



Job Satisfaction As A Mediation Mechanism Between Organizational Support And Lecturer Performance

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ABSTRACT

This study examines how organizational support influences lecturer performance, with job satisfaction positioned as a mediating factor. Lecturer performance is essential for the quality of higher education, yet many lecturers still face challenges such as administrative burdens, limited research facilities, and insufficient organizational support. Using a quantitative approach, the study involved 86 lecturers from higher education institutions in Malang, selected through proportional stratified random sampling. Data were collected through a structured questionnaire and analyzed using Partial Least Squares Structural Equation Modeling. The results indicate that organizational support significantly improves lecturer performance and enhances job satisfaction. Furthermore, job satisfaction has a strong positive effect on lecturer performance and serves as a psychological mechanism that strengthens the relationship between organizational support and performance. These findings demonstrate the importance of supportive organizational practices, including adequate facilities, recognition, and career development opportunities. Higher education institutions are encouraged to prioritize these aspects to foster greater job satisfaction and ultimately improve lecturer performance.

INTRODUCTION

Higher education has a crucial role in preparing quality human resources, especially lecturers in higher education which is expected to be one of the main factors that determine success in improving the quality of graduates. This means that the quality of lecturers greatly affects the quality of education which will have an impact on the development of quality human resources, namely in terms of increasing competencies and abilities that are expected in the future (Dung, 2021; Mukhtar, Kardini, Elshifa, Adiawaty, & Cicik Wijayanti, 2023). Therefore, the performance of lecturers is vital in achieving national education goals, including the

development of science and technology as well as improving the welfare of the community and the competitiveness of the nation (BIMA_Panduan Research and Service to Masy 2025.Pdf, n.d.) and as the main determinant of the success of educational institutions in producing competent and competitive graduates in the current era of globalization. The quality of good education is highly dependent on the performance of effective lecturers (Sulistiarini, 2024; Voss & Gruber, 2006) So that performance issues are important issues for lecturers and educational institutions, where the elements of the Tri Dharma of Higher Education, namely education, research, and community service are the main indicators in lecturer performance.

The performance of lecturers will have an impact on the accreditation of higher education which will further build public trust, which is one of the keys to the development and sustainability of higher education institutions (Hadiantini, Pandia, & Kaburuan, 2017). In addition, the quality of lecturers will directly affect the success of students in the learning process and ultimately graduates can enter the world of work and further study. However, there are still many lecturers who face various obstacles, both internal and external, that affect lecturers' performance, namely from the factor of too much administrative burden, limited research facilities, and lack of organizational support, for example in the form of awards and recognition given to lecturers, which also affect the effectiveness of lecturers in carrying out their duties (Fitriana Wulandari & Ariandi, n.d.). This condition has the potential to reduce lecturers' motivation and job satisfaction, which will ultimately hinder the achievement of optimal performance. Therefore, effective human resource management, including careful planning and competency development is the foundation for improving the performance and motivation of educators, which directly has a positive impact on the overall quality of education (Nurjaman, 2023).

Organizational support has an effect on lecturer performance, as it is key in motivating and increasing lecturers' job satisfaction, which can ultimately have a positive impact on their performance and loyalty to the institution (Wang, 2024). Organizational support reflects the institution's attitude, attention, and appreciation for lecturers, both through the provision of physical facilities, administrative support, and self-development opportunities (Bakr, Jarrar, Abumadini, Al Sultan, & Larbi, 2019; Stephen, 2024) is an integral part of organizational support that impacts the well-being and motivation of lecturers. Lecturers who feel supported by the organization will be more satisfied with their work because they gain a sense of security, value, and have opportunities to grow which overall improves the quality and productivity of their work (Awang et al., 2015). However, not all lecturers respond quickly to organizational support with performance improvements. In this case, job satisfaction is positioned as one of the mediators and psychological mechanisms by linking organizational support to lecturer performance and is an important pathway that connects the perception of organizational support with employee performance. Organizational support increases job satisfaction, and this satisfaction encourages employees to work better and show high performance (Guan et al., 2014).

Although many studies show that organizational support has a positive impact on lecturer performance, empirical findings still find that it is not consistent. Some studies show that organizational support does not always have an effect on performance (Ariyanti & Rijanti, 2022; Fetriah & Hermingsih, 2023; Prasetyo & Harsono, 2023). The inconsistency of the results of this study is what opens up space for this research, by placing job satisfaction as a mediating variable that can be a bridge between organizational support and lecturer performance. Organizational support may be available in the form of facilities or policies, but if it is not accompanied by job satisfaction, then the impact on performance can be weakened. So organizational support alone is not enough to be the main determinant, but rather must be internalized by lecturers as a positive experience that increases their satisfaction.

LITERATURE REVIEW

Organizational Support

Rhoades and Eisenberger's (2002) definition of organizational support is an individual's perception of the extent to which the organization supports and cares for them, which ultimately increases employees' sense of responsibility and loyalty to the organization. In addition, it can also be described that organizational support is the perception of employees towards the attention, attention, assistance, and opportunities provided by the organization to them, which includes the belief that the organization as a workplace values employees' contributions, cares about their well-being, and meets the social and emotional needs of employees (Akib, 2022).

Indicators of organizational support (Prasetyo & Harsono, 2023): (1) Recognition of employee contributions (2) Attention to employee welfare (3) Organizational support for employee needs and aspirations (4) Fairness and fair treatment of the organization and (5) Effective and transparent communication from the organization to employees. In the context of higher education, organizational support reflects the institution's attention to lecturers and is very important to improve the quality of human resources, in this case lecturers. Lecturers who feel supported by the organization will be more enthusiastic in carrying out the Tri Dharma of Higher Education, namely education, research, and community service

Job Satisfaction

Job satisfaction is the positive feeling or perception that employees have of their work. This satisfaction arises from the comparison between expectations and the realities they experience at work. When expectations match or exceed reality, employees tend to feel satisfied with their work. Conversely, if the work experience does not meet expectations, satisfaction levels tend to be low (Saputro, 2023). Furthermore, the level of satisfaction and satisfaction felt by an employee towards his work.

This satisfaction arises from employees' perceptions of how well their work meets their needs and expectations, as well as how their experience while working in the workplace was (Wang, 2024). Meanwhile, factors that affect job satisfaction (EKO PRIO) include: (1) Expectations and Reality (2) Psychological and Emotional Factors (3) Compensation and Recognition. While the statement from the (Donald, Hlanganipai, & Richard, 2016) including: (1) Emotional and Affirmation Factors (2) Satisfaction with the Work Environment and Duties (3) Recognition and Appreciation and (4) Supportive Working Conditions. Thus, job satisfaction is not only important as a factor in the psychological well-being of lecturers, but also as a mechanism that clearly shows how organizational support can have an effect on performance.

Lecturer Performance

Performance is the result of work achieved by an individual in a certain period of time. Statement (Stephen, 2024) shows that the results of the work process of a person or group in carrying out their duties and responsibilities are in accordance with the standards or targets that have been set. Performance reflects the effectiveness and efficiency in carrying out work, as well as the achievement of organizational or individual goals. So good performance increases the productivity and effectiveness of the organization.

Lecturer performance indicators (Guan et al., 2014) in this case it includes: (1) Teaching responsibilities (*Instructional Responsibility*) (2) Intellectual contribution (3) Professional services (4) *collegiality* and (5) professionalism. Next performance measurement (Stephen, 2024) namely: (1) Quality and (2) Quantity. Performance is the main indicator of the success of a person or organization in carrying out its duties, and its management must be carried out systematically to achieve optimal results.

Organizational Support for Performance

Organizational support is one of the important factors in human resource management which plays a major role in influencing the attitudes and behaviors of employees, including lecturers in universities. The concept of organizational support refers to an individual's belief that the institution values their contributions and cares about their well-being. When lecturers feel that they are receiving attention, recognition, and fair treatment from the institution, they will have a higher motivation that will ultimately contribute to the maximum. Related to this, the quality of human resources, especially lecturers, must continue to be improved and developed in order to achieve optimal results that will have an impact on performance in the institution.

Lecturer performance is one of the benchmarks for the success of higher education to achieve better results in the future. For lecturers who can feel organizational support, they will tend to be more motivated to improve the quality of teaching, namely to be more productive in scientific publications, and to continue to be committed to carrying out community service. However, on the other hand, if there is a lack of organizational support, it can reduce motivation, even encourage the desire to leave the institution. So in this case, maximum organizational support will encourage performance in an institution. This is in line with research conducted by (Fetria & Hermingsih, 2023; Sancheznieto & Byars-Winston, 2021).

H1: Organizational Support Affects Performance

Organizational Support for Job Satisfaction

Organizational support has an important role in increasing job satisfaction, including lecturers in universities. Job satisfaction is a positive emotional response from individuals to various aspects of the work done, the tasks performed, a comfortable and safe work environment, opportunities to continue to grow, and good communication with colleagues. Lecturers who receive maximum support from institutions, for example in terms of the availability of teaching and learning facilities, research facilities, community service, training or self-development workshops, there is recognition of hard work, this will have an impact on the satisfaction experienced by employees in their work.

The higher the support from the organization that employees feel, the higher their level of job satisfaction. This support also motivates employees to contribute more and feel more comfortable and safe at work, thus improving loyalty and performance overall. Organizational support gives direction that the institution pays attention to the needs and expectations of lecturers, so that they feel valued and involved in achieving organizational goals. This condition ultimately strengthens work morale, increases loyalty, and gives rise to a sense of belonging to be part of the institution. This is in line with research conducted by (Abid, Shaikh, Asif, Elah, & Anwar, 2021; Berdiyana, W, & Witjaksono, 2022; Sabri & Sumardin, 2025).

H2: Organizational Support for Job Satisfaction

Job Satisfaction With Performance

Job satisfaction is one of the psychological variables that has an important role in determining individual performance in the organization. Job satisfaction can show that an employee will feel satisfied with his work, so that it will have an effect on improving performance in the organization. Individuals who feel satisfied in carrying out their work will show a positive attitude, motivation and have high loyalty to the organization. On the other hand, if you are not satisfied, negative things arise such as low motivation, increased stress, and decreased performance. So the higher the level of job satisfaction felt by employees, the better the performance produced. This is because job satisfaction increases employee motivation, loyalty, and loyalty to the company, which then has a direct impact on increasing productivity and work efficiency. This is because job satisfaction is able to increase employee motivation and commitment to their work, which in turn has a positive impact on their work results. Therefore,

efforts to improve job satisfaction are an important factor in improving employee performance and achieving organizational goals effectively. This is in line with research (Pasaribu, 2024)

H3. Job Satisfaction with Performance

Research Model

Figure 1. Research Concept Model



METHODS

The population in this study is all lecturers at universities in Malang City, with the number of samples set in this study to be as many as 60 respondents. The sampling technique used is *proportional stratified random sampling*. The data collection method uses questionnaires. The analysis method used was SmartPLS.

While the variables used in this study are (1) Organizational support with (Prasetyo & Harsono, 2023) Indicators (a) Recognition of employee contributions (b) Attention to employee welfare (c) Organizational support for employee needs and aspirations. (2) Job satisfaction (Donald et al., 2016) with indicators (a) Satisfaction with the Work Environment and Duties (b) Recognition and Appreciation (c) Supportive Working Conditions, and (3) Lecturer performance (Permenristekdikti No. 44 of 2015) with indicators: (a) Performance in teaching (b) Research productivity (c) Community service activities and (d) Professional / competency development (1) Emotional and Affirmation Factors (2) (3) Recognition and Appreciation and (4).

RESULTS

The validity test in this study was carried out using an outer model analysis shown by the loading factor value. The indicator is declared valid if it has a loading factor of ≥ 0.70 , or ≥ 0.60 with an AVE of ≥ 0.50 (Hair et al.). The results of the outer model test are shown in the following table.

Table 1. Loading Factor

Variable	Dimintions	Items	Loading Factor	Information
Organizational Support	Recognition of employee contributions	X11	0.916	Valid
	Attention to employee well-being	X12	0.855	Valid
	Organizational support for employee needs and	X13	0.857	Valid

	aspirations			
Job Satisfaction	Satisfaction with the Work Environment and Duties	X21	0.914	Valid
	Recognition and Appreciation	X22	0.841	Valid
	Supportive Working Conditions	X23	0.824	Valid
Lecturer Performance	Performance in teaching	X31	0.957	Valid
	Research productivity	X32	0.752	Valid
	Community Service Activities	X33	0.923	Valid
	Professional/competency development	X34	0.900	Valid

Source: Data analysis results with PLS

Based on table 1 above, most of the loading factor values have met the rule of thumb set by Ghazali (2018), which is above ≥ 0.5 for each indicator. For this reason, it can be said that every indicator on the variables of organizational support, job satisfaction and lecturer performance is valid.

Construct Validity

The validity of the construct indicates the extent to which the indicator is able to measure the theoretical construct on which the measurement is based. According to the analysis from Ansori (2019), a construct is declared to have good validity if the Average Variance Extracted (AVE) value > 0.50 . Based on the results of the test the validity of the construct is shown in the following table."

Table 2. Average Variance Extracted (AVE)

Dimension	AVE	Information
Organizational Support	0.768	Valid
Job Satisfaction	0.750	Valid
Performance	0.786	Valid

Based on Table 2 above, the AVE value of each variable has a value of > 0.5 which means that the validity of the construct is valid

Discriminant Validity

The discriminant validity test is carried out by comparing the AVE value of a construct which must be higher than the correlation between latent variables, or by looking at cross loading values (Ansori, 2020). The cross loading values of each indicator are presented in the following table.

Table 3. Cross Loading

	Organizational Support	Job Satisfaction	Performance
DO1	0.916	0,757	0,813
DO2	0.855	0,779	0,747
DO3	0.857	0,606	0,658
KIN1	0.871	0,895	0,957
KIN2	0.662	0,784	0,752
KIN3	0.745	0,731	0,923
KIN4	0.707	0,733	0,900

KK1	0.836	0,914	0,815
KK2	0.646	0,841	0,712
KK3	0.636	0,842	0,789

Based on the results of the analysis, table 3 shows that in this study it can be said to have valid discriminant validity.

Reliability

The reliability test can be seen in Cronbach's alpha and Composite reliability values. The statement from Abdillah and Jogiyanto (2016), is that the construct is said to be reliable, what is Cronbach's alpha value > 0.6 and the Composite reliability value > 0.7 . So it can be seen in each variable in this study:

Table 4. Composite Reliability and Cronbach's alpha

Variable	Cronbach's Alpha	Composite Reliability	Test Result
Organizational Support	0.847	0.908	Reliable
Job Satisfaction	0.833	0.900	Reliable
Lecturer Performance	0.906	0.936	Reliable

Based on table 4 above, all constructs have Cronbach's alpha value > 0.6 and Composite reliability value > 0.7 , so all constructs are reliable. 0.6 and Composite reliability value > 0.7 , so all constructs are reliable

Inner Model Evaluation

Internal model testing by predicting the causal relationship between variables, which can be seen through the results of the determination coefficient, predictive relevance, goodness of fit, as well as the path coefficient and parameter coefficient. Hypothesis testing is done by bootstrapping.

Hypothesis Testing

Table of path coefficients to see the results of the T-statistics below:

Table 5. Path coefficient

	Original Sample	P-Value	Information
Performance Organization Support →	0.356	0.000	Significant
Job Satisfaction → Organization Support	0.822	0.000	Significant
Lecturer Performance → Work Constraint	0.601	0.000	Significant

Based on the results of the analysis, it can be shown that the value of the path coefficient is 0.356 and with a p-value of 0.000 so that it is concluded that organizational support affects performance, therefore the H1 hypothesis is accepted. Meanwhile, the coefficient path from organizational support to job satisfaction is 0.822 with a p value of 0.000 so that the H2 hypothesis is accepted. Furthermore, the coefficient of the job satisfaction path to performance is 0.601 and p-value is 0.000.

DISCUSSION

Organizational Support for Performance

Organizational support greatly influences how well lecturers perform. When institutions attend to lecturers' needs, lecturers are more motivated to fulfill their tasks and responsibilities. Support from the organization, such as recognition, appreciation, and providing proper facilities, helps lecturers stay motivated and focused in their work. Opportunities for training, workshops, and conferences also help lecturers improve their skills and professionalism. When lecturers feel valued and supported, they are more likely to do their best and act professionally. Consistent institutional support builds a sense of belonging and commitment, which can improve the quality and competitiveness of higher education. This finding is supported by previous research (Hennyta & Sudibjo, 2024; Novitasari, 2020; Syahsudarmi, Juniarti, & Setia, 2024).

Organizational Support for Job Satisfaction

Organizational support is important for lecturers' job satisfaction. When employees feel valued and supported, they are more likely to have a positive attitude toward their work. Support from the organization, such as recognizing achievements and meeting employees' needs, can lead to better performance. Employees who receive more support often feel more satisfied and motivated in their jobs. A supportive work environment helps increase motivation and comfort, which can improve productivity and help organizations reach their goals (Berdiyana et al., 2022; Ernawati & Abadi, 2024; Naini & Riyanto, 2023).

Job Satisfaction with Lecturer Performance

The results of the study show that job satisfaction has a significant effect on lecturers' performance, with a direct impact on the quality and quantity of their performance. This indicates that the higher the level of satisfaction individuals in the institution feel with their duties and responsibilities, the higher the performance in carrying out the tridharma of higher education, in both the aspects of education & teaching, research, and community service, as well as self-competence development. This will encourage lecturer performance and increase commitment to carrying out academic and non-academic responsibilities. High job satisfaction can also foster a comfortable, safe work atmosphere, facilitate effective communication between friends and leaders, and reduce boredom. So job satisfaction is a strategic priority in human resource management to support the improvement of the quality and competitiveness of institutions, and it is an important factor that educational institutions must consider to enhance lecturer performance (Amin, 2022; Hamid, Yuniarsih, Disman, & Santoso, 2025).

CONCLUSION

This study concludes that organizational support significantly affects lecturer performance, both directly and through job satisfaction as a mediating factor. The strongest impact comes from organizational support that improves job satisfaction. To boost lecturers' job satisfaction and performance, institutions should provide adequate facilities for teaching, research, and community service. This support helps lecturers fulfill the Tri Dharma effectively. Institutions should also recognize lecturers' achievements and offer career development opportunities to improve the quality of their staff. Organizational support and job satisfaction are key factors for increasing motivation, loyalty, professionalism, and sustainable lecturer performance. Future research could explore a more complex model by adding a moderating variable, such as work environment or organizational commitment, to better understand the factors that influence the relationship between organizational support and lecturer performance.

LIMITATION

This study has limitations that arise from factors beyond the control of the researcher. During the data collection process, the researcher could not control for changes in institutional policies, administrative dynamics, and higher education regulations that have the potential to affect lecturers' perceptions of organizational support and job satisfaction. In addition, external conditions such as the economic climate, changes in funding, and national issues related to the world of education may also affect lecturers' responses, even if these factors are outside the scope of the study. The researcher also could not ensure the stability of the respondents' psychological state when filling out the questionnaire, because the emotional situation, stress level, and high tridharma load can affect the way they assess their work. Beyond that, differences in work culture and managerial patterns between educational institutions where respondents teach cannot be fully controlled, so variations in perceptions regarding organizational support may be influenced by the characteristics of each institution. These factors are beyond the reach of researchers, but they are still recognized as contexts that can affect research results.

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