

African Journal for the Psychological Studies of Social Issues

Volume 29 Number 2, June, 2026 Edition

Founding Editor- in - Chief: Professor Denis C.E. Ugwuegbu
(Retired Professor of Department of Psychology.
University of Ibadan.)

Editor- in - Chief: Professor Shyngle K. Balogun.
Department of Psychology, University of Ibadan.

Associate Editor: Professor. Benjamin O. Ehigie
Department of Psychology, University of Ibadan.

EDITORIAL ADVISORY BOARD

Professor S. S. Babalola	University of South Africa
Professor S.E. Idemudia	University of South Africa
Professor Tope Akinnawo	Adekunle Ajasin University, Nigeria
Professor O.A Ojedokun	Adekunle Ajasin University, Nigeria
Professor Catherine O Chowwen	University of Ibadan, Nigeria
Professor. Grace Adejunwon	University of Ibadan, Nigeria
Professor. A.M. Sunmola	University of Ibadan, Nigeria
Professor. B. Nwakwo	Caritas University, Nigeria
Professor. K.O. Taiwo	Lagos State University, Nigeria
Professor. Bayo Oluwole	University of Ibadan, Nigeria

Journal of the African Society for THE PSYCHOLOGICAL STUDY OF
SOCIAL ISSUES % DEPT OF Psychology, University of Ibadan, Nigeria

JOB SATISFACTION AND JOB PERFORMANCE AMONG MAKERERE UNIVERSITY NON-TEACHING STAFF: THE MEDIATING ROLE OF PERCEIVED ORGANIZATIONAL SUPPORT

¹Leonsio Matagi, ¹Sarapio Serunjogi * and ²Edison Mugenyi

¹Department of Educational, Social, and Organizational Psychology,
College of Humanities and Social Sciences, Makerere University, Kampala, Uganda

²Department of Education,
Andhra University, Visakhapatnam, India

*Corresponding author: serunjogisarapio@gmail.com

ABSTRACT

This study examined the relationships among job satisfaction, perceived organizational support (POS), and job performance among non-teaching staff in universities in Uganda, with a particular focus on the mediating role of perceived organizational support. Data were collected using a standardized instrument from 118 non-teaching staff selected through random sampling and analyzed using Pearson correlation and the regression analysis for mediation following Baron and Kenny's (1986) approach. The findings revealed that job satisfaction is positively and significantly related with perceived organizational support ($r = .43, p < .01$) and also positively and significantly related with job performance ($r = .29, p < .01$). Similarly, perceived organizational support showed a strong positive relationship with job performance ($r = .45, p < .01$). Most importantly, the results indicated that perceived organizational support fully mediates the relationship between job satisfaction and job performance ($\beta = .11, p > .05$ direct effect and ($\beta = .40, p < .01$) indirect effect. This implies that job satisfaction alone may not directly translate into improved performance unless supported by favorable organizational practices that culminate into perceived organizational support. The study concludes that perceived organizational support plays a critical role in enhancing employee performance by strengthening the link between job satisfaction and performance outcomes. It recommends that university management should invest in supportive organizational practices, including recognition, fair treatment, and employee involvement, to improve staff satisfaction and performance. The study contributes to the limited literature on non-teaching staff in Sub-Saharan Africa and provides practical implications for improving institutional effectiveness in higher education.

Keywords Perceived Organizational Support, Job Satisfaction, Job Performance, Non-Teaching Staff, Uganda

INTRODUCTION

University non-teaching employees perform an essential role in handling daily operations and providing critical services such as academic support, student assistance, and overall institutional backing (Uchenna & Tolulope, 2013). Employees, particularly those who are educated and knowledgeable, are rational individuals who carefully assess situations to determine which working conditions serve their best interests. They also evaluate how they are treated within the organization to understand the extent to which their contributions are valued (Eisenberger, Huntington, Hutchinson & Sowa, 1986). This interaction contributes to the interplay which culminates in employees' job satisfaction, determined from the support they receive as they perform their duties. Reciprocally, the organization also determines how it benefits from its input. Job performance is determined by how effectively employees complete assigned tasks, considering their knowledge, experience, and timeliness (Nurcahyo & Indradewa, 2022). Therefore, in this study, job performance is understood as the level of output employees produce, their ability to complete tasks on time or ahead of schedule, and the extent to which they maintain low error and complaint rates.

In addition, perceived organizational support reflects how willing an organization is to provide assistance to employees and to reward improved performance (Kiiza et al., 2025; Shanock et al., 2019). Feeling valued by the organization helps fulfill employees' needs for belonging, recognition, approval, and emotional support (Eisenberger et al., 2020). Likewise, positive feedback from the organization signals that employees' efforts will be acknowledged and rewarded (Sitopu et al., 2021). Consequently, employees become more engaged in how they

believe the organization perceives them. However, some scholars argue that individual differences play an important role in shaping how employees interpret and respond to organizational support (Schneider, 2023).

From time to time, employees reflect on how their efforts are perceived across the organization, including by senior management, team leaders, and colleagues. Research has shown that perceived organizational support significantly affects employee job performance (Ikon & Nwoye, 2019; Muhammad et al., 2020). Consequently, employees continuously assess the level of support they receive, including opportunities for participation in decision-making and career development. The organization is a key provider of both socio-emotional support and tangible rewards, including respect, care, medical benefits, and wages to the employees (Faloye et al, 2023). Employee performance can no longer be assumed by employers; instead, it must be actively cultivated, particularly by encouraging greater organizational support. Higher levels of organizational support often lead to improved productivity and overall performance within the organization (Senyucel, 2009). This accentuates the importance of employee performance as a critical factor that needs to be driven by organizational culture and effective human resource management to achieve desired results (Nyameh et al., 2013).

As Uganda's education system developed, the roles of non-teaching staff in universities also expanded to be essential in handling administrative duties, offering technical support, and ensuring the smooth and efficient functioning of different university departments (Ostinelli & Crescentini, 2024; Tapanila, Siivonen & Filander, 2020). Perceived organizational support propels on the extent to which employees believe their organization values their contributions and cares about their well-being (Faloye et al, 2023; Waileruny, 2014). It reflects an individual's perception of how they are treated by the organization, regardless of whether such treatment was formally promised (Coyle-Shapiro & Conway, 2005). Additionally, it can be understood as a reciprocal social exchange in the form of social contract between employer and employee that emphasizes the quality of their relationship (Afzali, Motahari, & Hatami-Shirkouhi, 2014). This symbiotic relationship binds together employees' job satisfaction.

Job satisfaction denotes the employee's overall attitude toward their job, reflecting positive or negative feelings that arise from the gap between the rewards they receive and those they expect (Putra & Sara, 2025; Suryadi & Foeh, 2022). Logically, higher job satisfaction and job performance are attained through perceived organizational support because it helps to meet employees' socio-emotional needs, leading to stronger identification with and commitment to the organization, a greater desire that contributes to its success (Kurtessis et al., 2015). Just as it was in early decades, employees are still regarded as the most valuable resource within an organization, they are dependable, accountable, and capable of making meaningful contributions. Employees deserve to be treated with dignity and respect, and should receive adequate support from the organizations in which they work (Indumathy & Kamalraj, 2012). Much as prior research has highlighted that the two attitude-based variables: job satisfaction and perceived organizational support strongly influence job performance, there is a need to bridge the gaps in sub-Saharan Africa, especially Uganda. This study addresses the critical role of job satisfaction in enhancing job performance through perceived organizational support among non-teaching staff in universities, particularly within the context of Uganda's evolving higher education system.

Theoretical Underpinning

This study is anchored on four complementary theoretical perspectives: social exchange theory, organizational support theory, the discrepancy theory of job satisfaction, and equity theory of motivation. Together, these theories provide a robust explanation of how perceived organizational support is influenced by job satisfaction and, ultimately, job performance among non-teaching university employees. Firstly, the discrepancy theory of job satisfaction by Locke (1976) posits that job satisfaction results from the comparison between what employees expect

from their job and what they actually receive. When employees experience higher levels of job satisfaction, they perceive that their organizational support meets or exceeds their expectations through fair rewards, recognition, and supportive work conditions. Conversely, unmet expectations result in dissatisfaction and reduced performance (Locke, 1976). This theory is particularly relevant in explaining how job satisfaction translates into perceived organizational support, which then influences job performance.

Building on the above, this current study is also based on the social exchange theory, developed by Blau (1964), to provide the foundational lens for understanding the reciprocal relationship between employees and their organizations. The theory postulates that workplace interactions are based on the norm of reciprocity, where favorable treatment by the organization creates an obligation for employees to respond with positive attitudes and behaviors (Blau, 1964). In this study, the increased job satisfaction of non-teaching staff enables them to perceive that their institution supports and values them; hence, they are more likely to reciprocate this perception through improved performance.

Additionally, the organizational support theory by Eisenberger et al. (1986) provides a more specific explanation of how employees form beliefs about the extent to which their organization values their contributions and cares about their well-being, which is denoted as perceived organizational support. According to this theory, high levels of perceived organizational support fulfill employees' socio-emotional needs such as belonging, esteem, and recognition, while also strengthening their expectation that good performance will be rewarded (Rhoades & Eisenberger, 2002). Consequently, employees develop a stronger emotional attachment to the organization, leading to higher job satisfaction and enhanced job performance. This theory directly underpins the central construct of this study and explains why organizational support is a critical driver of employee outcomes.

Finally, the Equity theory by Stacey Adams (1963), has been adopted to link job satisfaction, perceived organizational support, and job performance based on the premise that employees' motivation and satisfaction is mostly determined by the employees' sense of perceived fairness in the workplace. It posits that employees assess fairness based on their input-output ratios compared to others, suggesting that employees aim to maintain a balance between the effort and contributions they put into their work (inputs) and the rewards or benefits they receive in return (outputs) (Adams, 1965). Recent research by Phung et al. (2023) claims that by contrasting their input/output ratios with those of others, employees can assess remuneration using the fundamental lens that equity theory offers. Equity evaluations in ecologically conscious companies take organizational citizenship and environmental contributions into account in addition to financial concerns. Therefore, this theory offers a fundamental framework for comprehending how people evaluate compensation fairness by contrasting their inputs (such as effort, talents, and experience) to outputs (such as salary and recognition) with those of others (Adams, 1965).

By integrating these theories, the study proposes that job satisfaction acts as a critical antecedent to perceived organizational support, which in turn influences job performance, while also having a direct effect on performance (Kurtessis et al., 2015). Perceived organizational support could serve as a mediating mechanism through which job satisfaction impacts employee outcomes. This integrated theoretical perspective is especially relevant in the context of non-teaching staff in Ugandan universities, where shaping employee attitudes play a crucial role through which employees perceive institutional support systems to be of greater value and they reciprocate through higher productivity.

Literature review and hypothesis development

Job Satisfaction and Perceived Organizational Support

Perceived organizational support (POS) is the extent to which employees believe that their organization values their contributions, cares about their well-being, and meets their socio-emotional needs (Eisenberger et al., 1986). Although POS is traditionally treated as an antecedent, emerging perspectives suggest that employees' affective states, such as job satisfaction, can shape how organizational actions are interpreted, thereby influencing perceived organizational support. The primary factors influencing POS include support from management, supervisors, and coworkers, particularly in terms of fairness, organizational rewards, and job conditions (Eisenberger et al., 1986). Since individuals form opinions and attitudes based on their perceptions, these perceptions shape workplace relationships (Lok, Westwood, & Crawford, 2005). Perception is inherently personal and subjective, and as Rhoades and Eisenberger (2020) note, when employees feel recognized and connected to their organization, they are more likely to view it as supportive. POS enhances employees' sense of obligation to help the organization achieve its goals, strengthens their emotional commitment, and raises their expectation that good performance will be recognized and rewarded.

H₁. There is a significant positive relationship between job satisfaction and perceived organizational support.

Perceived Organizational Support and Job Performance

Employee performance means how effectively an employee completes assigned tasks, representing a high level of their work-related engagement and contribution (Martono et al., 2020). According to Brough et al. (2014), it is a process that creates a shared understanding within the workforce about organizational goals by aligning these goals with employees' agreed performance measures, skills, competencies, development plans, and expected outcomes. Similarly, Jamal (2014) describes employee performance as the ability of a worker to successfully carry out their duties within normal constraints and available resources. An early study by Ahmad and Yekta (2010) found that perceived organizational support had a significant impact on employee performance in Iran, with particular emphasis on the role of supervisor support. This implies that support from supervisors significantly affects the organization's workforce. Other studies indicated that employees who perceive their organizations as supportive tend to view their jobs more positively, leading to increased job satisfaction, a stronger sense of workplace support, and greater loyalty to their employers (Faloye et al, 2023; Rhoades & Eisenberger, 2016).

H₂. There is a significant positive relationship between perceived organizational support and job performance.

Job Satisfaction and Job Performance

Job satisfaction is closely linked to the fulfillment of life needs, such that employees whose needs are adequately met are more likely to feel satisfied, whereas unmet needs tend to result in dissatisfaction (Ratnawati & Atmaja, 2020). Additionally, many studies have shown a strong relationship between job satisfaction and job performance (Huang et al., 2019, Marcel et al., 2026). A meta-analysis by Judge (2001) found a positive correlation between job satisfaction and job performance, confirming a statistically significant relationship.

Additionally, earlier empirical studies based on Edwin Locke's theory also found that satisfaction and performance are positively associated under certain conditions (Constance & Becker, 1973; Nathanson & Becker, 1973, Petty et al, 1984). In a similar way, recent research has revealed that job satisfaction leads to higher performance (Jalagat, 2016). This means that it is common for individual employees to feel either satisfied or dissatisfied with their job which is achieved when a person's expectations align with the actual outcomes of their work.

H₃: There is a significant positive relationship between job satisfaction and job performance.

The Mediating Role of Perceived Organizational Support (POS) in the Relationship between Job Satisfaction and Job Performance

In the current research, perceived organizational support is conceptualized as the extent to which employees believe their organization values their contributions, recognizes their efforts, and cares about their well-being (Sadhana & Satrya, 2020). While perceived organizational support is traditionally conceptualized as an antecedent of job satisfaction, emerging theoretical perspectives such as affective events theory and social exchange theory suggest that employees' affective states can shape their interpretations of organizational actions. Thus, employees who experience higher job satisfaction may develop more favorable perceptions of organizational support.

The early studies have showed that the relationships involving job satisfaction and POS can be reciprocal (Chen et al., 2009; Kwak et al., 2010). This implies that job satisfaction influences how an employee sees the world around them and how they interpret that information, especially the benefits they receive from the organizations where they work. When employees view their organization positively, they are more likely to feel inspired to go beyond their formal job responsibilities, as highlighted by Nadiaswari and Adnyani (2024), which then culminates in high job performance.

H₄: Perceived organizational support mediates the relationship between job satisfaction and job performance

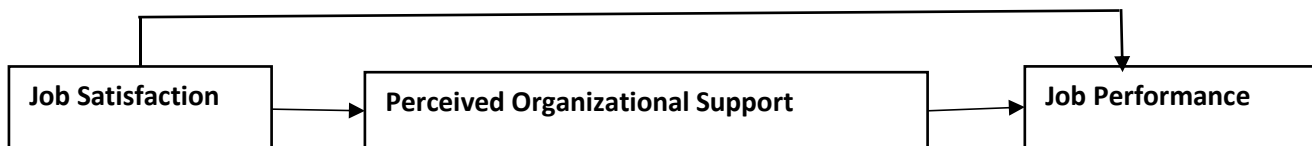


Figure 1. Research conceptual framework of the study

METHODOLOGY

Design and sample

This study adopted a cross-sectional survey design with quantitative methods of data collection. The aim of using a survey was to obtain data on the characteristics of the stated group at the same point in time. A total of 118 respondents (nonteaching staff) selected using random sampling participated in this study. The sample size was attained from a population of 176, determined using Krejcie and Morgan's (1970) table for determining sample size.

Instrument and measures

To collect data, the researcher used a self-administered questionnaire with scales validated and used in earlier studies. The scales included in the questionnaire are:

Job satisfaction: A 17- item job satisfaction scale developed by Okaro et al. (2010) was used. The scale is scored on a 7-point Likert scale where *I am extremely dissatisfied* is scored as 1 and *I am extremely satisfied* is scored as 7 and its reliability coefficient (α) for this scale was $\alpha = .81$. Sample items include: "*communication relationship among your fellow workers*", "*how do you feel about the job itself*", and "*the extent of your participation in important decisions*" among others.

Perceived organizational support: for this study, Eisenberger's (1986) Perceived organizational support Scale was used. The scale has 36 items measured on a seven (7) point Likert Scale. Sample items include: "*The organization values my contribution to its wellbeing.*", "*The organization would ignore any complaint from me*" and "*The organization cares about my opinions*". Items were scored on a seven-point Likert scale where responses *I strongly disagree* (scored as 1) to *I strongly agree* (scored as 7). The reliability coefficient (α) for this scale was $\alpha = .77$.

Job Performance: The study used 21 items of the Individual Work Performance Questionnaire (IWPQ) developed by Koopmans et al (2013). Sample items include: “I adequately complete assigned duties.”, “I perform tasks that are expected of me.”, and “I assist my supervisors with their work (when not asked)”. This scale’s items were scored on a seven-point Likert scale where *I strongly disagree* was scored as 1, up to *I strongly agree* which was scored as 7. The reliability coefficient (α) for this scale was $\alpha = .73$.

Procedure

Before data collection, the researcher got introductory letters from Makerere University, School of Psychology, and approached the institutions where the study was conducted. These letters were taken to the Deans and Head of Department seeking permission to conduct the study. That catered for access and acceptance. Thereafter, the accessed respondents were appropriately informed of the purpose of the study, why and how they were chosen. The researcher guided respondents to fill the questionnaires and thereafter collected them. For quality assurance, the researcher verified that all items in the questionnaire were answered.

Analysis

Using Statistical Package for Social Sciences (SPSS) Version 27, data were entered into the computer and analyzed. Total scores were computed for each variable and used to run descriptive statistics and Pearson correlations were used for hypothesis testing. Baron and Kenny’s (1986) four-step method was used to test hypothesis four about mediation.

RESULTS

Respondents’ Demographics

Results of this study indicated a slightly fewer male respondents 58 (49.2%) than female 60 (50.8%), the majority were aged from 40 to 49 years 39 (33.1%), were married 78 (66.1%) and had attained a Bachelor’s Degree 30 (36.4%) and had been in service for more than eleven (11) years 58 (49.2%) as indicated in Table 1 below.

Table 1: *Respondents’ Demographics Characteristics*

SN	Variables	N	%
1.	Gender		
	Male	58	49.2
	Female	60	50.8
2.	Age		
	20-29	14	11.9
	30-39	33	28.0
	40-49	39	33.1
	50-59	32	27.1
3.	Marital status		
	Single	26	22.0
	Married	78	66.1
	Widowed	5	4.2
	Separated	6	5.1
	Cohabiting	3	2.5
4.	Level of education		
	Certificate	25	21.2
	Diploma	19	16.1

	Bachelor's	43	36.4
	Master's	30	25.4
	PhD	1	.8
5.	Time spent working in the university		
	0-5	28	23.7
	6-10	32	27.1
	Above 11	58	49.2

Correlation Results and Descriptive Statistics

The findings presented in Table 2 show that job satisfaction has a positive and significant relationship with perceived organizational support ($r = .43, p < .01$), supporting H1. Similarly, perceived organizational support is positively and significantly associated with job performance ($r = .45, p < .01$), confirming H2. As anticipated, job satisfaction also demonstrates a positive and significant relationship with job performance ($r = .29, p < .01$), thereby supporting H3.

Table 2: Descriptive Statistics and Pearson Correlation Results

SN	Variable	M	SD	1	2	3
1	Job satisfaction	149.91	23.55			
2	Perceived organizational support	74.44	17.04	.43**		
3	Job performance	82.14	12.47	.29**	.45**	

Note. ** $p < .01$, 2-tailed

Regression Results for Mediation

The mediation effect of Perceived Organizational Support in the relationship between job satisfaction and Job Performance using the Baron and Kenny's (1986) four-step method. The results revealed that Perceived Organizational Support had a positive and significant indirect effect ($\beta = .40, 95\% \text{ CI: } .11, .30, p < .01$) and an insignificant direct effect, as the 95% confidence interval included a negative value ($\beta = .09, 95\% \text{ CI: } -.05, .22, p > .05$). This means that there is full mediation as shown in Table 3, thus supporting H4.

Table 3: Results of the Regression Analyses for Mediation

Step	Relationship	Effect	Beta	SE	β	t	p	95.0% CI	
								LL	UL
1.	Job satisfaction → job performance		.21	.07	.29	3.26	.00	.08	.83
2.	Job satisfaction → POS		.59	.12	.43	5.12	.00	.36	.82
3.	POS → job performance		.24	.04	.45	5.45	.00	.15	.33
4.	Job satisfaction → POS → job performance	Direct effect	.09	.07	.11	1.28	.20	-.05	.22
		Indirect effect	.21	.05	.40	4.38	.00	.11	.30

Note. CI = confidence interval; LL = lower limit; UL = upper limit.

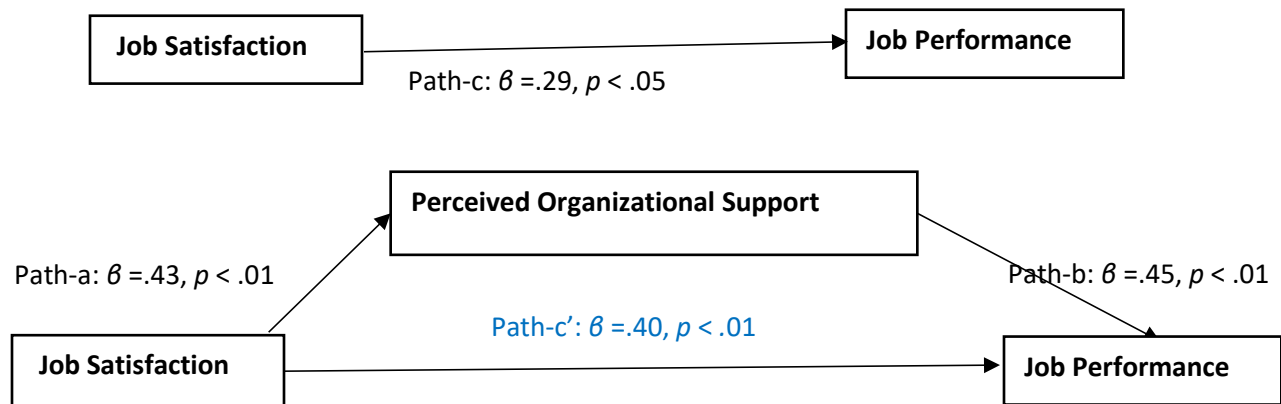


Figure 2:
 Diagram showing the Mediation Results for Job Satisfaction in the Relationship between Perceived Organizational Support and Job Performance

The paths results in Figure 2 above indicate a significant effect between job satisfaction and perceived organizational support in path-a ($\beta = .43, p < .01$), and a significant effect between perceived organizational support and job performance in path-b ($\beta = .45, p < .01$) and a significant effect between job satisfaction and job performance in path-c ($\beta = .29, p < .01$), which is on top of the triangular diagram. Finally, the results indicate a significant indirect effect between job satisfaction and job performance in path-c' ($\beta = .40, p < .01$). This means that perceived organizational support fully mediates the above relationship.

DISCUSSION

The findings of this study provide a strong empirical support for the proposed relationships and align with the theoretical assumptions underpinning Social Exchange Theory (Blau, 1964), Organizational Support Theory (Eisenberger et al., 1986), Discrepancy Theory of Job Satisfaction (Locke, 1976) and Adams' Equity Theory (1963). At the outset, the results revealed a significant positive relationship between job satisfaction and perceived organizational support, indicating that employees who are more satisfied with their jobs are more likely to perceive their organization as supportive. This finding is consistent with prior studies suggesting that employees' positive attitudes shape how they interpret organizational actions (Rhoades & Eisenberger, 2002). It also reinforces the notion that job satisfaction is influenced by the extent to which employees feel valued and supported within their work environment (Eisenberger et al., 1986).

In line with Discrepancy Theory, when employees' expectations regarding support and recognition are met, their satisfaction increases, which positively influences their perception of organizational support (Locke, 1976). When employees perceive that they are supported and appreciated by their organization, they are more likely to respond with positive attitudes, including greater job satisfaction. In contrast, low levels of organizational support tend to weaken this relationship and reduce job satisfaction. Thus, organizations should prioritize enhancing perceived organizational support to foster a more supportive and satisfying work environment. The findings of this study are consistent with those of previous research conducted by Putra and Sara (2025) and Nadiaswari and Adnyani (2024).

In the second relationship, the study established a significant positive relationship between perceived organizational support and job performance. This suggests that employees who perceive higher levels of organizational support tend to perform better in their roles. This finding corroborates earlier research demonstrating that supportive organizational environments enhance employee motivation, commitment, and productivity (Kurtessis et al., 2015;

Muhammad et al., 2020). From the perspective of Organizational Support Theory and Adam's Equity Theory (1963), when employees believe that their contributions are valued, they are more likely to reciprocate through improved performance (Eisenberger et al., 1986). Similarly, Social Exchange Theory explains that such positive treatment creates a sense of obligation among employees to return favorable behaviors, including increased effort and efficiency (Blau, 1964).

Similarly, the findings showed a significant positive relationship between job satisfaction and job performance, confirming that satisfied employees are more productive and effective in their roles. This result aligns with previous studies that highlight the strong linkage between employee satisfaction and performance outcomes (Huang et al., 2019; Ratnawati & Atmaja, 2020). Employees who experience satisfaction are more likely to be engaged, motivated, and committed to achieving organizational goals, which translates into higher performance levels. Employees with high job satisfaction are less likely to be absent, less likely to leave the company, more productive, more likely to show organizational commitment, and more likely to be satisfied with their lives (Serunjogi et al., 2025; Lease, 1998).

Most importantly, the study found that perceived organizational support fully mediates the relationship between job satisfaction and job performance as presented in Figure 2. This implies that job satisfaction alone is not sufficient to directly enhance performance unless it is reinforced by organizational support. In other words, satisfied employees are more likely to perform better when they also perceive that their organization values and supports them. This finding is consistent with previous research that highlights the mediating role of attitudinal and contextual factors in influencing employee performance (Kurtessis et al., 2015; Kumari et al., 2021). It further supports the argument that organizational support acts as a critical mechanism through which positive employee attitudes are translated into tangible performance outcomes, which is consistent with the interpretations of Baron and Kenny (1986) and Nitzl et al. (2016) theoretical understanding of mediation analysis.

Additionally, the full mediation effect observed in this study underscores the central role of organizational support in shaping employee behavior. It suggests that even when employees are satisfied with their jobs, the absence of adequate organizational support may limit their ability or willingness to perform optimally. This finding has important implications for university management, particularly in the Ugandan context, where non-teaching staff play a crucial role in institutional effectiveness but are often under-recognized. Employees are an organization's most valuable asset and the main force behind success in a highly competitive market (Kumari et al., 2021; Mirwise et al., 2022). Rather than focusing solely on profitability, the concept also considers how effectively an organization utilizes its resources, responds to environmental changes, and fulfills the expectations of its stakeholders. As such, organizational performance represents a comprehensive indicator of both effectiveness and long-term sustainability. The results highlight the need for universities to invest in supportive organizational practices, including fair treatment, recognition, participation in decision-making, and provision of adequate resources. By doing so, institutions can enhance employee satisfaction and, more importantly, translate this satisfaction into improved job performance.

Conclusion and Recommendations

Non-academic staff play a vital role in the smooth operation of universities worldwide, supporting the institution's core functions of teaching, research, and community service. Their varied responsibilities are essential in fostering an environment that promotes academic excellence and enhances student success. By acknowledging and supporting the contributions of non-academic staff, governments and institutions can more effectively leverage their potential to drive positive social, economic, and environmental outcomes. Through their role in enabling access to quality education, they help develop the knowledge and skills individuals need to actively participate in society and support economic growth.

Research Implications

The study provides empirical support for the mediating role of perceived organizational support (POS), reinforcing frameworks used in this study such as Social Exchange Theory and Organizational Support Theory. It shows that job satisfaction alone does not directly improve performance, but works through POS. This advances mediation-based models by demonstrating full mediation, not partial, which is still debated in literature. Institutions must embed supportive organizational practices (recognition, fairness, involvement).

Limitations of the Study

This was a cross-sectional study design in which data were collected at one point in time which sometimes limits ability to establish causality. Therefore, future research should adopt longitudinal design to enable establishing causal effects at a longer time frame. More so, the sample size included only 118 respondents from a single institution which somehow limits generalizability to other universities, sectors, or countries. Therefore, future research should try to address the stated limitations, while broadening the sample size and also using a different design to be more robust.

Declarations

Funding

This research did not receive any funding support from any organization.

Conflicts of Interest

The authors state that there are no conflicts of interest related to the publication of this paper.

Data Availability

The data for this study can be obtained from the corresponding author upon a written permission.

REFERENCES

- Adams, J. S. (1963). Toward an understanding of inequity. *Journal of Abnormal and Social Psychology, 67*(5), 422–436. <https://doi.org/10.1037/h0040968>
- Afzali, A., Motahari, A. A., & Hatami-Shirkouhi, L. (2014). Investigating the influence of perceived organizational support, psychological empowerment and organizational learning on job performance. *International Journal of Academic Research in Business and Social Sciences, 4*(5), 162–175. <https://doi.org/65.012.013.122.015.25:336.71>
- Ahmad, Z. A., & Yekta, Z. A. (2010). Relationship between perceived organizational support, leadership behavior, and job performance. *International Journal of Business and Management, 5*(3), 123–130. <https://doi.org/10.3926/ic.138>
- Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology, 51*(6), 1173–1182. <https://doi.org/10.1037/0022-3514.51.6.1173>
- Blau, P. M. (1964). Exchange and power in social life. New York *Wiley Publishers*. https://doi.org/10.1007/978-3-658-21742-6_12
- Brough, P., Timms, C., O'Driscoll, M. P., Kalliath, T., Siu, O. L., Sit, C., & Lo, D. (2014). Work–life balance: A longitudinal evaluation of a new measure across Australia and New Zealand workers. *International Journal of Human Resource Management, 25*(19), 2724–2744. <https://doi.org/10.1080/09585192.2014.899262>
- Chen, Z., Eisenberger, R., Johnson, K. M., Sucharski, I. L., & Aselage, J. (2009). Perceived organizational support and extra-role performance: Which leads to which? *The Journal of Social Psychology, 149*(1), 119–124. <https://doi.org/10.3200/SOCP.149.1.119-124>
- Constance, C. C., & Becker, M. J. (1973). Job satisfaction and performance: An empirical test of some theoretical propositions. *Organizational Behavior and Human Performance, 9*(2), 267–279 [https://doi.org/10.1016/0030-5073\(73\)90051-2](https://doi.org/10.1016/0030-5073(73)90051-2).
- Coyle-Shapiro, J. A. M., & Conway, N. (2005). Exchange relationships: Examining psychological contracts and perceived organizational support. *Journal of Applied Psychology, 90*(4), 774–781. <https://doi.org/10.1037/0021-9010.90.4.774>
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology, 71*(3), 500–507. <https://doi.org/10.1037/0021-9010.71.3.500>
- Eisenberger, R., Malone, G. P., & Presson, W. D. (2020). Optimizing perceived organizational support to enhance employee engagement. *Society for Human Resource Management, 26*(4) 1–22. <https://doi.org/10.1080/02522667.2022.2117344>
- Faloye, D. O., et al. (2023). Perceived organizational support and employee performance. *Journal of Organizational Studies, 12*(2), 45–60. <https://doi.org/10.1177/00469580231160908>
- Huang, C. C., You, C. S., & Tsai, M. T. (2019). A multidimensional analysis of ethical climate, job satisfaction, organizational commitment, and organizational citizenship behaviors. *Nursing Ethics, 26*(4), 1096–1114. <https://doi.org/10.1177/0969733017751262>
- Ikon, M. A., & Nwoye, C. I. (2019). Organizational support and employee performance in public institutions. *International Journal of Management Studies, 6*(1), 78–89.
- Indumathy, R., & Kamalraj, S. (2012). A study on employee engagement and organizational effectiveness. *International Journal of Management Research, 3*(1), 45–52. <https://doi.org/10.25130/tjaes.19.64.2.39>
- Jalagat, R. (2016). Job performance, job satisfaction, and motivation: A critical review of their relationship. *International Journal of Advances in Management and Economics, 5*(6), 36–42. <https://www.managementjournal.info/index.php/IJAME/article/view/64>.
- Jamal, M. (2014). Job stress, job performance and organizational commitment. *Journal of Managerial Psychology, 29*(2), 123–135. <https://doi.org/10.3389/fpsyg.2020.576768>

- Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2001). The job satisfaction–job performance relationship: A qualitative and quantitative review. *Psychological Bulletin*, 127(3), 376. <https://doi.org/10.1037/00332909.127.3.376>
- Kiiza, M., Lubega, J. B. Y., Peter, M., & Mansour, A (2025). Exploring the Organizational Factors and employee performance of government Uganda organs: Empirical evidence and Lessons from Parliamentary Commission. *system*, 62(9), 20-2.. <https://doi.org/10.61990/ijamesc.v3i3.518>
- Koopmans, L., et al. (2013). Development of an individual work performance questionnaire. *International Journal of Productivity and Performance Management*, 62(1), 6–28. <https://doi.org/10.1108/17410401311285273>
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610. <https://doi.org/10.1177/001316447003000308>
- Kumari, N., Afroz, N., & Zia, A. (2021). Job satisfaction as a mediator between employee engagement and performance. *Journal of Management Development*, 40(7/8), 651–666. <https://doi.org/10.5267/j.msl.2020.7.026>
- Kurtessis, J. N., Eisenberger, R., Ford, M. T., Buffardi, L. C., Stewart, K. A., & Adis, C. S. (2015). Perceived organizational support: A meta-analytic evaluation. *Journal of Management*, 43(6), 1854–1884. <https://doi.org/10.1177/0149206315575554>
- Kwak, C., Chung, B. Y., Xu, Y., & Eun-Jung, C. (2010). Relationship between job satisfaction and perceived organizational support and quality of care among South Korean nurses. *International Journal of Nursing Studies*, 47(10), 1292–1298. <https://doi.org/10.1016/j.ijnurstu.2010.02.014>
- Lok, P., Westwood, R., & Crawford, J. (2005). Perceptions of organizational subculture and commitment. *Journal of Organizational Change Management*, 18(5), 490–504. <https://doi.org/10.1111/j.1464-0597.2005.00222.x>
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297–1349). Chicago, IL: Rand McNally. [Http://dx.doi.org/10.4236/psych.2013.46074](http://dx.doi.org/10.4236/psych.2013.46074)
- Martono, S., Khoiruddin, M., Wulansari, N. A., & Putri, V. W. (2020). The role of knowledge heterogeneity and Organisational commitment in explaining university organisational effectiveness: Mediation mechanism. *International Journal of Innovation, Creativity and Change*, 14, 329-347. <https://doi.org/10.5267/j.msl.2021.3.004>
- Muhammad, S., Zaman, K., & Ali, M. (2020). Impact of perceived organizational support on employee performance. *International Journal of Public Administration*, 43(12), 1021–1033. <https://doi.org/10.15611/aoe.2022.1.09>
- Nadiaswari, N. P., & Adnyani, I. G. A. D. (2024). Organizational support and employee performance. *International Journal of Business Research*, 15(1), 33–47. <https://doi.org/10.15611/aoe.2022.1.09>
- Nathanson, C. A., & Becker, M. H. (1973). Job satisfaction and job performance: An empirical test of some theoretical propositions. *Organizational Behavior and Human Performance*, 9(2), 267-279. [https://psycnet.apa.org/doi/10.1016/0030-5073\(73\)90051-2](https://psycnet.apa.org/doi/10.1016/0030-5073(73)90051-2)
- Nitzl, C., Roldán, J. L., & Cepeda, G. (2016). Mediation analysis in partial least squares path modeling. *Industrial Management & Data Systems*, 116(9), 1849–1864. <https://doi.org/10.1108/IMDS-07-2015-0302>
- Nurchahyo, R., & Indradewa, R. (2022). Employee performance measurement and evaluation. *Journal of Business and Management*, 24(2), 56–65. <https://doi.org/10.5901/mjss.2014.v5n9p342>
- Nyameh, J. (2013). Moderating effects of organizational culture on human resource management and employee's performance. *African Journal of Business Management*, 7(28), 2767. <https://doi.org/10.5897/AJBM11.1674>
- Okaro AO., Eze CU., Ohagwa CC. (2010). Survey of Job satisfaction among Nigerian Radiographers in South Eastern, Nigeria. *European Journal of Scientific Research*, 39(9), 448-456. <https://doi.org/10.1007/bf00929796>
- Ostinelli, G., & Crescentini, A. (2024). Non-academic staff roles in higher education. *Higher Education Studies*,

14(1), 12–25. <https://doi.org/10.47191/ijmra/v7-i03-65>

Petty, M. M., McGee, G. W., & Cavender, J. W. (1984). A meta-analysis of the relationships between individual job satisfaction and individual performance. *Academy of Management Review*, 9(4), 712–721. <https://doi.org/10.5465/amr.1984.4277608>

Phung, G., Trinh, H. H., Nguyen, T. H., & Trinh, V. Q. (2023). Top-management compensation and environmental innovation strategy. *Business Strategy and the Environment*, 32(4), 1634–1649. <https://doi.org/10.1002/BSE.3209>

Putra, I. W. G., & Sara, I. M. (2025). Job satisfaction and performance relationship. *International Journal of Management Studies*, 9(2), 88–99. <https://doi.org/10.3390/admsci15050175>

Ratnawati, I., & Atmaja, H. E. (2020). The effect of job satisfaction on employee performance. *International Journal of Innovation, Creativity and Change*, 13(3), 202–215. <https://doi.org/10.9734/ajeba/2022/v22i230541>

Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review. *Journal of Applied Psychology*, 87(4), 698–714. <https://doi.org/10.1037/0021-9010.87.4.698>

Sadhana, M., & Satrya, A. (2020). Organizational support and employee outcomes. *Journal of Business Research*, 8(2), 144–152. <https://doi.org/10.22495/cgobrv6i2sip1>

Schneider, B. (2023). Individual differences in organizational behavior. *Annual Review of Organizational Psychology*, 10, (9), 45–67. <https://doi.org/10.1146/annurev-orgpsych032117>

Senyucel, Z. (2009). Managing the human resource in the 21st century. *Ventus Publishing*.

Serunjogi, S. Matagi, L., & Kobusingye, L., (2025). The moderating role of job satisfaction in the relationship between job involvement and psychological well-being. *International Journal of Research and Innovation in Social Science (IJRISS)*, 9(11).10.47772/IJRISS.2025.908000026

Shanock, L. R., Eisenberger, R., Heggstad, E. D., Malone, G., Clark, L., Dunn, A. M., Kirkland, J., & Woznyj, H. (2019). Treating employees well: The value of organizational support theory in human resource management. *The Psychologist-Manager Journal*, 22(3-4), 168–191. <https://doi.org/10.1037/mgr0000088>
<https://doi.org/10.38140/ijms-2024.vol1.15>

Suryadi, D., & Foeh, J. E. (2022). Job satisfaction and organizational commitment. *Journal of Human Resource Studies*, 12(1), 34–48. <https://doi.org/10.56472/25835238/IRJEMS-V411P129>

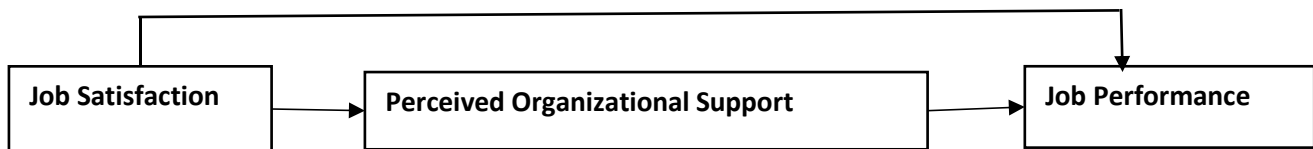
Tapanila, K., Siivonen, P., & Filander, K. (2020). Non-academic staff roles in universities. *Studies in Higher Education*, 45(3), 1–15. <https://doi.org/10.1080/03075079.2018.1539957>

Uchenna, E. C., & Tolulope, A. A. (2013). Non-teaching staff and university performance. *International Journal of Educational Administration*, 5(2), 45–52. <https://doi.org/10.47191/ijmra/v7-i03-65>

Waileruny, S. (2014). Organizational support and employee outcomes. *Journal of Management Policy*, 6(1), 23–35. <https://doi.org/10.22495/cgobrv6i2sip1>

APPENDICES

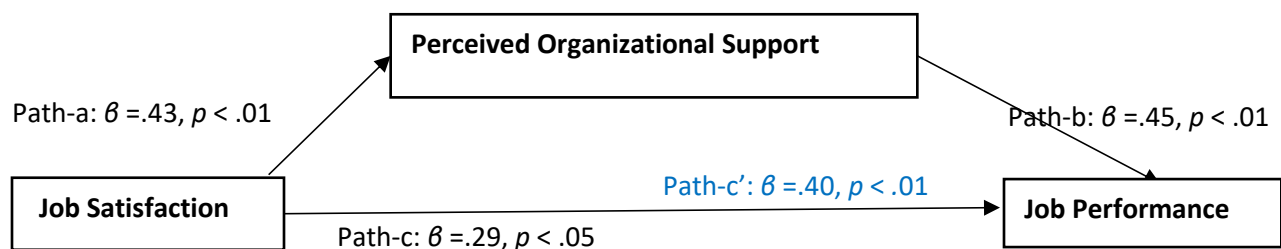
Figure 1. Research conceptual framework of the study



The conceptual framework of the study above illustrates the theoretical conceptualization of the study, especially how job satisfaction influences perceived organizational support to influence job performance. Also, job satisfaction influences job performance directly.

Figure 2:

Diagram showing the Mediation Results for Job Satisfaction in the Relationship between Perceived Organizational Support and Job Performance



The paths results in Figure 2 above indicate a significant effect between job satisfaction and perceived organizational support in path-a ($\beta =.43, p < .01$), and a significant effect between perceived organizational support and job performance in path-b ($\beta =.45, p < .01$) and a significant effect between job satisfaction and job performance in path-c ($\beta =.29, p < .05$). Finally, the results indicate a significant effect between job satisfaction and job performance in path-c' ($\beta =.40, p < .01$). This means that job satisfaction fully mediates the relationship above.