

Job Characteristics, Workload, and Their Impacts on the Job Satisfaction of Expatriate Academics

Dawoud Almohammad¹, Cumali Kilic², Danya Raouf Bek³, Mohammad Tarek Ammari⁴, Huda Hasan⁵, Mustafa Sandeh⁶

Abstract

This research investigates how workload and job characteristics impact job satisfaction among expatriate academics at Turkish universities. Using a quantitative approach, a questionnaire in Turkish, English, and Arabic was distributed by expatriate academics across various Turkish universities. A total of 132 responses were analyzed. Results indicate that attitudes toward workload are generally neutral, likely due to varying workloads by position and location, which affects job satisfaction. Job autonomy and job clarity significantly improve job satisfaction by offering flexibility and clear expectations, respectively. In contrast, a higher workload correlates with reduced satisfaction, as it increases stress and diminishes recognition, ultimately impacting performance. The study may lack generalizability due to the limited range of nationalities and majors among participants and its focus on expatriate academics. Future research could explore other expatriate types in diverse cultural settings. To enhance job satisfaction, institutions should balance workloads, boost job autonomy, and provide clear roles while fostering a supportive environment. These measures may mitigate overload and support expatriates' job satisfaction and productivity. This study uniquely addresses expatriate academics' challenges, offering valuable insights into supporting their well-being and performance.

Keywords: *Workload, Job Satisfaction, Job Autonomy, Role Clarity, Expatriate Academics.*

Introduction

The globalization of higher education has resulted in a notable rise in the amount of academics working abroad. While this development has brought benefits to universities, it has also created unique obstacles for foreign faculty members, challenges that can affect their job satisfaction, a key factor in employee performance and the overall success of an institution. In contrast, in an era where universities across the globe are making significant investments in international human resources, the significance of comprehending the impact of workload and job characteristics on job satisfaction among academic staff is growing exponentially (Munene, 2014; Selmer, et al., 2017). Reports indicate that approximately a quarter of faculty members in universities across the globe consist of expatriate academics (Top-Universities, 2014). Therefore, understanding how workload and job characteristics affect the job satisfaction of these academics is critical to the success of educational institutions. Job satisfaction is a key factor that affects not only individual well-being but also organizational performance and employee retention.

Each person possesses a desire, whether known or unknown, to achieve their goals and maximize his full potential in every aspect of life, including self-development and career fulfillment. Based on the theory of self-concept (Onuoha et al., 2016), individuals' ability to fulfill their potential is primarily influenced by their own behaviors and how they perceive themselves. Within the academic realm, employees at universities have a crucial responsibility of effectively managing their self-image and comprehending their roles, as this can greatly influence their academic endeavors and overall job contentment.

¹ Department of Management, Mardin Artuklu University, Turkey; E-mail: dawoud79@artuklu.edu.tr (Corresponding Author).

² Department of Management, Mardin Artuklu University, Turkey; E-mail: cumalikilic@artuklu.edu.tr.

³ Department of Management, Mardin Artuklu University, Turkey; E-mail: dawoudm22@gmail.com.

⁴ Department of Management, Mardin Artuklu University, Turkey; E-mail: tarekammari7@gmail.com.

⁵ Department of Management, Mardin Artuklu University, Turkey; E-mail: huda.hasan.960@gmail.com

⁶ Department of Management, Mardin Artuklu University, Turkey; E-mail: Mostafa.sandeh@gmail.com

As described by Sawyer (1992), role clarity refers to the extent to which employees fully understand their job goals and responsibilities, communicate effectively, and understand the steps required to achieve set goals. In a demanding academic environment, university lecturers handle many tasks, including

conducting research, publishing scholarly papers, teaching, mentoring students, managing research grants, and completing administrative tasks. The increasing demands and pressures have led faculty members to express concerns about the decline in professional engagement in university leadership structures (Dorenkamp & Ruhle, 2019).

The ambiguity of administrative and service tasks hinders efficiency and makes it difficult to plan improvements. The management of academic workload follows the principle of accountability, which is a cornerstone of the “new public work management” (Bryson et al., 2014). As institutional responsibility for performance increasingly falls on individual academics, effective processes for managing workload and performance are essential (Franco-Santos et al., 2014; Kenny, 2017).

The significance of managing workload and having clear roles for faculty members in promoting positive experiences has been emphasized in previous studies conducted by Dorenkamp and Ruhle (2019) and Sawyer (1992). However, the specific needs and challenges of academics working in a foreign context haven't been extensively explored. To guarantee the contentment of academics who are employed in foreign countries and maximize their positive impact, it is crucial to engage them in the formulation of the university's objectives and purpose. As Giroux (2002) asserts, the decrease in government funding has prompted initiatives that cater to the interests of corporations, leading to financial hardship and excessive workloads for scholars. This situation emphasizes the significance of giving utmost priority to the job satisfaction of expatriate academics in order to uphold a thriving educational system (Escardibul & Afcha, 2017).

The faculty's responsibilities in higher education have been significantly affected by the globalization of higher education, presenting a range of obstacles (Basarudin et al., 2016). In the post-industrial age, Lyotard (1979) contended that the incorporation of new technologies has elevated knowledge to the forefront of production. Therefore, the financing and functioning of universities, as crucial generators of knowledge. This shift will give power to those who control the means rather than those who possess expertise. Therefore, the satisfaction of international academics is affected by personal characteristics, job requirements, income, responsibilities, workload, prospects, and interpersonal relationships with colleagues (Habtí & Elo, 2019).

Loyalty and organizational commitment are closely tied to job satisfaction, which is the extent to which an employee's expectations and desires are met (Idiegbeyanose et al., 2019). The job characteristics model proposes that positive emotions and intrinsic motivation arise from skill diversity, mission significance, mission identity, autonomy, and feedback (Hackman & Oldham, 1980). Conversely, the lack of these characteristics can lead to negative consequences such as higher burnout, decreased performance, and increased absenteeism (Kim & Stoner, 2008; Lee & Klein, 1982).

This study seeks to address gap in existing research by exploring the relationship between workload, job characteristics (e.g., autonomy and role clarity), and job satisfaction of Expatriates academics. By examining how these factors affect job satisfaction, this study striving to present valuable insights valuable insights for improving higher education management practices. This analysis will offer a thorough understanding of how universities can effectively support their international faculty and promote a positive and productive work environment.

Literature Review

In latest years, the nature of work has experienced significant changes, with a rapid pace of transformation (Qureshi, et al., 2012). These changes have presented challenges in terms of workload in various professions, including academia (Janib et al., 2021). Studies conducted by Janib et al. (2021) and Akca & Küçükoğlu (2020) have shown a clear negative relationship between workload and academic performance,

job satisfaction, and the risk of burnout. Furthermore, Yaacob et al. (2018) have observed variations in workload among different universities and academic positions, while Cabero & Epifanio (2021) have highlighted gender disparities in the distribution of workload.

To alleviate the negative impacts of workload, job characteristics such as job autonomy have been extensively studied. One crucial factor that has been extensively studied is job autonomy (Zhou, 2020). Multiple studies carried out by Clausen et al. (2022), Jamaludin (2023), Cho et al. (2021), and Diao et al. (2024) all support the positive impact of job autonomy on well-being, job satisfaction, career success, and even performance (by fostering trust and adaptive capacity). However, Lauring & Kubovcikova (2022) stress the significance of a positive social environment in order to fully maximize the benefits of autonomy. Interestingly, Anual et al. (2023) did not discover any effect of job autonomy on job satisfaction, highlighting the complex nature of these dynamics.

Role clarity is another crucial factor influencing job satisfaction and performance. Numerous studies have demonstrated its crucial role in various aspects of work. It not only promotes engagement and provides behavioral support (Majid et al., 2023), but also has a positive impact on creativity (Frare & Beuren, 2021). Role clarity is also instrumental in comprehensive performance measurement systems and administrative performance (Fuadah, 2020), and group training has been found to enhance self-efficacy and improve role understanding (Brandmo et al., 2021). Additionally, it has been shown to significantly influence job satisfaction among university staff (Unegbu et al., 2023).

Beyond workload, job characteristics, and work environment, other factors play a role in determining job satisfaction. The importance of establishing an independent work environment for academics remains crucial, especially for achieving work-life balance (Badri & Panatik, 2020). While Stoermer et al. (2022) suggest that job clarity may hold greater significance in terms of job satisfaction compared to job independence, both aspects are crucial factors. Rai and Maheshwari (2020) highlight the favorable impact of job characteristics on work engagement and job satisfaction. In contrast, the impact of job independence on turnover intention was investigated by Wang et al. (2020), who discovered that job satisfaction is influenced indirectly by job independence, ultimately leading to turnover intention.

In addition to workload, job characteristics, and work environment, other factors contribute to determining job satisfaction. According to Susanto et al. (2022), maintaining a healthy work-life balance is closely linked to job satisfaction. Permana et al. (2021) shed light on the importance of financial compensation and career management for lecturers employed in private universities. Furthermore, Badrianto and Ekhsan (2020) stress the positive influence of job satisfaction on employee performance.

The correlation between motivation and job satisfaction among faculty members is explored in a study conducted by Thabetha & Munyeka (2023). Researchers Szromek & Wolniak (2020) emphasize the impact of working conditions, research significance, and administrative burden on job satisfaction in their work. Similarly, Bakar et al. (2022) identify different factors that affect academics' job satisfaction, with the work environment being the most crucial aspect. These findings align with the research conducted by Rana and Agrawal (2016), which establishes a positive relationship between job aspects (such as wages, conditions of work, supervision, and job content) and job satisfaction, with rewards being the most significant factor. According to Susanto et al. (2022), job satisfaction acts as a mediator between work-life balance and job performance. Trust can be fostered through a combination of humble leadership and employee job autonomy, as indicated by Cho et al. (2021). Tabiu et al. (2020) found that organizations that give priority to employee training, planning, and job independence tend to have employees who exhibit higher levels of adaptive performance.

The relationship between workload, job characteristics, and job satisfaction in academia is complex. Increased workload often leads to decreased academic performance, job satisfaction, and increased burnout. However, job autonomy can mitigate these negative effects and improve well-being and career success, especially when supported by a positive social environment.

Role clarity is also critical to improving job performance, creativity, and satisfaction because it facilitates performance measurement and management efficiency. Other important factors that influence job satisfaction include work-life balance, financial compensation, and career management.

Expatriate academics face unique challenges that require tailored strategies to support their job satisfaction and performance. Future research should focus on understanding how workload, job autonomy, and role clarity specifically affect foreign scholars. This will help develop comprehensive strategies to improve their well-being and success in various academic settings.

Theoretical Background and Hypothesis Development

Job Characteristics and Job Satisfaction

When discussing the factors that donate to job satisfaction, it is essential to consider the elements of job characteristics. These include engaging tasks, autonomy in work, job stability, competitive salary, opportunities for career growth, positive rapport with supervisors, and harmonious relationships with co-workers. These seven aspects encompass both internal and external factors that influence job satisfaction and are universally recognized as key determinants across different nations (Sousa-Poza & Sousa-Poza, 2000; Hauff et al., 2015).

According to Hackman & Oldham (1976), motivation is affected by various job characteristics such as task variety, task importance, task identity, autonomy, and job clarity. These job characteristics impact the psychological states of employees, which in turn predict their attitudes towards work. Autonomy, in particular, refers to the extent to which employees have the freedom and flexibility to carry out their work. Independent employees, who rely on their own efforts, initiatives, and decisions, tend to more elevated ranks of job satisfaction and recognition, especially if they have a strong emotional connection and sense of responsibility towards their work.

Furthermore, the Job Demands-Resources (JDR) model, as examined by Van den Broeck et al. (2008), underscores the role of job characteristics in influencing job satisfaction. Job requirements necessitate sizable physiological and psychological energy, thus distracting employees from the satisfaction of their needs. In contrast, job materials set up circumstances of growth and goal attainment, thereby ease need satisfaction (Bakker & Demerouti, 2007). Empirical evidence by Van den Broeck and colleagues (2008) affirmed that job requirements are generally negatively linked to need satisfaction, whereas job resources are positively linked.

Job clarity is another crucial aspect, associated with job knowledge, task-oriented goals, and the efficacy of previous actions in achieving predicted performance levels. Stoermer et al., (2022) noted that expatriate academics are more probably to have job satisfaction when they have high levels of job characteristics. This is particularly relevant for expatriates working in culturally diverse environments, where job clarity is valued more than job independence. To achieve exceptional work performance, it is crucial for HR managers and department heads to establish a tailored equilibrium between these attributes. Actively collaborating with expat academics to evaluate their specific requirements for autonomy and clarity is essential. Based on this, the following hypothesis can be formulated:

H1: There is a significant effect of job characteristics on the job satisfaction of expatriate academics.

From this primary hypothesis, two additional hypotheses emerge:

H1a: There is a significant effect of job independence on academics' job satisfaction.

H1b: There is a significant effect of job clarity on academics' job satisfaction

Workload and Job Satisfaction

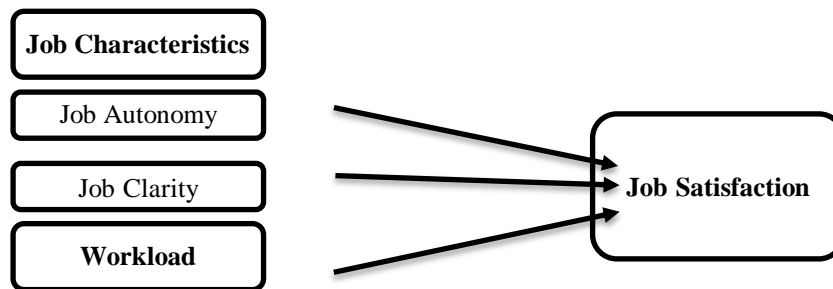
Increased loads and pressure have led to a notable decline in academics' satisfaction with their work. Workload has been communicated to be a prime factor in stress, worsen by poor acknowledgement of the effort put in. This lack of acknowledgment has been found to be demotivating and to negatively impact work performance (Winter & Sarros, 2002). Although academics are motivated by the core activities of teaching and research, obstacles to pursuing these interests significantly affect overall job satisfaction. These obstacles include factors such as having too many students to teach, excessive teaching responsibilities, and teaching outside one's field of expertise (McInnis, 1999; Vardi, 2009).

The position profile of academic staff traditionally includes duties across teaching, research, and service (administration or outreach). However, the quest of a knowledge society has driven to increment pressures and performance expectations, directly affecting the workloads of academic staff. Coaldrake and Stedman (1999) observed that as academic work enlarges to fulfil expand expectations, universities and individual academics responded through "accumulation and accretion" instead adaptation. McInnis (1999) shadowed the need to address workload issues, such as increased stress on staff, and to develop inventive solutions to sustain work satisfaction and promote quality.

Job satisfaction enables employees to have a positive view of their job tasks. Academics, with their unique work environment, have personal and professional concerns about their universities. These include the pressure to strive for excellence, make the right decisions about research projects and workload, and ensure work-life balance (Boerebach et al., 2014). When academics experience job dissatisfaction, their performance declines, hindering their contribution to the education sector (Klassen et al., 2010). Based on this, the following hypothesis can be proposed:

H2: Workload has a significant impact on the job satisfaction of expatriate's academics.

The relationships within the research model can be effectively represented as follows:



Research Methodology

The research instrument (questionnaire) was divided into two parts. The first part collected descriptive information on demographic variables, including gender, age, marital status, years of professional experience, and job title. The second part focused on research variables determined using current references and standards, measured in the research literature (Kılıç, 2023; Qureshi et al., 2012), and proven reliable and valid. This section included three groups of statements.

The first group measured job characteristics, an independent variable, and was divided into career independence and job clarity. Career independence included seven statements such as: "I can change my career goals," "My job allows me to change the way we are evaluated," "I have control over my work schedule," "I often work alone on my own," "The job gives me freedom in the way I work," "The job allows me to show my own initiative at work," and "I have enough freedom to do what I want to do at

work.” Job clarity also consisted of seven statements, including: “I have enough information to do this job well,” “I am aware of the impact of my role on organizational effectiveness,” “My job has clear planned goals,” “I know exactly what is expected of me in my job,” “I believe in the level of authority I have,” “I know my responsibilities,” and “I know how to evaluate my performance.”

The second group focused on measuring workload, another independent variable, with six statements: “I am overstressed at work,” “I work overtime, even on holidays,” “I cannot cope with the demands of the job and cannot complete my work tasks,” “I spend a lot of time at work, which has a negative impact on my external relationships,” “I find it difficult to focus on the work at hand because I am too busy,” and “I feel restless (tired) during the day due to the heavy workload.”

The third group included nine statements measuring the dependent variable, job satisfaction: “I am satisfied with the salary of my job,” “I am satisfied with the activities related to my job,” “I am satisfied with the freedom to do what I want at work,” “I am satisfied with the security that my job provides,” “I am satisfied with the information my boss provides about my work performance,” “I am satisfied with the opportunities for interaction that my job provides,” “I am satisfied with the opportunities that my job provides me to complete my tasks,” and “Overall, I am satisfied with my job.”

After collecting the survey-based data from university employees, the data was sorted and analyzed. Percentages and frequency tables were generated, and the Statistical Package for Social Sciences (SPSS) was used for interpreting the collected responses.

Data Collection

The expatriate academics in certain Turkish universities constituted the study population, and the researchers opted for a convenient sampling method to gather a substantial amount of data. A total of 132 Questionnaire files were distributed and collected manually in English, Turkish, and Arabic, all of which were transcribed and deemed suitable for statistical analysis. The questionnaire employed a closed form, specifying predetermined answer options for each question, and the responses were categorized into five levels of agreement using a five-point Likert scale.

Data Analysis

To achieve the research objectives and analyze the collected data, the data were coded and entered into the computer using the Statistical Package for Social Sciences (SPSS). Various appropriate statistical methods available in the program were used. First, the stability of the research instrument was assessed using Cronbach’s alpha coefficient, ensuring that its value was above 70%, thereby confirming the validity of the research instrument. Frequencies and percentages were calculated to determine the primary data of the research project, thereby providing a basic understanding of the distribution of the data. In addition, arithmetic means were calculated to determine the overall trend of the sample’s opinions on the statements of the main themes included in the research instrument.

In order to better understand the data, standard deviation was used to determine the extent to which the opinions of the members of the research sample differed from the arithmetic mean of each statement and each major axis of the research variables. This measure highlights the dispersion of opinions among the members of the research. Finally, simple and multiple regression analysis and correlation coefficients were applied to examine the relationship between the independent and dependent variables. This analysis provided insights into the strength and direction of these relationships, which contributed in gaining a through comprehension of the research findings.

Validity and Reliability of the Instrument

The validity of the research instrument (questionnaire) was tested by presenting it to many administrative and statistical experts and is one of the foundations of each measure. The internal consistency validity of the research instrument was confirmed as follows:

The stability of the research instrument was checked by calculating the Cronbach's alpha coefficient (which stands for validity coefficient). The following table shows the Cronbach's alpha coefficients for the independent and dependent variables, to which the reliability and validity coefficients of the entire questionnaire are added:

Table 1. Reliability statistics.

Variables	Cronbach's Alpha	Items
Workload	.804	6
Job Autonomy	.759	7
Job Clarity	.796	7
Job Satisfaction	.865	9
All Phrases	.797	29

The above table shows the internal consistency coefficient of each variable (independent variable, dependent variable and the entire questionnaire), where:

- The reliability coefficient values of the independent and dependent variables are greater than (0.70), indicating that the questions of these variables and their representativeness to society are stable and valid.
- In addition, the reliability coefficient value of the entire questionnaire is (0.797), which is greater than (0.70), that is, H. It can be said that the questionnaire has a high degree of stability and is honest and representative of the community where the sample is located.

Description of Study Sample

Table 2. Demographic characteristics.

Demographic factors			
		Frequency	Percent
Gender	Male	95	72%
	Female	37	28%
Age	Less than 30	12	9.1%
	31 – 40	53	40.2%
	41 – 50	46	34.8%
	51 – 60	19	14.4%
	More than 60	2	1.5%
Marital Status	Married	109	82.6%
	Single	23	17.4%
Experience	Less than 5	30	22.7%
	5 – 10	52	39.4%
	11 – 15	30	22.7%
	16 – 20	13	9.8%
	More than 20	7	5.3%
Job Title	Lecturer	45	34.1%
	Assistant Professor	40	30.3%
	Associate Professor	41	31.1%

	Professor	6	4.5%
Nature of Work	Permanent contract	38	28.8%
	Annual contract	94	71.2%

The research sample comprises 132 expatriate academics. From the data presented, in terms of gender, males constitute the majority at 72% (95 individuals), while females make up 28% (37 individuals). Regarding age, 75% of the sample falls between 31 to 50 years old, with 40.2% aged 31-40 years and 34.8% aged 41-50 years. Young adults (ages below 30) account for 9.1%, those aged 51-60 years make up 14.4%, and only 1.5% are over 60 years old. Marital status shows that 82.6% of participants are married, with the remaining 17.4% single. In terms of experience, the majority (39.4%) have between 5 to 10 years of experience. About 22.7% have less than 5 years and another 22.7% have between 11 to 15 years of experience. Those with 16 to 20 years of experience constitute 9.8%, and those with over 20 years make up 5.3%. Regarding job titles, 34.1% are Lecturers, 30.3% are Assistant Professors, 31.1% are Associate Professors, and 4.5% hold the title of Professor. In terms of employment nature, 71.2% of the sample is on annual contracts, while 28.8% have permanent contracts.

Descriptive Statistics of Study Variables

It includes the mean and standard deviation for each variable

Table 3. Descriptive statistics.

	N	Mean	Std. Deviation
Workload	132	3.0114	.83071
Job autonomy	132	3.5498	.57618
Job clarity	132	3.9188	.54239
Job Satisfaction	132	3.3586	.70106
Valid N (listwise)	132		

We note from the table the following:

The average value of the Workload variable, 3.01, indicates neutrality. We note that the standard deviation is somewhat high, and this indicates the dispersion of the opinions of the sample members. We believe that the reason for this is that the sample members work in different positions and different locations, and there are large differences in the workload of each of them.

The average value of the Job autonomy variable is 3.54, indicating that the research sample feels job autonomy. We note that the standard deviation is low, and this indicates the consensus of the sample members' opinions on this topic.

The average value of the Job clarity variable is 3.91, which indicates that the research sample feels job clarity. We note that the standard deviation is low, and this indicates the consensus of the sample members' opinions on this topic.

The average value of the Job Satisfaction variable, 3.358, indicates neutrality, but with a degree close to satisfaction. We note that the standard deviation is fairly high, and this indicates the dispersion of the opinions of the sample members. We believe that the reason for this is that the sample members work in different positions and different locations, and there are large differences in the workload of each of them, and this was reflected in their opinions about Job Satisfaction.

Testing Research Hypotheses

H1: There is a significant effect of job characteristics on the job satisfaction of expatriate academics.

From this primary hypothesis, two additional hypotheses emerge:

H1a: There is a significant effect of job independence on expatriate academics' job satisfaction.

H1b: There is a significant effect of job clarity on expatriate academics' job satisfaction.

Therefore, simple regression analysis will be used for each sub-hypothesis separately, and then multiple regression analysis will be used to test the main hypothesis

H1a: There is a significant effect of job independence on expatriate academics' job satisfaction

Table 4. Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.570a	.325	.312	.42110

a. Predictors: (Constant), Job autonomy

Table 5. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.236	1	14.236	36.903	.000b
	Residual	50.149	130	.386		
	Total	64.385	131			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Job autonomy

Table 6. Coefficients^a.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.328	.339		3.920	.000
	Job autonomy	.572	.094	.470	6.075	.000

a. Dependent Variable: Job Satisfaction

From the previous tables we note the following:

- The Sig value of the correlation coefficient is smaller than the approved significance level of 5%, which leads to the rejection of the null hypothesis that there is no statistically significant correlation, that is, with confidence higher than 95% there is a statistically significant correlation between job independence and job satisfaction.
- The value of the correlation coefficient of 0.57 indicates that there is a statistically significant correlation between the two variables, and the value of the coefficient of determination of 0.325 indicates that changes in the independent variable job autonomy - knowledge of job objectives, the ability to control work scheduling, and freedom in how to do and carry out the work - explained 32.5% of the changes in the

dependent variable: job satisfaction.

- The regression coefficients are positive and significant, which indicates that the relationship is positive. Based on the above, the hypothesis can be accepted:

H1a: There is a significant effect of job independence on expatriate academics' job satisfaction.

H1b: There is a significant effect of job clarity on expatriate academics' job satisfaction:

Table 7. Model summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.739 ^a	.547	.526	.39255

- a. Predictors: (Constant), Job clarity

Table 8. ANOVA^a.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.740	1	18.740	53.371	.000 ^b
	Residual	45.645	130	.351		
	Total	64.385	131			

- a. Dependent Variable: Job Satisfaction

- b. Predictors: (Constant), Job clarity

Table 9. Coefficients^a.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.626	.378		1.658	.100
	Job autonomy	.697	.095	.539	7.306	.000

- a. Dependent Variable: Job Satisfaction

From the previous tables we note the following:

- The Sig value of the correlation coefficient is smaller than the approved significance level of 5%, which leads to the rejection of the null hypothesis that there is no statistically significant correlation, that is, with confidence higher than 95% there is a statistically significant correlation between satisfaction and job clarity.
- The value of the correlation coefficient of 0.739 indicates that there is a statistically significant relationship between the two variables, and the value of the coefficient of determination of 0.547 indicates that changes in the independent variable job clarity - the adequacy of information to carry out the work, the presence of clear goals, knowledge of responsibilities and duties, and what is expected explain 54.7% of the changes in Dependent variable job satisfaction.
- The regression coefficients are positive and significant, which indicates that the relationship is positive. Based on the above, the hypothesis can be accepted:

H1b: There is a significant effect of job clarity on expatriate academics' job satisfaction

H1: There is a significant effect of job characteristics on the job satisfaction of expatriate academics.

Table 10. Model summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.783 ^a	.614	.601	.37381

Table 11. ANOVA^a.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.911	2	10.956	33.274	.000 ^b
	Residual	42.474	129	.329		
	Total	64.385	131			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Job clarity, Job autonomy

Table 12. Coefficients^a.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.188	.392		.480	.063
	Job autonomy	.316	.102	.260	3.104	.002
	Job clarity	.523	.108	.404	4.828	.000

a. Dependent Variable: Job Satisfaction

From the previous tables we note the following:

The Sig value of the correlation coefficient is smaller than the approved significance level of 5%, which leads to the rejection of the null hypothesis that there is no statistically significant correlation, that is, with confidence higher than 95% there is a statistically significant correlation between the combined job characteristics and job satisfaction.

The value of the correlation coefficient of 0.783 indicates that there is a statistically significant correlation between the two variables of job characteristics combined and job satisfaction, and the value of the coefficient of determination of 0.614 indicates that there have been changes in the independent variable of job characteristics combined. It explains 61.4% of the changes in the dependent variable job satisfaction, meaning that the presence of job autonomy and job clarity together increases the degree of influence on job satisfaction.

The regression coefficients are positive and significant, which indicates that the relationship is positive. Based on the above, the hypothesis can be accepted:

There is a significant effect of job characteristics on the job satisfaction of expatriate academics.

The second hypothesis: *H2: Workload has a significant impact on the job satisfaction of expatriate's academics.*

Table 13. Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.635 ^a	.404	.400	.46630

a. Predictors: (Constant), Workload

Table 14. ANOVA^a.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.246	1	7.246	16.485	.000 ^b
	Residual	57.139	130	.440		
	Total	64.385	131			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Workload

Table 15. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.211	.218		19.33	.000
	Workload	-.283-	.070	-.335-	-4.060	.000

a. Dependent Variable: Job Satisfaction

From the previous tables we note the following:

The Sig value of the correlation coefficient is smaller than the approved significance level of 5%, which leads to the rejection of the null hypothesis that there is no statistically significant correlation, that is, with confidence higher than 95% there is a statistically significant correlation between workload and job satisfaction.

The value of the correlation coefficient of 0.635 indicates that there is a statistically significant relationship between the two variables, and the value of the coefficient of determination of 0.404 indicates that changes in the independent variable workload - excessive pressure at work, overtime hours, fatigue, and difficulty concentrating at work explain 40.4% of the changes in The dependent variable is job satisfaction.

The regression coefficients are negative and significant, which indicates that the relationship is inverse. Based on the above, the hypothesis can be accepted:

H2: Workload has a significant impact on the job satisfaction of expatriate's academics.

Conclusion

The main aim of this study was to fill the existing knowledge gap by examining the relationship between workload, job characteristics (e.g., autonomy and role clarity), and job satisfaction among Expatriates academics. By examining the impact of these factors on job satisfaction, our study aims to provide valuable insights that can help improve management practices in higher education. Our results indicate that

participants' perceptions of workload were neutral. We attribute this neutrality to the fact that participants held different positions and worked in different locations, which resulted in significant differences in their workload. This diversity was also reflected in their attitudes toward job satisfaction, although similar neutrality was observed in this regard.

In relation to the initial hypothesis (H1), we discovered a noteworthy and affirmative correlation between job independence and the job satisfaction of expatriate academics. Notably, Selmer and Fenner (2009) identified a robust and positive link between job autonomy and job satisfaction within a group of expatriates employed in the public sector. Drawing from these findings, we anticipate that job autonomy will have a positive impact on the job satisfaction experienced by expatriate academics.

The significance of job clarity, which pertains to comprehending the requirements of a job, as highlighted by Gonzalez-Mule et al. (2016), cannot be overstated. Stoermer et al. (2022) assert that expatriate academics are more likely to experience job satisfaction when their roles exhibit a high degree of job clarity. This is particularly relevant in culturally diverse work environments, where the value placed on job clarity surpasses that of job independence. Our findings affirm a positive correlation and substantial impact of job clarity on the job satisfaction of expatriate academics, thereby providing support for hypotheses H1a and H1b.

Our findings for the second hypothesis (H2) demonstrate a significant and inverse relationship between workload and job satisfaction among expatriate academics. This result is consistent with previous research conducted by McInnis (1999), Vardi (2009), and Winter & Sarros (2002), which also highlighted the negative impact of increased workload and pressure on academic job satisfaction. The detrimental effects of excessive workload include stress, lack of recognition, and decreased job performance. When academics are dissatisfied with their work, their ability to make valuable contributions to education is compromised (Classen et al., 2010).

Toropova et al. (2021) further support the idea that workload influences job satisfaction. To promote higher job satisfaction, organizations should reconsider the workload assigned to their employees, as excessive work has consistently been linked to significant dissatisfaction (Liu & Lo, 2018). A descriptive explanation for this finding is that work-related stress, such as pressure and long hours, can lead to various health risks that negatively impact the quality of work performed by staff, ultimately diminishing job satisfaction (Purba, 2017). When employees face high work pressure without effective self-regulation, it can result in interpersonal conflict and subpar performance. To maximize job satisfaction, it is crucial for HRM and occupational health professionals to understand the key factors that contribute to it and identify areas for improvement. Our findings indicate that skill discretion and positive relationships with colleagues are of utmost importance in this regard. These two aspects significantly influenced the level of job satisfaction experienced by academics.

Recommendations

Our results underscore the critical importance of maintaining a balanced workload to avoid academic overload, which is a significant determinant of job satisfaction among expatriate academics. Greater job autonomy and the presence of well-defined tasks emerge as pivotal factors that positively influence job satisfaction in this context. Furthermore, fostering a supportive workplace ecosystem—characterized by management support, a collaborative work environment, and open communication with supervisors—plays a vital role in shielding academics from the adverse effects of excessive workload. These measures not only alleviate stress but also promote a healthier and more satisfying professional experience for academics working abroad. While this study provides valuable insights, certain limitations must be acknowledged. Although expatriates from diverse countries were included in the research, the scope did not encompass all nationalities or academic disciplines. Consequently, the generalizability of the findings to other regions or cultural contexts remains constrained. Additionally, the study's exclusive focus on academics limits the applicability of the results to other expatriate groups, such as professionals in non-academic roles. These factors suggest a need for broader research to capture the experiences of a wider range of expatriates and provide a more holistic understanding of job satisfaction dynamics in varied professions and cultural settings. Withal, future research should aim to expand its scope by examining traditional business expatriates

and other professional groups across different regions. This approach could enhance the generalizability of the findings and offer deeper insights into how workplace characteristics influence job satisfaction in diverse settings. Moreover, further studies might explore the intersection of job characteristics and cultural contexts to identify nuanced factors that shape expatriate satisfaction. Investigating best practices within organizations—such as robust employee communication strategies, comprehensive reward and recognition programs, and tailored professional development opportunities—could also provide actionable recommendations for improving engagement and satisfaction. By addressing these areas, future research has the potential to significantly inform the practical management of expatriates, enabling organizations to create more supportive and fulfilling environments for their international workforce.

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