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Mediating and moderating roles in the association between teachers' job satisfaction and psychological well-being

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Abstract: This study examined the mediating role of life satisfaction and the moderating role of organizational commitment in the relationship between teachers' job satisfaction and psychological well-being. The sample consisted of 317 teachers working in public and private schools. Data were collected through an online survey including measures of job satisfaction, psychological well-being, life satisfaction, and organizational commitment. Mediation, moderation, and moderated mediation analyses were conducted using PROCESS Macro (Models 4, 1, and 14) with 5,000 bootstrap resamples. Results indicated that life satisfaction significantly mediated the association between job satisfaction and psychological well-being (b = .318). Organizational commitment significantly moderated the direct effect (b = -.011), although the conditional indirect effect was not statistically significant. The findings suggest that job satisfaction influences psychological well-being primarily through life satisfaction, while organizational commitment plays a limited contextual role.

INTRODUCTION

In recent years, one of the frequently studied topics in psychology, psychological well-being is defined as perceived success in the face of existential challenges of life (Keyes *et al.*, 2002). Pursuing meaningful goals, the growth and development of the individual, and establishing quality bonds in the individual's relationships can be considered as some of these successes. Ryff's (1989) theoretical model of psychological well-being comprises six core dimensions: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Self-acceptance can be defined as an individual's having a positive attitude towards himself/herself. Positive relationships with others emphasize trust-based relationships. Autonomy can be thought of as independence and making decisions without the need for approval from others. Environmental control is the individual's ability to choose or create an appropriate environment for himself/herself. Life purpose includes the individual's beliefs that there is meaning and purpose in life. Personal development can be defined as the individual's realization of his/her potential along with his/her growth and development. Psychological well-being can affect external factors. One of these external factors is job satisfaction. Terjesen *et al.* (2004) stated in their study that having a positive psychology is

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effective in issues such as solving problems and achieving goals in educational organizations.

Job satisfaction can be defined as a general, evaluative judgment about a person's job, ranging from positive to negative (Judge *et al.*, 2021). When the triple attitude model is considered, it has cognitive, emotional and behavioral aspects. The cognitive aspect of job satisfaction includes beliefs or judgments about the job, the emotional aspect includes the feelings evoked by the job, and the behavioral aspect includes how the individual tends to behave towards the job (Schleicher *et al.*, 2011).

An individual's psychological well-being is effective at work as well as at every moment of their life. When the literature is examined, there are many studies examining the relationship between psychological well-being and job satisfaction (Adeka & Mede, 2022; Aydın & Argan, 2019; Gül, 2023; Jacob & Kiran Babu, 2021; Wright & Cropanzano, 2000; Zahoor, 2015). Aydın (2019) examined the relationship between job satisfaction and the psychological well-being of coaches in his thesis study and obtained a positive and high correlation coefficient. Jacob and Kiran Babu (2021) examined the relationship between job satisfaction and psychological well-being in their study with teachers and obtained a positive and moderate correlation coefficient. Adeka and Mede (2022) similarly examined the relationship between job satisfaction and psychological well-being in their study with English teachers and obtained a significant correlation coefficient. Gül (2023) examined the relationship between emotional labor, workload, psychological well-being and job satisfaction in call center employees; He concluded that there is a positive and moderate relationship between psychological well-being and job satisfaction.

Technological advancement has led to the obsolescence of many professions while simultaneously generating new ones. Teaching, which can be defined as the practice of imparting knowledge, remains one of humanity's oldest enduring professions. Beyond knowledge transmission, teachers engage in continuous interpersonal interaction, making it a fundamentally social profession (Sönmez, 2003). The teaching profession's continuous engagement with diverse individuals and evolving societal contexts underscores its fundamentally dynamic nature. In other words, teaching is not a fixed profession where only knowledge is transferred; it is a profession that interacts with students and families, and also interacts with the agenda outside of people and transfers it. In this study, it is aimed to examine the relationship between teachers' job satisfaction and psychological well-being by including the mediating and moderating effects of various variables and to contribute to the literature.

Life Satisfaction as a Mediator Variable

Generally defined, life satisfaction is the feeling that occurs as a result of an individual's comparison of their current life with their expectations formed in line with various criteria (Diener & Suh, 1997). In other words, life satisfaction is not a phenomenon that can be given to an individual from the outside (Diener *et al.*, 1985), but an emotion that occurs as a result of the person's external conditions and internal psychological processes. In studies examining the relationship between life satisfaction and psychological well-being, it has been observed that there is a positive and moderate relationship between them (Aydın & Argan, 2019; Parvizi & Özabacı, 2022). Considering that one of the phenomena that constitute life satisfaction is external conditions, it can be said that job satisfaction also effects life satisfaction (Uyguç *et al.*, 1998). Studies show that there is a positive correlation between job satisfaction and life satisfaction (Güneyli *et al.*, 2023).

Considering that the teaching profession does not have a working day concept and that interaction with students and families continues outside of working hours, it is obvious that teachers' life satisfaction can also have an impact on their psychological well-being and job satisfaction. Because it is possible that it is difficult for a teacher who lives a life that does not meet their expectations to feel emotionally well and this situation can harm their work.

Organizational Commitment as a Moderator Variable

Organizational commitment can be defined as belief in the goals and values of the organization, maintaining membership in the organization, and making efforts on behalf of the organization (Miroshnik, 2013). Allen and Meyer (1990) stated that organizational commitment has three components: emotional, continuity, and normative. The emotional component refers to employees' emotional attachment to the organization, identification with the organization, and participation in the organization. The continuity component refers to the attitudes that employees associate with leaving the organization, and the normative component refers to employees' attitudes towards not leaving the organization. Organizational commitment is of great importance for organizations to achieve their goals. Bayram (2005) stated that increasing employee productivity and reducing turnover can only be achieved with a high level of commitment from employees. Kılıç *et al.* (2020) obtained a moderate and positive correlation coefficient in their study examining the relationship between organizational commitment and psychological well-being. Karataş and Güleş (2010) investigated the relationship between organizational commitment and job satisfaction in their study with primary school teachers and obtained a high level of positive relationship in all sub-dimensions of job satisfaction.

Teachers are people who are in different cultures than the culture they were raised in and who are intertwined with different cultures at the same time period. This situation is a situation that affects the commitment of teachers, who are not a product of their profession but a human being, to the organization they are in. It is expected that the productivity and therefore job satisfaction of a teacher who cannot show sufficient commitment to the organization they are in will decrease. The thoughts of a teacher who questions his/her professional competence as a result of these situations will also affect his/her psychological well-being. Teachers were selected as participants for this study because they constitute a substantial segment of society and represent one of the professional groups with the most extensive social contact.

When the relevant literature is examined, it becomes clear that many studies have examined teachers' job satisfaction and well-being. Dicke *et al.* (2018) stated that teachers with high job satisfaction also have high levels of mental well-being. In a similar study, Leow *et al.* (2020) also reported a high, positive correlation. Çınar and Özyılmaz (2019) stated that job satisfaction is related to work, whereas life satisfaction is related to all aspects of an individual's life. Negative situations in job satisfaction may affect an individual's life not only in terms of work but also in many other aspects. It may negatively affect the individual's relationships and mental health (Çetinkanat, 2000). It is inevitable that the job satisfaction of teachers, who are one of the occupational groups that spend a large part of the day at school and whose working hours have become increasingly blurred through media tools with the development of technology, affects their life satisfaction. Studies also show a positive, moderate/high relationship between teachers' job satisfaction and life satisfaction (Atayeter, 2019; Öztürk, 2021; Raslan & Göçen, 2021; Tunç, 2019). The study by Demir *et al.* (2021) also found a positive relationship between teachers' life satisfaction and psychological well-being. It has been observed that the relationship between teachers' job satisfaction and psychological well-being has generally been examined through correlation and regression analyses. It is known that job satisfaction affects life satisfaction. However, no study has been found that examines how life satisfaction affects the relationship between job satisfaction and psychological well-being. This study was planned to fill this gap in the literature. For organizations to succeed, individuals within them need to demonstrate commitment. This success and commitment cannot be considered independent of job satisfaction (Yenihan, 2014). Therefore, organizational commitment was added to the second model in the present study. However, since it was aimed to examine when the relationship is affected, in other words, the effect in situations of high and low commitment, it was included as a moderating variable. Life satisfaction and organizational commitment also show a positive relationship (Çakmak, 2024). Therefore, life satisfaction and organizational commitment were included together in the final model.

Current Study

In this study, Models 4, 1, and 14 from the models described by Hayes (2022) were used. Model 4 is a model used to explain the mediation effect. In this study, Model 4 was used to explain the effect of the independent variable, job satisfaction, on the dependent variable, psychological well-being, through the life satisfaction variable. Model 1 is a model in which the moderating effect can be measured. While explaining the effect of job satisfaction on psychological well-being, Model 1 was used to examine whether this effect varies across levels of organizational commitment. Model 14 is a model used to explain the situational mediating effect. This model was used to determine whether the mediating effect of life satisfaction on the psychological relationship between the independent variable, job satisfaction, and the dependent variable, changes, varies across levels of organizational commitment.

Model 14 (moderated mediation) incorporates both mediation and moderation components. However, Model 1 (moderation only) and Model 4 (mediation only) were tested first in order to examine the individual paths independently. This allows us to confirm the robustness of each component before estimating the combined conditional indirect effect. Therefore, Models 1 and 4 serve as preliminary analyses that support and justify the implementation of Model 14. The specific paths examined in Models 1, 4, and 14 correspond to the conceptual diagrams presented in Figure 1 and 3, which illustrates the moderation, mediation, and moderated mediation structures tested in the analyses.

This study aimed to contribute to the literature by examining the mediating role of life satisfaction and the moderating role of organizational commitment in the relationship between job satisfaction and psychological well-being. Accordingly, the hypotheses of this study were formed as follows:

H1: Job satisfaction indirectly explains psychological well-being through life satisfaction.

H2: Organizational commitment has a moderating effect on the effect of job satisfaction on psychological well-being.

H3: Organizational commitment has a moderating effect on the indirect effect of job satisfaction on psychological well-being through life satisfaction.

METHOD

Participants

The study group of this research consists of 317 teachers working in public and private schools. The ages of the teachers ranged from 22 to 60 (M = 33.8, median = 31, SD = 8.29). 226 (71.3%) of the participants were female teachers. 91 (28.7%) of the participants were male teachers. While creating the sample of the study, the inclusion criterion was determined as being a teacher working in a public or private school. Teacher candidates and retired teachers were not included in the sample. The adequacy of the sample size was checked with an R-based application called "Monte Carlo Power Analysis for Indirect Effects" developed by Schoemann *et al.* (2017). The required sample size was found to be 100 individuals. Therefore, it can be said that the sample size was sufficient.

Procedure

Participants were selected using criterion sampling, a purposive sampling method. Ethical approval for this study was obtained from the relevant institutional ethics committee (Approval No. 989974). Participation was voluntary, and informed consent was obtained electronically prior to accessing the survey. Data were collected via Google Forms. The survey link was first shared with school administrators, who then distributed it to teachers. A forced-response format was used, which prevented item-level missing data and explained the absence of missing values in the dataset. The platform restricted duplicate submissions through single-response settings.

Measures

Personal information form

It includes items on demographic variables such as gender, age, type of institution, marital status, subject, seniority, place of residence, and income.

Job Satisfaction Scale

The scale developed by Brayfield and Rothe (1951) and shortened by Judge *et al.* (1998) was adapted by Başol and Çömlekçi (2020). The scale measuring employees' job satisfaction consists of five items and one factor. The items are on a 5-point Likert scale, with 1 = *strongly disagree*, 2 = *disagree*, 3 = *neither agree nor disagree*, 4 = *agree*, and 5 = *strongly agree*. Increasing scores indicate higher job satisfaction. EFA and CFA were conducted to obtain validity evidence for the scale; as a result of EFA, it was seen that the factor loadings of the items ranged between .841 and .932, and acceptable fit values were obtained as a result of CFA. The Cronbach's Alpha coefficient, calculated to assess the scale's reliability, was .929. In the current sample (N = 317), internal consistency analyses were conducted for the scale. Cronbach's alpha value indicated excellent reliability for Job Satisfaction (α = .925). This coefficient demonstrates that the scale showed high internal consistency in this study, supporting the reliability of the obtained scores.

Psychological Well-Being Scale

The scale developed by Diener *et al.* (2010) was adapted by Telef (2013). The scale, which complements existing well-being measures and assesses socio-psychological well-being, consists of 8 items and 1 factor. As a result of the EFA, the factor loadings of the scale items were found between .54 and .76. The Cronbach's alpha internal consistency coefficient obtained in the reliability study of the scale was calculated as .8. The items of the Psychological Well-Being Scale are answered on a scale of 1-7, ranging from strongly disagree (1) to strongly agree (7). All items are expressed positively. Scores range from 8 (if strongly disagree with all items) to 56 (if strongly agree with all items). A high score indicates that the person has many psychological resources and strengths. In the current sample (N = 317), internal consistency analyses were conducted for the scale. Cronbach's alpha value indicated excellent reliability for Psychological Well-Being (α = .943). This coefficient demonstrates that the scale showed high internal consistency in this study, supporting the reliability of the obtained scores.

The Satisfaction With Life Scale

The scale developed by Diener *et al.* (1985) was adapted by Dağlı and Baysal (2016). The scale, which aims to assess teachers' perceptions of life satisfaction, consists of 5 items and 1 factor. The items are scored on a scale from 1 (strongly disagree) to 5 (completely agree). A high score on the scale represents a high level of life satisfaction. As a result of the EFA conducted to obtain validity evidence for the scale scores, the items' factor loadings ranged from .728 to .893, and acceptable fit values were obtained in the CFA. Cronbach's Alpha internal consistency coefficient for the scale was .88. In the current sample (N = 317), internal consistency analyses were conducted. Cronbach's alpha value indicated excellent reliability for Life Satisfaction (α = .910). This coefficient demonstrates that the scale showed high internal consistency in this study, supporting the reliability of the obtained scores.

Teachers' Organizational Commitment Scale

The scale developed by Üstüner (2009) measures teachers' organizational commitment. The scale consists of seventeen items and one factor and is scored as 1 never, 2 rarely, 3 sometimes, 4 most of the time, and 5 always. A high score indicates that the teacher feels strongly committed. EFA and CFA were conducted to assess the scale's validity. As a result of EFA, factor loadings ranged from .429 to .751, and acceptable fit values were obtained in the CFA. Cronbach's Alpha internal consistency coefficient was calculated as .96. In the current sample

(N = 317), internal consistency analyses were conducted for the scale. Cronbach's alpha value indicated excellent reliability for Organizational Commitment (α = .975). This coefficient demonstrates that the scale showed high internal consistency in this study, supporting the reliability of the obtained scores.

Data Analysis

In the analysis of assumptions, the R program (R Core Team, 2023) MVN (Korkmaz *et al.*, 2014) package; the website created by Aybek (2021) that allows R-based analysis and the JASP program (2021) were used. In the analyzes examining the mediating and moderating effects, Process Macro (Hayes, 2022) was used through the SPSS package program.

Assumptions were examined before starting the analysis process. Multivariate normality was assessed using Mardia's test. The results indicated significant multivariate non-normality (skewness = 602.38, χ^2 = 31.825, p < .001; kurtosis = 34.02, z = 12.88), demonstrating a clear violation of the multivariate normality assumption. Univariate normality diagnostics were also examined. Skewness values ranged from -1.25 to -.04 and kurtosis values from -.77 to .90. Shapiro–Wilk tests indicated significant deviations from normality for all variables (p < .05), suggesting that the scale scores were not normally distributed. To address the violation of normality, bias-corrected bootstrapping with 5.000 resamples was applied to all direct, indirect, and interaction effects, providing confidence intervals that do not rely on normality assumptions. Multivariate outliers were assessed using Mahalanobis distance with a cutoff of $\chi^2(4) = 18.47$ (p < .001). Five cases exceeded this criterion; however, all 317 cases were retained to avoid unnecessary loss of statistical power. The correlations among the items were examined to assess the multicollinearity assumption, and no multicollinearity was found. Before the mediation and moderation analyses, the scale scores' reliability coefficients and the correlation coefficients were calculated to examine the relationships among the scale scores.

The confidence interval method was used to determine whether the indirect effect was statistically significant. In the confidence interval method, the confidence interval does not contain 0, indicating that the difference is statistically significant (Hayes & Rockwood, 2017). In the moderator and situational effect analyses, continuous variables were included by centering them on the mean.

RESULTS

Descriptive Statistics and Correlations for Study Variables

Table 1 shows the Pearson correlation coefficients of the variables used in the study. There is a statistically significant positive, high-level relationship between job satisfaction and psychological well-being; there is a statistically significant positive, medium-level relationship between job satisfaction and life satisfaction and organizational commitment (p = .001). There is a statistically significant, moderate, positive relationship between the psychological well-being variable and life satisfaction and organizational commitment (p = .001). There is a statistically significant, moderate, positive relationship between life satisfaction and organizational commitment (p = .001). Table 1 presents descriptive statistics for the variables and their correlation coefficients.

Table 1. *Means, standard deviations and correlations for study variables.*

	n	*M*	*SD*	1	2	3	4
Job satisfaction	5	18.7	5.07	-	.692**	.481**	.490**
Psychological well-being	8	41.6	11.7		-	.553**	.453**
The satisfaction with life	5	14.3	4.71			-	.528**
Organizational commitment	17	51.6	18				-

Note. n = number of items. M = mean; SD = standard deviation; ** p < .01; all correlations are Pearson correlations.

Life Satisfaction as a Mediator and Organizational Commitment as a Moderator

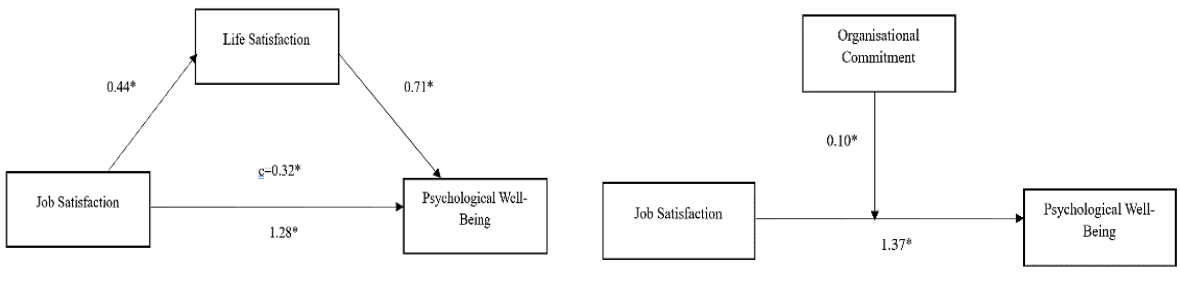
The model created to investigate the mediating effect of life satisfaction was tested. According to the Model-1 established to test the first hypothesis, when Table 2 is examined, it is seen that job satisfaction, the predictor variable, significantly and positively affects life satisfaction, the mediator variable (b = .448, p = .001). Life satisfaction predicts psychological well-being at a significant and positive level (b = .711, p = .001). The effect of job satisfaction on psychological well-being is also significant (b = 1.281, p = .001). The indirect effect of life satisfaction on psychological well-being is significant; thus, life satisfaction mediates the relationship between job satisfaction and psychological well-being (b = .318). When the confidence interval for the mediation effect is analyzed, it is found to be .176 to .474. The fact that the confidence interval values obtained from the Bootstrap analysis do not include 0 supports the significance of the indirect effect, which is the first hypothesis of the research. The overall model was significant, $F(2, 314) = 186.090$, $p < .001$, $R^2 = .546$, Adjusted $R^2 = .542$.

Table 2. *Model-1 regression analysis results.*

Variables	Life satisfaction						Psychological well-being					
	b	*SE*	*t*	*p*	LLCI	ULCI	*b*	*SE*	*t*	*p*	LLCI	ULCI
Job satisfaction (X)	.448	.046	9.75	.001	.357	.538	1.281	.101	12.73	.001	1.083	1.479
Life satisfaction (M)							.711	.108	6.57	.001	.499	.924
Indirect effect: b = .318, BootSE = .076, 95% CI [.176, .474]												
Model fit: $F(2, 314) = 186.090$, $p < .001$, $R^2 = .546$, Adjusted $R^2 = .542$												

Note. b = unstandardised regression coefficients; LLCI = lower confidence interval; ULCI = upper confidence interval.

Figure 1 shows Model-1 (a), in which life satisfaction acts as a mediating factor in the relationship between job satisfaction and psychological well-being, and Model-2 (b), in which organizational commitment acts as a moderating factor in the relationship between job satisfaction and psychological well-being. The analysis results for model a are presented in Table 2, and the analysis results for model b are presented in Table 3.



(a) (b)

Figure 1. *(a) Model-1/ (b) Model-2.*

According to Model-2, which was established to test the second hypothesis, when Table 3 is examined, it was found that the effects of life satisfaction, organizational commitment, and the interaction term on the outcome variable, psychological well-being, were significant. The fact that the b value for the interactional effect is significant indicates that organizational commitment has a moderating effect (b = -.011, p = .031). When the moderating effect was examined in detail, it was seen that the strength of the relationship between life satisfaction and psychological well-being became weaker as organizational commitment increased, indicating a buffering effect, with the conditional effects decreasing from low (b = 1.597) to medium (b = 1.355) and high (b = 1.167) levels. The model was significant, F (3, 313) = 106.21, $p < .001$, $R^2 = .504$, Adjusted $R^2 = .499$. The interaction term contributed $\Delta R^2 = .0071$. Cohen's f^2 for the interaction was .016, indicating a small effect size.

These findings indicate that the moderating effect operates on the path from life satisfaction to psychological well-being rather than on the direct effect of job satisfaction. The effect of organizational commitment levels is shown in Figure 2.

Table 3. *Model-2 regression analysis results.*

Variables	Psychological well-being					
	b	*SE*	*t*	*p*	LLCI	ULCI
Job satisfaction (X)	1.370	.110		.001	1.155	1.584
OC (W)	.103	.030		.001	.045	.162
X*W	-.011	.005	-2.17	.031	-.021	-.001
Conditional effects						
Low	1.597	.131		< .001		
Medium	1.355	.111		< .001		
High	1.167	.160		< .001		
Model fit: $F(3, 313) = 106.21$, $p < .001$						
$R^2 = .504$, Adjusted $R^2 = .499$, $\Delta R^2 = .007$						
Cohen's $f^2 = .016$ (small effect)						

Note. *b* = unstandardised regression coefficients; LLCI = lower confidence interval; ULCI = upper confidence interval.

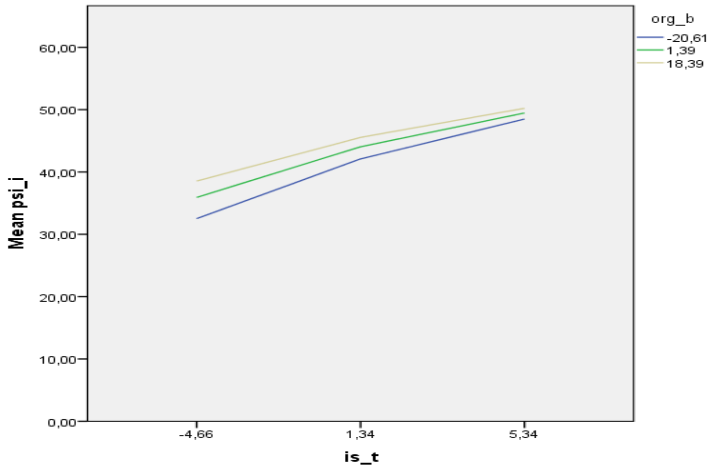


Figure 2. *The moderating effect of organizational commitment on psychological well-being.*

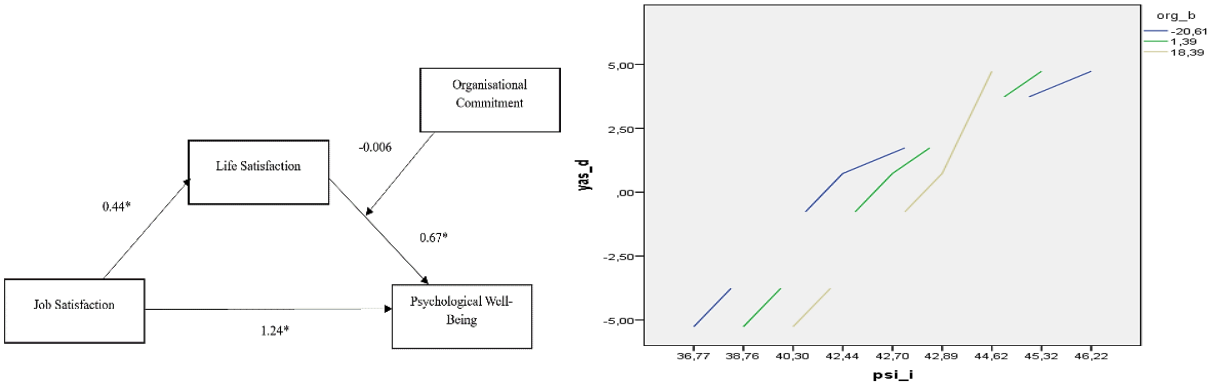
According to Model-3, which was established to test the third hypothesis, it was examined whether the indirect effect of job satisfaction on psychological well-being through life satisfaction depends on organizational commitment, that is, whether there is a situational mediation role. Table 4 shows that job satisfaction has a significant effect on psychological well-being ($b = 1.244$, $p = .001$). Similarly, life satisfaction significantly affects psychological well-being ($b = .674$, $p = .001$). The effect of organizational commitment on psychological well-being is not significant ($b = .021$, $p = .082$). The moderating role of organizational commitment in the effect of job satisfaction on psychological well-being is significant ($b = -.013$, $p = .01$). When the effect of the levels of organizational commitment on the mediating role of life satisfaction was examined, it was seen that for low level organizational commitment ($b = .423$), for medium level organizational commitment ($b = .294$) and for high level organizational commitment ($b = .194$). When the confidence intervals are analyzed, the fact that they do not include 0 indicates that low and medium levels have a significant effect. When the coefficients are examined, the interaction effect of organizational commitment shows an attenuating or buffering pattern rather than an empowering one, indicating that higher organizational commitment weakens the indirect effect. When the situational mediation effect is analyzed, it is found to be non-significant because the confidence interval includes 0 ($b = -.006$).

Table 4. *Model 3 regression analysis results.*

Variables	Psychological well-being					
	b	*SE*	*t*	*p*	LLCI	ULCI
Job satisfaction (X)	1.244			.001	1.038	1.451
Life satisfaction (M)	.674			.001	.446	.903
OC (W)	.021			.492	-.040	.082
X*W	-.013	.005	-2.61	.010	-.023	-.003
Indirect effect						
Low OC	.423				.227	.656
Medium OC	.294				.151	.457
High OC	.194				-.007	.379
Index of moderated mediation: b = -.006, BootSE = .004, 95% CI [-.014,.000]						

Note. OC = organizational commitment; LLCI = lower confidence interval; ULCI = upper confidence interval; bootstrap resampling = 5000; *b* = unstandardized regression coefficients.

Figure 3 shows the model in which life satisfaction mediates the relationship between job satisfaction and psychological well-being, and organizational commitment moderates the relationship between life satisfaction and psychological well-being. The model showed an overall explained variance of R^2 = .554. The index of moderated mediation was *b* = -.006 (*BootSE* = .004, 95% CI [-.014, .000]).



c d

Figure 3. *(c) Model-3/ (d) moderating effect of organizational commitment on life satisfaction.*

DISCUSSION and CONCLUSION

In this study, three models were established to examine the mediating role of life satisfaction and the moderating role of organizational commitment in the relationship between teachers' job satisfaction and psychological well-being. In the first model, the mediating role of life satisfaction was tested, and it was found to significantly mediate the relationship between job satisfaction and psychological well-being. This finding indicates that the effect of job satisfaction on psychological well-being is shaped both directly and indirectly through individuals' holistic evaluations of their lives. From the perspective of teachers, this suggests that workplace satisfaction can be transferred to overall life satisfaction, and that these general evaluations play a determining role in psychological functioning. This result is consistent with previous research demonstrating that positive job experiences contribute to individuals' general life evaluations, which in turn are associated with well-being outcomes. For example, Çayak (2021) reported that organizational happiness partially mediated the relationship between job commitment and life satisfaction, while Tatlıcıoğlu *et al.* (2024) found that meaning in life significantly mediated the relationship between job satisfaction and psychological well-being

among social workers. The indirect effect observed in the present study is consistent with these findings and suggests that life satisfaction constitutes an important internal process through which job-related experiences influence teachers' broader psychological functioning. Considering the characteristics of the teaching profession—such as emotional labor, role breadth, and permeable work–life boundaries—the reflection of job satisfaction onto life satisfaction may be more pronounced in this occupational group.

To examine whether the relationship between job satisfaction and psychological well-being differs across levels of organizational commitment, a second model was developed to test the moderating effect of organizational commitment. The results of this model indicated a significant moderating effect. Although organizational commitment significantly moderated the relationship between job satisfaction and psychological well-being, the negative interaction coefficient indicates a buffering rather than a strengthening effect. In other words, as teachers' level of organizational commitment increases, the contribution of job satisfaction to psychological well-being decreases slightly. Previous studies examining teachers' organizational and emotional states also emphasize the role of school-based attitudes in shaping well-being outcomes (e.g., Li *et al.*, 2024; Kaya *et al.*, 2024), and the present findings are consistent with this general pattern.

When the results of Model 3, which tested the moderated mediation effect of organizational commitment within the first model, were examined, the hypothesis was not supported. This indicates that organizational commitment does not significantly alter the indirect effect of job satisfaction on psychological well-being through life satisfaction. The interaction coefficient was quite small (b = -.011), suggesting that the conditional effect is weak, and such subtle effects typically require larger samples to be detected with adequate statistical power. Therefore, considering the sample size and the complexity of the moderated mediation model, the non-significant conditional indirect effect may reflect limited statistical sensitivity rather than the complete absence of an underlying relationship. This finding suggests that organizational commitment plays a secondary, context-sensitive role in teachers' psychological well-being, whereas the primary psychological mechanism operates through internal processes, such as life satisfaction.

When comparing the present findings with previous research, the magnitude of the effects observed here is generally consistent with those reported in studies examining job satisfaction, life satisfaction, and well-being among teachers and other professional groups. For example, Aydın and Argan (2019) reported a high correlation between job satisfaction and psychological well-being, while Jacob and Kiran Babu (2021) and Gül (2023) found moderate associations. The mediation effect found in this study (b = .318) also corresponds to the medium-sized indirect effects documented in the literature. These comparisons indicate that the pattern of relationships observed among teachers in this study is largely in line with existing findings.

Sensitivity analyses were conducted to evaluate whether the main findings were dependent on multivariate outliers. After removing five outliers identified via Mahalanobis distance, the mediation effect remained positive and even became slightly stronger, demonstrating that the indirect pathway from job satisfaction to psychological well-being via life satisfaction is highly robust. However, the moderation effect showed sensitivity to outlier removal. The interaction between life satisfaction and organizational commitment, which was statistically significant in the full sample, weakened and became non-significant when these cases were excluded. This pattern indicates that while the mediation mechanism represents a stable association, the moderation component is comparatively fragile and should therefore be interpreted with caution.

Practical Implications

The practical implications of these findings offer important insights into school-level practices and support mechanisms to enhance teachers' psychological well-being. The mediating role of

life satisfaction in the relationship between job satisfaction and psychological well-being suggests that initiatives to support teachers' well-being should not be limited to improvements in workplace conditions. Rather, this finding suggests that school-based efforts to enhance job satisfaction may be more effective when structured to also support teachers' holistic evaluations of their lives. In other words, teachers' psychological well-being is closely related to how they integrate professional experiences into their broader life context. In this regard, school administrations that develop practices promoting work–life balance, expand professional development opportunities, and reduce unnecessary workload may strengthen not only job satisfaction but also life satisfaction. Considering the emotional labor inherent in the teaching profession and the permeability of work–life boundaries, a supportive school climate may indirectly influence teachers' general life evaluations.

The limited yet significant moderating role of organizational commitment indicates that a sense of belonging and institutional attachment within the school context should not be overlooked. However, the findings also demonstrate that teachers' psychological well-being primarily operates through internal processes, such as life satisfaction, whereas organizational commitment influences these processes only under certain conditions. This suggests that focusing exclusively on increasing organizational commitment may not be sufficient to support teachers' well-being; instead, addressing both individual psychological resources and contextual factors may yield more meaningful outcomes. Overall, this study contributes to the literature on teacher well-being by demonstrating that job satisfaction influences psychological well-being, in part through life satisfaction, and that organizational commitment modifies this relationship to a limited extent. The findings offer a more nuanced understanding of how work-related evaluations and global life evaluations jointly shape teachers' psychological functioning and highlight the importance of supporting both professional and personal sources of well-being within the school context.

Strengths, Limitations, and Further Research

In this study, the mediating role of life satisfaction in the relationship between teachers' job satisfaction and psychological well-being and the moderating role of organizational commitment were examined simultaneously. Investigating these mechanisms together provides a more comprehensive understanding of how job satisfaction relates to psychological well-being among teachers.

Several methodological limitations should be considered when interpreting the findings. The cross-sectional design prevents causal inference, meaning that psychological well-being may influence job or life satisfaction rather than the reverse. All variables were based on single-time-point self-reports, increasing the risk of common method bias and inflated associations. The data violated multivariate normality assumptions, which may reduce the precision of parameter estimates even with bootstrapping. Online sampling may have introduced selection bias, and the absence of objective behavioral indicators limits the ability to validate self-reported outcomes. The statistically significant moderation effect demonstrated trivial practical significance, and the sample was drawn from a single national context, limiting generalizability to other settings. Although outliers were screened, the rationale for retaining cases may limit transparency. Together, these limitations indicate that the findings should be interpreted as preliminary. Sensitivity analyses indicated that the mediation effect was robust, whereas the moderation effect was sensitive to multivariate outliers, suggesting that the latter should be interpreted cautiously.

Demographic variables were collected only for descriptive purposes and were not included as covariates in the mediation and moderation analyses. This is acknowledged as a limitation, and future research is encouraged to examine their potential role as confounding factors. Future studies should employ longitudinal designs to establish temporal precedence and experimental interventions to test whether increases in life satisfaction lead to improvements in psychological

well-being. Multi-level modeling that incorporates school-level factors may help distinguish individual and contextual influences. Cross-cultural replications and larger, more diverse samples would strengthen generalizability. Daily diary or experience-sampling methods could capture within-person dynamics that cross-sectional designs cannot. Future research may also examine alternative mediators (e.g., burnout, work–life balance) and moderators (e.g., teaching experience, school climate), and conduct analyses to identify minimum levels of job or life satisfaction required to produce meaningful improvements in psychological well-being.

Declaration of Conflicting Interests and Ethics

The authors declare no conflict of interest. This research study complies with research publishing ethics. The scientific and legal responsibility for manuscripts published in IJATE belongs to the authors. **Ethics Committee Number**: Akdeniz University, 989974.

Data Availability Statement

Permission for the data set can be obtained from the authors.

Informed Consent

Written informed consent was obtained from the participants who participated in this study.

Contribution of Authors

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