

## Enhancing Job Satisfaction in Higher Education: The Role of Cultural Openness, Servant Leadership, and Burnout

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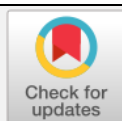
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### ABSTRACT

*This study explores the role of burnout as a mediating variable in the relationship between cultural openness, servant leadership, and lecturers' job satisfaction at Institut Bisnis Informasi Teknologi dan Bisnis, Medan City. In higher education, cultural openness and servant leadership are essential factors contributing to job satisfaction. However, high workloads can lead to burnout, potentially diminishing the positive effects of both factors. This study employs a quantitative approach, using a survey conducted with 51 lecturers as respondents. The results indicate that cultural openness significantly affects job satisfaction, reinforcing the importance of transparent communication and respect for diversity in fostering a supportive work environment. Conversely, servant leadership does not significantly affect job satisfaction or burnout, suggesting that this leadership style is less effective in the context of this study. Additionally, burnout does not significantly influence job satisfaction directly or as a mediating variable. These findings underscore the need to strengthen cultural openness as a key factor in enhancing lecturer job satisfaction. Furthermore, this study offers theoretical contributions to understanding the relationship between organizational culture, leadership, burnout, and job satisfaction while providing practical insights for policy development in higher education institutions.*

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## 1. Introduction

Job happiness is a crucial factor that considerably enhances the productivity of the work environment (Gazi et al., 2024; Trisnayani et al., 2024; Yasir, 2021). This industry is essential for generating high-quality human resources (Tsai & Yen, 2020). Educational institutions necessitate personnel, including lecturers and support staff, who possess a high degree of job satisfaction to guarantee ideal educational standards (Pozas et al., 2023). A high degree of job satisfaction influences individual performance and team efficacy, inter-unit collaboration, and innovation sustainability within the educational process (Amin, 2022). In environments characterized by intricate work dynamics, compounded by academic and administrative pressures alongside expectations from students and the community, fostering job happiness emerges as a principal challenge that institutions must address with utmost seriousness (Cheung et al., 2022; Sutanto et al., 2022).

Low job satisfaction might induce numerous adverse effects that impede organizational productivity (M. Li et al., 2024). Dissatisfied employees sometimes exhibit diminished motivation, as seen in their lack of initiative, excitement, and commitment to everyday duties (Salahat & Al-Hamdan, 2022). Moreover, the absence of emotional engagement in the workplace frequently makes individuals feel estranged from company objectives (Kato & Koizumi, 2024). This results in employees becoming less invested in their work outcomes and their effect on the team (Rosdaniati, 2021). This situation can deteriorate employee relationships, escalate internal conflict, and foster an unfavorable work environment (Liu, 2020). Extended job discontent may result in elevated absenteeism, heightened turnover, and challenges maintaining top talent within the firm (Eslamdoust & Mahmoudinazlou, 2023).

This problem becomes increasingly intricate when discontented persons encounter emotional weariness or burnout, which can profoundly impact multiple facets of their professional and personal lives (Lee et al., 2024). Burnout diminishes employee productivity and precipitates psychological health issues, including chronic stress, worry, and depression, while also posing a danger for physical health complications, such as persistent fatigue and reduced endurance (G. Li et al., 2023). This condition establishes a detrimental cycle wherein personnel suffering from burnout cannot deliver optimal performance, exacerbating their work discontent (Majrabi, 2022).

Institutions must examine job unhappiness from multiple perspectives to identify its causes, including inequitable workloads, lack of recognition for employee achievements, and misalignment of ideals with the organizational culture (Hu et al., 2024). Potential strategies encompass offering psychological assistance, including counseling or stress management training, establishing employee wellness initiatives, and fostering a work climate that promotes open communication and mutual respect (Sibisanu et al., 2024). Furthermore, organizational leaders must identify early indicators of burnout and implement proactive measures to mitigate them (Mansour & Abu Sharour, 2021). Organizations can mitigate the adverse effects of burnout and job discontent, thereby fostering a healthy, productive, and sustainable work environment (Wang, 2022).

Burnout, frequently resulting from excessive workload, academic strain, and administrative expectations, poses a significant challenge in the evolving realm of higher education (Van Hoy

et al., 2022). This situation induces persistent emotional weariness and precipitates depersonalization, resulting in a diminished capacity for empathy and engagement with work and colleagues. Another consequence of burnout is a marked reduction in productivity, adversely influencing individual performance and the company's overall success (Acosta-Ramos, 2021). Success is significantly contingent upon team stability and collaboration; burnout is a substantial risk that might diminish institutional belonging and elevate personnel turnover rates (Quesada-Puga et al., 2024).

Burnout frequently occurs due to an imbalance between elevated job demands and the resources available for assistance, including insufficient backing from superiors, inadequate work facilities, or a lack of acknowledgment of individual accomplishments (Hediningrum, 2023). Without intervention, burnout can foster a detrimental work atmosphere, wherein employees experience isolation, lack of appreciation, and diminished motivation to perform well (Peláez-Fernández et al., 2022). Institutions bear significant responsibilities in facilitating the learning process and advancing scientific growth; the sustainability of a steady workforce is crucial for ensuring the continuity of education and attaining long-term strategic objectives (Grover & Furnham, 2021). Proactive measures are essential to ascertain burnout's origins and execute tactics that promote employee well-being, including equitable workload distribution, offering stress management training, and fostering an inclusive and appreciative workplace culture (Roczniewska & Bakker, 2021).

The pattern of cultural openness significantly influences job happiness, particularly in intricate organizations like higher education institutions (Van Hoy et al., 2022). In a work culture that values transparency, all individuals, including employees and leaders, can articulate ideas, perspectives, and feedback without apprehension of discrimination, dismissal, or adverse evaluation (Fitriano, 2023). This open work environment fosters an inclusive climate, where diversity is embraced as a strength rather than a hindrance, ensuring everyone feels valued for their contributions, irrespective of their history, position, or perspectives (Hariyati et al., 2023).

A culture of transparency fosters successful communication across different organizational levels, both horizontally among colleagues and vertically between superiors and subordinates (Yamoah, 2021). This clear, bidirectional communication mitigates misunderstandings, enhances confidence, and fortifies team collaboration (Anderson et al., 2024). When employees see that their opinions are acknowledged and esteemed, they are more inclined to engage emotionally in their tasks, enhance motivation, and optimally contribute to corporate objectives (Poort et al., 2023). Organizations with an open culture can adapt more efficiently to change since it promotes the seamless emergence and execution of creative ideas from all stakeholders (Butkovic et al., 2024). The pattern of cultural openness positively influences employee psychological well-being (AlMazrouei & Zacca, 2021). A workplace that fosters self-expression appreciates diversity, and allows for personal growth can alleviate stress, enhance feelings of belonging, and elevate job satisfaction (Uyuğ Şengün & Tuğrul, 2023). Over time, this may affect employee loyalty to the firm, decrease turnover rates, and enhance overall productivity and job quality (Kai Liao et al., 2021).

Cultural openness is crucial for establishing a vibrant and innovative academic community (Alidu, 2024). Educational institutions require collaboration among lecturers, administrative personnel, and management to address increasing academic demands, varied student needs, and competition in the educational landscape (Benefits, 2023). An open work culture fosters a sense of individual contribution toward the institution's vision and mission, enhancing job satisfaction and promoting the organization's strategic objectives (Markey et al., 2021).

Adopting a cultural openness framework is essential and crucial for educational institutions to foster a healthy, productive, and sustainable work environment (Cugno et al., 2021).

Servant leadership profoundly impacts employee work satisfaction across diverse enterprises, as this leadership style prioritizes the welfare and needs of individuals (Atun et al., 2024). Leaders who embrace a servant leadership model prioritize the needs of their subordinates, empower each team member, and cultivate a work atmosphere that fosters personal and professional development (Singh, 2021). Servant leaders put employee needs over personal and organizational goals, fostering more humanistic and empathic workplace connections (Song et al., 2022). Servant leadership fosters trust, involvement, and motivation among employees by prioritizing each team member's welfare, needs, and aspirations (Rahman et al., 2021).

Servant leadership enhances job satisfaction by fostering tighter, more compassionate workplace interactions (Ji & Yoon, 2021). Servant leaders attentively consider employee feedback, offer assistance in overcoming work-related obstacles, and guarantee that each individual has adequate resources to fulfill their responsibilities effectively (Aboramadan et al., 2022). Furthermore, servant leadership promotes staff development by training, mentoring, and facilitating participation in organizational decision-making (Rildwan & Festus, 2021). It enhances employee confidence and competence while fostering a sense of belonging to the firm, a crucial element of job satisfaction (Ozturk et al., 2021).

Moreover, servant leadership continuously upholds integrity, openness, and justice, building an ethical and inclusive workplace (Sinta, 2022). Employees operating under servant leadership experience greater comfort and emotional safety (Rashid & Ilkhanizadeh, 2022). Servant leaders prioritize the holistic welfare of employees rather than solely focusing on their work outcomes (Gunawan et al., 2024). This alleviates stress and work-related strain, frequently the primary contributors to unhappiness and burnout (Imaduddin et al., 2022).

This study aims to investigate the role of burnout as a mediating variable in the relationship between cultural openness patterns, servant leadership, and job satisfaction among lecturers at Institut Bisnis Informasi Teknologi dan Bisnis in Medan City. In the context of higher education, cultural openness patterns and servant leadership styles are recognized as critical factors that influence job satisfaction, as they foster an inclusive, supportive, and empowering work environment. Understanding how burnout mediates these relationships is significant, as it provides insights into the challenges lecturers face in balancing cultural adaptability and leadership dynamics while maintaining their well-being. The findings of this study will contribute to the broader discourse on workplace dynamics in academia by offering practical recommendations for enhancing job satisfaction through improved cultural openness, effective leadership practices, and strategies to mitigate burnout. This research also adds to the existing literature by highlighting the interconnectedness of these variables in a higher education setting, particularly in the unique cultural and institutional context of Medan City.

## **2. Literature Review**

### **2.1. Job Satisfaction**

Job satisfaction significantly influences enhanced productivity, loyalty, and performance among teaching staff and educational people in higher education (Bhastary et al., 2024). Higher education institutions seeking to compete effectively must cultivate a work climate that fosters creativity, cooperation, and enhancement of educational service quality (Y. Lubis et al., 2023). Job satisfaction affects individual motivation and fosters a positive work culture, which



immediately enhances the quality of education and services, increasing the institution's appeal to potential students and other stakeholders (F. R. A. Lubis et al., 2023).

Equitable and suitable financial remuneration is a fundamental factor that affects employees' feelings of recognition for the contributions of lecturers (Astika et al., 2022). Opportunities for skill development and career advancement foster a sense of ongoing progress while enhancing the quality of human resources (Syaifuddin et al., 2022). A comfortable work environment and healthy interpersonal connections foster a conducive setting for collaboration (Y. Lubis, Ananda, et al., 2024). Acknowledgment of work efforts via both formal and informal commendation can enhance satisfaction and foster a sense of value. Moreover, work-life balance guarantees that staff can perform efficiently without compromising essential facets of a lecturer's life (Y. Lubis, Hernosa, et al., 2024).

## 2.2. Burnout

Burnout significantly undermines instructors' job happiness, impacting personal and professional dimensions (Efuwape & Aderinto, 2023). Persistent work strain, characterized by substantial administrative tasks, elevated research expectations, and intricate teaching duties, frequently leads to burnout (Lemonaki, 2021). This state is typically defined by emotional weariness, depersonalization, and a diminished sense of self-efficacy (Mahon, 2021a). Burnout adversely impacts professors' job satisfaction by diminishing their enthusiasm for diverse academic activities (Grunhaus, 2023). This condition influences the quality of interactions with students during both the teaching and learning processes and academic guidance, ultimately affecting the overall student experience (Luo, 2022). Furthermore, instructors experiencing burnout often perceive a diminished appreciation from the institution, subsequently decreasing their job happiness (Rasdi, 2021). This syndrome can lead to absenteeism, reduced productivity, and a desire to exit the profession (Gribben & Semple, 2021).

Burnout affects the professional domain and the physical and mental well-being of lecturers (T. Zhang et al., 2021). Burnout may elevate the likelihood of diseases, including anxiety, depression, and numerous other chronic health issues (Quesada-Puga et al., 2024). Factors contributing to an unsupportive work environment, including an inequitable workload, insufficient recognition, limited professional advancement prospects, and challenges in achieving work-life balance, exacerbate this issue (Genedy et al., 2024). Universities must implement preventive and solution-focused measures to address lecturer burnout (Grover & Furnham, 2021). A more equitable allocation of tasks, offering suitable recognition and rewards, and facilitating professional advancement chances are measures to mitigate burnout (Iosim et al., 2021). Moreover, regulations that balance professional and personal life, such as flexible work arrangements or mental health initiatives, are essential (Martínez-Díaz et al., 2023).

**H1: Burnout has a significant effect on lecturer job satisfaction.**

## 2.3. Cultural Openness Pattern

The cultural openness pattern significantly enhances job satisfaction and plays a crucial role in mitigating the risk of burnout in the workplace (Hariyati et al., 2023). This culture of openness is manifested via honest, transparent, and reciprocal communication at all organizational levels, fostering an inclusive and supportive work environment (Abu Raya et al., 2023). A culture of openness fosters respect for variety and differing opinions, essential for fostering innovation, enhancing collaboration, and promoting fairness in the workplace (Anderson et al., 2024). the cultural openness pattern enhances robust professional ties between

employees and leaders, facilitating greater accessibility to emotional and professional assistance (Poort et al., 2023).

The influence of the cultural openness paradigm is also evident in the diminished risk of burnout (Van Hoy et al., 2022). The workplace facilitates employee expression of concerns, receipt of constructive feedback, and acknowledging of contributions, rendering the task more manageable (Fitriano, 2023). A restrictive work culture can lead to employee isolation, lack of appreciation, and fear of self-expression, exacerbating stress and emotional weariness (Butkovic et al., 2024). Moreover, the cultural openness pattern facilitates the equilibrium between occupational needs and individual well-being (Jansson et al., 2021). Ultimately, the cultural openness pattern enhances job satisfaction and fosters a healthy, productive work atmosphere that promotes employees' mental well-being (AlMazrouei & Zacca, 2021).

**H2: Cultural openness pattern has a significant effect on burnout.**

**H3: Cultural openness pattern has a significant effect on lecturer job satisfaction.**

**H4: Cultural openness pattern significantly affects lecturer job satisfaction through burnout.**

## **2.4. Servant Leadership**

Studies have shown that servant leadership enhances job satisfaction and reduces burnout (Nurbaety & Rojuaniah, 2022). This leadership approach prioritizes the interests and needs of employees, with leaders serving as primary advocates for the team's development, well-being, and success (Kureshi, 2023). Servant leaders offer explicit guidance, emotional assistance, and constructive criticism, ultimately enhancing job satisfaction (Kaltiainen, 2022). Moreover, servant leadership contributes to mitigating the risk of burnout (Alahbabi, 2023). Leaders employing this strategy attentively consider employees' physical and emotional welfare, maintain a balanced workload, and foster a healthy and inclusive workplace atmosphere (Ren & Shen, 2024). Leaders are deemed proficient at fostering open communication and providing the necessary support to assist people in confronting job issues (Rasheed, 2023).

Studies indicate that servant leadership fosters harmonious workplace connections and enhances employee intrinsic motivation (Susanto, 2023). This mitigates the adverse impacts of job pressure while enhancing the equilibrium between professional and personal life obligations (Greenleaf, 1979). This leadership approach enhances job satisfaction, fosters a healthier, more productive workplace, and promotes overall employee well-being (Mujeeb, 2021). Servant leadership may be a strategic method to enhance employee well-being while promoting optimal organizational performance (Khattak et al., 2023).

**H5: Servant leadership has a significant effect on burnout.**

**H6: Servant leadership has a significant effect on lecturers' job satisfaction.**

**H7: Servant leadership significantly affects lecturers' job satisfaction through burnout.**

## **3. Research Methodology**

This research employs a quantitative methodology utilizing a survey to examine the mediating effect of burnout on the link between the cultural openness pattern, servant leadership, and work satisfaction among academics at Institut Bisnis Informasi Teknologi dan Bisnis, Medan City. This approach was selected for its appropriateness for statistically assessing the relationship between variables. The participants in this study consisted entirely of lecturers at Institut Bisnis Informasi Teknologi dan Bisnis, Medan City. The research sample was

established using the entire sampling approach, encompassing all 51 instructors. This strategy was selected because the research population's relatively small size permits the inclusion of all its members.

Data was collected using a standardized questionnaire divided into four main sections. The first section focused on the cultural openness pattern, which refers to an individual's disposition, conduct, and capacity to acknowledge, comprehend, and adapt to cultural differences in the workplace. This tendency was measured through indicators such as tolerance (CO1), acceptance of diversity (CO2), adaptation (CO3), openness to new viewpoints (CO4), and inclusive attitudes (CO5). These indicators assess how individuals navigate and embrace cultural diversity in professional settings.

The second section examined servant leadership, prioritizing the needs, development, and welfare of team members and the organization. Leaders who adopt this style act as servants, empowering their teams through empathy, support, and a service-oriented mindset to achieve shared goals. Key indicators of servant leadership include empathy (SP1), empowerment (SP2), service orientation (SP3), self-awareness (SP4), dedication to individual development (SP5), community building (SP6), and ethical decision-making (SP7). These elements highlight the leader's commitment to fostering a supportive and collaborative work environment.

The third section addressed burnout, a psychological condition from prolonged occupational stress. It is characterized by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment. Burnout can significantly impact an individual's well-being and effectiveness in the workplace. Indicators used to measure burnout include physical tiredness (BN1), work-life balance (BN2), pressure from superiors or organizations (BN3), emotional emptiness (BN4), and diminished efficacy (BN5). These factors help identify the extent to which individuals experience stress-related challenges in their professional roles.

The fourth section explored job satisfaction, which reflects personal contentment with various aspects of one's job. It indicates how well an individual's needs, expectations, and preferences are met within the workplace. Indicators of job satisfaction include the work environment (JN1), interpersonal interactions (JN2), rewards (JN3), career development opportunities (JN4), contentment with remuneration and benefits (JN5), and work autonomy (JN6). These dimensions provide a comprehensive understanding of the factors contributing to an individual's overall satisfaction and engagement in their professional role. Together, these sections offer a holistic view of the interplay between cultural openness, leadership styles, occupational stress, and job satisfaction in the workplace.

This study analyzed data using the Structural Equation Modeling-Partial Least Squares (SEM-PLS) method because it can simultaneously analyze direct and indirect relationships between variables in the research model. The main purpose of this analysis is to test the effect of the cultural openness pattern and servant leadership on job satisfaction, both directly and through the mediating variable burnout.

## 4. Results and Discussion

### 4.1. Evaluation of Measurement Model

**Table 1. Measurement of Convergent Validity and Internal Consistency Reliability**

Variables	Indicators	Loadings
Cultural Openness Pattern	CO1	0.838
	CO2	0.853

Variables	Indicators	Loadings
	CO3	0.822
	CO4	0.865
	CO5	0.891
Servant Leadership	SP1	0.873
	SP2	0.884
	SP3	0.862
	SP4	0.816
	SP5	0.826
	SP6	0.875
	SP7	0.807
Job Satisfaction	JN1	0.739
	JN2	0.794
	JN3	0.802
	JN4	0.799
	JN5	0.846
	JN6	0.853
Burnout	BN1	0.845
	BN2	0.876
	BN3	0.813
	BN4	0.806
	BN5	0.851

Based on **Table 1**, all indicators in the model exhibit values exceeding 0.7, a well-established reliability threshold. This demonstrates adequate internal consistency, confirming that the indicators are reliable for measuring the variables in this study. Additionally, the reliability of these indicators ensures that the instruments used can produce accurate and relevant data aligned with the study's objectives. The indicators are suitable for this research and have the potential to be applied in future studies with a similar focus or context. Their validity and reliability have been thoroughly tested, providing a solid foundation for developing a conceptual model in subsequent research.

#### 4.2. Construct Reliability and Average Variance Extracted (AVE)

The results of data processing show that:

**Table 2. Average Variance Extracted (AVE)**

Variables	Average Variance Extracted (AVE)
Cultural Openness Pattern	0.763
Servant Leadership	0.718
Burnout	0.746
Job satisfaction	0.887

Source: Data by Researchers (2024)

**Table 2** shows that all Average Variance Extracted (AVE) values exceed 0.5. This signifies that AVE has met the validity standards. The data indicates that the average AVE value exceeds



the 0.5 criterion. This indicates that the research construct possesses exceptionally high convergent validity. The composite reliability score exceeding 0.7 indicates that the indicators employed in this study effectively assess the intended variables. This indicates that the research instrument meets the essential validity and reliability standards.

### 4.3. Hypothesis Test Results

**Table 3. Direct Effect / Patch Coefficient**

	Original Sample (O)	Mean Sample (M)	Standard Deviation (STDEV)	Statistics (IO/STDEV)	P Values	Information
Cultural Openness Pattern -> Job Satisfaction	0.085	0.091	0.076	2.326	0.000	Significant
Cultural Openness Pattern -> Burnout	0.026	0.034	0.042	1.031	0.001	Not Significant
Servant Leadership - > Burnout	0.317	0.364	0.284	1.681	0.314	Not Significant
Servant Leadership - > Job Satisfaction	0.048	0.072	0.063	1.528	0.002	Not Significant
Burnout -> Job Satisfaction	0.247	0.321	0.293	1.274	0.631	Not Significant
Cultural Openness Pattern -> Burnout - > Job Satisfaction	0.3024	0.354	0.205	1.6278	0.269	Not Significant
Cultural Openness Pattern -> Burnout - > Job Satisfaction	0.332	0.403	0.255	1.623	0.461	Not Significant

Source: Data by Researchers (2024)

#### 4.3.1. The Influence of Cultural Openness Pattern on Burnout

The data analysis in **Table 3** indicates that the cultural openness pattern is not significantly related to lecturer burnout at the Institut Bisnis Informasi Teknologi dan Bisnis. This study corroborates the previous one, indicating that cultural openness, characterized by transparent communication, acceptance of diversity, and encouragement of innovative ideas, enhances the workplace environment. Nevertheless, these patterns alone may insufficiently prevent employee burnout, particularly among lecturers (G. Li et al., 2023; Sibisanu et al., 2024; Van Hoy et al., 2022). Elements such as overwhelming workload, role ambiguity, and insufficient recognition impact burnout more significantly than components of organizational culture (Uyuğ Şengün & Tuğrul, 2023). The instructor elucidated that, despite an organization exhibiting a positive cultural openness pattern, it may not suffice to avert burnout if employees encounter excessive work pressure or unattainable job expectations (Siskind et al., 2023). Patterns of organizational culture exert a lesser influence on burnout compared to the accessibility of work resources such as social support and job autonomy (Majrabi, 2022). Patterns of cultural openness may prove insufficient in alleviating burnout if individuals lack social support from coworkers or leaders (Xu et al., 2024).

The study's findings indicate that institutions must prioritize workload management by eliminating superfluous administrative duties and ensuring equitable task distribution among lecturers. This will mitigate the extent of burnout. Furthermore, it is essential to provide a conversation platform that enables lecturers to articulate their demands and concerns within the work environment, facilitating the implementation of more pertinent solutions. We must promote recreational activities or welfare programs to improve job satisfaction and cultivate a more pleasant environment. Equally significant, monetary and non-monetary prizes should be bestowed as appreciation for lecturers' efforts and contributions, which can eventually enhance their motivation and job satisfaction.

#### **4.3.2. The Influence of Servant Leadership on Burnout**

The analysis results in Table 3 indicate that servant leadership does not significantly impact burnout among instructors at the Institut Bisnis Informasi Teknologi dan Bisnis. The findings of this study align with other research indicating that a service-based leadership style offers advantages; nonetheless, this method has not effectively mitigated burnout directly (Lamprinou et al., 2021; Mahon, 2021b; Suresh & Nigam, 2022). Servant leadership enhances employee psychological well-being through mediating variables, such as social support and job satisfaction, rather than directly alleviating burnout (Ahmed et al., 2023). Servant leadership can mitigate burnout by enhancing a supportive corporate climate; however, it is insufficient if the workload or administrative pressure remains elevated (Ma et al., 2021). Ultimately, servant leadership's efficacy in mitigating burnout frequently relies on additional elements, including job autonomy and rewards, which exert a more immediate influence (Kılınç & Çiçek, 2024).

The outcomes of this study suggest that the administration of the Institut Bisnis Informasi Teknologi dan Bisnis cannot depend exclusively on a service-oriented leadership style to mitigate lecturer burnout. A more comprehensive approach integration is required, including equitable task distribution for workload management, enhancement of social support via robust interpersonal relationships, and provision of sufficient rewards, both monetary and non-monetary. Moreover, prioritizing work-life balance necessitates implementing work flexibility or alleviating administrative burdens. This strategy is anticipated to cultivate a work atmosphere conducive to lecturers' mental and emotional well-being.

#### **4.3.3. The Influence of Cultural Openness Pattern on Job Satisfaction**

The hypothesis test results in Table 3 indicate that the cultural openness pattern significantly influences the job satisfaction of professors at Institut Bisnis Informasi Teknologi dan Bisnis. This study's findings corroborate previous research, indicating that lecturers have greater job satisfaction when employed by organizations that prioritize transparency through effective communication, acceptance of diversity, and tolerance for innovative ideas (Lam et al., 2022; Sirait et al., 2022; Stoermer et al., 2022). An inclusive company culture that values diversity can enhance job satisfaction by fostering a sense of belonging and employee engagement (Stoermer et al., 2022). Transparent and candid communication within an open culture enhances the interaction between employees and the organization, ensuring that employees feel supported and comprehend their duties distinctly (Sirait et al., 2022). The cultural openness pattern fosters a supportive work atmosphere, enhances trust, and diminishes the likelihood of conflict, thus elevating employee comfort and happiness (Mansour & Abu Sharour, 2021).

The findings of this study suggest that the tolerance level at the Institut Bisnis Informasi Teknologi dan Bisnis is already commendable. This signifies an inclusive organizational culture that fosters diversity. Embracing diversity in perspective, background, and methodology has

been demonstrated to foster a more peaceful and congenial work atmosphere. This circumstance positively influences lecturers' job happiness, as they feel valued and recognized as integral business members. A culture that values diversity fosters deeper working connections, mutual trust, and a sense of belonging inside the institution, ultimately enhancing the motivation and productivity of lecturers in fulfilling their tasks and obligations.

#### **4.3.4. The Influence of Servant Leadership on Job Satisfaction**

The analytical results in **Table 3** indicate that servant leadership does not significantly affect lecturers' job satisfaction at the Institut Bisnis Informatika dan Teknologi. The findings of this study contradict earlier research asserting that servant leadership is the primary determinant of enhanced job satisfaction (Bilge et al., 2021; Ozturk et al., 2021; Vrcelj et al., 2022). Servant leadership significantly influences job happiness by enhancing employees' perception of support and gratitude (Dami et al., 2022). This leadership approach fosters a supportive workplace where employees feel valued and empowered, enhancing job satisfaction (Hasanuddin et al., 2021). Servant leadership enhances job happiness by fortifying interpersonal relationships and offering emotional support (Jamal, 2021). The impact of servant leadership on job satisfaction frequently relies on mediating variables, including the degree of confidence in leaders and the organizational atmosphere (Lin et al., 2024). In the absence of these supporting aspects, the direct influence of servant leadership on job satisfaction diminishes (Dorta-Afonso et al., 2025).

The outcomes of this study suggest that the management of the Institut Bisnis Informatika dan Teknologi must enhance its dedication to the personal development of lecturers. Not all professors have completely adopted this commitment, resulting in a lack of career growth and individual competencies. The absence of initiatives to establish a research and teaching development community inside the institutional framework is a factor that impedes lecturer productivity. This type of community is essential for fostering collaboration, facilitating knowledge exchange, and promoting innovation in teaching and research. Management cannot fully harness the potential of lecturers to enhance their contributions to the school without implementing definitive measures to assist this initiative.

#### **4.3.5. The Influence of Burnout on Job Satisfaction**

The investigation results in **Table 3** indicate that burnout does not significantly impact the job satisfaction of instructors at the Institut Bisnis Informatika dan Teknologi. The findings of this study align with prior research indicating that high workload diminishes job passion (Acosta-Ramos, 2021; Quesada-Puga et al., 2024). Overwhelming workload, role ambiguity, and insufficient recognition frequently precipitate burnout (Peláez-Fernández et al., 2022). Elevated workload may diminish individual motivation and performance (Rahman et al., 2021); nevertheless, its effect on job satisfaction is not consistently substantial if the firm offers social support or enacts helpful policies. Moreover, burnout and job satisfaction are contingent upon the accessibility of work resources (X. Zhang et al., 2021). Assistance from colleagues or supervisors and access to enough resources helps mitigate the effects of burnout (Raja, 2023). Awards and acknowledgment for performance significantly impact job satisfaction more than burnout (Sokal et al., 2021).

The outcomes of this survey suggest that the work-life balance of professors at the Institut Bisnis Informatika dan Teknologi aligns with their expectations. This indicates that the institution has effectively established a work environment that balances professional obligations and personal life. Moreover, instructors view pressure from superiors or

organizations as adaptable, facilitating their ability to perform their responsibilities. This flexibility enables professors to optimize their time and duties, enhancing motivation, productivity, and job satisfaction.

#### **4.3.6. The Influence of Cultural Openness Pattern on Job Satisfaction Through Burnout**

The data analysis in [Table 3](#) indicates that burnout does not significantly mediate the relationship between cultural openness and job satisfaction among instructors at the Institut Bisnis Informasi Teknologi dan Bisnis. The findings of this study corroborate prior research indicating that elevated burnout catalyzes heightened employee discontent in the workplace ([Azmy, 2021](#); [Kukovec et al., 2021](#); [Siskind et al., 2023](#)). Burnout frequently precipitates job dissatisfaction, particularly when individuals encounter overwhelming workloads, role conflicts, or insufficient organizational support ([Van Hoy et al., 2022](#)). The scenario is enhanced when the organization provides adequate work resources, encompassing social support and job autonomy. The cultural openness pattern can directly enhance job happiness, irrespective of individual burnout levels ([Uyuğ Şengün & Tuğrul, 2023](#)). Burnout diminishes job satisfaction when individuals perceive a lack of appreciation ([Mansour & Abu Sharour, 2021](#)). Organizations exhibiting a pattern of cultural openness can mitigate the effects of burnout through transparent communication and a recognition of diversity, consequently enhancing job satisfaction directly ([Sibisanu et al., 2024](#)).

The outcomes of this study suggest that emotional emptiness may serve as a conduit for acquiring new perspectives, enhancing job satisfaction among professors at the Institut Bisnis Informasi Teknologi dan Bisnis. While emotional emptiness is frequently linked to adverse effects, this state might allow individuals to contemplate their professional experiences and embrace other ideas or methodologies. Consequently, receptiveness to novel viewpoints enables educators to cultivate a more optimistic outlook on their profession, discover innovative solutions to encountered obstacles, and rejuvenate their drive.

#### **4.3.7. The Influence of Servant Leadership on Job Satisfaction Through Burnout**

The data analysis based on [Table 3](#) indicates that burnout does not significantly mediate the relationship between servant leadership and work satisfaction among lecturers at the Institut Bisnis Informasi Teknologi dan Bisnis. The findings of this study corroborate other research indicating that burnout contributes to diminished employee trust in leadership ([Agustin-Silvestre et al., 2024](#); [Wu et al., 2024](#); [Xiao et al., 2024](#)). Consequently, burnout impedes leaders' capacity to enhance their colleagues' work passion. Burnout can diminish employee faith in leadership, particularly in businesses that offer little emotional support or recognition ([Taofik et al., 2024](#)). They assert that servant leadership can enhance job happiness, particularly when people perceive appreciation and empowerment. Leaders can mitigate the effects of burnout on job satisfaction by offering social support and fostering a favorable work environment ([Gautam & Poudel, 2023](#)). Emotional support from leaders employing a servant leadership approach can enhance job satisfaction despite burnout ([Arijanto et al., 2022](#)). Ultimately, servant leadership enhances job happiness by fostering employee trust in leaders ([N. Zhang & He, 2022](#)). While burnout may be a challenge in firms practicing servant leadership, its impact is minimal due to the emphasis on employee empowerment and well-being ([Eslamdoust & Mahmoudinzlou, 2023](#)).

The results of this study demonstrate that leaders at the Institut Bisnis Informasi Teknologi dan Bisnis possess a profound level of empathy towards professors. This demonstrates the leadership's focus on the requirements and issues encountered by academics,



which might ideally enhance job happiness. Nonetheless, physical exhaustion resulting from an enormous administrative burden impedes this. Excessive administrative burden diverts lecturers' focus from their main tasks, such as teaching and research, causing frustration and reducing motivation. To address this, institutions must use strategic measures, such as streamlining administrative procedures or offering administrative support personnel, to ensure that leaders' empathy effectively enhances lecturer work satisfaction.

## 5. Conclusion

The data analysis indicates that the cultural openness pattern significantly affects lecturers' job satisfaction at the Institut Bisnis Informatika dan Telekomunikasi. A culture that fosters clear communication and values diversity directly enhances lecturers' job happiness. Nonetheless, the pattern of cultural openness does not significantly affect burnout, suggesting that a culture of openness alone is insufficient to alleviate the emotional tiredness experienced by lecturers. Moreover, the study's findings indicated that servant leadership does not significantly affect burnout or job satisfaction. This leadership style, while prioritizing empathy and empowerment, proves insufficient in enhancing job satisfaction or mitigating burnout within the scope of this study. Furthermore, fatigue does not substantially influence job satisfaction directly or as a mediator between the cultural openness pattern and job satisfaction or between servant leadership and job happiness.

This report offers several significant recommendations for managing the Institute of Information Technology and Business. The university should enhance cultural openness by fostering honest communication and valuing diversity to elevate professors' job happiness. Moreover, despite the insignificance of burnout, management must address administrative duties and offer support services to mitigate lecturer fatigue. Servant leadership assessment is necessary, considering alternative leadership models, such as transformational leadership, which may better address lecturers' demands. Subsequent studies may incorporate mediating or moderating variables, such as faith in leadership or job incentives, to enhance the comprehension of the relationship between variables.

This study's contribution is validating the cultural openness pattern's significance in enhancing lecturers' job happiness, theoretically and practically. The study's findings guide institutions to design policies that promote an inclusive work culture, alleviate work pressure, and enhance leadership efficacy to foster a more supportive and productive work environment.

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The authors have declared no potential conflicts of interest regarding this article's research, authorship, and/or publication.

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