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Wait! What's my job? Role ambiguity and role conflict as predictors of commitment among faculty

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Purpose: Faculty play a unique role in universities performing duties along the three fronts of teaching, research, and service. While it might be teaching that contributes most to the bottom line of a small university, it is often research by which faculty merit is judged. This study explores the relationships between role ambiguity, role conflict, and commitment (affective, normative and continuance) as mediated by job satisfaction among faculty members.

Design/Methodology/Approach: A sample of 133 faculty members at a US-accredited university in Lebanon served as the basis for this study. The faculty members completed a survey covering scales on role ambiguity, role conflict, commitment, and job satisfaction in addition to demographic variables.

Findings: We find that a decrease in role ambiguity strengthens affective and normative commitment but weakens continuance commitment. Structural equation modeling indicates that job satisfaction partially mediates the relationship between role ambiguity and affective commitment, while not mediating the relationship between role ambiguity and normative and continuance commitments. Similar findings hold for job satisfaction as a mediator in the relationship between role conflict and commitment.

Originality: Based on statistical modeling, this work (1) puts forth a revised scale for organizational commitment in academia and (2) provides guidance to higher education institutions in terms of the differential impacts on faculty commitment that stem from reducing

role-ambiguity versus role-conflict. Managerial recommendations include ways to reduce role ambiguity and conflict while promoting job satisfaction among faculty to improve normative and affective commitment.

Keywords: role ambiguity; role conflict; affective commitment; normative commitment, continuance commitment; faculty

Introduction

Faculty within academic institutions must serve as researchers, teachers, and administrators leading to role ambiguity: the uncertainty of what their primary role is within the organization (Tracy and Johnson, 1981). Furthermore, academic institutions are prone to complex organizational structures. This can lead to role conflict: the tension that results from complex chains of command (Rizzo et al., 1970). These concepts are critical as employees struggling with role ambiguity and role conflict develop the intention to leave the organization or perform poorly in their job duties (Saini and Chaudhary, 2019).

Academic institutions depend on faculty commitment as the identity of a university stems from the long-term presence of experts in particular fields (Patrick and Sebastian, 2012). It is for this reason that many universities established the process of tenure – not only does tenure guarantee certain rights and benefits, but it has the effect of engendering a long-term commitment between the faculty and institution.

This article contributes to the literature by refining the organizational commitment scale of Meyer and Allen (1991) to measure commitment within academic institutions and then by using this scale to model the mediating role of job satisfaction on the relationship between role ambiguity and commitment, and role conflict and commitment. This work is particularly important in the prevailing climate with many faculty demonstrating reduced commitment to academic jobs – even when they have tenure (Dolezal, 2022).

Role Theory, Job Satisfaction, and Commitment

Role theory is a process of interaction and communication between individuals in the workplace whereby the expectations of the role occupant are formed through behaviors and outcomes considered appropriate by personal and organizational beliefs (Monnot, 2008). Recent literature on role theory suggesting that every employee, no matter where they stand in the organizational structure of the company, behaves differently according to what their position and standing is and the perceptions they and others hold regarding that position and standing (Qian *et al.*, 2021). Over twenty years of publications in the role theory domain, Anglin *et al.* (2022) found that five primary themes emerge: roles and identity, work–nonwork interface, biases and stereotypes, career life cycles, and ethics and other-oriented behavior. This paper intersects with the themes of roles, identity and career life cycles recognizing that faculty member identity evolves across the structured career life cycle from assistant to full professor.

Role Ambiguity and Role Conflict

Role ambiguity refers to the uncertainty that individuals face regarding key requirements for the job (Rizzo *et al.*, 1970). Role conflict is the difficulty that individuals face in complying with one job demand in the face of another (Tracy and Johnson, 1981). Role conflict arises when the employee receives demands that either contradict their skills or norms and are inconsistent with the expectations formulated when they first took the job position (Ahmad *et al.*, 2021). While Wolverton *et al.* (1999) examined both role ambiguity and role conflict among Deans and Saini & Chaudhary (2019) examined role conflict relative to research, scant research serves to examine

both role conflict and role ambiguity among faculty along the lines of research and teaching within higher education institutions (Cretchley *et al.*, 2014).

Job Satisfaction

Role ambiguity and role conflict are among the job stressors that negatively impact job satisfaction (Ahsan *et al.*, 2009; Schulz, 2013; Yousef, 2000). Studies explicitly carried out in higher education find that high levels of role stress seem to be linked with low levels of job satisfaction (Asfahani, 2023; Bellamy *et al.*, 2003; Shin and Jung, 2014). Studies of academia in the Middle East found that teaching faculty are responsible for more than just helping students learn which can lead to stress, burnout, and job dissatisfaction (Asfahani, 2021, 2023). Other influencers on job satisfaction among academics include both exogeneous factors such as pay, workload, working climate or atmosphere, and work-life balance (Dorenkamp and Ruhle, 2019; Han *et al.*, 2020; Houston *et al.*, 2006; Volkwein and Zhou, 2003). With regards to working climate, of note is the study of Schulz (2013) which showed that the academic environment influences the relationships between role conflict and job satisfaction as well as between role ambiguity and job satisfaction among academicians in research intensive institutions. Ghasemy *et al.* (2020) found similar influences on job satisfaction within higher education institutions in the developing world.

Commitment

Job stressors lead to a decrease in the commitment levels of employees within an organization. Thus, both role conflict and role ambiguity are expected to have a negative effect on employee commitment. Meyer and Allen's (1991) multidimensional model of organizational commitment proposes three dimensions of commitment: affective, normative and continuance. Affective

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3 commitment is an emotional phenomenon where employees wish to remain and belong in the
4
5 organization. Normative commitment captures the incorporation of norms and loyalty towards
6
7 the organization. Continuance, or calculative, commitment is defined as the employee's need to
8
9 remain in the organization due to the costs involved with leaving it. For example, a study
10
11 conducted in Dubai showed that over forty-two percent of the staff were dissatisfied with their
12
13 jobs however, fifty percent of those noted that they could not afford to leave their current jobs
14
15 due to the financial opportunity cost of doing so (Asfahani, 2021).
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20 Role ambiguity and role conflict are negatively correlated to affective commitment as well
21
22 as normative commitment meaning that as role ambiguity and role conflict increase affective and
23
24 normative commitments decrease; continuance commitment, however, does not exhibit the
25
26 same behavior (Meyer and Allen, 1991). Focusing on educators, several factors lead to changes
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28 in the level of commitment among teaching staff such as student behavior, leadership,
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30 administrative support, policies, and even "managerialism" (Louis, 1998; Singh and Billingsley,
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32 1998; Tsui and Cheng, 1999). Although, consistent with the work on job satisfaction, some find
33
34 that sense of community is the primary correlate to intention to leave (the inverse of
35
36 commitment) (Lawrence *et al.*, 2012; Schulz, 2013). Dorenkamp & Ruhle (2019) find that
37
38 continuance commitment has a negative impact on job satisfaction among junior and part-time
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40 faculty, but no impact on satisfaction among tenured faculty.
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47 Based on the above, we hypothesize the following:
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49 H1: There is a direct relationship between role ambiguity and organizational commitment.
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51 H2: There is a direct relationship between role conflict and organizational commitment.
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H1a: Job satisfaction mediates the relationship between role ambiguity and commitment.

H2a: Job satisfaction mediates the relationship between role conflict and commitment.

Error! Reference source not found. shows the mediating models that these hypotheses establish – on the right for role ambiguity and the left for role conflict.

---Insert Figure 1 Here---

Methodology

A self-administered questionnaire served to measure the relationship between the variables of role ambiguity, role conflict, job satisfaction, and organizational commitment. The survey was developed in both hardcopy and softcopy formats. The surveys were sent to faculty members within a top institution of higher education in Lebanon.

The survey was approved through the university's Institutional Review Board and the provost's office for distribution to the faculty whose participation was voluntary. The surveys were administered during the first three weeks of October in Fall 2019. Hardcopies were distributed to the faculty and collected later while a link to the survey was also emailed three times by the university to the faculty members to invite them to participate. At the end of the three weeks, 150 members returned their survey. Based on employment numbers provided by the institution, this represents 39.9% of the target population. Before distributing the surveys, a pilot with five faculty members and five random participants tested that the survey would be clear and easily read by the participants.

The survey consisted of 50 Likert-scale questions across six sections. The first section was the consent to participate in the survey followed by a demographics section consisting of seven

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3 questions regarding the participant's age, gender, educational level, years of experience,
4 industry, organizational level, and company size.
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8 Focusing on the sections tied to the variables of interest, the 14-item questionnaire on
9 role conflict and role ambiguity developed and validated by Rizzo et al. (1970) appeared in
10 sections three and four of the survey. Khan et al. (2014) demonstrated the reliability and validity
11 of this scale among academic staff across six universities in Pakistan. The questions in both
12 sections were measured using a 5-point Likert scale.
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20 The fifth section of the survey focused on job satisfaction. The short-scale of Domino et
21 al. (2015) served to measure the participants' job satisfaction using a 5-point Likert scale and only
22 four questions. The reliability and validity of this scale has been demonstrated in educational
23 settings (Azeez *et al.*, 2016; Naderi Anari, 2012; Sukriket, 2014).
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30 The last section of the survey spanned three parts in which Meyer and Allen's (1991)
31 affective commitment, normative commitment, and continuance commitment were measured
32 through eight questions each for a total of twenty-four questions. Several studies demonstrated
33 the reliability and validity of this scale (Iverson and Buttigieg, 1999; Somers, 2009).
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41 **Analysis and Results**

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43 The surveys were distributed to 820 faculty members (full time and part time); only 150 faculty
44 members responded; however, 17 responses were incomplete leading to 133 responses used for
45 analysis in R (R Core Team, 2017). The statistical analysis scripts in R for this research are available
46 from the corresponding author upon request.
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Table 1 shows a summary of respondents' demographics where 6% were aged between 20-29; 28.6% between 30-39; 21.8% between 40-49; 24.88% between 50-59 and 18.8% belonged to the 60+ age group. Overall, this age distribution is consistent with the distribution at the institution surveyed.

Of the respondents, 71.4% have more than 10 years of work experience as a faculty member. Of the remaining, 19.5% had between 6-10 years of experience and 9% had 1-5 years of experience. This distribution is consistent with the distribution of assistant, associate, and full-time faculty at the institution under study.

Error! Reference source not found. reveals that 60.9% of the respondents were female, and 39.1% were male, which shows that this sample included more female respondents than male. This does indicate that the survey sample is not fully consistent with the population surveyed as the university's institutional research department indicates that the percentage of female faculty members in Fall 2019 was 44.4%. This bias may have arisen due to female faculty members being more interested in the topic of the study -- organizational behavior research.

---Insert Table I Here---

Scale Development

After administering the survey, both exploratory and confirmatory factor analysis served to assess the validity of the scales.

Exploratory Factor Analysis

The first step in the exploratory factor analysis was to assess the presence of common method bias. As such, Principal Component Analysis (PCA) performed on all variables (excluding the demographic variables) revealed factor loadings into three primary groups when considering only

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2
3 the first two components. The first component captures only 21.8 percent of the variance within
4
5 the data indicating that while the role ambiguity, role conflict, job satisfaction, and organizational
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7 commitment constructs were all measured on the same survey, they do capture different
8
9 concepts. Specifically, we see that the role ambiguity and role conflict items differentiate along
10
11 the first component, while the commitment items differentiate along the second component.
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13 The job satisfaction items load on a fourth component.
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18 With assurance that common method bias was not an issue, the researchers undertook a
19
20 deeper assessment of the commitment construct and associated subscales of affective
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22 commitment (AC), continuance commitment (CC), and normative commitment (NC). A PCA run
23
24 on all commitment items, excluding NC8, revealed loading on five dimensions. The exclusion of
25
26 NC8 is due to confusion that many respondents expressed relative to the term “company man”
27
28 or “company woman” which did not resonate within an academic setting.
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32 From the PCA on commitment items, we find that the normative commitment items, NC3
33
34 and NC4, load with the affective commitment items on Factor 1. These items capture the concept
35
36 of loyalty and ethics from the perspective of the respondent using the word feel and are phrased
37
38 in a way that may be perceived as affective.
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42 Items NC2 and NC5 load together on a single, distinct factor. These items also probe
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44 loyalty but in a reverse wording and in the context of a better job offer. Items NC1, NC6, and NC7
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46 do not load on any of the five factors and were dropped. These items, “I think that people these
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48 days move from company to company too often”, “I was taught to believe in the value of
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50 remaining loyal to one organization”, and “Things were better in the days when people stayed
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ROLE AMBIGUITY AND ROLE CONFLICT AMONG FACULTY

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3 with one organization for most of their careers”, focus on a sense of the past or past normative
4 values that might not be consistent within a diverse population including respondents working
5 in a cross-cultural setting or as the first in their families to work as faculty at a university.
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10 AC4-“I think I could easily become as attached to another organization as I am to this
11 one.” did not load with any particular factor as such it was dropped. In contrast, CC1 and CC4
12 load into their own factors. The isolation of these items is likely due to the way they relate to
13 personal economics or the cost of leaving work rather than the other continuance commitment
14 items that focus on the concept of an alternative organization. The continuance scale is thus
15 reconfigured into *continuance commitment - alternatives* which includes all items except CC1 and
16 CC4; *continuance commitment - fear* which contains CC1 and *continuance commitment - cost*
17 which is CC4. This result appears appropriate to this study as the university selected as the study
18 population is a single organization in Lebanon, with limited alternatives to which the respondents
19 could switch.
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34 *Reliability and Validity of Scales*

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36 In the role ambiguity scale, reliability as measured by the Cronbach’s Alpha improves when
37 dropping: RA4-“I know that I have divided my time properly”. Within the role conflict scale
38 dropping RC1-“I have to do things that should be done differently.” improves the reliability.
39
40 Similarly, the reliability of the job satisfaction scale improves with the dropping of JS1-“I
41 sometimes feel my job is meaningless.” It is likely that these items do not align with the general
42 scale within an academic environment as success in apportioning time across teaching, research,
43 and service can be difficult to judge in the short-term but may be more apparent after tenure.
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3 The normative commitment scale showed better reliability when including items NC3 and NC4;
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5 the affective commitment scaled showed better reliability without NC3 and NC4.
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8 **Error! Reference source not found.** summarizes the items included in each scale and the
9
10 Cronbach Alpha associated with all scales for this study. To check the validity of the scales after
11
12 modification, we performed confirmatory factor analysis on all latent variables. The CFA, over
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14 133 observations, revealed an acceptable model fit with a RMSEA of 0.08 and a CFI and TLI both
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16 with a value of 0.97.
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20 ---Insert Table II Here---
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23 Hypothesis Testing – Direct Relationships

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25 The results in **Error! Reference source not found.** indicate confirmation of H1 with a
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27 decrease in role ambiguity having a positive impact on all forms of commitment except
28
29 continuance commitment. This implies that the less ambiguous a job is, then the more committed
30
31 a faculty member is in terms of affective and normative commitment. However, continuance
32
33 commitment decreases as the job role becomes less ambiguous. This may be because the less
34
35 ambiguous a faculty member feels their job is, the more confident they become that they could
36
37 meet success at any institution thus decreasing the barriers to change and their perception of
38
39 alternatives.
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44 The results in Table III also indicate that as role conflict increases, commitment of all types
45
46 decrease with the exception of continuance commitment which remains unchanged; thus
47
48 confirming Hypothesis H2 for all but continuance commitment. This finding may stem from the
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50 fact that very few alternatives exist in the context of the study and those that do exist are known
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3 to have similar levels of organizational complexity which would imply similar levels of role
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6 conflict.

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8 ---Insert Table III Here---

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10 We now turn to examine the mediating effect of job satisfaction on the relationship
11
12 between role ambiguity and commitment as well as role conflict and commitment.

13 14 15 **Hypothesis Testing – Role Ambiguity and Role Conflict Models**

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17 The results in Table IV indicate that job satisfaction partially mediates the relationship
18
19 between role ambiguity and affective commitment, but not so in the relationship between role
20
21 ambiguity and normative and continuance commitments. This result gives insight into the
22
23 pathways of role ambiguity – an improvement in the clarity of a faculty’s role will lead through
24
25 the pathway of job satisfaction to greater affective commitment. Thus, Hypothesis H1a is
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27 confirmed only for the relationship between role ambiguity and affective commitment as
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29 mediated by job satisfaction.
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34 The results in **Error! Reference source not found.** also indicate a partial mediation by job
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36 satisfaction in the relationship between role conflict and affective commitment, but no mediation
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38 in the relationship between role conflict and normative and continuance commitments. Thus,
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40 Hypothesis H2a is confirmed only for mediation by job satisfaction in the relationship between
41
42 role conflict and affective commitment.
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47 ---Insert Table IV Here---

Conclusion

This study examines the relationship between role ambiguity and role conflict relative to faculty commitment. A decrease in role ambiguity has a positive impact on affective commitment and normative commitment. In contrast, a decrease in role ambiguity among faculty yields a decrease in continuance commitment. As role conflict increases, affective commitment decreases as does normative commitment, but there is no effect on continuance commitment. The study further reveals that job satisfaction partially mediates the relationship between role ambiguity and affective commitment but does not mediate the relationship between role ambiguity and normative nor continuance commitments. Similarly, job satisfaction partially mediates the relationship between role conflict and affective commitment, but not with normative and continuance commitment. This study shows that only affective commitment has a dual relationship to role ambiguity and conflict as well as job satisfaction. Normative and continuance commitment are both impervious to job satisfaction but are directly dependent on role ambiguity and conflict. Most startling is the fact that a decrease in role ambiguity decreases continuance commitment relative to searching for alternatives. It is this startling insight that prompts our managerial insights.

Managing role ambiguity requires a nuanced strategy in academia as reducing role ambiguity yields a negative impact on continuance commitment. Some potential strategies to reduce role ambiguity include clear performance evaluation metrics along the three activities of teaching, service, and research relative to promotion. The time allowed for each of the three activities should also be aligned with the weights associated with these metrics. However, given

1
2
3 the mixed impact of role ambiguity on the three types of commitment, institutions may be best
4
5 served by focusing on the levers that increase job satisfaction. The impact of job satisfaction on
6
7 commitment was positive or null across the different types of commitment.
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10 In contrast to role ambiguity, institutions should actively seek to reduce role conflict as it
11
12 can strengthen affective and normative commitments while having no impact on continuance
13
14 commitment. Shared governance among faculty can reduce role conflict leading to a higher level
15
16 of satisfaction and commitment towards the organization (Warshaw and Ciarimboli, 2020). This
17
18 is also in keeping with the concept of the “clan” environment which Schulz (2013) found as
19
20 favorably influencing the role conflict, role ambiguity and satisfaction relationship. Furthermore,
21
22 institutions can appoint mentors to help faculty navigate complex hierarchies or chains of
23
24 command (Goerisch *et al.*, 2019).
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30 In academic sectors, committed faculty members are the universities’ most valuable
31
32 assets. By acknowledging this, management should dedicate time and effort to reduce role
33
34 ambiguity and conflict with the goal of making their faculty members satisfied and committed. A
35
36 sufficient salary scheme and effective promotional opportunities were found to increase
37
38 academicians’ level of satisfaction and commitment (Han *et al.*, 2020). By enhancing the
39
40 academician’s overall job satisfaction, the university will incur a lower turnover rate, and higher
41
42 chances of attracting and retaining talented faculty and staff members to the university.
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47 This study has some limitations: the study was conducted on faculty members of a single
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49 university in Lebanon. An extended version of this research could examine the effect of
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51 demographic variables (gender, age, and tenure) on the mediating effect of job satisfaction on
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2
3 the relationship between role ambiguity and conflict and commitment. Finally, future studies
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5 could apply the study on more than one organization or university to increase the generalizability
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8 of the findings.
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Table I: Summary of demographic variables

Demographic Variable	Number	Percentage
Age		
20-29	8	6%
30-39	38	28.6%
40-49	29	21.8%
50-59	33	24.8%
60+	25	18.8%
Educational level		
Doctorate	100	75.21%
Masters	33	24.8%
Work experience		
1-5 years	12	9%
6-10 years	26	19.5%
Over 10 years	95	71.4%
Gender		
Male	52	39.1%
Female	81	60.9%

Table II: Cronbach Alpha of scales used in this study as applied to a university in Lebanon, n = 133.

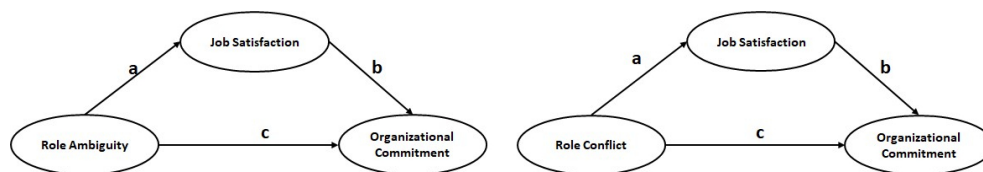
Scale	Items	Cronbach Alpha [95% CI]
Role Ambiguity	RA1: I know exactly what is expected of me.	0.86 [0.82, 0.90]
	RA2: I feel certain about how much authority I have.	
	RA3: Clear, planned goals exist for my job.	
	RA5: I know what my responsibilities are.	
	RA6: Explanation is clear of what has to be done.	
Role Conflict	RC2: I have to work on unnecessary things.	0.86 [0.82, 0.90]
	RC3: I receive an assignment without the proper manpower to complete it.	
	RC4: I receive an assignment without adequate resources and materials to execute it.	
	RC5: I work with two or more groups who operate quite differently.	
	RC6: I have to buck a rule of policy in order to carry out an assignment.	
	RC7: I receive incompatible requests from two or more people.	
	RC8: I do things that are apt to be accepted by one person and not accepted by others.	
Job Satisfaction	JS2: I like doing the things I do at work	0.92 [0.90, 0.94]
	JS3: I feel a sense of pride in doing my job	
	JS4: My job is enjoyable	
Affective Commitment	AC1: I would be very happy to spend the rest of my career with this organization.	0.87 [0.83, 0.90]
	AC2: I enjoy discussing my organization with people outside it.	
	AC3: I really feel as if this organization's problems are my own.	
	AC5: I do not feel like 'part of the family' at my organization.	
	AC6: I do not feel 'emotionally attached' to this organization.	
	AC7: This organization has a great deal of personal meaning for me.	
	AC8: I do not feel a strong sense of belonging to my organization.	
Continuance Commitment – Alternatives	CC2: It would be very hard for me to leave my organization right now, even if I wanted to	0.83 [0.78, 0.87]
	CC3: Too much in my life would be disrupted if I decided I wanted to leave my organization now	
	CC5: Right now, staying with my organization is a matter of necessity as much as desire	
	CC6: I feel that I have too few options to consider leaving this organization	
	CC7: One of the few serious consequences of leaving this organization would be the scarcity of available alternatives	
	CC8: One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice- another organization may not match the overall benefits I have here	
Continuance Commitment – Fear	CC1: I am not afraid of what might happen if I quit my job without having another one lined up	NA
Continuance Commitment – Cost	CC4: It wouldn't be too costly for me to leave my organization now.	NA
Normative Commitment	NC2: I do not believe that a person must always be loyal to his or her organization	0.72 [0.64, 0.80]
	NC3: Jumping from organization to organization does not seem at all unethical to me.	
	NC4: One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.	
	NC5: If I got another offer for a better job elsewhere, I would not feel it was right to leave my organization.	

Table III: Summary of regression models.

Dependent Variable: Role Ambiguity							
Independent Variable	Estimate	Std.Err	P(> z)	Std.lv	RMSEA	CFI	TLI
Affective Commitment	0.541	0.132	0.000	0.449	0.112	0.888	0.860
Normative Commitment	0.275	0.115	0.017	0.275	0.084	0.943	0.921
Continuance Commitment Alternatives	-0.365	0.121	0.003	-0.344	0.113	0.886	0.854
Commitment, Full Scale	0.569	0.134	0.000	0.470	0.142	0.581	0.535
Dependent Variable: Role Conflict							
Independent Variable	Estimate	Std.Err	P(> z)	Std.lv	RMSEA	CFI	TLI
Affective Commitment	-0.311	0.080	0.000	-0.420	0.121	0.838	0.806
Normative Commitment	-0.145	0.071	0.041	-0.227	0.122	0.847	0.805
Continuance Commitment Alternatives	0.092	0.069	0.181	0.134	0.115	0.850	0.818
Commitment, Full Scale	-0.317	0.080	0.000	-0.427	0.133	0.588	0.547

Table IV: Summary of mediation models for role ambiguity and role conflict in the relationship between job satisfaction and commitment; n = 133, estimate (std. error)

Role Ambiguity Model				
	Affective Commitment	Normative Commitment	Continuance Commitment	Commitment
Job Satisfaction ~				
Role Ambiguity (<i>path a</i>)	0.53 (0.14)***	0.53 (0.14)***	0.53 (0.14)***	0.53 (0.14)***
Commitment Variable ~				
Job Satisfaction (<i>path b</i>)	0.33 (0.08)***	-0.01 (0.08)	0.00 (0.07)	0.30 (0.08)***
Role Ambiguity (<i>path c</i>)	0.37 (0.12)***	0.28 (0.12)**	-0.36 (0.13)***	0.41 (0.12)***
Indirect effect ($a \times b$)	0.17 (0.06)***	-0.01(0.04)	0.00 (0.04)	0.16 (0.06)***
Total effect of role ambiguity on commitment ($c + a \times b$)	0.54 (0.13)***	0.27 (0.12)**	-0.36 (0.12)***	0.57 (0.13)***
RMSEA	0.1	0.1	0.1	0.13
CFI	0.89	0.92	0.89	0.65
TLI	0.87	0.89	0.87	0.61
Role Conflict Model				
Job Satisfaction ~				
Role Conflict (<i>path a</i>)	-0.27 (0.09)***	-0.27 (0.09)***	-0.27 (0.09)***	-0.27 (0.09)***
Commitment Variable ~				
Job Satisfaction (<i>path b</i>)	0.34 (0.08)***	0.02 (0.08)	-0.07 (0.08)	0.32 (0.08)***
Role Conflict (<i>path c</i>)	-0.23 (0.07)***	-0.14 (0.07)**	0.07 (0.07)	-0.24 (0.07)***
Indirect effect ($a \times b$)	-0.09 (0.04)***	0.00 (0.02)	0.02 (0.02)	-0.08 (0.03)***
Total effect of role conflict on commitment ($c + a \times b$)	-0.32 (0.08)***	-0.15 (0.07)**	0.09 (0.07)	-0.32 (0.08)***
RMSEA	0.11	0.11	0.1	0.12
CFI	0.85	0.87	0.87	0.64
TLI	0.83	0.84	0.85	0.61
***Significant at the 1% alpha level; **Significant at the 5% alpha level; *Significant at the 10% alpha level				



Theoretical model of job satisfaction mediating the relationship between role ambiguity and organizational commitment (left) and job satisfaction mediating the relationship between role conflict and organizational commitment (right).

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