النهائية في حياتك. يشير الرقم (8) إلى أن القيمة شديدة الأهمية بالنسبة لك، ويشير (0) إلى أن القيمة غير مهمة لك على الاطلاق. الرجاء استخدام الرقم مرة واحدة فقط. اذا قمت باستخدام رقم لأي قيمة، فإن هذا الرقم

لا يمكن استخدامه في قيمة أخرى.

من فضلك رتب هذه القيم من رقم (8) إلى الرقم (0) الرقم (8) تعبر عن الأهمية القصوى بالنسبة لك أما الرقم (0) تعبر عن أن القيمة لا تمثل أي اهتمام لديك									قائمة القيم النهائية التسعة
0	1	2	3	4	5	6	7	8	الحياة المريحة ( الحياة رغدة ) comfortable life ( A prosperous life)
0	1	2	3	4	5	6	7	8	حياة مثيرة ( حياة محرّكة ونشطة ) exciting life ( A stimulant , active life )
0	1	2	3	4	5	6	7	8	الشعور بالإنجاز ( المشاركة الدائمة ) of accomplishment ( lasting contribution )
0	1	2	3	4	5	6	7	8	المساواة ( الاخوة ومساوات بالفرصة ) Equality ( Brotherhood, equal opportunity
0	1	2	3	4	5	6	7	8	الأمن العائلي ( الاعتناء بالأحبة ) security ( taking care of loved ones )
0	1	2	3	4	5	6	7	8	الحرية ( الاستقلالية و حرية الاختيار ) Freedom ( Independence, free choice)
0	1	2	3	4	5	6	7	8	السعادة ( الاستمتاع وسهولة الحياة ) pleasure ( An enjoyable , leisurely life
0	1	2	3	4	5	6	7	8	إحترام الذات ( self- respect ( self esteem) التقدير الاجتماعي ( الاحترام ، والاعجاب ) Social recognition ( Respect , admiration

مدون أدناه 9 قيم أداتية في نظام قيم Rokeach. القيم الأداةية : خصائص أو وسائل لتحقيق أغراضك.

يرجاء قراءة التعليمات بكل دقة. ان ترتيب المهام يتضمن استخدام أي رقم مرة واحدة فقط وإذا استخدمت رقم لقيمة معينة، فإن هذا الرقم لا يمكن استخدامه لقيمة أخرى.

أولاً: رتب مدى أهمية القيم بالنسبة لك: 1= القيم النهائية الأكثر أهمية >> 9= القيم النهائية الأقل أهمية. لا يوجد صواب أو خطأ؛ فهو ببساطة تحقيق أولوية لنظام قيمك الخاص.

قم بعمل قائمة لـ 9 القيم الفعالة 1= قيمة الرتبة الاهم جداً ، 5= قيمة الرتبة في المنتصف ، 9= قيمة الرتبة الاقل أهمية جداً.	ترتيب الرتب (القيمة) 1( الاغلب ) إلى 9 ( الأقل ) الاهتمام
الطموح ( العمل الجاد ، التفاؤل ) , ambitions ( hard working , aspiring )	

واسع الأفق ( عقل متفتح ) broad – minded ( open – minded )	
القدرة ( التنافسية و الفعالية ) capable ( competent, effective )	
مرح ( روح الدعابة وخفيف الظل ) , Cheerful ( lighting heard , joyful )	
الخيال ( الابداع والجرأة ) imagination ( daring creative )	
الاستقلالية ( الاعتماد على الذات و الاكتفاء الذاتي ) independent ( self reliant, self sufficient	
مثقّف ( الذكاء والانعكاس ) intellectual ( intellectual, reflection )	
متحمل المسؤولية ( الاعتمادية ) responsibility ( dependable, ( reliable )	
ذاتي التحكم ( الانضباط الذاتي ) self- controlled( restrained , self disciplined)	

ثانياً ب:

رتب مستوى أهمية القيم الأداة التي يجب عليك ترتيبها. برجاه كتابة الرقم الذي يعبر بأفضل صورة عن مشاركتك فيما يخص مدى أهمية القيمة الأداة في حياتك. يشير رقم 8 إلى أن القيمة في غاية الأهمية لك، ويشير الرقم 0 إلى أن القيمة غير مهمة لك على الإطلاق. الرجاء استخدام الرقم مرة واحدة فقط. إذا قمت باستخدام رقم لأي قيمة، فإن هذا الرقم لا يمكن استخدامه في قيمة أخرى.

من فضلك رتب القيم الفعالة من رقم (8) إلى الرقم (0) الرقم (8) تعبر عن الأهمية القصوى بالنسبة لك أما الرقم (0) تعبر عن أن القيمة لا تمثل أي اهتمام لديك									
0	1	2	3	4	5	6	7	8	الطموح ( العمل الجاد ، التفاؤل ) ambitions ( hard working , aspiring )
0	1	2	3	4	5	6	7	8	واسع الافق ( عقل متفتح ) - broad minded ( open - minded )
0	1	2	3	4	5	6	7	8	القدرة ( التنافسية و الفعالية ) capable ( competent, effective )
0	1	2	3	4	5	6	7	8	مرح ( روح الدعابة وخفيف الظل ) Cheerful ( lighting heard , joyful )
0	1	2	3	4	5	6	7	8	الخيال ( الأبداع والجرأة ) imagination ( daring creative )
0	1	2	3	4	5	6	7	8	الاستقلالية ( الاعتماد على الذات و الاكتفاء الذاتي ) independent ( self reliant, self sufficient )
0	1	2	3	4	5	6	7	8	متقف ( الذكاء والانعكاس ) intellectual ( intellectual, reflection )
0	1	2	3	4	5	6	7	8	متحمل المسؤولية ( الاعتمادية ) responsibility ( dependable, reliable )
0	1	2	3	4	5	6	7	8	ذاتي التحكم ( الانضباط الذاتي ) self-controlled ( restrained , self disciplined )

هل أعجبك هذا الاستبيان

لا أعرف Don't Know	<input type="checkbox"/>	لا No	<input type="checkbox"/>	نعم Yes	<input type="checkbox"/>
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لماذا ؟

هل لديك أي تعليقات أخرى عن هذا الاستبيان؟

### Appendix 7: Key for scoring six dimensional achievement scales

<b>Positive</b>	<b>Concern for Excellence</b>	<b>Negative</b>
8 (V.133) 13 (V.138)	V.133+ V.138+ (10-V.126)	1 (V.126)
<b>Positive</b>	<b>Acquisitiveness</b>	<b>Negative</b>
10 (V.135) 18 (V.143)	V.135+ V.143+ (10-V.130)	5 (V.130)
<b>Positive</b>	<b>Status with Peers</b>	<b>Negative</b>
4 (V.129) 15 (V.140)	V.129+ V.140+ (10-V.137)	12 (V.137)
<b>Positive</b>	<b>Achievement via Independence</b>	<b>Negative</b>
3 (V. 128) 16 (V. 141)	V.128+ V.141+ (10-V.134)	9 (V.134)
<b>Positive</b>	<b>Status with Expert</b>	<b>Negative</b>
6 (V. 131)	V131+ (10- V.127)+ (10- V.142)	2 (V.127) 17 (V.142)
<b>Positive</b>	<b>Competitiveness</b>	<b>Negative</b>
11 (V.136) 14 (V.139)	V.136+ V.139+ (10-V.132)	7 (V.132)

**Appendix 8: Comparison of Saudi Male and Female students’  
Hypotheses, and research questions as well as their measures**

Label Research Q & Hyp		Unit of Measurement	Statistical Method
Hypothesis			
Work Values	H1A: <b>Work ethics/honesty and integrity/loyalty</b>	Likert Scale from 1 to 7	T-Test
	H1B: <b>Positive attitudes/adaptability</b>	Likert Scale from 1 to 7	T-Test
	H1C: <b>Professionalism</b>	Likert Scale from 1 to 7	T-Test
	H1D: <b>Self-motivated/motivated to grow and learn</b>	Likert Scale from 1 to 7	T-Test
	H1E: <b>Dependability and Responsibility/ Self-confidence</b>	Likert Scale from 1 to 7	T-Test
Organizations Desirability	H2A: <b>SOB/ FB</b>	Likert Scale from 1 to 5	T-Test
	H2B: <b>LSPB/ LFPB/ LPBGS/ SPBSA/SPBGS</b>	Likert Scale from 1 to 5	T-Test
	H2C: <b>BOSG/ SGPD/ HCO/ EI</b>	Likert Scale from 1 to 5	T-Test
Research Questions			
Q1: Work Values		Likert Scale from 1 to 7	T-Test
Q2: Organization desirability		Likert Scale from 1 to 5	T-Test
Q3: Job Needs		Likert Scale from 1 to 7	T-Test
Q4: Rokeach Values (Terminal and Instrumental Values)		Rank order for 9 Terminal values and 9 Instrumental values	T-Test
Q5: Six Dimension		Score of six dimensions from 3 to 27	T-Test & Correlation