

## Perceived organizational support and job satisfaction: The does knowledge sharing mediate it?

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### Abstract

This study aims to determine the effect of perceived organizational support on job satisfaction, with knowledge sharing as a mediating variable. The research method used is quantitative research. The sample for this study comprised 211 teachers from Labuhanbatu Regency, South Labuhanbatu Regency, and North Labuhanbatu Regency. Data were analyzed using SmartPLS software with the Partial Least Squares Structural Equation Modeling (PLS-SEM) technique. The results showed that perceived organizational support influenced teacher job satisfaction. This means that increasing perceived organizational support is very important to increasing teacher job satisfaction. Perceived organizational support has a positive and significant effect on knowledge sharing, and knowledge sharing has a positive and insignificant effect on teacher job satisfaction. The results showed that knowledge sharing did not significantly mediate the relationship between perceived organizational support and job satisfaction. The findings imply that policymakers and school administrators should strengthen teacher support through recognition, well-being initiatives, fair career development, open communication, and adequate work facilities.

Keywords: Perceived Organizational Support, Knowledge Sharing, Job Satisfaction, Teachers

### Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh *perceived organizational support* terhadap kepuasan kerja dengan menempatkan *knowledge sharing* sebagai variabel mediasi. Metode penelitian yang digunakan adalah penelitian kuantitatif. Sampel dalam penelitian ini terdiri atas 211 guru yang berasal dari Kabupaten Labuhanbatu, Kabupaten Labuhanbatu Selatan, dan Kabupaten Labuhanbatu Utara. Data dianalisis menggunakan perangkat lunak SmartPLS dengan teknik *Partial Least Squares Structural Equation Modeling* (PLS-SEM). Hasil penelitian menunjukkan bahwa *perceived organizational support* berpengaruh terhadap kepuasan kerja guru. Artinya, peningkatan *perceived organizational support* sangat penting untuk meningkatkan kepuasan kerja guru. *Perceived organizational support* juga berpengaruh positif dan signifikan terhadap *knowledge sharing*, sedangkan *knowledge sharing* berpengaruh positif tetapi tidak signifikan terhadap kepuasan kerja guru. Hasil penelitian juga menunjukkan bahwa *knowledge sharing* tidak memediasi secara signifikan hubungan antara *perceived organizational support* dan kepuasan kerja. Temuan ini mengimplikasikan bahwa pembuat kebijakan dan pengelola sekolah perlu memperkuat dukungan bagi guru melalui penghargaan, perhatian terhadap kesejahteraan, pengembangan karier yang adil, komunikasi terbuka, dan penyediaan fasilitas kerja yang memadai.

Kata kunci: Perceived Organizational Support, Knowledge Sharing, Kepuasan Kerja, Guru

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## 1. Introduction

Job satisfaction is a crucial issue that might boost productivity at work (Afif, 2018). High job satisfaction leads to improved performance and a greater sense of responsibility when carrying out their obligations. Similarly, a teacher's responsibility is to educate and share knowledge with students. A comfortable environment is required for teachers to feel satisfied as members of the organization. A key factor in promoting the efficacy of educational management is teacher satisfaction (Astuti et al., 2025). According to Kurt & Duyar (2023) one of the most popular indicators of teacher well-being is job satisfaction, which affects teachers' attitudes about their physical and mental well-being, dedication to their work, expectations for students' achievement, and relationships within the classroom.

This study was conducted to examine the influence of perceived organizational support on teacher job satisfaction through knowledge sharing as a mediator in Labuhanbatu, South Labuhanbatu, and North Labuhanbatu Regencies. The research is expected to serve as an evaluation and input for governments and schools in the three districts in increasing perceived organizational support, encouraging knowledge sharing, and improving teacher job satisfaction. This study is also expected to contribute to improving the quality of education by increasing teacher job satisfaction through increasing perceived organizational support.

Several previous studies have shown that perceived organizational support and knowledge sharing have a very important role in increasing teacher job satisfaction (Astuti et al., 2025; Pan et al., 2015; H. Chen et al., 2025; Kurt & Duyar, 2023; M. Chen, 2025; Malik & Kanwal, 2018). Perceived organizational support has a very important role in increasing the job satisfaction of faculty members (Afif, 2018). Afif, (2018), Kurt & Duyar, (2023), M. Chen (2025), Miao & Kim (2010) have similarities, namely that they both place perceived organizational support as a driver of job satisfaction. However, Afif, (2018), Kurt & Duyar, (2023), M. Chen (2025), Miao & Kim (2010) have not considered knowledge sharing as a mediating variable that examines the influence of perceived organizational support on job satisfaction. Furthermore, this study will examine the effect of knowledge sharing on teacher job satisfaction. Higher knowledge-sharing practices were linked to less workplace ostracism, less job fatigue, and more job satisfaction. (Wang et al., 2023). Job satisfaction is positively and significantly determined by knowledge sharing (Malik & Kanwal, 2018). The findings' key by Trivellas et al. (2015) suggest that the consequence for accounting managers is that individuals who operate in a knowledge-sharing atmosphere are more likely to attain higher job satisfaction and, as a result, greater effectiveness due to improved general abilities. Perceived organizational support leads to knowledge sharing implementation (Mustika et al., 2020). Previous research findings also found contradictory findings, namely that there was no positive influence between perceived organizational support and knowledge sharing (Mutahar et al., 2021).

Knowledge sharing as mediation is addressed as gap research in this study. Although earlier research has demonstrated that perceived organizational support and

knowledge sharing play an important role in increasing job satisfaction, most studies focus more on the direct influence of perceived organizational support on job satisfaction. Knowledge sharing is often regarded as an independent variable in job satisfaction research. Furthermore, existing research data is primarily from non-educational settings, so the context of Indonesian teachers remains limited. As a result, there is still a research gap in examining the relationship between perceived organizational support, knowledge sharing, and job satisfaction in a single integrated model, particularly when knowledge sharing is positioned as a mediating variable in the context of teachers in Labuhanbatu, South Labuhanbatu, and North Labuhanbatu Regencies.

This study aims to close this gap by providing a better knowledge of the mechanisms behind the correlations between these factors in the context of educational institutions. This study makes a contribution specifically by examining the role of knowledge sharing a mediating variable in the link between perceived organizational support and teacher job satisfaction. This study also provides empirical evidence in the educational context, particularly for teachers in Labuhanbatu, South Labuhanbatu, and North Labuhanbatu Regencies, which has been lacking in previous research. Furthermore, the study's findings are expected to give practical contributions to governments and educational institutions in the form of policies and methods for improving organizational support and fostering a culture of knowledge sharing to increase teacher job satisfaction.

## 2. Literature Review

### Perceived Organizational Support

Perceived organizational support is defined as a person's perception of an organization that prioritizes their well-being in exchange for their contributions to the organization (Kanwal et al., 2019). Perceived organizational support refers to instructors' belief in their school's commitment to itself. Teachers hold consistent beliefs about whether their contributions to a school are acknowledged and treated fairly, as well as whether their well-being is respected (Kurt & Duyar, 2023). Employees estimate the level of organizational support and the value of their efforts based on how the organization treats them. Perceived organizational support (Pos) relates to employees' perceptions of their organizations to the extent that they take advantage of opportunities to recognize employees' achievements at work and care about their well-being (Bindra et al., 2025). The Organizational Support Theory suggests that employees exchange their efforts and commitment to their organization for both tangible, such as pay and fringe benefits, and non-tangible, such as esteem, caring, and approval (Al-Omar et al., 2019). Employees may form subjective ideas of care and appreciation from the organization, employees evaluate regarding the level of assistance they receive from their firm (Winarno et al., 2021). The belief of reciprocity motivates employees to make more great attempts to improve job performance when they believe their efforts will be acknowledged and rewarded (Eisenberger & Stinglhamber, 2011).

## Knowledge Sharing

Knowledge sharing can refer to people's knowledge, perspectives, and professional experience that are relevant to current tasks, such as daily routines, accounting services provided, interpersonal relationship strategies, communication skills, standard operating procedures, decision-making, creativity and problem-solving abilities, employee behaviors, and customer interaction skills (King, 2007). Knowledge is organized and relevant information that is used in decision-making within an organization (Baker & Sinkula, 2007). The process by which people share their knowledge, both explicit and implicit, and work together to produce new information is known as knowledge sharing (Hooff & Hendrix, 2004). Teachers must update their knowledge, professional abilities, and professional skills to reflect future advancements (Mohammadi & Faskhodi, 2022).

Eight characteristics were selected from the literature that are relevant to information sharing techniques: formal training, written reports, periodic meetings and workshops, mentoring and coaching programs, face-to-face interaction, knowledge sharing systems, email, and cloud computing (Hammouri & Altaher, 2020). Knowledge sharing is a key strategy for businesses to extract and formalize tacit knowledge (Hammouri & Altaher, 2020), and has a favorable impact on job satisfaction (Fischer & Döring, 2022). Sharing knowledge, a great technique for creating surplus value, increases its value (Demirel et al., 2011; Xiao et al., 2017), and also to gain a competitive edge through the advantages of employee cooperation (Rafique et al., 2020).

A global model for the knowledge management process has been proposed to characterize the lifecycle of knowledge. This model encompasses the following: knowledge creation, knowledge storage, knowledge sharing, knowledge application, and knowledge evaluation (Lachachi et al., 2013). By removing barriers and hurdles between various knowledge holders and disseminating knowledge from the individual to the organizational level, knowledge sharing seeks to transform current knowledge and concepts into new knowledge (Wang et al., 2023). Although knowledge sharing can benefit individuals and organizations, some employees are hesitant to share their critical expertise for fear of losing their employment (Winarno et al., 2021).

## Job Satisfaction

Muayyad & Gawi, (2017) job satisfaction relates to an employee's feelings about whether his or her job is enjoyable or not, which generally refers to a person's attitude towards the level of job satisfaction, which indicates the adequacy of the expectations and benefits offered. Factors that influence job satisfaction include: 1.) individual factors, including age, health, character, and expectations; 2.) social factors, including family relationships, community views, responsiveness, union activism, political freedom and community relations; and 3.) primary employment factors, including salary, supervision, job security, working conditions and opportunities for promotion. According to Buonomo et al. (2022), employees are more satisfied with appreciating and acknowledging job training procedures when they are happy with their experiences.

## Hypothesis Development

Organizational support can improve teacher job satisfaction. Perceived organizational support plays a crucial role in improving job satisfaction.(Bindra et al., 2025). The results also indicate that teachers' work perceived organizational satisfaction is more likely to rise in schools with high organizational support and a climate for initiative, which in turn motivates them to take the initiative and create a psychologically safe environment(Kurt & Duyar, 2023). The study's findings shed light on perceived organizational support, demonstrating the school's reciprocity for each teacher's work(Lie et al., 2022). One of the contextual factors that helps or hinders job crafting among employees is perceived organizational support. According to a prior poll, job crafting is predicted by perceived organizational support, and job satisfaction is predicted by job crafting(Pimenta de Devotto et al., 2020). Additionally, the results indicate that teachers' work perceived organizational satisfaction is more likely to rise in schools with high organizational support and a climate for initiative, which in turn motivates them to take the initiative and create a psychologically safe environment(Kurt & Duyar, 2023). This is also relevant to the Organizational Support Theory put forward by Eisenberger et al., (1997) which states that if perceived organizational support by employees is high, then job satisfaction also increases. It was also added by Gouldner, (1960) if the organization cares (high POS), employees reciprocate with loyalty and job satisfaction. Based on Herzberg's theory, this study hypothesizes that teachers' job happiness is strongly related to the availability of a working environment that allows them to execute their profession at the highest level in the classroom and make a significant difference in students' achievement (Kurt & Duyar, 2023).

H1: Perceived organizational support affects teachers' job satisfaction

If employees believe their firm provides appropriate assistance, they are more likely to share their knowledge with others. Adequate support also promotes emotional commitment, which ultimately becomes useful to drive the willingness to give (Winarno et al., 2021). The results indicate that there is a strong positive association between management support and individual motivation for knowledge sharing. As a result, organizational support from top and middle management encourages people to share their knowledge and experience (Ali & Dominic, 2017). The relationship between perceived organizational support and the implementation of knowledge sharing is stated in the Social Exchange Theory by Eisenberger et al., (1997) who argue that employees are motivated to "reciprocate" with positive actions, including information sharing, when they feel supported by the organization (high POS).

H2: Perceived organizational support effect teacher's knowledge sharing

The study's findings shed light on perceived organizational support, demonstrating the school's reciprocity for each teacher's work. This reciprocity takes the form of a general duty that schools must fulfill in accordance with the reciprocity norm so that each teacher believes that their contributions are valued in proportion to what they have contributed to the school's advancement (Lie et al., 2022). Hammouri & Altaher

(2020) recommend that firms strengthen their support for the utilization of knowledge sharing to enhance employee satisfaction. Knowledge management and job satisfaction are positively correlated (Arif & Rahman, 2018). The results demonstrate that job-related knowledge sharing has a favorable impact on job satisfaction (Fischer & Döring, 2022). Perceived organizational support is an essential social resource that improves teachers' feelings of autonomy and professional identity, reduces the psychological stress brought on by a lack of resources, and eventually lowers their risk of burnout (Kong et al., 2026).

H3: Teacher's knowledge sharing affects teacher's job satisfaction

In this study, knowledge sharing was tested as a variable mediating the influence of perceived organizational support on teacher job satisfaction. The results of the study conducted by Islamy et al. (2020) show that knowledge sharing plays a mediating role in shaping organizational culture and job satisfaction. This suggests that organizational support in the form of creating a positive organizational culture can increase job satisfaction through increased knowledge sharing.

H4: Teacher's knowledge sharing mediates perceived organizational support on teachers' job satisfaction

### 3. Methods

This study used a quantitative method approach. This study was designed to examine the effect of perceived organizational support on job satisfaction with knowledge sharing as a mediator. Perceived organizational support and knowledge sharing were exogenous variables, and job satisfaction was endogenous. Participants in this study were teachers in Labuhanbatu, South Labuhanbatu, and North Labuhanbatu Regencies, North Sumatra, Indonesia. A total of 211 teachers participated in this research. The scale used is a Likert scale, namely 5 (strongly agree), 4 (agree), 3 (neither agree nor disagree), 2 (disagree), and 1 (strongly disagree).

Data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS software. The measurement model was assessed through convergent validity, discriminant validity, and construct reliability. Convergent validity was evaluated using outer loading and Average Variance Extracted (AVE) values, with recommended thresholds of 0.70 and 0.50, respectively. Construct reliability was examined using Cronbach's Alpha and Composite Reliability, with values above 0.70 considered acceptable. Discriminant validity was assessed using the cross-loading criterion, where each indicator was expected to load higher on its corresponding construct than on other constructs. The structural model was then evaluated by examining path coefficients, t-statistics, and p-values. The direct and indirect effects among perceived organizational support, knowledge sharing, and job satisfaction were tested using a significance level of 5%. The variables and their measurement indicators are presented in Table 1.

Table 1. Variables and Measurement Indicators

Variable	Indicators
Perceive Organizational Support (Eisenberger et al., 1986)	1. My organization always values my contribution to its well-being
	2. The organization strongly considers my goals and values
	3. The organization would understand a long absence due to my illness
	4. The organization really cares about my well-being
	5. The organization cares about my general satisfaction at work
	6. The organization takes pride in my accomplishments at work
	7. The organization is willing to help me when I need a special favor
	8. The organization cares about my opinion
Job satisfaction (Nanjundeswaraswamy, 2019)	1. I feel I am being paid a fair salary for the work I do
	2. I am satisfied with my chances for promotion
	3. My superior encouraged me to participate in decision-making and express my ideas and opinions.
	4. The benefits we receive are as good as those that other organizations offer.
	5. I am satisfied with the transport facilities provided by my company
	6. When I do a good job, I receive recognition from my company
	7. The recognition and reward system practiced in our company is fair and justified
	8. I am satisfied with the working conditions
Knowledge Sharing (Tran Pham, 2023);(Yi, 2009)	1. I often give opinions and thoughts for the development of my workplace
	2. When I have learned a new skill or obtained new information, I share that information with my co-workers
	3. When my colleagues have learned a new skill or obtained new information, they tell me about it.
	4. Sharing knowledge between colleagues is considered normal in my workplace
	5. I often share information, knowledge, skills, and experiences with my colleagues
	6. I tend to gather information and skills from my colleagues.
	7. My colleagues share their knowledge and skills with me when I ask them
	8. I often ask my colleagues to teach me about their experience and expertise
	9. When I need new knowledge and information, I will ask my colleagues
	10. I often share experiences with less experienced colleagues
	11. I take the time to discuss with colleagues to solve existing problems

## 4. Results and Discussion

### 4.1 Results

#### Outer Model

The outer model is evaluated to determine the relationship between latent variables and their indicators or manifest variables (measurement model). Validity and reliability tests are used to assess the outer model. Validity tests in PLS are classified into two types: convergent and discriminant validity. According to Hair et al., (2022) each indicator's loading factor is greater than 0.70. Based on the Table 2, indicator JS5 has outer loading values  $\leq 0.7$ . Therefore, the indicator/JS5 must be eliminated to perform the recalculation (Hair et al., 2022).

Table 2. Outer Model

Job Satisfaction		Knowledge Sharing		Perceived Organizational Support	
Indicators	Outer Loading	Indicators	Outer Loading	Indicators	Outer Loading
JS1	0.820	KS1	0.830	POS1	0.897
JS2	0.898	KS10	0.879	POS2	0.891
JS3	0.882	KS11	0.912	POS3	0.816
JS4	0.875	KS2	0.863	POS4	0.892
JS5	0.696	KS3	0.845	POS5	0.925
JS6	0.885	KS4	0.732	POS6	0.893
JS7	0.916	KS5	0.915	POS7	0.927
JS8	0.899	KS6	0.771	POS8	0.912
			0.830		
			0.800		
			0.846		

Based on the Table 3, it can be seen that the outer loading value of all indicators is greater than 0.7, so that all indicators are stated to have good validity in explaining their latent variables.

Table 3. Outer Model After Recalculation.

Job Satisfaction		Knowledge Sharing		Perceived Organizational Support	
Indicators	Outer Loading	Indicators	Outer Loading	Indicators	Outer Loading
JS1	0.820	KS1	0.830	POS1	0.897
JS2	0.909	KS10	0.880	POS2	0.891
JS3	0.895	KS11	0.912	POS3	0.816
JS4	0.869	KS2	0.863	POS4	0.892
JS6	0.879	KS3	0.845	POS5	0.925
JS7	0.918	KS4	0.732	POS6	0.893
JS8	0.903	KS5	0.915	POS7	0.927
		KS6	0.771	POS8	0.912
			0.830		
			0.800		
			0.846		

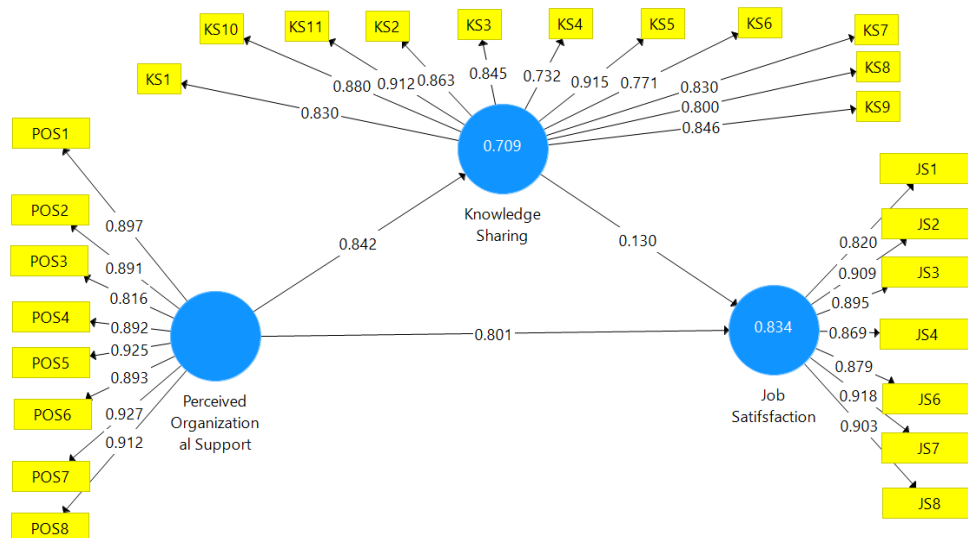


Figure 1. Structural Model

### Construct Reliability and Validity

All items' internal consistency dependability was validated, as proven by outer loadings, Cronbach's Alpha values above 0.7, and composite reliability values above 0.7 (Hair et al., 2022). The variables demonstrated convergent validity, with average variance extracted (AVE) values above the 0.5 criterion (Hair et al., 2022).

Table 4. Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Job Satisfaction	0.954	0.956	0.962	0.784
Knowledge Sharing	0.958	0.961	0.963	0.706
Perceived Organizational Support	0.964	0.966	0.970	0.801

### Discriminant Validity

Table 5. Discriminant Validity

	Job Satisfaction	Knowledge Sharing	Perceived Organizational Support
JS1	0.820	0.603	0.697
JS2	0.909	0.746	0.863
JS3	0.895	0.781	0.840
JS4	0.869	0.728	0.780
JS6	0.879	0.657	0.812
JS7	0.918	0.723	0.843
JS8	0.903	0.733	0.794
KS1	0.668	0.830	0.676
KS2	0.658	0.863	0.696
KS3	0.775	0.845	0.789
KS4	0.575	0.732	0.619
KS5	0.696	0.915	0.755
KS6	0.651	0.771	0.638
KS7	0.666	0.830	0.714
KS8	0.618	0.800	0.633
KS9	0.647	0.846	0.696
KS10	0.691	0.880	0.729
KS11	0.759	0.912	0.799
POS1	0.812	0.740	0.897
POS2	0.789	0.742	0.891
POS3	0.663	0.723	0.816
POS4	0.828	0.720	0.892
POS5	0.871	0.770	0.925
POS6	0.809	0.774	0.893
POS7	0.858	0.812	0.927
POS8	0.870	0.743	0.912

Table 5 shows that the cross-loading value for each indicator of each latent variable exceeds the value of the other latent variables and is larger than 0.7. This suggests that each latent variable has good discriminant validity, as evidenced by its highly correlated measurements with other constructs.

## Hypothesis Testing

Table 6. Hypothesis Testing

	Original Sample	Standard Deviation	T Statistics	P Values
<b>Direct Effect</b>				
Perceived Organizational Support -> Job Satisfaction	0.801	0.078	10,256	0,000
Perceived Organizational Support -> Knowledge Sharing	0.842	0.053	15,959	0,000
Knowledge Sharing -> Job Satisfaction	0.130	0.090	1,444	0.149
<b>Indirect Effect</b>				
Perceived Organizational Support -> Knowledge Sharing -> Job Satisfaction	0.110	0.075	1,464	0.144

Perceived organizational support has a significant positive impact on teacher job satisfaction (coefficient = 0.801, T-statistic = 10.256, P-value = 0.000). This suggests that teachers are more satisfied with their jobs when they perceive more organizational support. Perceived organizational support had a significant impact on knowledge sharing, with a coefficient of 0.842, T-statistic of 15.959, and P-value of 0.000. T-statistics > 1.96 and P-values < 0.05 suggest that perceived organizational support positively impacts knowledge sharing. This suggests that strong perceived organizational support can boost teacher knowledge-sharing activities. The coefficient value for knowledge sharing on job satisfaction is 0.130, with a T-statistic of 1.444 and a P-value of 0.149. Knowledge sharing has no significant effect on teacher work satisfaction, as indicated by a T-statistic value of <1.96 and P-values > 0.05. This suggests that, while information sharing has a beneficial influence on job satisfaction, the effect is not statistically significant enough. The results of the hypothesis testing of perceived organizational support through knowledge sharing on job satisfaction showed a coefficient value of 0.110 with a P-value of 0.144. This indicates that knowledge sharing does not significantly mediate perceived organizational support on teacher job satisfaction.

## 4.2 Discussion

The results of the study indicate that perceived organizational support influences knowledge sharing. The fact that perceived organizational support promotes knowledge sharing is relevant with Social Exchange Theory by Eisenberger et al., (1997), when employees see high levels of support, such as recognition, fairness, and care for their well-being, they feel obligated to reciprocate. One way they satisfy this commitment is to engage in positive discretionary behaviors, such as knowledge sharing.

This suggests that organizational policies determine the implementation of knowledge sharing among teachers. Teachers' perceptions of organizational fairness, superior support, and rewards play a significant role in increasing knowledge sharing. These findings align with previous research by Gumelar & Fajri, (2024), who stated that compared to workers with low levels of perceived organizational support, those

who perceive organizational support will foster greater employee knowledge sharing and creativity. Added by Sikandar & Arif (2023) discovered that both the implicit and explicit aspects of knowledge-sharing behavior are positively impacted by perceived organizational support. Employees with a high interdependent self or a low autonomous self showed a positive correlation between perceived organizational support and knowledge sharing (Yang et al., 2020). This study implies that when employees feel supported by their organization, whether through attention from their superiors, recognition for their achievements, or suitable facilities, they have a greater sense of security and emotional attachment to their employment.

The second hypothesis in this study examined the influence of perceived organizational support on job satisfaction. The results found that perceived organizational support leads to teacher job satisfaction. Organizational policies or workplace intuitions such as fairness, leadership support, adequate rewards, equitable career development, and a healthy work culture will increase teacher job satisfaction. These results align with previous research by Hidayati et al. (2025), demonstrating that organizational support has a critical influence in improving employees' job satisfaction. Kong et al. (2026) clarify how organizational and policy contexts influence teachers' motivation and well-being, supporting a cross-level view of resource substitution and declining returns. In practice, combining strong institutional safeguards with school-based supports that boost autonomy, strengthen competence, and establish belonging can reduce burnout risk and encourage long-term teacher development. M. Chen (2025) job satisfaction can be enhanced by the perceived organizational support. Employees who perceive excellent organizational support, such as a sufficiently supportive work environment, competent leadership, remuneration, and fair career opportunities, are more likely to contribute and work harder (Winarno et al., 2021). This study implies that teachers who perceive more organizational support are more likely to attain optimal work satisfaction, sustained long-term performance, and be involved in their profession.

The third hypothesis in this study is that knowledge sharing has a positive and significant effect on job satisfaction. This shows that individuals who actively exchange knowledge have higher levels of job satisfaction, possibly due to improved teamwork, increased competency, and a stronger sense of belonging within the firm. The realization of a knowledge-sharing culture, such as sharing knowledge, exchanging information, sharing experiences, and sharing skills, will enable teachers to enjoy their work and achieve high job satisfaction. The results of this study indicate that knowledge sharing has a positive but not significant effect on teacher job satisfaction. The findings of this study show that information sharing has a favorable but non-significant influence on teacher work satisfaction. This implies that, while teacher information exchange can improve work experiences, it is not a strong or decisive predictor of job satisfaction in this setting. The findings of this study imply that knowledge-sharing practices can boost teacher job satisfaction, but this effect is not statistically significant. This shows that, while teachers who actively share knowledge are more satisfied with their work, for example, because of improved collaboration, appreciation, and professional

development, these characteristics are not key predictors of job satisfaction for teachers. This research finding aligns with the findings of research by Fadaie et al. (2023), which found that there was no significant influence between knowledge transfer and job satisfaction. The findings by Fayad (2025) also show that knowledge sharing does not have a significant influence on job satisfaction.

The last hypothesis in this study examines the mediating role of knowledge sharing on the relationship between perceived organizational support and job satisfaction. The research results show that knowledge sharing does not significantly mediate perceived organizational support on job satisfaction. The findings of this study show that knowledge sharing is not a significant mediator in the link between perceived organizational support and teacher job satisfaction. This study found that knowledge sharing is not a major mediator in the link between perceived organizational support and teacher job satisfaction. This implies that, while perceived organizational support may drive information sharing, it is not the key mechanism driving job satisfaction. This suggests that organizational support has a greater direct effect on job satisfaction than enhanced knowledge-sharing initiatives. This could indicate that teachers' perception of organizational support is more important in the form of recognition, proper salary, fairness, attention, or working conditions.

## 5. Conclusion

This study provides a practical framework for understanding how perceived organizational support and knowledge sharing influence teacher job satisfaction. Perceived organizational support plays a crucial role in enhancing job satisfaction, but knowledge sharing does not significantly impact teacher job satisfaction. Perceived organizational support has a positive and significant effect on knowledge sharing. Meanwhile, knowledge sharing does not significantly impact teacher job satisfaction. When teachers believe their organization supports them through equitable policies, professional development opportunities, and responsive leadership, teachers are more engaged and satisfied with their jobs. POS also promotes knowledge sharing by fostering a trusting and collaborative environment in which teachers feel comfortable and respected when discussing ideas, resources, or instructional practices. Finally, this study demonstrates that perceived organizational support is an important element in boosting teacher work satisfaction, both directly and indirectly, by fostering information sharing. Although knowledge sharing has not been proven to have a major impact on job satisfaction, it remains an important component of professional growth and organizational quality enhancement.

The findings of this study suggest that policymakers should focus greater efforts on increasing teachers' perceived organizational support, such as through recognition, attention to well-being, compensation, fair career development, and the provision of suitable work facilities. Policymakers actively improve perceived organizational support, for example, by encouraging open communication, rewarding teacher effectiveness, and fostering a supportive organizational culture. Although knowledge sharing does not have a significant effect on job satisfaction, it is still important to encourage

knowledge sharing activities through training, discussion forums, or learning communities because they have the potential to provide long-term benefits for teacher competence and performance.

This study has various limitations that must be considered. First, the study simply took a quantitative approach, employing the SMART PLS analysis tool. Second, the sample size was confined to 211 teachers from Labuhanbatu Regency, South Labuhanbatu Regency, and North Labuhanbatu Regency, making it difficult to apply the findings to other regional settings or educational levels. Third, the findings show that information sharing was not a significant mediating variable, but was likely impacted by other factors not studied, such as remuneration, organizational culture, leadership, motivation, reward systems, career development, and job engagement. Based on these constraints, future research should take a mixed techniques or qualitative approach to better understand the mechanisms behind the connections between variables. Furthermore, extending the sample size to include more regions is required to improve the generalizability of the findings. Future research should include additional variables as mediating or moderating variables, such as organizational culture, leadership style, or organizational commitment, to gain a more complete picture of the factors impacting teacher job satisfaction.

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