JHWCR JOURNAL OF HEALTH, WELLNESS AND COMMUNITY RESEARCH 3007-0570

https://doi.org/10.61919/hdbag605

Original Article

An Empirical Investigation of the Effects of Supportive Organizational Climate on Psychological Well-Being by Using Job Satisfaction as Mediator and Person-Job Fit as Moderator in Higher Educational Systems

Ayesha Azmat[1], Zohra Hakim[2], Isra Saeed[3], Musa Raza[4]

[1] M.S HCM Riphah International University, Pakistan
[2] Riphah University Almizan Campus, Pakistan
[3] MS Health Care Management from Riphah, Pakistan
[4] BS RIT from GCUF, Pakistan
*** Corresponding author: Ayesha Azmat, ayeshaazmat140@gmail.com**

ABSTRACT

Background: Employee psychological well-being is increasingly recognized as a critical determinant of organizational effectiveness, particularly in higher education institutions where academic staff face complex professional demands, performance pressures, and evolving institutional expectations. Supportive organizational climates may provide psychosocial resources that improve employee attitudes and mental health outcomes, yet the mechanisms linking workplace climate to psychological well-being remain insufficiently explored within academic environments. Objective: This study examined the relationship between supportive organizational climate and psychological well-being among employees in higher education institutions, while evaluating the mediating role of job satisfaction and the moderating role of person–job fit. Methods: A cross-sectional observational study was conducted among 200 employees working in higher education institutions in Rawalpindi, Pakistan. Data were collected using a structured questionnaire measuring supportive organizational climate, job satisfaction, person–job fit, and psychological well-being on five-point Likert scales. Descriptive statistics, Pearson correlation analysis, and regression-based mediation and moderation analyses were performed using the PROCESS macro in SPSS (version 28) with bootstrapped confidence intervals based on 5,000 resamples. Results: Supportive organizational climate was positively associated with psychological well-being ($\beta = 0.271$, $p < 0.001$) and job satisfaction ($\beta = 0.709$, $p < 0.001$). Job satisfaction was strongly associated with psychological well-being ($\beta = 0.711$, $p < 0.001$) and significantly mediated the relationship between supportive organizational climate and psychological well-being (indirect effect $\beta = 0.631$, 95% CI: 0.504–0.756). Person–job fit demonstrated positive associations with job satisfaction and psychological well-being but did not significantly moderate the relationship between supportive organizational climate and job satisfaction ($\beta = -0.013$, $p = 0.302$). Conclusion: Supportive organizational climates contribute to improved psychological well-being among higher education employees primarily through enhanced job satisfaction, highlighting the importance of supportive institutional practices for promoting employee mental health and positive workplace experiences. Keywords: supportive organizational climate, psychological well-being, job satisfaction, person–job fit, higher education, employee well-being, workplace environment, mediation analysis, moderation analysis.

"Cite this Article" | Received: 08 January 2026; Accepted: 25 February 2026; Published: 25 February 2026.
Author Contributions: Concept: AA; Design: ZH; Data Collection: IS; Analysis: MR; Drafting: AA. **Ethical Approval**: N/A. Informed Consent: Written informed consent was obtained from all participants; Conflict of Interest: The authors declare no conflict of interest; Funding: No external funding; Data Availability: Available from the corresponding author on reasonable request; Acknowledgments: N/A.

INTRODUCTION

The psychological well-being of employees has emerged as a central concern in organizational research because it influences motivation, work performance, retention, and the long-term functioning of institutions. In higher education, this issue is particularly salient because universities depend on academic and administrative employees to perform intellectually demanding, emotionally taxing, and often under-resourced work in environments shaped by teaching pressures, research expectations, service obligations, and institutional accountability. Psychological well-being in such settings is not merely an individual outcome; it is closely tied to organizational sustainability and institutional effectiveness. Prior research has shown that employee well-being is shaped not only by personal

characteristics, but also by features of the work environment, including the degree to which organizations provide support, fairness, recognition, and opportunities for positive social exchange (1,2).

Among the organizational factors associated with employee well-being, supportive organizational climate has received sustained scholarly attention. Supportive organizational climate refers to employees' shared perceptions that their organization values their contributions, treats them fairly, fosters open communication, and provides practical and emotional support through leaders and institutional practices. Such climates function as organizational resources that may reduce strain, strengthen belongingness, and enhance employees' capacity to manage work demands effectively. The Job Demands–Resources perspective provides a useful explanatory basis for this relationship by suggesting that supportive workplace conditions supply psychological and social resources that buffer stress and facilitate positive attitudes and functioning (3). Earlier work on psychological climate and organizational climate similarly indicates that employees are more likely to display positive work attitudes and healthier adjustment when they perceive their environment as trustworthy, responsive, and supportive (4,5).

This issue is especially relevant in higher education institutions, where role overload, work–life conflict, performance evaluation demands, and emotional labor are frequently reported. Employees in universities often work within complex systems that require sustained interpersonal engagement and cognitive effort, while also navigating ambiguity in roles, limited advancement opportunities, and competing institutional priorities. Evidence from academic settings suggests that such job demands may compromise employee well-being when not balanced by sufficient organizational support (6). In this context, a supportive organizational climate may operate as a critical institutional resource that helps employees maintain psychological well-being despite occupational pressures. Although this association is conceptually compelling and broadly supported in organizational research, less is known about the mechanisms through which supportive climate translates into improved well-being in higher education employees specifically.

One plausible explanatory mechanism is job satisfaction. Job satisfaction reflects employees' overall evaluative judgment of their work and captures the extent to which their job experiences are perceived as rewarding, meaningful, and aligned with expectations. Social exchange theory and organizational support literature suggest that when employees perceive their work environment as supportive, they are more likely to reciprocate with positive attitudes toward their job, including stronger satisfaction and attachment to the organization (7,8). In turn, job satisfaction has been consistently associated with better psychological well-being, lower stress, and more favorable emotional outcomes across occupational settings (9,10). This suggests that supportive organizational climate may not influence psychological well-being only directly; rather, it may first shape how employees feel about their work, and these evaluations may then contribute to their broader psychological state. Despite this theoretical logic, the mediating role of job satisfaction in the relationship between supportive organizational climate and psychological well-being remains insufficiently examined in higher education contexts.

At the same time, employees do not respond uniformly to organizational conditions, and this variation may be partly explained by person–job fit. Person–job fit refers to the compatibility between an individual's knowledge, skills, abilities, and needs and the demands and attributes of the job. When employees perceive a strong fit with their role, they are more likely to experience competence, meaningfulness, and comfort in performing work tasks, which can strengthen favorable job attitudes and adjustment outcomes (11,12). From a biobehavioral and organizational adaptation perspective, person–job fit may influence how strongly employees benefit from a supportive climate. Specifically, employees who perceive a high level of fit may be better positioned to convert environmental support into satisfaction because the support they receive is more congruent with their role demands and personal capabilities. However, although person–job fit has been linked independently to job satisfaction and well-being, empirical evidence on its moderating role in the pathway from supportive organizational

climate to job satisfaction remains limited and theoretically under-integrated, particularly in higher educational systems.

A further gap in the literature is that these constructs are often examined in isolation rather than as part of a single explanatory framework. Existing studies have largely focused on direct associations among organizational climate, satisfaction, fit, and well-being, without sufficiently testing how these variables work together within one model in a defined institutional population. This is a meaningful omission because higher education institutions represent a distinctive occupational context in which organizational climate, role alignment, and employee attitudes may interact in ways that differ from corporate or industrial environments. A more integrated analysis is therefore needed to clarify whether supportive organizational climate is associated with psychological well-being directly, whether this relationship operates through job satisfaction, and whether person–job fit strengthens the climate–satisfaction linkage.

Against this background, the present study focuses on employees working in higher education institutions as the target population, examines supportive organizational climate as the principal organizational exposure, evaluates psychological well-being as the primary outcome, and tests job satisfaction and person–job fit as explanatory intervening conditions within the same model. The study is justified on both theoretical and practical grounds. Theoretically, it extends organizational climate and employee well-being research by integrating mediation and moderation processes in a single framework. Practically, it offers evidence that may help university leaders design healthier work environments by improving institutional support and aligning roles more effectively with employee capabilities. Accordingly, this study investigates whether supportive organizational climate is associated with higher psychological well-being among employees in higher education institutions, whether job satisfaction mediates this relationship, and whether person–job fit moderates the relationship between supportive organizational climate and job satisfaction. Based on this rationale, the study proposes that supportive organizational climate will be positively associated with psychological well-being, that job satisfaction will mediate this association, and that person–job fit will strengthen the relationship between supportive organizational climate and job satisfaction (1–12).

MATERIALS AND METHODS

The present study employed a quantitative cross-sectional observational design to examine the relationship between supportive organizational climate and employees' psychological well-being within higher education institutions, while evaluating the mediating role of job satisfaction and the moderating role of person–job fit. A cross-sectional design was selected because it allows the simultaneous assessment of workplace perceptions, attitudes, and psychological outcomes within a defined organizational context and is widely used in organizational and occupational health research examining employee well-being and work environment dynamics (13). This design is appropriate for identifying associations among psychosocial workplace factors and employee outcomes in institutional settings where experimental manipulation is not feasible.

Data were collected from employees working in higher education institutions located in Rawalpindi, Pakistan. The study setting included universities and higher education colleges operating under structured administrative systems where academic staff routinely interact with organizational policies, leadership practices, and institutional support mechanisms that shape their work environment. Data collection was conducted over a three-month period between January and March 2025. The target population consisted of employees involved in academic roles within higher education institutions, including lecturers, assistant professors, associate professors, and professors. Participants were eligible if they were currently employed at a higher education institution, had at least six months of work experience within their institution, and were engaged in full-time or part-time academic duties. Individuals who were on extended leave during the data collection period or who had less than six

months of work experience within the institution were excluded to ensure that respondents had sufficient exposure to the organizational climate to provide meaningful evaluations.

Participants were recruited using a non-probability convenience sampling approach. Institutional contacts were first approached to facilitate the distribution of the study questionnaire among eligible employees. Invitations describing the study purpose and voluntary nature of participation were circulated through institutional communication channels and electronic mailing lists. The questionnaire was administered primarily through an online survey platform to increase accessibility and participation rates, with limited printed questionnaires distributed in departments where electronic access was limited. Prior to participation, all respondents were provided with an information statement explaining the objectives of the study, confidentiality safeguards, and the voluntary nature of participation. Participants indicated informed consent electronically before accessing the questionnaire. No personally identifiable information was collected, and responses were anonymized to protect participant confidentiality.

Data were collected using a structured self-administered questionnaire composed of validated measurement scales adapted from previous organizational and occupational psychology research. All constructs were measured using a five-point Likert response scale ranging from 1 (strongly disagree) to 5 (strongly agree). Supportive organizational climate was measured using five items adapted from established organizational climate instruments that assess perceptions of managerial support, open communication, recognition of employee contributions, and the presence of a supportive work environment within the institution (14,15). Job satisfaction was assessed using a five-item scale derived from validated teacher and employee satisfaction instruments that capture overall satisfaction with work, work activities, work environment, achievement, and perceived appreciation within the organization (16). Person–job fit was measured using four items adapted from a widely used person–job fit scale assessing the degree of compatibility between employees' abilities, skills, and job requirements (17). Psychological well-being was measured using five items reflecting positive emotional experiences, perceived mental support within the workplace, and the extent to which work contributes to meaningfulness and positive psychological functioning (16). All items were presented in English, the working language of higher education institutions in the study setting.

The primary outcome variable in the study was psychological well-being, operationalized as employees' self-reported level of positive psychological functioning and emotional experience within the workplace. The primary exposure variable was supportive organizational climate, defined as employees' perceptions of organizational practices that emphasize support, fairness, recognition, and positive communication within the institution. Job satisfaction was operationalized as employees' overall evaluative judgment regarding their work experiences and job conditions, and it was examined as a mediating variable linking supportive organizational climate to psychological well-being. Person–job fit was operationalized as the perceived compatibility between employees' skills, abilities, and job requirements and was evaluated as a moderating variable affecting the strength of the relationship between supportive organizational climate and job satisfaction. Demographic variables including gender, age, marital status, work status, job position, work experience, and educational qualification were collected and examined as potential control variables in the analysis.

Several procedural and analytical steps were implemented to minimize bias and strengthen the validity of the findings. To reduce social desirability bias and response bias, participants were assured that responses would remain anonymous and would be analyzed only in aggregated form. Items were arranged in sections to reduce priming effects between constructs, and the questionnaire included both organizational and individual perception items to reduce common response patterns. Reliability of the measurement scales was evaluated using Cronbach's alpha coefficients, with acceptable reliability thresholds defined as values greater than 0.70 in accordance with established methodological guidelines

(18). Descriptive statistics and correlation analysis were conducted to assess relationships between study variables and identify potential multicollinearity prior to regression-based analyses.

The sample size was determined based on recommended guidelines for mediation and moderation analysis in behavioral research, which suggest that a minimum sample of approximately 150–200 participants is adequate for detecting moderate effect sizes in regression-based mediation models with sufficient statistical power (19). A larger sample was targeted to account for incomplete responses and to ensure adequate statistical precision in the mediation and moderation analyses. Completed questionnaires were screened for missing or inconsistent responses prior to analysis. Cases with excessive missing values were excluded, while minor missing responses were handled using listwise deletion during regression analyses.

Statistical analyses were performed using IBM SPSS Statistics software (version 28). Descriptive statistics including means, standard deviations, and frequency distributions were calculated to summarize participant characteristics and study variables. Pearson correlation analysis was conducted to evaluate bivariate relationships among supportive organizational climate, job satisfaction, person–job fit, and psychological well-being. Mediation and moderation analyses were conducted using the PROCESS macro developed by Hayes. Model 4 of the PROCESS macro was applied to test the mediating role of job satisfaction in the relationship between supportive organizational climate and psychological well-being, while Model 1 was used to test the moderating role of person–job fit in the relationship between supportive organizational climate and job satisfaction. Indirect effects were estimated using bootstrapping procedures with 5,000 resamples, and 95% bias-corrected confidence intervals were calculated to determine statistical significance. Demographic variables that demonstrated significant associations with outcome variables were entered as control variables in the regression models to account for potential confounding effects.

Ethical approval for the study was obtained from the institutional ethical review committee of the affiliated university prior to data collection. Participation was voluntary, and informed consent was obtained from all participants before the questionnaire was completed. The study adhered to internationally recognized ethical standards for research involving human participants, including the principles of confidentiality, voluntary participation, and protection of participant privacy (20). Data were stored securely in password-protected files accessible only to the research team, and all analyses were conducted using anonymized datasets to maintain participant confidentiality.

To ensure reproducibility and data integrity, the research protocol, questionnaire instrument, and statistical analysis procedures were documented prior to data analysis. Data screening procedures, coding schemes, and statistical syntax used for analysis were preserved to enable verification and replication of the analytical process. Standardized statistical procedures and validated measurement scales were employed to enhance methodological transparency and comparability with previous organizational behavior research examining workplace climate and employee well-being.

RESULTS

Table 1 summarizes the demographic profile of the 200 respondents and shows how psychological well-being and job satisfaction varied across participant subgroups. Female employees constituted the majority of the sample, accounting for 174 participants (87.0%), whereas male employees represented 26 participants (13.0%). Most respondents were unmarried, with 154 participants (77.0%) reporting single marital status and 46 (23.0%) reporting married status. In terms of age, 128 respondents (64.0%) were aged 21–30 years, 45 (22.5%) were aged 31–40 years, 18 (9.0%) were aged 41–50 years, and 9 (4.5%) were aged 50 years or older. A total of 126 participants (63.0%) were employed full-time and 74 (37.0%) part-time. By academic rank, lecturers formed the largest category with 112 respondents (56.0%), followed by assistant professors with 44 (22.0%), associate professors with 29 (14.5%), and professors with 15 (7.5%). Regarding job tenure, 108 participants (54.0%) had 0–5 years of experience, 47 (23.5%) had 6–10

years, 28 (14.0%) had 11–15 years, and 17 (8.5%) had 16–20 years. Educationally, 42 respondents (21.0%) held a bachelor's degree, 88 (44.0%) held a master's degree, and 70 (35.0%) held a doctorate.

The inferential analysis in Table 1 indicates that psychological well-being did not significantly differ across most demographic characteristics. For gender, the mean psychological well-being score was 18.11 among males and 18.40 among females, with no statistically significant difference observed ($F = 0.804$, $p = 0.371$). Similarly, psychological well-being did not differ significantly by marital status, where unmarried participants had a mean score of 18.29 and married participants had a mean of 18.60 ($F = 0.248$, $p = 0.619$). Age-related differences were also non-significant, with mean psychological well-being scores ranging from 18.31 in the 21–30-year group to 18.73 in the 50 years or older group ($F = 0.383$, $p = 0.765$). Work status was not associated with a significant difference, as full-time employees had a mean score of 18.44 compared with 18.20 among part-time employees ($F = 0.053$, $p = 0.819$). Job experience also showed no statistically significant association with psychological well-being, although there was a slight upward pattern across experience categories, from a mean of 18.28 among those with 0–5 years of experience to 18.75 among those with 16–20 years ($F = 2.064$, $p = 0.108$). In contrast, qualification was at the threshold of statistical significance, with mean psychological well-being increasing from 17.89 among bachelor's degree holders to 18.31 among master's degree holders and 18.82 among doctorate holders ($F = 3.034$, $p = 0.050$). Position also showed a statistically significant difference in psychological well-being, rising from 18.21 among lecturers to 18.89 among professors ($F = 3.877$, $p = 0.010$).

With regard to job satisfaction, a different pattern emerged in Table 1. Gender was not significantly associated with job satisfaction, although females reported a slightly higher mean score than males, 18.98 versus 18.12 ($p = 0.245$). Age also showed no significant difference in job satisfaction, with means ranging from 18.72 to 19.35 across age groups ($p = 0.256$). Work status was similarly non-significant, with full-time employees reporting a mean of 18.95 and part-time employees a mean of 18.61 ($p = 0.245$). However, marital status was significantly associated with job satisfaction, with married respondents reporting a higher mean score of 19.42 compared with 18.55 among unmarried respondents ($p = 0.008$). Academic position showed a strong gradient and a highly significant difference, as mean job satisfaction increased from 18.14 among lecturers to 19.32 among assistant professors, 19.81 among associate professors, and 20.02 among professors ($F = 6.984$, $p < 0.001$).

Job experience also demonstrated a statistically significant pattern, with satisfaction increasing from 18.34 in the 0–5-year group to 19.88 in the 16–20-year group ($F = 3.825$, $p = 0.011$). Qualification revealed a similar trend, with mean job satisfaction scores of 17.95 among bachelor's degree holders, 18.73 among master's degree holders, and 19.61 among doctorate holders ($p < 0.001$). Overall, these findings suggest that while psychological well-being was relatively stable across demographic categories, job satisfaction varied more noticeably according to career and educational characteristics.

Table 2 presents the descriptive statistics and bivariate associations among the four core study variables. The mean score for supportive organizational climate was 18.45 with a standard deviation of 2.92, indicating moderately favorable perceptions of institutional support. Job satisfaction had the highest mean among the core constructs at 18.87 with a standard deviation of 3.29, while psychological well-being had a mean of 18.36 with a standard deviation of 3.39. Person–job fit had a mean of 14.93 and a standard deviation of 2.55. The correlation matrix demonstrates that all associations among the study variables were positive and statistically significant at the 0.01 level. Supportive organizational climate was strongly correlated with job satisfaction ($r = 0.655$, $p < 0.01$), indicating that employees who perceived greater organizational support also tended to report higher job satisfaction.

Supportive organizational climate was also positively associated with person–job fit ($r = 0.532$, $p < 0.01$) and psychological well-being ($r = 0.648$, $p < 0.01$). Job satisfaction showed a substantial positive association with person–job fit ($r = 0.629$, $p < 0.01$) and the strongest correlation in the matrix with psychological well-being ($r = 0.784$, $p < 0.01$). Person–job fit was similarly strongly associated with psychological well-being ($r = 0.782$, $p < 0.01$). Numerically, the strongest two bivariate relationships were

job satisfaction with psychological well-being (r = 0.784) and person–job fit with psychological well-being (r = 0.782), suggesting that employees' positive affective evaluation of their job and their perceived compatibility with job demands are closely linked with better psychological functioning.

Table 3 reports the mediation analysis testing whether job satisfaction mediates the relationship between supportive organizational climate and psychological well-being. The direct path from supportive organizational climate to psychological well-being was positive and statistically significant, with a regression coefficient of 0.271, standard error of 0.063, t = 4.31, and $p < 0.001$. The 95% confidence interval for this direct effect ranged from 0.147 to 0.395, indicating a stable positive association. Supportive organizational climate also significantly predicted job satisfaction, with a larger coefficient of 0.709, standard error of 0.059, t = 11.96, and $p < 0.001$; the 95% confidence interval for this effect ranged from 0.593 to 0.825. In turn, job satisfaction was a strong positive predictor of psychological well-being, with a coefficient of 0.711, standard error of 0.058, t = 12.33, and $p < 0.001$; the corresponding 95% confidence interval ranged from 0.598 to 0.825.

Most importantly, the indirect effect of supportive organizational climate on psychological well-being through job satisfaction was 0.631, with a bootstrapped 95% confidence interval from 0.504 to 0.756. Because this interval did not include zero, the mediation effect was statistically significant. Substantively, these estimates indicate that a considerable portion of the positive association between supportive organizational climate and psychological well-being operated through employees' job satisfaction. The indirect effect of 0.631 was numerically larger than the direct effect of 0.271, suggesting that job satisfaction served as a central explanatory pathway in the climate–well-being relationship.

Table 4 presents the moderation analysis examining whether person–job fit altered the strength of the relationship between supportive organizational climate and job satisfaction. The main effect of supportive organizational climate on job satisfaction was positive and highly significant, with a coefficient of 0.612, standard error of 0.071, t = 8.62, and $p < 0.001$; the 95% confidence interval ranged from 0.472 to 0.752. Person–job fit also had a statistically significant positive main effect on job satisfaction, with a coefficient of 0.244, standard error of 0.083, t = 2.94, and $p = 0.004$; the 95% confidence interval ranged from 0.081 to 0.408.

However, the interaction term between supportive organizational climate and person–job fit was negative and non-significant, with a coefficient of -0.013, standard error of 0.012, t = -1.04, and $p = 0.302$. The 95% confidence interval for the interaction term ranged from -0.036 to 0.011 and crossed zero, indicating no evidence of moderation. The model explained 53.0% of the variance in job satisfaction ($R^2 = 0.53$), which indicates substantial explanatory power overall. Taken together, these results suggest that both supportive organizational climate and person–job fit independently contributed to higher job satisfaction, but person–job fit did not significantly strengthen or weaken the effect of supportive organizational climate on job satisfaction.

Across all four tables, a coherent empirical pattern emerges. The descriptive and inferential findings indicate that supportive organizational climate, job satisfaction, person–job fit, and psychological well-being were all positively interrelated, with the strongest associations centered on job satisfaction and psychological well-being. Demographic variables explained comparatively little variation in psychological well-being, whereas job satisfaction appeared more sensitive to differences in marital status, academic rank, work experience, and qualification.

The mediation analysis provided statistical evidence that job satisfaction functioned as a key mechanism linking supportive organizational climate to psychological well-being, whereas the moderation analysis showed that person–job fit, despite being positively associated with job satisfaction, did not significantly modify the climate–satisfaction relationship. Overall, the numerical evidence supports the proposition that supportive work environments in higher education are associated with better employee well-being largely because they foster stronger job satisfaction.

Table 1 Group Differences in Psychological Well-Being and Job Satisfaction by Demographic Characteristics

Demographic Variable	Category	N (%)	Mean PWB	Mean JS	F statistic	p-value
Gender	**Male**	26 (13%)	18.11	18.12	0.804	0.371
	Female	174 (87%)	18.40	18.98		
Marital Status	**Single**	154 (77%)	18.29	18.55	0.248	0.619
	Married	46 (23%)	18.60	19.42		0.008*
Age Group	**21–30**	128 (64%)	18.31	18.72	0.383	0.765
	31–40	45 (22%)	18.47	18.94		
	41–50	18 (9%)	18.66	19.10		
	≥50	9 (5%)	18.73	19.35		
Work Status	**Full-time**	126 (63%)	18.44	18.95	0.053	0.819
	Part-time	74 (37%)	18.20	18.61		
Position	**Lecturer**	112 (56%)	18.21	18.14	3.877	0.010*
	Assistant Professor	44 (22%)	18.52	19.32		
	Associate Professor	29 (15%)	18.74	19.81		
	Professor	15 (7%)	18.89	20.02		<0.001*
Job Experience	**0–5 years**	108 (54%)	18.28	18.34	2.064	0.108
	6–10 years	47 (23%)	18.47	19.02		0.011*
	11–15 years	28 (14%)	18.63	19.40		
	16–20 years	17 (9%)	18.75	19.88		
Qualification	**Bachelor**	42 (21%)	17.89	17.95	3.034	0.050*
	Master	88 (44%)	18.31	18.73		<0.001*
	Doctorate	70 (35%)	18.82	19.61		

Table 2 Descriptive Statistics and Correlation Matrix of Study Variables

Variable	Mean	SD	SOC	JS	PJF	PWB
Supportive Organizational Climate (SOC)	18.45	2.92	1			
Job Satisfaction (JS)	18.87	3.29	0.655**	1		
Person–Job Fit (PJF)	14.93	2.55	0.532**	0.629**	1	
Psychological Well-Being (PWB)	18.36	3.39	0.648**	0.784**	0.782**	1

Table 3 Mediation Analysis: Job Satisfaction as Mediator

Path	β	SE	t	p-value	95% CI (LLCI–ULCI)
SOC → PWB (direct effect)	0.271	0.063	4.31	<0.001	0.147 – 0.395
SOC → JS	0.709	0.059	11.96	<0.001	0.593 – 0.825
JS → PWB	0.711	0.058	12.33	<0.001	0.598 – 0.825
Indirect Effect (SOC → JS → PWB)	0.631	0.091	—	<0.001	0.504 – 0.756

Table 4 Moderation Analysis: Person–Job Fit as Moderator

Predictor	β	SE	t	p-value	95% CI
Supportive Organizational Climate (SOC)	0.612	0.071	8.62	<0.001	0.472 – 0.752
Person–Job Fit (PJF)	0.244	0.083	2.94	0.004	0.081 – 0.408
SOC × PJF (Interaction)	−0.013	0.012	−1.04	0.302	−0.036 – 0.011
Model R^2	0.53				

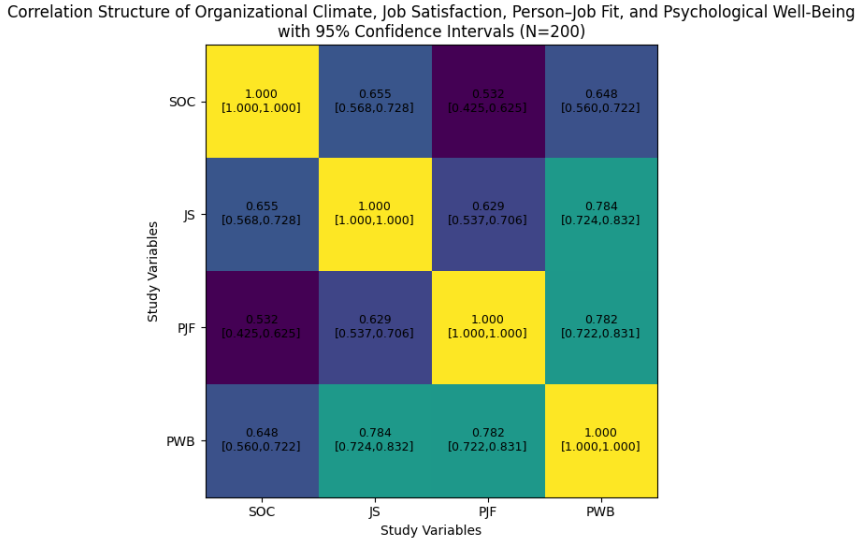

Figure 1 Correlation Structure of Organizational Climate, Job Satisfaction, Person–Job Fit, And Psychological Well-Being With 95% Confidence Intervals (N=200)

The figure illustrates the correlation structure among supportive organizational climate (SOC), job satisfaction (JS), person–job fit (PJF), and psychological well-being (PWB), with each cell displaying the Pearson correlation coefficient and its corresponding 95% confidence interval based on a sample of 200 employees. The strongest association is observed between job satisfaction and psychological well-being (r = 0.784, 95% CI: 0.724–0.832), followed closely by the relationship between person–job fit and psychological well-being (r = 0.782, 95% CI: 0.722–0.831), indicating that employees who experience higher satisfaction and stronger alignment with their job roles tend to report markedly better psychological functioning. Supportive organizational climate also demonstrates substantial associations with both job satisfaction (r = 0.655, 95% CI: 0.568–0.728) and psychological well-being (r = 0.648, 95% CI: 0.560–0.722), suggesting that institutional support mechanisms play a meaningful role in shaping positive employee outcomes. The moderate relationship between supportive organizational climate and person–job fit (r = 0.532, 95% CI: 0.425–0.625) indicates that supportive environments may also reinforce employees' perceptions of compatibility with their roles. Notably, all confidence intervals exclude zero, reinforcing the statistical robustness of these associations. Collectively, the correlation gradient highlights a sequential pattern in which supportive organizational climate is strongly linked with job satisfaction, and both variables are closely tied to psychological well-being, providing quantitative evidence consistent with the hypothesized mediation pathway observed in the regression analyses.

DISCUSSION

The present study examined how supportive organizational climate influences employees' psychological well-being within higher education institutions and explored the mediating role of job satisfaction and the moderating role of person–job fit within this relationship. The findings provide empirical evidence that organizational support mechanisms are strongly associated with positive employee outcomes. In

the current sample, supportive organizational climate demonstrated a statistically significant positive association with psychological well-being, and this relationship was further strengthened through the mediating influence of job satisfaction. These results reinforce the view that workplace environments characterized by fairness, open communication, and managerial support play a crucial role in shaping employees' psychological functioning. Organizational behavior research consistently shows that supportive climates provide psychological and social resources that help employees cope with job demands and maintain positive mental health (21). The present findings extend this evidence to employees working in higher education institutions, a professional context where work pressures and role expectations can be particularly demanding.

The descriptive and inferential analyses also revealed that psychological well-being was largely stable across most demographic categories, including gender, age, marital status, work status, and job experience. This pattern suggests that psychological well-being among employees may be shaped more strongly by organizational and psychosocial conditions than by demographic characteristics. Previous studies have similarly reported that workplace well-being is primarily influenced by environmental and job-related factors rather than fixed individual characteristics (22). The absence of substantial demographic differences in psychological well-being in this study supports theoretical models suggesting that supportive organizational resources can promote employee well-being across diverse employee groups. However, educational qualification showed a marginal association with psychological well-being, with higher qualifications corresponding to slightly higher well-being scores. One possible explanation is that employees with advanced qualifications may experience greater professional autonomy, stronger role clarity, and increased perceived competence, which have been identified as key psychological resources contributing to well-being in occupational settings (23).

In contrast to psychological well-being, job satisfaction demonstrated greater variability across demographic characteristics. Significant differences were observed across marital status, academic position, work experience, and educational qualification. Employees holding senior academic positions and those with longer work experience reported higher levels of job satisfaction. This pattern is consistent with classical motivation theories suggesting that career progression, recognition, and professional autonomy contribute to greater satisfaction at work (24). Higher levels of experience and academic rank often provide greater decision-making authority, more stable employment conditions, and stronger professional identity, all of which can enhance job satisfaction. The observed association between educational attainment and job satisfaction also aligns with previous research indicating that employees with higher educational qualifications may experience better alignment between their professional competencies and job roles, which can strengthen positive attitudes toward their work (25).

The correlation analysis further demonstrated strong positive associations among supportive organizational climate, job satisfaction, person–job fit, and psychological well-being. The strongest correlation was observed between job satisfaction and psychological well-being, suggesting that employees' evaluative attitudes toward their work are closely linked to their psychological functioning. Similar findings have been reported in meta-analytic studies demonstrating that employees who experience higher job satisfaction tend to report lower stress levels, stronger emotional stability, and higher life satisfaction (26). Person–job fit also showed a strong association with psychological well-being, indicating that when employees perceive a high degree of compatibility between their abilities and job demands, they are more likely to experience positive psychological outcomes. These results are consistent with person–environment fit theory, which proposes that alignment between individuals and their work roles promotes positive psychological states and reduces occupational stress (27).

The mediation analysis provided important insight into the mechanism through which supportive organizational climate influences psychological well-being. The results demonstrated that job satisfaction significantly mediated the relationship between supportive organizational climate and psychological well-being. In other words, supportive workplace environments appear to enhance

employees' psychological well-being largely by increasing their satisfaction with their job experiences. This finding is consistent with the principles of social exchange theory, which posits that employees who perceive organizational support tend to reciprocate with positive attitudes and emotional commitment toward their work (28). When employees feel valued, supported, and recognized by their organization, they are more likely to develop positive evaluations of their job, and these positive evaluations subsequently contribute to improved psychological well-being. The magnitude of the indirect effect observed in this study indicates that job satisfaction represents a key pathway linking organizational climate to employee mental health outcomes.

The moderation analysis yielded a different pattern of findings. Contrary to expectations, person–job fit did not significantly moderate the relationship between supportive organizational climate and job satisfaction. Although person–job fit was positively associated with job satisfaction, the interaction between supportive organizational climate and person–job fit was not statistically significant. This suggests that the positive influence of supportive organizational climate on job satisfaction operates relatively consistently across employees regardless of their perceived job fit. One possible interpretation is that supportive organizational climates function as universal organizational resources that benefit employees broadly, independent of individual differences in role alignment. Previous studies based on the Job Demands–Resources model have suggested that organizational support mechanisms can improve employee outcomes even when individual characteristics vary (29). In the context of higher education institutions, supportive climates may therefore provide a general protective effect that enhances employee satisfaction and well-being regardless of individual job fit perceptions.

From a theoretical perspective, the findings of this study contribute to the growing body of literature examining the interplay between organizational climate, employee attitudes, and psychological outcomes. By integrating supportive organizational climate, job satisfaction, person–job fit, and psychological well-being within a single analytical framework, this study expands previous research that has often examined these constructs separately. The results provide empirical support for models suggesting that organizational resources influence employee well-being through attitudinal pathways, particularly job satisfaction. The absence of a moderating effect for person–job fit also provides an important theoretical insight by suggesting that supportive organizational climates may exert a direct influence on employee attitudes without being contingent on individual fit conditions. This finding contributes to ongoing debates within organizational behavior research regarding the relative importance of contextual versus individual factors in shaping employee outcomes.

The findings also have important practical implications for leadership and human resource management in higher education institutions. Universities seeking to enhance employee well-being should prioritize the development of supportive organizational climates characterized by open communication, recognition of employee contributions, and supportive leadership practices. Organizational policies that promote fairness, transparent decision-making, and collaborative work environments may strengthen employees' sense of belonging and satisfaction with their roles. Because job satisfaction emerged as a key mechanism linking supportive climate to psychological well-being, initiatives that enhance employees' work experiences—such as improved role clarity, professional development opportunities, and recognition systems—may yield meaningful improvements in employee mental health. Although person–job fit did not significantly moderate the climate–satisfaction relationship, maintaining alignment between employees' skills and job roles remains important because it directly contributes to both satisfaction and psychological well-being.

Several limitations should be considered when interpreting the results of this study. First, the cross-sectional research design limits the ability to establish causal relationships among the variables. While the statistical models identify associations consistent with the hypothesized relationships, longitudinal studies would be necessary to confirm the temporal sequence implied by the mediation model. Second, the use of self-reported measures may introduce the possibility of common method variance, although

procedural steps such as anonymity and separation of scale sections were implemented to reduce this risk. Third, the use of convenience sampling and the focus on higher education institutions within a single geographic region may limit the generalizability of the findings to other sectors or cultural contexts. Future research should therefore examine these relationships in larger and more diverse samples and consider longitudinal or multi-source designs to strengthen causal inference.

Future studies may also benefit from exploring additional organizational and psychological factors that could influence employee well-being in higher education environments. For example, leadership style, work–life balance policies, and perceived organizational justice may interact with supportive organizational climate to influence employee attitudes and mental health outcomes. Longitudinal research designs could also examine how changes in organizational climate over time affect employee well-being trajectories. Such approaches would provide deeper insight into the dynamic processes through which workplace environments shape employee psychological health.

In conclusion, the present study demonstrates that supportive organizational climate plays a significant role in promoting psychological well-being among employees working in higher education institutions. The results indicate that job satisfaction functions as an important mediating mechanism linking supportive workplace environments to employee well-being, while person–job fit contributes independently to positive work attitudes and well-being outcomes. These findings underscore the importance of creating supportive institutional environments that foster positive work experiences and strengthen employees' psychological resilience. By emphasizing organizational support and employee satisfaction, higher education institutions can enhance not only the well-being of their staff but also the overall effectiveness and sustainability of their academic organizations (21–29).

CONCLUSION

This study provides empirical evidence that a supportive organizational climate plays a significant role in enhancing employees' psychological well-being within higher education institutions. The findings demonstrate that employees who perceive greater institutional support, fairness, and positive communication within their work environment tend to report higher levels of psychological well-being. Importantly, the results indicate that job satisfaction serves as a key mediating mechanism through which supportive organizational climate contributes to improved psychological functioning, highlighting the importance of employees' evaluative attitudes toward their work experiences. Although person–job fit was positively associated with both job satisfaction and psychological well-being, it did not significantly moderate the relationship between supportive organizational climate and job satisfaction, suggesting that supportive workplace environments benefit employees broadly regardless of perceived job-role compatibility. Overall, the study emphasizes that organizational factors, particularly supportive leadership practices and positive workplace climates, are central determinants of employee well-being in higher education settings. Strengthening supportive institutional environments and fostering job satisfaction may therefore represent effective strategies for universities seeking to promote healthier, more engaged, and more productive academic workforces.

REFERENCES

1. Ryff CD, Keyes CLM. The structure of psychological well-being revisited. J Pers Soc Psychol. 1995;69(4):719–27.

2. Warr P. Work, happiness, and unhappiness. Mahwah (NJ): Lawrence Erlbaum Associates; 2007.

3. Bakker AB, Demerouti E. The job demands–resources model: state of the art. J Manag Psychol. 2007;22(3):309–28.

4. Brown SP, Leigh TW. A new look at psychological climate and its relationship to job involvement, effort, and performance. J Appl Psychol. 1996;81(4):358–68.

5. Schneider B, Ehrhart MG, Macey WH. Organizational climate and culture. Annu Rev Psychol. 2013;64:361–88.

6. Kinman G, Jones F. A life beyond work? Job demands, work-life balance, and wellbeing in UK academics. J Hum Behav Soc Environ. 2008;17(1–2):41–60.

7. Eisenberger R, Stinglhamber F, Vandenberghe C, Sucharski IL, Rhoades L. Perceived supervisor support: contributions to perceived organizational support and employee retention. J Appl Psychol. 2002;87(3):565–73.

8. Rhoades L, Eisenberger R. Perceived organizational support: a review of the literature. J Appl Psychol. 2002;87(4):698–714.

9. Judge TA, Thoresen CJ, Bono JE, Patton GK. The job satisfaction–job performance relationship: a qualitative and quantitative review. Psychol Bull. 2001;127(3):376–407.

10. Faragher EB, Cass M, Cooper CL. The relationship between job satisfaction and health: a meta-analysis. Occup Environ Med. 2005;62(2):105–12.

11. Edwards JR. Person–job fit: a conceptual integration, literature review, and methodological critique. In: Cooper CL, Robertson IT, editors. International review of industrial and organizational psychology. Chichester: Wiley; 1991. p. 283–357.

12. Kristof-Brown AL, Zimmerman RD, Johnson EC. Consequences of individuals' fit at work: a meta-analysis of person–job, person–organization, person–group, and person–supervisor fit. Pers Psychol. 2005;58(2):281–342.

13. Levin KA. Study design III: cross-sectional studies. Evid Based Dent. 2006;7(1):24–5.

14. Moran ET, Volkwein JF. Examining organizational climate in institutions of higher education. Res High Educ. 1988;28(4):367–83.

15. Schneider B, Ehrhart MG, Macey WH. Organizational climate research: achievements and the road ahead. Annu Rev Psychol. 2013;64:361–88.

16. Ho CL, Au WT. Teaching satisfaction scale: measuring job satisfaction of teachers. Educ Psychol Meas. 2006;66(1):172–85.

17. Kim TY, Schuh SC, Cai Y. Person or job? Change in person–job fit and its impact on employee work attitudes over time. J Manage Stud. 2020;57(2):287–313.

18. Nunnally JC, Bernstein IH. Psychometric theory. 3rd ed. New York: McGraw-Hill; 1994.

19. Hayes AF. Introduction to mediation, moderation, and conditional process analysis: a regression-based approach. 2nd ed. New York: Guilford Press; 2018.

20. World Medical Association. World Medical Association Declaration of Helsinki: ethical principles for medical research involving human subjects. JAMA. 2013;310(20):2191–4.

21. Dollard MF, Dormann C, Tuckey MR, Escartín J. Psychosocial safety climate: a new work stress theory. Accid Anal Prev. 2019;127:188–97.

22. Danna K, Griffin RW. Health and well-being in the workplace: a review and synthesis of the literature. J Manag. 1999;25(3):357–84.

23. Deci EL, Ryan RM. The "what" and "why" of goal pursuits: human needs and the self-determination of behavior. Psychol Inq. 2000;11(4):227–68.

24. Herzberg F, Mausner B, Snyderman B. The motivation to work. 2nd ed. New York: Wiley; 1959.

25. Clark AE, Oswald AJ, Warr PB. Is job satisfaction U-shaped in age? J Occup Organ Psychol. 1996;69(1):57–81.

26. Wright TA, Cropanzano R. Psychological well-being and job satisfaction as predictors of job performance. J Occup Health Psychol. 2000;5(1):84–94.

27. Cable DM, DeRue DS. The convergent and discriminant validity of subjective fit perceptions. J Appl Psychol. 2002;87(5):875–84.

28. Cropanzano R, Mitchell MS. Social exchange theory: an interdisciplinary review. J Manage. 2005;31(6):874–900.

29. Meyer JP, Maltin ER. Employee commitment and well-being: a critical review, theoretical framework and research agenda. J Vocat Behav. 2010;77(2):323–37.