The Effect of Employing Jordanian Competencies in Saudi Universities on Protecting Them from Job Exploitation, with Work Motivations as a Mediating Variable

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Abstract: - The study aimed at identifying the effect of employing Jordanian competencies in the Saudi universities (as an independent variable) on protecting them from job exploitation by employers in the private sector (as a dependent variable), and with the presence of work motivations also (as a mediating variable). The study targeted all ranks of Jordanian competencies in Saudi universities and used a random sample of (384) respondents. To ensure the largest possible number of responses, the questionnaire was administered to (475) respondents, but (389, i.e., 81.8%) questionnaires were retrieved and analyzed. The results indicated that the employment of Jordanian competencies in Saudi universities protected them from exploitation to a high degree by employers in their home country. There was a statistically significant effect of employing Jordanian competencies in Saudi universities on protecting them from exploitation. The study revealed that there was a statistically significant effect of work motivations for Jordanian competencies in Saudi universities on protecting them from exploitation. The study recommended that the universities should spend more on the preparation and publication of research that enhances their ranking, and stressed the need to protect Jordanian competencies in their home country from exploitation by the private sector by setting salary rates for academic jobs. Moreover, regulations and laws need to be enforced by the Ministry of Higher Education, the Ministry of Labor, and unions.

Key-Words: - Employment, competencies, universities, work motivations, job exploitation, Jordan, Saudi Arabia, Middle East.

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1 Introduction

Employment of human competencies has received great attention through the development of administrative schools. It has also received ongoing interest in research and study due to its importance in achieving institutional excellence. Employment is considered an important and sensitive process of human resources management because it is directly related to the decision of choosing human competencies that are subject to testing, selection, and employment, which must be based on accurate criteria to ensure the effective selection of competencies, especially in educational institutions.

Academic competencies, as indicated by [1], are important intellectual human resources because of their effective contribution to the education and qualification of community members. On their own, these members constitute the elements of the community system and processes. They also represent the output of production and development in various economic, social and political aspects. They contribute to the provision of various services to citizens and all stakeholders. [2] explained that academic competencies increase the level of excellence and creativity and cognitive and behavioral skills of workers because they are directly related to the level of educational outcomes.

It is unfortunate to say that the academic competencies in general and in some Arab countries, in particular, are suffering from problems in finding job opportunities due to large numbers of higher education graduates (master's and Ph.D. degree holders). This situation is attributed to large numbers of universities at the national, regional, and international levels, despite their significant contributions to growth and development. However, large numbers of graduates increased the volume of supply versus limited demand, which exacerbated the economic and social problems and narrowed the

livelihoods for academic competencies. This also raised the level of motivation to search for job opportunities anywhere, regardless of returns. They sought what may only enable them to meet their living needs. This encouraged some private-sector employers to exploit the surplus of supply by employing academic competencies for lower salaries and benefits, especially in light of unemployment and the inability of the public sector to absorb all these competencies.

The transformations witnessed by many countries across economic, political, social, cultural, technological, and legislative domains, in addition to the emergence of humanitarian organizations, the promotion of social responsibility, and the establishment of institutional and international alliances, constitute key factors in achieving development [3]. They promoted values among governments, managers, and human resources departments, in particular, to be aware of the need for diversity in employment and search for efficient sources of attraction that achieve common interests between employees and employers [4].

The Arab Gulf States, in general, and the Kingdom of Saudi Arabia in particular, have been pioneers in attracting and employing foreign human resources. The Kingdom has been one of the countries at the global level that has harnessed the natural resources that God has endowed in the development of their societies in particular and the peoples worldwide in general. This has been realized through investment projects and various development initiatives that created a plethora of job opportunities and opened labor markets to millions of workforceworkers from all over the world. This has had a great positive role reflected economically on the human competencies themselves their countries and all stakeholders. Most importantly, is that the employment of these human competencies contributed to the social and moral level in protecting them from exploitation by employers. [5] explained that the feeling of human competencies being exploited by employers and their low salaries leads them to a feeling of injustice and enslavement. These harm the psychological and behavioral sides and the outcomes of job performance. Therefore, this study is an attempt to examine the effect of employing Jordanian academic competencies in Saudi universities on protecting them from job exploitation.

2 Study Problem

The spread of universities and various educational institutions around the world has contributed to increasing the outcomes of higher education, which inevitably means more qualified human competencies in the labor market. The graduate masses then start looking for employment opportunities with public and private institutions. Over time, this exacerbated the number of graduates and led to a surplus in academic competencies. This is especially the case in some societies and countries, such as the Arab countries, which are more consumptive of products and services. They lack large institutions and factories that may absorb these competencies. This means that the graduates are overflowing all year round, not to mention the dismissal and layoffs in some public and private sector organizations due to various circumstances such as the Corona pandemic, which made more than 140 million people unemployed and 1.6 billion others at risk of losing income [6]. All these elements result in an increase in the supply of human competencies at a time of limited demand. According to the researcher's knowledge, this led to exploitation by a lot of employers, especially in the private education sector. Such employers tended to exploit this surplus of competencies and employ them according to job conditions, contracts, and salaries that are not commensurate with their profession, experience, knowledge, living conditions, and economic inflation. This was confirmed by a report published by the [7]. It stated that the value of the annual profit achieved due to the workers' exploitation amounted to about ($150) billion and that the number of workers who were exploited amounted to (21) million people. Accordingly, this problem led to some questions to answer in this study:

- What is the effect of employing Jordanian academic competencies in the Kingdom of Saudi Arabia on combating job exploitation by employers in their home country?
- What is the effect of employing Jordanian academic competencies on their work motivations (basic needs motivations, social motivations, security and protection motivations, respect and appreciation motivations, and self-actualization motivations) in Saudi universities?
- What is the effect of work motivations of Jordanian academic competencies (basic needs motivations, social motivations, security and protection motivations, respect and appreciation motivations, and self-actualization motivations) for working in Saudi universities on protecting them from job exploitation by employers in their home country?

- What is the effect of work motivations (basic needs motivations, social motivations, security and protection motivations, respect and appreciation motivations, and self-actualization motivations) from job exploitation by employers in their home country?
- Are there statistically significant differences in the protection of foreign (Arab) academic competencies working in Saudi universities from job exploitation (dependent variable), and in the job motivation of academic competencies (mediating variable), according to the personal characteristics (gender, educational level, specialization, work sector, academic rank, age, and years of experience) of the study sample?

3 Hypotheses of the Study

The study includes the following hypotheses:

1. There is a statistically significant effect at the level of significance $\alpha \leq 0.05$ of employing Jordanian academic competencies in the Kingdom of Saudi Arabia to protect them from job exploitation by employers in their home country.
2. There is a statistically significant effect at the level of significance $\alpha \leq 0.05$ to employ Jordanian academic competencies on their work motivations (basic needs motivations, social motivations, security and protection motivations, respect and appreciation motivations, and self-actualization motivations) in the Kingdom of Saudi Arabia.
3. There is a statistically significant effect at the level of significance $\alpha \leq 0.05$ of the work motivation of Jordanian academic competencies (basic needs motivations, social motivations, security and protection motivations, respect and appreciation motivations, and self-actualization motivations) on their protection from job exploitation by employers in their home country.
4. There is a statistically significant effect at the level of significance $\alpha \leq 0.05$ for the interaction of work motivation of Jordanian academic competencies (basic needs motivations, social motivations, security and protection motivations, respect and appreciation motivations, and self-actualization motivations) on the relationship between the employment of academic competencies, and combating job exploitation by employers in their home country.
5. There are statistically significant differences at the significance level ($\alpha \leq 0.05$) regarding the reality of protecting foreign (Arab) academic competencies working in Saudi universities from job exploitation (dependent variable), and between job motives (mediating variable) according to the personal characteristics (gender, educational level, specialization, work sector, academic rank, age, years of experience) of the sample members.

4 Objectives of the Study

The study seeks to achieve the following objectives:

- Identifying the effect of employing Jordanian academic competencies in the Kingdom of Saudi Arabia on combating job exploitation by employers in their home country.
- Identifying the effect of employing Jordanian academic competencies in the Kingdom of Saudi Arabia on work motivation.
- Identifying the effect of work motivations of human competencies on combating the exploitation of employers in their home country.
- Discovering the effect of work motivation on the relationship between the employment of academic competencies and combating job exploitation by employers in their home country.
- To identify the extent to which there are statistically significant differences regarding the reality of protecting foreign (Arab) academic competencies working in Saudi universities from exploitation and job trafficking (dependent variable), and the job motivations of academic competencies (mediating variable) according to the personal characteristics (gender, educational level, specialization, work sector, academic rank, age, years of experience) of the sample members.

5 Significance of the Study

This study acquires its value from the importance of the research topic related to measuring the effect of employing Jordanian academic competencies in Saudi universities on protecting them from exploitation by employers. The Jordanian competencies are qualified, knowledgeable, experienced, and skilled, yet they are employed for low salaries at private sector in the home country.

They are sensitive to dignity, which may not be infringed upon or exploited for personal interests. Violation of dignity contradicts human and religious norms, principles, and values.

6 Variables of the Study

The study has the following variables:

1. Independent variable: It is the effect of employing Jordanian competencies. This will be measured based on a set of items that achieve the study objectives.
2. Mediating variable: It is work motivation, which will be measured by the following elements outlined by Abraham Maslow in the theory of motivation, which include the (basic needs motivations, social motivations, security and protection motivations, respect and appreciation motivations, and self-actualization motivations) [8].
3. Dependent variable: It is the protection of Jordanian competencies from job exploitation, and will be measured through items that achieve the study objectives.

7 Operational Definitions

- Employment: This means attracting Jordanian competencies to work in Saudi public and private universities and institutes.
- Jordanian competencies: Means individuals with academic qualifications (master's and doctorate) who are qualified to work in academic and educational positions at different ranks (lecturer, assistant professor, associate professor, professor).
- Job exploitation: This means that the owners of investment projects in the private sector take advantage of human competencies by hiring them for low salaries.
- Employers: They are the owners of various investment projects in the private sector.
- Work motivations: Means the factors affecting the Jordanian competencies' search for job opportunities.
- University institutions: This means the various universities and institutes in the public and private sectors that work in education to provide students and trainees with education qualifications, including degrees of intermediate diplomas, bachelor's, higher diplomas, master's, and a doctorate in various disciplines.

8 Theoretical Framework

8.1 Employment of Academic Competencies

Through employment, organizations can fulfill their needs for human resources which enables them to deliver their products. This ensures that these organizations bear their responsibility towards their clients, maintain survival and sustainability and achieve their goals. In general, organizations recruit human resources from either internal or external sources [9].

Employment is defined as the processes used to obtain a sufficient number of qualified persons at the appropriate place and time so that a contract is agreed upon between the parties, [10]. It has also been defined as a systematic process of human resources management that results in employing human resources in positions determined by the organization's management [11]. It has also been defined by [12] as a series of activities aimed at identifying and attracting job applicants with the motivation, abilities, skills, and knowledge necessary to cover the shortcomings identified in the employment plan. Thus, employment is the discovery of potential candidates for actual or prospective jobs and the recruitment of those with competencies and placing them in vacant positions to fill the shortfall [13].

As for competencies in general, this topic has received a large interest since the emergence of management thought. Many management scholars, such as Friedrich Taylor, Henry Fayol, and Henry Gant, have called for adoption in the business environment because competencies raise the level of performance and excellence in productivity, which have been the basic requirement and focus of competition.

The academic competencies have received a lot of interest in American educational institutions since the beginning of the 1970s, and in European countries since 1990 up to the present time due to the importance of education in development, and the increasing number of higher education institutions and universities that require exceptional skills and knowledge to achieve the goals of development in education [1].

As for competencies, they refer to characteristics that distinguish one person from another in terms of knowledge, skill, behavior, and value [14]. They are also defined as unique personality traits that enable people to distinguish themselves from others by performance, such as leadership, building work relationships, personal ability, trends, values, self-development, strategic direction, customer orientation, effective

performance, talent, learning, development, incentive management, and containing others [15]. [16], considered competence to be the highest level in mastering important functional processes such as knowledge, personal credibility, and creativity in the use of technology. Accordingly, it can be safely said that competencies have various definitions, but all ultimately revolve around excellence in unique characteristics and elements. For this study, the researcher defines academic competencies as individuals who possess educational qualifications (master's and doctorate) and who can occupy academic positions in universities and educational institutions.

Competencies in the work environment are invaluable, as revealed by studies and research. [17], showed that they achieve many positive returns for the organization. Through them, information is professionally employed, and they bring the ability to quickly understand and evaluate different perspectives, the ability to deal with job diversity, excellence in change management, the practice of human resources strategies effectively, the ability to adapt and respond to changes, excellence in communication and exchange of information, proficiency in investing technology and applications and empowering the organization to compete. [18], showed that they positively affect the efficiency of work and support professional skills, develop organizational and professional knowledge, influence the personal characteristics of employees, enrich teamwork, invest information and communication technologies, develop work attitudes, motivations, achievement value, leadership and decision-making, address multiple ideas, guide and develop the level of service.

In the education environment, [1] showed that the importance of competence lies in the extent of contribution to the development of students' behaviors, the development of the educational and cultural level, and raising the curriculum quality.

Based on the great consensus among researchers on the conceptual aspect of job competencies in terms of the individual's possession of a set of characteristics such as skill, abilities, potentials, knowledge, value, mastery, leadership, talent, creativity, strategic direction, and others, which confirms that the same competencies are at different levels in terms of performance (high, medium or low) [19]. This also confirms that the process of their development is continuous and subject to factors or enhancers, the most important of which are practical experience, type of work environment, educational level, and commitment to professional work, critical thinking, and personal factors [20]. Further, education, training, personal characteristics, and appropriate environment are strong enhancers in raising the level of efficiency, [21], senior management support, work-life balance, and employee efficiency in learning, [22]. However, [23], showed that the most important enhancers of academic competence are research facilities, work environment, promotion system, academic freedom, and research policies supporting competencies.

8.2 Job Exploitation

The term human exploitation or trafficking is associated with negative practices and behaviors of bullying by a certain group of people who trade in human interests and entities to achieve certain benefits. This is materialized through taking advantage of the needs and weaknesses of people and abuse of their various rights such as enslaving them, sexual abuse, job exploitation, child labor, forced labor, the removal and sale of organs, smuggling of migrants, involving individuals in terrorist activities, criminal or smuggling of contraband, conducting medical or scientific experiments on people, and other invalid practices that violate the rights of individuals and offend their will, which is, of course, contrary to the principles of religion and human values and principles, [24]. Many have defined human exploitation as the process of trafficking them and the act through which a person is treated as a commodity, with their consent or not [25], [26].

The exploitation of human beings of all kinds has significant negative effects both on the person himself, i.e. the first victim of exploitation in terms of deprivation of liberty, injustice, violation of dignity, hurting feelings, desecration of honor, humiliation, and other compelling causes that directly affect the same person (the victim), which may also affect other individuals or communities, especially if the type of such exploitation relates to terrorist or sabotage targets or operations that lead to damage to lives, property, and others.

Therefore, governments in all countries of the world alike have worked to give this subject the utmost importance to eliminate these crimes through the establishment of organizations, bodies, and conventions at the international, regional, and national levels that deal with human rights, [27]. Governments adopt different strategies, policies, procedures, regulations, laws, legislation, programs, and action plans that curb the various practices of human exploitation or trafficking.

Based on the above details related to human exploitation, and considering that the exploitation of employees is a type of trafficking, this reinforces the

importance of addressing a standalone term, job exploitation, which is defined from the point of view of the researcher as the exploitation of owners of investment projects in the private sector for academic competencies scientifically qualified at the master and doctoral levels through their recruitment and employment at low wages.

8.3 Work Motivation

Work motivation is defined as the psychological drive that influences a person's tendency towards going to work to achieve the desired goal [8], [28], defined it as a set of forces and influences that push the individual towards a certain performance. [29] defined it as the internal psychological forces or energies that direct and coordinate an individual's actions and behavior. For this study, work motivations can be defined as the factors affecting academic competencies to search for career opportunities.

Abraham Maslow believes that human needs and motives are arranged hierarchically, namely: First: the basic needs motivations that represent the basic needs of human life, such as food, drink, air, and sex. Secondly: the security and protection motivations, which means a sense of physical and psychological security [30]. Third: the social motivations, which means the individual's need to be a member of a group to interact with others at work place. Fourth: the respect and appreciation motivations, which means a person's need for appreciation and respect from others, his self-confidence and his abilities, and the need for others to appreciate that. Fifth: the self-actualization motivations, which are the human need to affirm himself and his mission in existence in order to benefit from his energies and capabilities and achieve his goals [8].

Researchers addressed the status of work motivations of the individual through the expectation approach, through which he sees that the level of an employee's motivation for performance is related to the level and value of the volume of the employee's expectations. If the benefits are achieved by the size of the perceived expectations, the motivation will increase and recur. However, if the size of expectations is not achieved, this will lead to the employee's sense of unfairness and dissatisfaction, which will reflect negatively on the low level of motivation and performance [31].

It is worth saying that work motivations constitute the main driver of development in the organization and that the level of achievement and excellence, as outlined by David McClelland, depends on the level of the employee's will and desire, which is the most powerful motive and drive of achievement and job performance. Work motivations are essential because they achieve different positive returns for the same employee, such as job creativity, value and recognition, job stability, sense of conscience, self-determination, promotion, and privileges. Other benefits also materialize, including different returns for the organization such as prestige and reputation, competitive advantage, productivity, and profitability [32].

8.4 Related Literature

A study by [33] was conducted on the effect of human resources competencies (work knowledge, experience, and change management) on the efficiency of human resources management. The study showed that these dimensions have a positive relationship with the efficiency of human resources management. However, change management is considered the most influential among the other dimensions, and then comes the effect of work experience and knowledge.

[34], studied the theory of motivations and self-efficacy as motivational mechanisms. The study showed that there is a strong relationship and effect on the individual's innovation of employees because it is related to the employee's will and need, which he wishes to achieve.

[35], studied the effect of human competencies (leadership, ethical practice, intelligence, relationship management, stimulation, criticism and constructive evaluation, communication, and experience) on organizational justice in Saudi Arabia. The results showed that all dimensions of human competencies have a strong positive effect on achieving organizational justice and that personal characteristics such as educational qualification, years of experience, and age affect the performance of human competencies.

[32], studied the effect of competencies and motivations on the performance of employees. The study showed that efficiency and motivation have a positive effect on the employee's performance and that motivation plays an important role in the efficiency and turning it into valuable results. It also showed that the presence of efficiency among employees without the presence of self-motivation does not achieve performance efficiency. The study by [36], on the effect of academic skills on the motivation and academic performance of the students, showed that competence is related to the training process of competencies in (planning, time management, readiness for learning, and training), which achieves a strong positive effect on academic

performance in education and knowledge transfer among the students. [37], showed that the exploitation of people showed that poverty is often seen as the primary cause of exploitation. However, a study by [38], on the effect of human exploitation on people and countries, showed that it has tangible effects in each of the countries in which people are exploited. Therefore, there are effects on society, families, and communities. A study by [39] confirmed that the exploitation of humans on a large scale includes illicit trafficking in areas such as commercial sexual exploitation, forced labor, or child abuse for different purposes. The study by [40], which aimed to identify those affected by human exploitation, showed that human exploitation related to work and sexual exploitation affects all members of society. Study of [41], on the treatment of human victims of exploitation, showed the need to provide treatment for people who are survivors of exploitation in terms of providing mental health services to minimize repercussions. This may be achieved through understanding how exploitation occurs to address the negative effects those people experienced. According to [42], his study of the attention paid to human exploitation issues showed that human exploitation is an increasingly widespread global issue in which survivors face complex and often debilitating psychological and physical consequences. The results showed that there is a lack of attention regarding these issues in the psychology literature. The results as well showed the need for long-term comprehensive care and the need to provide trauma-informed treatments that focus on empowerment and facilitate a healthy therapeutic relationship.

The review of past studies showed that they did not address the issue of job exploitation. Instead, they focused on other aspects such as the causes of human exploitation, the type of exploitation, and how to deal with the victims from psychological and therapeutic sides. It is clear to the reader that there are no studies related to job exploitation or the exploitation of academic competencies. Moreover, these studies were also conducted in foreign environments. This justifies the current study, which deals with the effect of employing Jordanian academic competencies in Saudi universities on protecting them from job exploitation in their home country, given the existence of work motivation as a mediating variable. This study benefited from previous studies in choosing the title of the study, raising the problem of the study, and benefiting from the theoretical aspect. This means that there is an urgent need to conduct this study, which will encourage researchers and scholars to address the topic of job exploitation from the administrative perspective.

9 Methodology

The researcher used the descriptive method to describe the general information of users by converting non-quantitative data into a measurable quantity, using a questionnaire specifically designed to serve the purposes of the study, according to the hypotheses adopted by the researcher.

To analyze the data, test the hypotheses and interpret the arithmetic means of the subjects' estimates on each item of the questionnaire and each of its fields, the Likert Scale was used to answer the questions according to the following legend: a score of 1, means an answer (with a very low score), a score of 2, means an answer (with a low score), a score of 3, means an answer (with a medium score), a score of 4, means an answer (with a high score), and a score of 5, means an answer (with a very high score).

As for the criteria adopted by this study when commenting on the arithmetic mean of the variables included in the study model, they are to determine the degree of approval. The researcher identified three levels (high, medium, and low), based on the following equation, [43]:

Length of Period = (Upper Limit of Alternative - Lower Limit of Alternative)/ Number of Levels
(5-1)/3 = 4/3 =1.33

The arithmetic mean scores are interpreted according to 1.00 - less than 2.33: Indicates a low level of evaluation; 2.33 - less than 3.66: Indicates a medium level of evaluation; 3.66 - 5.00: Indicates a high level of evaluation.

This classification allows for a standardized understanding of respondents' perceptions, facilitating the comparison of item ratings across different dimensions of academic competencies.

9.1 Study Population and Sample

The study population consisted of Jordanian academic competencies working in universities in the Kingdom of Saudi Arabia. The selection of a random sample was based on the following equation by [44] to calculate the required sample size:

$$n = \frac{\boldsymbol{Z^2 \times P\,(1-P)}}{\boldsymbol{E^2}} = \frac{(\mathbf{1.96})^2(\mathbf{0.5})(\mathbf{0.5})}{(\mathbf{0.05})^2} = \mathbf{384}$$

Based on the equation, the minimum sample comprised 384 respondents. To ensure the largest

possible number of responses, the researcher administered the questionnaire electronically to 475 employees. The number of recovered questionnaires was 389 and they were adopted for analysis, i.e. 81.8% of the number of administered questionnaires, which is more than the calculated size of the minimum sample. This percentage was adopted as a sample for the study, which was analyzed statistically, as the sample is suitable for conducting analysis, testing hypotheses, achieving the objectives of the study and generalizing its results [45].

The unit of analysis in this study is the Jordanian academic employee working in Saudi universities.

9.2 Questionnaire Validity

To be able to test the apparent validity of the questionnaire as a tool for collecting data correctly and ensure the accuracy of the questionnaire items to be understood and completed by the subjects, the questionnaire was presented to five professional arbitrators in administration, statistics and human resources in Jordanian universities. This helped in knowing the levels of dimensions related to the study to ensure validity. Based on their views and suggestions, the researcher modified and developed the items in a manner that ensures the quality of understanding and coherence. The questionnaire included the following parts directly related to the respondents:

Part 1: It includes the respondents' data (gender, educational level, specialization, work sector, academic rank, age and years of experience).

Part 2: It measures the effect of employing Jordanian academic competencies in Saudi universities (independent variable). The items that measure this variable are 1-9.

Part 3: It measures the work motivation of the Jordanian academic competencies (the mediating variable). The items that measure this variable are 10-14.

Part 4: It measures the protection of Jordanian academic competencies from job exploitation by employers in their home country (dependent variable). The items that measure this part are 15-23.

9.3 Statistics

Different statistical methods were used to analyze the data. Frequencies and percentages were employed to describe the characteristics of the study sample, while arithmetic means and standard deviations were used to identify respondents' judgments on the questionnaire items and rank them according to their relative importance. Exploratory and confirmatory factor analyses were conducted to assess the validity of the questionnaire, and Cronbach's alpha coefficient was applied to verify its reliability [46]. Normality tests were performed to ensure that the data followed a normal distribution. Multicollinearity was examined using the Variance Inflation Factor (VIF) and tolerance values to confirm the absence of linear overlap among variables. Pearson's correlation coefficient was used to construct a correlation matrix showing the relationships among the study variables. Model fit indices and path analysis were employed to test the study hypotheses [47].

9.4 Exploratory Factor Analysis

Exploratory Factor Analysis was used to verify the psychometric properties of the questionnaire. Table 1 shows the rotation matrix for the items of the first area, recruiting Jordanian academic competencies, which was measured using 9 items:

Table 1. The Orthogonal Rotation Matrix of the Items of Recruiting Jordanian Academic Competencies (Independent Variable)

Order of items in the questionnaire	Factors
	1
1	0.473
2	0.626
3	0.648
4	0.669
5	0.663
6	0.536
7	0.829
8	0.835
9	0.622
Determinant = 0.007, Kaiser, Meyer and Oklin (KMO) Test = 0.807 Bartlett's Test = 1930.203, Sig. 0.000	

Source: created by the author.

Table 1 shows loadings of all items ranged between 0.473-0.835, and they all exceed 0.4, where the orthogonal rotation led to the classification of the questionnaire items into one factor. Table 2 shows that the determinant of the matrix is 0.007 and exceeds zero. The value of Kaiser, Meyer, and Oklin (KMO) test is 0.807 and exceeds 0.50, which is considered acceptable if it ranges between 0.8-0.9 and 0.8-0.9. As for the Bartletts' Test, it is 1930.203 with a significance level of 0.000, which is less than 0.05.

The Exploratory Factor Analysis was also used to verify the psychometric properties of the questionnaire. Table 2 shows the rotation matrix for

the items of the second field, which is work motivation, and is measured using 5 items:

Table 2. Orthogonal Rotation Matrix for Functional Motivations for Jordanian Academic Competencies

Order of items in the questionnaire	Factors
	1
1	0.429
2	0.441
3	0.703
4	0.760
5	0.525
Determinant = 0.002, Kaiser, Meyer, and Oklin (KMO) Test = 0.772 Bartlett's Test = 649.970, Sig. 0.000	

Source: created by the author.

The results presented in Table 2 indicate that the data are suitable for conducting an Exploratory Factor Analysis (EFA), based on several supporting statistical indicators. The determinant of the correlation matrix was 0.002, which is greater than zero, indicating the absence of severe multicollinearity among the variables and confirming the suitability of the correlation matrix for factor analysis.

The value of the Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy was 0.772, which falls within the good range. Values exceeding 0.70 indicate that the sample size is adequate and that the correlations among variables are sufficient for extracting latent factors. Accordingly, this value is considered statistically acceptable for performing factor analysis.

Regarding Bartlett's Test of Sphericity, the test yielded a value of 649.970 with a significance level of Sig. = 0.000, which is less than 0.05. This result leads to the rejection of the null hypothesis that the correlation matrix is an identity matrix, confirming the presence of statistically significant correlations among the variables and further supporting the appropriateness of factor analysis.

With respect to the orthogonal rotation results, the factor loading matrix shows that all questionnaire items loaded on the extracted factor with values ranging from 0.429 to 0.760, all of which exceed the commonly accepted threshold of 0.40. This indicates strong associations between the items and the underlying factor, with no need to eliminate any item from the scale.

Taken together, these findings demonstrate that the orthogonal rotation resulted in the extraction of a single factor that adequately represents the items measuring functional motivations for Jordanian academic competencies. This supports the unidimensional structure of the scale and confirms that the instrument exhibits an acceptable level of construct validity.

The Exploratory factor analysis was used to verify the psychometric properties of the questionnaire. Table 3 shows the rotation matrix for the items of the third field, job exploitation of Jordanian academic competencies, which was measured using 9 items:

Table 3. The Orthogonal Rotation Matrix of the Items of Job Exploitation of Jordanian Academic Competencies (Dependent Variable)

Order of items in the questionnaire	**Degree of loading**
	1
1	0.591
2	0.693
3	0.575
4	0.496
5	0.628
6	0.700
7	0.714
8	0.622
9	0.611
Determinant = 0.002, Kaiser, Meyer and Oklin (KMO) Test = 0.809. Bartlett's Test = 359.775, Sig. =0.000	

Source: created by the author.

Table 3 shows that the loadings of all the items ranged between 0.496-0.714, and they all exceed 0.4, as orthogonal rotation led to classifying the questionnaire items into one factor. The table also shows that the determinant of the matrix is 0.002 and exceeds zero. The value of the Kaiser, Meyer, and Oklin (KMO) test is 0.809, which exceeds 0.50. This value is acceptable if it ranges between 0.8-0.9. As for the value of the Bartletts' Test, it is 359.775 with a significance level of 0.000, which is less than 0.05.

9.5 Reliability of the Questionnaire

The Cronbach's Alpha coefficient was used to verify the internal consistency of the questionnaire items as a whole, as the most common measure among researchers to achieve this purpose. Table 4 (Appendix) shows that the Cronbach's alpha coefficient for the questionnaire as a whole was 0.866, which is a good ratio as it is greater than 0.8 [43].

9.6 Sample Characteristics

The sample's characteristics are identified by calculating the frequencies and percentages that show the distribution of the subjects according to each category of variables mentioned in the first section of the questionnaire for the personal data. The results are shown in Table 5.

Table 5. Sample's Distribution According to Personal Data

Variable	Level	Freq.	%
Gender	M	353	90.7
	F	36	9.3
	Total	389	100.0
Educational Level	Master	80	20.6
	PhD	309	79.4
	Total	**389**	**100.0**
Specialization	Admin. Sci.	163	41.9
	Comp. Sci.	49	12.6
	Appl. Sci.	49	12.6
	Eng. Sci.	25	6.4
	Med. Sci.	13	3.3
	Soc./Hum. Sci.	49	12.6
	Other	41	10.5
	Total	**389**	**100.0**
Work sector	Pub. Sect.	349	89.7
	Priv. Sect.	40	10.3
	Total	**389**	**100.0**
Academic Rank	Lect.	108	27.8
	Asst. Prof.	184	47.3
	Assoc. Prof.	77	19.8
	Prof.	20	5.1
	Total	**389**	**100.0**
Age	≤29	12	3.1
	30–<40	96	24.7
	40–<50	124	31.9
	50–<60	125	32.1
	≥60	32	8.2
	Total	**389**	**100.0**
Years of experience	<1 yr	69	17.7
	1–<5 yrs	39	10.0
	5–<8 yrs	280	72.0
	≥8 yrs	1	0.3
	Total	**389**	**100.0**

Source: created by the author.

The characteristics of the study sample were analyzed by calculating frequencies and percentages to describe the distribution of respondents according to the personal data variables included in the first section of the questionnaire. The results are presented in Table 5.

Regarding gender, the results indicate that the majority of respondents were male, accounting for 90.7%, compared to 9.3% females. This distribution reflects the current demographic structure of Jordanian academic staff working in Saudi universities, where male academics are more represented in international employment and overseas academic mobility.

In terms of educational level, most respondents held a PhD degree (79.4%), while 20.6% held a master's degree. This distribution is consistent with the employment requirements of Saudi universities, which place greater emphasis on doctoral qualifications for academic positions, particularly in teaching and research-oriented roles.

With respect to academic discipline, the largest proportion of respondents specialized in administrative sciences (41.9%), followed by computer science, applied sciences, and social and human sciences, each accounting for 12.6%. Disciplines such as engineering sciences (6.4%) and medical sciences (3.3%) were less represented. This pattern may be attributed to the relatively higher number of graduates in administrative sciences in Jordan and their limited domestic employment opportunities, which motivates them to seek academic positions abroad.

Concerning the employment sector, the majority of respondents were employed in the public sector (89.7%), compared to 10.3% in the private sector. This finding reflects the preference of academic staff for public universities, which generally offer greater job stability, clearer promotion pathways, and more favorable employment benefits compared to private institutions.

Regarding academic rank, assistant professors constituted the largest group (47.3%), followed by lecturers (27.8%), associate professors (19.8%), and professors (5.1%). This distribution suggests that mid-career academics are more likely to engage in international academic employment, while senior academic ranks often have broader employment opportunities within Jordanian universities.

In terms of age, the largest proportion of respondents fell within the 50–less than 60 years category (32.1%), followed by those aged 40–less than 50 years (31.9%). This indicates that Saudi universities tend to attract experienced academic competencies, benefiting from their accumulated professional and academic expertise.

Finally, regarding years of experience, the majority of respondents (72.0%) reported having 5 to less than 8 years of experience, while smaller proportions were distributed across other experience categories. This finding further supports the tendency of Saudi universities to recruit academic staff with a solid level of professional experience,

balancing both academic qualification and practical expertise.

Overall, the sample distribution demonstrates an adequate level of diversity across personal and professional characteristics, enhancing the representativeness of the sample and supporting the generalizability of the study findings within the context of Jordanian academic competencies employed in Saudi universities.

9.7 Descriptive Analysis of Variables

This section presents the results of the analysis according to the arithmetic means and standard deviations. They measure the respondents' level of acceptance of the items of each of the areas (academic competencies, work motivation, and job exploitation). The results are presented as follows:

9.7.1 Independent VARIABLE (JORDANIAN ACADEMIC COMPETENCIES)

The arithmetic means of the respondents' responses to the items of (academic competencies) were calculated as shown in Table 6 (Appendix).

Table 6 (Appendix) presents the arithmetic means and standard deviations of the respondents' evaluations regarding the recruitment of Jordanian academic competencies, ranked in descending order. The overall mean score for all items was 3.44 with a standard deviation of 0.77, which reflects a medium level of perception among the respondents. A closer examination of individual items reveals meaningful insights:

The highest-rated item 4.24 was item 9: "The ability to communicate with the direct supervisor is very easy", indicating that interpersonal communication and direct supervision are perceived as strong and positive aspects of academic work environments. This suggests that Jordanian academic competencies are well-integrated into the hierarchical and collaborative structures of Saudi universities.

Items related to teamwork and work climate items 8 and 7 also received high scores 3.97 and 3.91, respectively, reflecting that collaborative spirit and supportive organizational culture are perceived as facilitating factors for employing academic competencies effectively.

In contrast, the lowest-rated items were item 3: "My university covers the costs of preparing and publishing scientific research" 2.81 and item 5: "My university engages me in various scientific research conferences and activities" 2.83. These moderate scores highlight areas where institutional support for academic research and professional development is perceived as insufficient or limited. Such gaps may affect the potential for scholarly productivity and broader knowledge dissemination.

Items reflecting fair recruitment and availability of employment opportunities (items 4 and 1) received medium-to-high ratings 3.67 and 3.27, suggesting that while recruitment is generally perceived as fair, there are differences in satisfaction levels regarding academic career progression and institutional opportunities across ranks.

The variation in item scores (range: 2.81–4.24) reflects a differential perception of the various dimensions of employing Jordanian academic competencies. High-scoring items tend to be associated with interpersonal and organizational climate factors, whereas lower-scoring items correspond to institutional support for research and professional development.

Overall, these results indicate that the recruitment of Jordanian academic competencies contributes positively to the decision-making and operational effectiveness of universities. By integrating competent academics into collaborative and communicative structures, universities enhance their capacity to anticipate and respond to environmental challenges, which, in turn, is likely to increase organizational creativity and academic productivity.

9.7.2 Mediating Variable (Work Motivation)

The arithmetic means of the respondents' responses to the items of (work motivation of Jordanian academic competencies) were calculated as shown in Table 7 (Appendix).

Table 7 (Appendix) shows that the general arithmetic means for the work motivation were 4.11 with high evaluation. The arithmetic means of the subjects' responses to the items of (work motivation for academic competencies) ranged between 3.83-4.47. Item 2 came first, which reads: I care about a job that brings me security and tranquility in the course of my life, with an arithmetic mean of 4.47 and a high evaluation. However, item 6 had the last rank, which reads: I want a job that gives me fame and a special status in society, with an arithmetic mean of 3.83 and a high evaluation. This finding can be explained by the fact that work motivation directs employees to change jobs, as a result of changing their attitude towards work and its structure, developing self-confidence, motivation, and feelings of achievement.

9.7.3 Dependent Variable (The Status of Protecting Jordanian Academic Competencies Working in Saudi Universities from Job Exploitation by Employers)

The arithmetic means of the subjects' responses to the items (the status of protecting Jordanian competencies working in Saudi universities from job exploitation by employers) were calculated as shown in Table 8 (Appendix).

Table 8 (Appendix) shows that the general arithmetic means of the status of protecting Jordanian academic competencies working in Saudi universities from job exploitation by employers scored 3.86, with a high evaluation rate. The arithmetic means of the subjects' responses to "The status of protecting Jordanian academic competencies working in Saudi universities from job exploitation by employers" ranged between 3.56 - 4.21. Item 1 came in first place, which reads: Academic work has achieved many opportunities in meeting different family needs, with an arithmetic mean of 4.21 and a high evaluation. However, item 9 scored the last rank, which reads: Academic work in Saudi Arabia has achieved better job opportunities if I return to my home country, with an arithmetic mean of 3.56 and a medium evaluation. This result can be explained by the fact that universities are trying to improve the level of skills of academic staff to enhance the knowledge and technological capabilities of universities. The researcher attributes this result to the fact that universities are interested in retaining competencies due to the crises and environmental difficulties facing the university, forcing it to adapt to the threats or opportunities.

9.8 Linear Regression Analysis Hypotheses

9.8.1 Normal Distribution Test

The normal data distribution test was performed as one of the hypotheses before the linear regression analysis was used to test the study hypotheses. Table 9 shows the results of the normal distribution. All of the study variables follow a normal distribution, given the values of the Shapiro-Wilk test and the value of the associated level of significance. Since all significance values in the table are greater than 0.05, the zero hypothesis is accepted, which states that "there are no statistically significant differences between the distribution of variable values and the normal distribution at the significance level $\alpha \leq 0.05$." This means that the variable values in the current study follow a normal distribution.

Table 9. Shapiro-Wilk Normal Distribution Test

Area	Test Value	Significance
Employment of Jordanian academic competencies	0.854	0.223
Work motivations for Jordanian academic competencies	0.921	0.191
Protection from job exploitation of Jordanian academic competencies	1.02	0.091

Source: created by the author.

9.8.2 Collinearity Test

The Variance Inflation Factor (VIF) and Tolerance values have been used to ensure that the data are free of collinearity between the independent variable and the mediating variable, the existence of which means that an independent variable is a function of another independent variable, that is, it rises with its rise and falls with its decline [48], [49]. The results are shown in Table 10.

Table 10. Results of the Collinearity Test between the Study Variables

Variables	Coefficient of Variation Inflation	Tolerance
Employment of Jordanian academic competencies	0.993	1.007
Work motivations for Jordanian academic competencies	0.996	1.004

Source: created by the author.

Table 10 indicates that the independent variables are free from multicollinearity. The Variance Inflation Factor (VIF) values for all independent variables were below the recommended threshold of 5, while the corresponding tolerance values exceeded 0.1. These results suggest that the independent variables are sufficiently independent, and multicollinearity is unlikely to affect subsequent analyses.

9.8.3 Correlation Matrix between Study Variables

The Pearson correlation coefficient between the study variables was calculated to identify the nature of the correlation between the variables. The results are shown in Table 11.

Table 11. Correlation Matrix between Study Variables

Variables	1	2
Employment of Jordanian academic competencies	1	
Work motivations for Jordanian academic competencies	0.555**	1
**Statistically significant at α≤0.01 *Statistically significant at α≤0.05		

Source: created by the author.

The results in Table 11 indicate that the degree of correlation of independent and mediating variables with each other is medium, and this confirms that independent variables are related to each other, but the degree of this relationship is medium, and there are no strong correlations between them.

9.8.4 Quality Indicators Matching the Study Model

Five indicators were used to verify the quality of matching the study model, which are the recognized and recommended indicators. It is clear from the values of these indicators, as in Table 12, that there is a good match for the study model and data, which indicates the validity of the model and the possibility of using it to test the hypotheses. In other words, independent variables in the study model are used to predict the dependent variable. The chi-square ratio (CMIN/DF) was 1.81, which is less than 2.

Table 12. Goodness-of-Fit Indices (GFI)

Indicator	Acceptance Criteria	Indicator Value	Result
Chi-square ratio (CMIN/DF)	Less than 2	1.81	**Accepted**
Goodness-of-Fit Index (GFI)	Greater than 0.90	0.923	**Accepted**
Adjusted-Goodness-of-Fit Index (AGFI)	Greater than 0.90	0.933	**Accepted**
Comparative Fit Index (CFI)	Greater than 0.90	0.950	**Accepted**
Root Mean Square Error of Approximation (RMSEA)	Less than 0.08	0.05	**Accepted**
CMIN/DF: Chi-square/degrees of freedom), GFI: Goodness of Fit Index, AGFI: Adjusted Goodness of Fit Index, CFI: The comparative fit index, RMSEA: root mean square error of approximation.			

Source: created by the author.

The value of the Goodness-of-Fit Index (GFI) was 0.923, which is greater than 0.90. The value of the Corrected Conformity Quality Index (AGFI) was 0.933, which is greater than 0.90. The value of the Comparative Fit Index (CFI) was 0.950, which is greater than 0.90. The Root Mean Square Error of Approximation (RMSEA), which indicates the existence of an acceptable convergence error, was 0.05, which is less than 0.08. Since the values of all indicators are consistent with the acceptance criterion indicated in the table, the model of the current study is judged to be of good quality and valid.

9.8.5 Test Results of the Study Hypotheses

9.8.5.1 Results Related to the Test of the First Hypothesis, which Reads: There is a Statistically Significant Effect at the Level of Significance α≤0.05 for Employing Jordanian Academic Competencies in the Kingdom of Saudi Arabia on Protecting them from Job Exploitation by Employers in Their Home Country.

This hypothesis has been tested using Amos software. The results indicate that there is a statistically significant effect at the significance level α≤0.05 for academic competencies in protecting the competencies working in Saudi universities from job exploitation by employers, in terms of the value of the regression coefficient ß, which was 0.871 with a significance level less than 0.05, as shown in Table 13.

Table 13. Results of Testing the Effect of Employing Jordanian Academic Competencies Working in Saudi Universities on Protecting Them from Job Exploitation

Track			Beta ß	T	Sig
Employment of Jordanian academic competencies	→	Protection from job exploitation of academic competencies	0.871	66.329	0.000

Source: created by the author.

Based on the above, the first hypothesis is accepted in the alternative formula, which states: There is a statistically significant effect at the level of significance α≤0.05 for the academic competencies in protecting Jordanian academic competencies working in Saudi universities from

job exploitation by employers. The researcher explains this result by referring to the readiness of universities to take the initiative to protect academic competencies by adopting their ideas, experiences, and knowledge, and the willingness to assume social and moral responsibility and contribute to the achievement of mutual benefits, which would raise the level of academic competencies and protect them from job exploitation by employers.

9.8.5.2 Results Related to the Test of the Second Hypothesis, which Reads: "There is a Statistically Significant Effect at the Level of Significance α≤0.05 for Academic Competencies in Work Motivation in Saudi Universities."

This hypothesis has been tested using Amos software. The result indicates that there is a statistically significant effect at the level of significance α≤0.05 for academic competencies in the work motivation of female workers in universities, in terms of the value of the regression coefficient ß, which was 0.593 with a level of significance less than 0.05, as shown in Table 14.

Table 14. The Effect of Employing Academic Competencies in Saudi Universities on Work Motivation

Track			Beta ß	T Value	Sig
Employment of Jordanian Academic Competencies	→	Work Motivations for Jordanian Academic Competencies	0.593	13.136	0.000

Source: created by the author.

Based on the above, the second hypothesis accepts the alternative formula, which states: There is an effect of employing academic competencies in Saudi universities on work motivation. This finding can be explained by the fact that academic competencies at universities take into account strategies that enable them to strengthen university capacities and decisions to address urgent issues and respond to unforeseen events when they occur, thereby supporting work motivations.

9.8.5.3 Results Related to the Third Hypothesis Test, which Reads: "There is a Statistically Significant Effect at the Level of Significance α≤0.05 of the Work Motivations of the Jordanian Academic Competencies in Saudi Universities on Protecting them from Job Exploitation."

This hypothesis has been tested using Amos software. The results indicate that there is a statistically significant effect at the significance level α≤0.05 of work motivations of the Jordanian academic competencies working in Saudi universities on protecting them from job exploitation, in terms of the value of the regression coefficient ß, which was 0.464 with a significance level less than 0.05, as shown in Table 15.

Table 15. The Effect of Work Motivations of Jordanian Academic Competencies in Saudi Universities on Protecting Them from Job Exploitation

Track			Beta ß	T Value	Sig
Work motivations for Jordanian academic competencies	→	Protection from job exploitation of Jordanian academic competencies	0.464	12.78	0.000

Source: created by the author.

Based on the above, the third hypothesis in the alternative formula is accepted, which states: There is a statistically significant effect at the level of significance α≤0.05 for work motivation of the Jordanian academic competencies in Saudi universities on protecting them from job exploitation. This is because academic competencies look for job opportunities commensurate with the level of knowledge, skills, and educational level to help them overcome challenges and meet the requirements of living. The survival of academic competencies without job opportunities will lead to exploitation by employers.

9.8.5.4 Results Related to the Fourth Hypothesis: There is a Statistically Significant Effect at the Level of Significance α≤0.05 for the Interaction of Work Motivation of Academic Competencies on the Relationship between the Employment of Academic Competencies, and Protecting them from Job Exploitation.

To test this hypothesis, path analysis was also used to determine the significance of the indirect effect measured through the mediating variable using the Amos software supported by the Statistical Package

for Social Sciences (SPSS) software. Table 16 shows the results of this analysis.

Table 16. Analysis of the Effect of Work Motivations (as a mediating variable) on the Relationship between the Employment of Academic Competencies, and protecting them from Job Exploitation

Effect Direction	Beta ß	T Value	Sig t	Indirect Effect
Independent of a dependent variable	0.871	66.329	***	0.045
Independent of mediating	0.593	13.136	***	
Mediating on dependent	0.464	12.78	***	

Source: created by the author.

Table 16 shows the values of the direct and indirect effects of the relationship of the mediating variable (work motivations) on the relationship between the motivations for employing academic competencies and protecting them from job exploitation. A review of the values of the direct effects in the table shows that the value of the effect of the independent variable on the dependent variable was 0.871. The value of the effect of the independent variable on the mediating variable was 0.593, and the value of the direct effect of the mediating variable on the dependent variable was 0.464. These effects have been expressed using standard values. It is noticed that the entire values of these effects (coefficients) were statistically significant, as they were all less than 0.05 and at the same time, they were less than 0.001. Therefore, they were coded with the symbol (* * *), which means that there is an indirect effect of the mediating variable, considering that all values of the level of significance were statistically significant. Thus, the fourth main hypothesis is accepted in the alternative formula, which reads: There is an effect of work motivations (as a mediating variable) on the relationship between the employment of academic competencies, and protecting them from job exploitation.

This result can be explained by the fact that the work motivations of academic competencies contribute to the development of the university's capabilities, which contributes to reducing the ambiguity facing decision-makers. This enhances the effect of academic efficiency on the generation of new ideas by reducing the gap between what the university knows and what it needs to know about the environment it deals with to ensure the quality of organizational performance.

The results indicate a limited relationship in terms of correlation with the results of the studies. The current study is unique in terms of its subject and variables studied, which is the effect of employing Jordanian academic functional competencies (independent variable) on protecting them from job exploitation (dependent variable) in the presence of work motivations (mediating variable). This study is somewhat similar to the results of some studies that dealt with human competencies, such as the study of [34], which showed that there is an effect for both job efficiency and motivation on job innovation because it is related to the needs that the employee wishes to achieve. It is also similar to the study by [35], which showed that job competencies provide a positive effect on achieving organizational justice and that there are no statistically significant differences in the level of effect according to the personal characteristics of job competencies in terms of academic qualification, years of experience, and age. It is also similar to a study by [32], which showed that efficiency and motivation have a positive effect on employee performance. Similarity also holds for the results of the study by [36], which showed that the efficiency of competencies and their motivation to work increases the motivation of students and has a strong positive effect on academic performance in education and knowledge transfer among students. However, regarding the results of the studies on job exploitation, the researcher did not find a close relationship with the current study, as its areas were closely related to the disciplines of law, sociology, and psychology.

9.8.5.5 Results Related to the Fifth Hypothesis: there are Statistically Significant Differences at the Significance Level ($\alpha \leq 0.05$) Regarding the Status of Protecting Foreign (Arab) Academic Competencies Working in Saudi Universities from Job Exploitation (the dependent variable), and Job Motivation (the mediating variable), according to the Personal Characteristics (gender, educational level, specialization, work sector, academic rank, age, and years of experience) of the study sample.

To verify this hypothesis, means and standard deviations were calculated for respondents' assessments of the study instrument domains according to personal variables (gender, educational level, specialization, work sector, academic rank,

age, and years of experience). The Independent Samples T-Test was applied for pairwise comparisons to identify differences in respondents' views according to gender, educational level, and work sector. One-way Analysis of Variance (ANOVA) was used to identify differences according to specialization, academic rank, age, and years of experience. The results are presented as follows:

Table 17. Results of the Independent Samples T-Test for pairwise comparisons to identify differences in respondents' views on the study domains according to gender

Variables	Gender	M.	SD	T	P
Employment of foreign (Arab) academic competencies	Male	3.423	0.574	1.792	0.074
	Female	3.605	0.628		
Job motivation of academic competencies	Male	4.109	0.620	0.425	0.671
	Female	4.156	0.633		
Protection from job exploitation	Male	3.840	0.520	1.691	0.070
	female	4.086	0.559		

**Statistically significant at α ≤ 0.05*
Source: created by the author.

Table 17 shows that there are no statistically significant differences at the significance level α ≤ 0.05 regarding the protection of foreign (Arab) academic competencies working in Saudi universities from job exploitation (the dependent variable) or job motivation (the mediating variable) according to gender, as all T-values were not statistically significant.

Table 18 shows the results of the Independent Samples T-Test for pairwise comparisons to identify differences in respondents' views on the study domains according to educational level.

Table 18 indicates that there are no statistically significant differences at the significance level α ≤ 0.05 regarding the protection of foreign (Arab) academic competencies working in Saudi universities from job exploitation (the dependent variable) or job motivation (the mediating variable) according to educational level, as all T-values were not statistically significant.

Table 18. Results of the Independent Samples T-Test for pairwise comparisons to identify differences in respondents' views on the study domains according to educational level

Variables	Edu. Lvl	M.	SD	T	P
Employment of foreign (Arab) academic competencies	Master's	3.40	0.65	0.69	0.49
	PhD	3.45	0.56		
Job motivation of foreign (Arab) academic competencies	Master's	4.13	0.68	0.27	0.79
	PhD	4.156	0.633		
Protection from job exploitation of foreign (Arab) academic competencies	Master's	3.78	0.62	1.64	0.10
	PhD	3.88	0.50		

*Statistically significant at α ≤ 0.05
Source: created by the author.

Table 19 shows the results of the Independent Samples T-Test for pairwise comparisons to identify differences in respondents' views on the study domains according to work sector.

Table 19 shows statistically significant differences at the significance level α ≤ 0.05 in job motivation and protection from job exploitation according to work sector, as the T-values were statistically significant. A comparison of the means indicates that these differences favor the public sector, where respondents' mean scores were higher than those of the private sector. In contrast, no statistically significant differences were found regarding the employment of academic competencies according to work sector, as the T-value was not statistically significant.

Table 20 (Appendix) shows the results of the One-Way Analysis of Variance (ANOVA) to identify differences in respondents' views on the study domains according to specialization.

Table 20 (Appendix) indicates that there are no statistically significant differences at the significance level α ≤ 0.05 regarding the protection of foreign (Arab) academic competencies working in Saudi universities from job exploitation (the

dependent variable) or job motivation (the mediating variable) according to specialization, as all F-values were not statistically significant.

Table 19. Results of the Independent Samples T-Test for pairwise comparisons to identify differences in respondents' views on the study domains according to work sector

Variables	Work Sec.	M.	SD	T	P
Employment of foreign (Arab) academic competencies	Public	3.46	0.57	1.937	0.053
	Private	3.27	0.66		
Job motivation of foreign (Arab) academic competencies	Public	4.18	0.59	5.998	0.000
	Private	4.156	0.633		
Protection from job exploitation of foreign (Arab) academic competencies	Public	3.88	0.51	2.100	0.036
	Private	3.70	0.64		

**Statistically significant at ($\alpha \leq 0.05$)*
Source: created by the author.

Table 21 (Appendix) shows the results of the One-Way Analysis of Variance (ANOVA) to identify differences in respondents' views on the study domains according to academic rank.

Table 21 (Appendix) shows that there are no statistically significant differences at the significance level $\alpha \leq 0.05$ regarding the protection of foreign (Arab) academic competencies working in Saudi universities from job exploitation (the dependent variable) or job motivation (the mediating variable) according to academic rank, as all F-values were not statistically significant.

Table 22 (Appendix) shows the results of the One-Way Analysis of Variance (ANOVA) to identify differences in respondents' views on the study domains according to age.

Table 22 (Appendix) indicates that there are no statistically significant differences at the significance level $\alpha \leq 0.05$ regarding the protection of foreign (Arab) academic competencies working in Saudi universities from job exploitation (the dependent variable) or job motivation (the mediating variable) according to age, as all F-values were not statistically significant.

Table 23 (Appendix) shows the results of the One-Way Analysis of Variance (ANOVA) to identify differences in respondents' views on the study domains according to years of experience

Table 23 (Appendix) indicates that there are no statistically significant differences at the significance level $\alpha \leq 0.05$ regarding the protection of foreign (Arab) academic competencies working in Saudi universities from job exploitation (the dependent variable) or job motivation (the mediating variable) according to years of experience, as all F-values were not statistically significant.

Based on the above, the hypothesis is accepted in its null form with respect to the variables of gender, educational level, specialization, academic rank, age, and years of experience, while it is accepted in its alternative form with respect to the work sector variable. This result may be explained by universities' emphasis on participatory collaboration through the development of information systems that facilitate the exchange of knowledge capacities among all administrative and academic units. In addition, universities' ability to document their regulations and policies contributes to reducing differences in respondents' views according to personal characteristics.

The findings further indicate a limited degree of alignment with previous studies, as the current study is distinctive in terms of its title and variables. It examines the effect of employing foreign (Arab) academic functional competencies (the independent variable) on protecting them from job exploitation (the dependent variable), with job motivation as a mediating variable. The results partially align with several studies on human competencies, such as [34], which found a significant effect of both functional competence and motivation on job innovation due to their association with employees' needs; [35], which showed that the availability of functional competencies has a positive effect on achieving organizational justice and found no statistically significant differences according to personal characteristics such as educational qualification, years of experience, and age; [32], which demonstrated that competence and motivation have a positive effect on employee performance. Similarly, [36] found that academics' competence and work motivation enhance student motivation and have a strong positive effect on academic performance and knowledge transfer.

In contrast, with regard to studies on employee exploitation, the researcher did not find closely

comparable results to the present study, as those studies were largely related to legal, social, and psychological fields. This further underscores the necessity and importance of conducting the current study.

10 Summary of Results

After conducting the statistical analysis of the respondents' estimates of the areas of the study tool and testing its hypotheses, the following was reached:

1. The employment of Jordanian academic competencies in Saudi universities has protected them from job exploitation by employers in their home country to a high degree.
2. There is a medium level of employment of Jordanian academic competencies in universities in the Kingdom of Saudi Arabia.
3. The level of work motivation of Jordanian academic competencies in Saudi universities scored a high degree
4. There is a statistically significant effect at the level of significance $\alpha \leq 0.05$ for the employment of Jordanian academic competencies in Saudi universities on protecting them from job exploitation by employers.
5. The employment of Jordanian academic competencies working in Saudi universities affects work motivation.
6. There is a statistically significant effect at the level of significance $\alpha \leq 0.05$ for the work motivations of Jordanian academic competencies in Saudi universities on protecting them from job exploitation by employers in the private sector in their home country.
7. The work motivations of academic competencies (as a mediating variable) affect the relationship between recruiting academic competencies and protecting them from job exploitation.
8. There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) regarding the protection of foreign (Arab) academic competencies working in Saudi universities from job exploitation (the dependent variable) or job motivation (the mediating variable) according to the personal characteristics (gender, educational level, specialization, academic rank, age, and years of experience) of the study sample.

There are statistically significant differences at the significance level ($\alpha \leq 0.05$) regarding the protection of foreign (Arab) academic competencies working in Saudi universities from job exploitation (the dependent variable) and the job motivation of foreign academic competencies (the mediating variable) according to the work sector of the study sample.

11 Recommendations

Based on the above results, the study recommends the following:

- There is a need to increase employment opportunities for Arab academic competencies in Saudi universities due to their high economic potential, and to achieve their goals of excellence among the highest-ranking universities at a global level.
- There is a need to increase the level of support for academic competencies regarding promotions.
- There is a need for universities to focus on increasing spending on the preparation and publication of scientific research that enhances their global status by following the standards of excellence specified in the global classifications.
- Human resources departments in universities should be interested in designing training programs that are concerned with developing faculty members and improving their skills and abilities.
- Expanding the area of job opportunities for academic competencies in the home country in the public and private sectors.
- Protecting academic competencies in their home country from exploitation by employers in the private sector by setting wage rates for academic jobs, and setting regulations and laws by the Ministry of Higher Education, the Ministry of Labor, bodies, unions, and labor unions.
- Including recommendations regarding the protection of academic competencies from job exploitation in the home country in the national development strategies for human resources adopted by the Hashemite Kingdom of Jordan in the areas of workforce planning.
- Conducting more research and studies on job exploitation from an administrative and work

perspective, as most of the research that studied these areas was related to law and psychology.

12 Conclusion

- This study provides robust empirical evidence on the role of international academic employment in mitigating job exploitation, positioning work motivation as a critical psychological and structural mechanism within this relationship. By examining the employment of Jordanian academic competencies in Saudi universities, the findings extend the literature on labor mobility, human capital protection, and motivational theory in cross-border employment contexts.
- The results demonstrate a statistically significant and substantive effect of employing Jordanian competencies in Saudi universities on reducing their exposure to job exploitation in their home country. This confirms that external labor markets can function as protective institutional environments that enhance bargaining power and reduce vulnerability to unfair labor practices. Furthermore, employment in Saudi universities was shown to significantly enhance work motivation across all dimensions (basic needs, social belonging, security and protection, esteem, and self-actualization) indicating that employment abroad satisfies both material and higher-order psychological needs.
- Most notably, work motivation emerged as a significant mediating variable, strengthening the relationship between employment and protection from exploitation. This finding contributes theoretically by integrating motivational theory with labor market protection frameworks, suggesting that the protective effect of international employment operates not only through improved economic conditions but also through enhanced psychological empowerment and professional fulfillment.
- The absence of statistically significant differences across most demographic variables (gender, educational level, specialization, academic rank, age, and years of experience) indicates the structural nature of the protective mechanism, reinforcing the generalizability of the findings within the studied population. However, the presence of sector-based differences highlights the importance of institutional environments and governance structures in shaping levels of protection and motivation.
- From a policy perspective, the findings underscore the necessity of strengthening regulatory frameworks in the home country to establish equitable salary scales, enforce labor protections, and reduce exploitative practices in the private education sector. Regionally, the study highlights the strategic role of academic mobility within the Arab world as a mechanism for human capital preservation and professional dignity.
- In sum, this research advances understanding of how cross-border academic employment functions as both an economic and motivational safeguard against labor exploitation. It calls for integrated labor, education, and regulatory policies that protect academic competencies while fostering sustainable professional development within and beyond national boundaries.

Declaration of Generative AI and AI-assisted Technologies in the Writing Process

During the preparation of this work, the author(s) utilized artificial intelligence (AI) technologies solely for the purpose of linguistic refinement and grammatical correction. Following the application of these tools, the author(s) comprehensively reviewed, verified, and edited the resulting text. The author(s) maintain full accountability and responsibility for the accuracy, integrity, and final content of the publication.

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APPENDIX

Table 4. Factors of Cronbach's Alpha for Questionnaire Items

Area	Factors of Cronbach's Alpha
Recruitment of Jordanian academic competencies	0.869
Work motivations for Jordanian academic competencies	0.765
Protection from job exploitation of Jordanian academic competencies	0.798
Total	0.866

Source: created by the author.

Table 6. Arithmetic Means and Standard Deviations of the Respondents' Responses to the Items of Recruiting Jordanian Academic Competencies in a Descending Order

Rk	No	Item	M	SD	Eval.
1	9	The ability to communicate with the direct supervisor is very easy	4.24	0.87	High
2	8	We work in a team spirit in pursuit of the university's goals	3.97	0.81	High
3	7	The work climate at my university is friendly, respectful, and mutually cooperative	3.91	0.89	High
4	4	Jordanian academic competencies are chosen with complete fairness	3.67	0.97	High
6	1	My university has employment opportunities for all academic ranks	3.27	1.16	Medium
7	6	Suitable leisure services are available at my university	3.18.	1.08	Medium
8	2	At my university, there are facilities for academic promotions	3.08	1.23	Medium
9	5	My university engages me in various scientific research conferences and activities	2.83	1.33	Medium
10	3	My university covers the costs of preparing and publishing scientific research	2.81	1.43	Medium
Total of employing Jordanian academic competencies			3.44	0.77	Medium

Source: created by the author.

Table 7. Arithmetic Means and Standard Deviations of the Respondents' Responses to the Work Motivation for Academic Competencies Items in a Descending Order

Rank	Nu	Item	Arith. Mean	St. Dev	Evaluation
1	2	I care about the job that brings me security and tranquility in the course of my life	4.47	0.64	High
2	4	I look for work that brings me respect and appreciation from people	4.35	0.67	High
3	3	I want a job that brings me prestigious social connections	4.01	0.89	High
4	1	I rush to work that meets my	3.91	1.05	High

		basic needs			
5	6	I want a job that gives me fame and a special status in society	3.83	0.98	High
Total Work Motivation for Jordanian Academic Competencies			4.11	0.62	High

Source: created by the author.

Table 8. The Arithmetic Mean and Standard Deviations of the Respondents' Responses to the Items (the status of protecting Jordanian academic competencies working in Saudi universities from job exploitation in their home country) in a Descending Order

Rank	Nu	Item	Arith. Mean	St. D	Evaluation
1	1	Academic work in Saudi universities has brought me many opportunities to meet family needs	4.21	0.73	High
2	8	Academic work in Saudi universities has protected me from financial destitution	4.05	0.82	High
3	3	Academic work at my university has enabled me to learn and develop my knowledge	3.92	0.80	High
4	7	Academic work in Saudi universities has made a qualitative leap in my standard of living	3.88	0.84	High
5	2	Academic employment brought me a sense of social well-being	3.87	0.76	High
6	5	Academic work in Saudi universities has earned me happiness and peace of mind	3.85	0.88	High
7	6	Previously, I worked in my home country with salaries that did not match my academic qualifications	3.77	1.04	High
8	4	Current academic job opportunities have contributed to the deprivation of the private sector in my home country from utilizing my qualifications	3.67	1.14	High
9	9	Academic work in Saudi Arabia has brought me better job opportunities if I return home	3.56	1.05	Medium
Total (status of protecting Jordanian academic competencies working in Saudi universities from job exploitation in their home country)			3.86	0.56	High

Source: created by the author.

Table 20. Results of the One-Way Analysis of Variance (ANOVA) to identify differences in respondents' views on the study domains according to specialization

Variables	Specialization	M	SD	Source	SS	df	MS	F	P
Employment of foreign (Arab) academic competencies	Admin. Sci.	3.46	0.52	Between groups	2.179	6	0.363	1.078	0.375
	Comp. Sci.	3.29	0.52	Within groups	128.764	382	0.337		
	Appl. Sci.	3.31	0.57	Total	130.943	388			
	Eng. Sci.	3.47	0.60						
	Med. Sci.	3.49	0.64						
	Soc./Hum. Sci.	3.49	0.62						
	Other	3.36	0.47						
Job motivation of foreign (Arab) academic competencies	Admin. Sci.	4.07	0.59	Between groups	3.742	6	0.624	1.637	0.136
	Comp. Sci.	3.95	0.63	Within groups	145.516	382	0.381		
	Appl. Sci.	3.93	0.69	Total	149.258	388			
	Eng. Sci.	4.20	0.58						
	Med. Sci.	4.20	0.59						
	Soc./Hum. Sci.	4.20	0.64						
	Other	3.92	0.65						
Protection from job exploitation of foreign (Arab) academic competencies	Admin. Sci.	3.90	0.46	Between groups	1.814	6	0.302	1.085	0.371
	Comp. Sci.	3.77	0.50	Within groups	106.387	382	0.278		
	Appl. Sci.	3.74	0.54	Total	108.201	388			
	Eng. Sci.	3.88	0.54						
	Med. Sci.	3.90	0.57						
	Soc./Hum. Sci.	3.90	0.58						
	Other	3.79	0.43						

Source: created by the author.

Table 21. Results of the One-Way Analysis of Variance (ANOVA) to identify differences in respondents' views on the study domains according to academic rank

Variables	Acad. Rank	M	SD	Source	SS	df	MS	F	.P
Employment of foreign (Arab) academic competencies	Lect.	3.42	0.64	Between groups	0.091	3	0.030	0.089	0.966
	Asst. Prof.	3.46	0.56	Within groups	130.852	385	0.340		
	Assoc. Prof.	3.44	0.54	Total	130.943	388			
	Prof.	3.42	0.66						
Job motivation of foreign (Arab) academic competencies	Lect.	4.13	0.65	Between groups	0.249	3	0.083	0.214	0.886
	Asst. Prof.	4.10	0.65	Within groups	149.009	385	0.387		
	Assoc. Prof.	4.10	0.54	Total	149.258	388			
	Prof.	4.20	0.47						
Protection from job exploitation of foreign (Arab) academic competencies	Lect.	3.80	0.61	Between groups	0.782	3	0.261	0.935	0.424
	Asst. Prof.	3.90	0.48	Within groups	107.418	385	0.279		
	Assoc. Prof.	3.88	0.51	Total	108.201		388		
	Prof.	3.79	0.52						

Source: created by the author.

Table 22. Results of the One-Way Analysis of Variance (ANOVA) to identify differences in respondents' views on the study domains according to age

Variables	Age	M	SD	Source	SS	df	MS	F	P
Employment of foreign (Arab) academic competencies	≤29	3.44	0.77	Between groups	1.16	4	0.2906	0.8597	0.4882
	30–<40	3.45	0.54	Within groups	129.78	384	0.3380		
	40–<50	3.39	0.63	Total	130.94	388			
	50–<60	3.51	0.54						
	≥60	3.34	0.57						
Job motivation of foreign (Arab) academic competencies	≤29	3.73	0.65	Between groups	4.50	4	1.1002	1.9821	0.0600
	30–<40	4.05	0.60	Within groups	144.76	384	0.3770		
	40–<50	4.10	0.70	Total	149.26	388			
	50–<60	4.24	0.54						
	≥60	4.00	0.56						
Protection from job exploitation of foreign (Arab) academic competencies	≤29	3.98	0.61	Between groups	2.13	4	0.5335	1.9313	0.1045
	30–<40	3.89	0.45	Within groups	106.07	384	0.2762		
	40–<50	3.81	0.60	Total	108.20	388			
	50–<60	3.93	0.48						

	≥60	3.68	0.57						

Source: created by the author.

Table 23. Results of the One-Way Analysis of Variance (ANOVA) to identify differences in respondents' views on the study domains according to years of experience

Variables	Yrs. Exp.	M	SD	Source	SS	df	MS	F	P
Employment of foreign (Arab) academic competencies	<1 yr	3.41	0.64	Between groups	0.123	3	0.041	0.121	0.948
	1–<5 yrs	3.45	0.56	Within groups	130.820	385	0.340		
	5–<8 yrs	3.45	0.52	Total	130.943	388			
	≥8 yrs	3.42	0.65						
Job motivation of foreign (Arab) academic competencies	<1 yr	4.13	0.65	Between groups	0.065	3	0.022	0.056	0.983
	1–<5 yrs	4.10	0.65	Within groups	149.193	385	0.388		
	5–<8 yrs	4.11	0.54	Total	149.258	388			
	≥8 yrs	4.12	0.56						
Protection from job exploitation of foreign (Arab) academic competencies	<1 yr	3.80	0.61	Between groups	0.860	3	0.287	1.028	0.380
	1–<5 yrs	3.90	0.49	Within groups	107.341	385	0.279		
	5–<8 yrs	3.90	0.49	Total	108.201	388			
	≥8 yrs	3.79	0.51						

Source: created by the author.