

From life satisfaction to professional resilience: the mediating roles of teacher enthusiasm and organizational adaptation

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Abstract

Purpose – This study aims to investigate the interplay among life satisfaction, teacher enthusiasm, organizational fit and professional resilience, with a particular focus on the mediating roles of teacher enthusiasm and organizational fit in the relationship between life satisfaction and professional resilience.

Design/methodology/approach – A quantitative, cross-sectional design was employed. Data were collected from 751 teachers during the 2024–2025 academic year. Structural equation modeling was used to examine the direct and indirect relationships among the variables.

Findings – The study reveals that teacher enthusiasm and organizational fit significantly mediate the relationship between life satisfaction and professional resilience. Furthermore, life satisfaction directly influenced teacher enthusiasm, organizational fit and professional resilience. Teacher enthusiasm and organizational fit also directly and positively contributed to professional resilience.

Research limitations/implications – The cross-sectional design limits causal inferences, and data were collected within a single academic year, which may limit the generalizability of the findings. Future studies could adopt longitudinal or cross-cultural approaches to enhance validity.

Social implications – Enhancing teacher enthusiasm and organizational fit not only enhances individual professional resilience but also contributes to sustainable educational quality, student achievement and societal well-being.

Originality/value – The study contributes to the limited body of literature exploring the interconnected dynamics of teacher well-being and resilience. By highlighting the dual mediating roles of teacher enthusiasm and organizational fit, it advances theoretical understanding and provides evidence-based insight into teacher professional development.

Keywords Life satisfaction, Teacher enthusiasm, Professional resilience, Organizational fit, Structural equation modeling

Paper type Research article

Introduction

Education systems across the world are increasingly evaluated not only by their structural capacity or curricular coherence but also by their ability to sustain a motivated, resilient, and professionally committed teaching workforce. International policy frameworks emphasize that educational quality is inseparable from teacher well-being, engagement, and contextual support (OECD, 2020, 2024). In this respect, teachers are no longer viewed merely as implementers of instructional content but as complex professionals whose performance emerges from the interaction between personal psychological resources and organizational environments.

Research on teacher quality has traditionally focused on instructional competence, subject-matter knowledge, and pedagogical skills. However, contemporary scholarship increasingly



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recognizes that these competencies alone are insufficient to sustain long-term professional effectiveness, particularly in educational systems characterized by increasing workload, emotional demands, and institutional complexity (Gu and Day, 2013; Jennings and DeMauro, 2017). As a result, constructs such as life satisfaction, motivational engagement, organizational alignment, and professional resilience have gained prominence in both empirical research and international teacher policy discourses.

Large-scale international datasets, particularly the OECD Teaching and Learning International Survey (TALIS), consistently demonstrate that teachers' well-being, job satisfaction, and perceived workplace support are strongly associated with instructional quality, retention, and professional sustainability (OECD, 2020; 2024). Parallel to these findings, "whole-teacher development" approaches argue that effective teaching cannot be separated from teachers' emotional balance, motivational vitality, and sense of belonging within their institutions (Jennings and DeMauro, 2017). These perspectives converge on a central premise: teacher performance is not the product of isolated variables but the outcome of an interconnected system of psychological and organizational resources.

Within this emerging paradigm, four constructs appear particularly salient. Life satisfaction represents a global cognitive evaluation of one's overall quality of life and functions as a foundational psychological resource shaping emotional regulation and coping capacity (Diener *et al.*, 1999; Veenhoven, 1996). Teacher enthusiasm reflects the affective-motivational experience teachers bring to their professional roles and instructional practices, influencing both classroom dynamics and sustained engagement (Kunter *et al.*, 2011; Keller *et al.*, 2016). Organizational fit captures the degree of alignment between teachers' values, expectations, and the norms of their institutional environment, which is crucial for long-term commitment and adaptive functioning (Kristof-Brown *et al.*, 2005). Professional resilience, in turn, represents teachers' capacity to maintain motivation, effectiveness, and well-being in the face of ongoing professional challenges (Gu and Day, 2013; Mansfield *et al.*, 2016).

Although each of these constructs has been examined extensively in prior research, they are most often studied independently or in limited dyadic relationships. Consequently, existing literature provides insufficient explanation of how general life satisfaction is translated into sustained professional resilience, particularly through motivational and organizational mechanisms. Simply establishing correlations among these variables does not clarify the processes through which personal well-being becomes a durable professional resource. Addressing this gap requires an integrated theoretical model that explicates the pathways linking life satisfaction to professional resilience via teacher enthusiasm and organizational fit.

The present study responds to this need by proposing and empirically testing a unified structural model in which life satisfaction functions as a foundational psychological resource, teacher enthusiasm represents motivational activation, organizational fit reflects contextual alignment, and professional resilience emerges as the adaptive outcome of these interacting processes. By moving beyond descriptive associations and focusing on theoretically grounded mediation mechanisms, this study aims to contribute a more coherent explanatory framework for understanding teacher performance and sustainability in contemporary educational contexts.

Theoretical framework

Recent developments in educational psychology and organizational research emphasize the necessity of theoretical models that capture the interdependent nature of personal and contextual resources in shaping professional outcomes. Two complementary theoretical perspectives provide a robust foundation for the present study: Conservation of Resources (COR) Theory and Person-Environment (P-E) Fit Theory.

Conservation of resources theory and psychological resource transmission

Conservation of Resources Theory posits that individuals strive to acquire, maintain, and protect valued resources, and that well-being is enhanced when these resources accumulate and reinforce one another (Hobfoll, 2001). From this perspective, life satisfaction constitutes a higher-order psychological resource that reflects individuals' overall appraisal of their life circumstances. Importantly, COR theory suggests that resources do not operate in isolation; rather, they form resource caravans, whereby the presence of one resource increases the likelihood of acquiring additional resources.

Applied to the teaching profession, higher life satisfaction may enable teachers to mobilize emotional and motivational resources more effectively, thereby fostering teacher enthusiasm. Enthusiasm, in turn, can serve as a dynamic motivational resource that sustains engagement and buffers against occupational stress. Empirical research supports this view by demonstrating that teachers with higher well-being and positive affect exhibit greater work engagement, lower emotional exhaustion, and stronger adaptive capacity (Bakker and Bal, 2010; Burić and Moè, 2020). Within the COR framework, professional resilience can thus be understood as the cumulative outcome of successfully mobilized and sustained psychological resources over time.

Teacher enthusiasm as motivational activation

Teacher enthusiasm has been conceptualized as a multidimensional construct encompassing both affective experience and expressive behavior within instructional contexts (Kunter *et al.*, 2011; Keller *et al.*, 2016). Enthusiastic teachers demonstrate higher levels of intrinsic motivation, instructional vitality, and emotional engagement, which positively influence both teaching quality and student outcomes (Kunter, 2013; Dewaele and Li, 2021).

From a theoretical standpoint, enthusiasm represents the motivational activation of underlying psychological resources. Life satisfaction, by fostering positive emotional states and cognitive evaluations, creates the conditions under which enthusiasm can emerge and be sustained. However, enthusiasm alone may be insufficient to ensure long-term professional resilience unless it is supported by favorable organizational conditions. This highlights the necessity of considering contextual factors alongside individual motivation.

Person-environment fit theory and organizational alignment

Person-Environment Fit Theory emphasizes that individual functioning and well-being are optimized when there is congruence between personal values, needs, and abilities and the characteristics of the organizational environment (Kristof-Brown *et al.*, 2005). In educational settings, organizational fit encompasses alignment with school culture, leadership practices, collegial relationships, and institutional norms.

Research consistently demonstrates that teachers who perceive higher organizational fit report greater job satisfaction, stronger commitment, and lower burnout (Collie *et al.*, 2012; Renshaw *et al.*, 2015). Organizational fit also functions as a contextual resource, reducing strain and facilitating adaptive coping. From this perspective, organizational fit is not merely an outcome of well-being but a critical mechanism through which psychological resources are stabilized and sustained within professional contexts.

Integrating psychological and organizational mechanisms

Integrating Conservation of Resources (COR) Theory and Person-Environment (P-E) Fit Theory provides a coherent theoretical rationale for examining life satisfaction, teacher enthusiasm, organizational fit, and professional resilience within a single explanatory model. COR Theory posits that individuals strive to acquire, preserve, and build valued resources, and that well-being and adaptive functioning are enhanced when these resources accumulate and reinforce one another (Hobfoll, 2001). From this perspective, life satisfaction can be

conceptualized as a foundational personal resource that shapes individuals' capacity to mobilize motivational and emotional resources over time (Diener *et al.*, 1999; Veenhoven, 1996). Teacher enthusiasm reflects the motivational deployment of these psychological resources in professional contexts, manifested through sustained engagement, positive affect, and instructional vitality (Kunter *et al.*, 2011; Keller *et al.*, 2016). Organizational fit, in turn, represents the contextual alignment between individual values and organizational characteristics, which supports or constrains the effective utilization of personal resources (Kristof-Brown *et al.*, 2005). Within this integrated framework, professional resilience emerges as an adaptive capacity that develops through the successful interaction of personal and contextual resources, enabling teachers to cope with ongoing professional demands (Gu and Day, 2013; Mansfield *et al.*, 2016).

Despite the conceptual compatibility of these theoretical perspectives, prior research has rarely examined this integrated mechanism within a unified structural model. Existing studies have primarily focused on isolated relationships among life satisfaction, enthusiasm, organizational conditions, or resilience, without empirically testing how motivational and contextual factors jointly transmit the effects of general well-being to sustained professional resilience (Beltman *et al.*, 2011; Burić and Moè, 2020; Dewaele and Li, 2021). In particular, the mediating roles of teacher enthusiasm and organizational fit in linking life satisfaction to professional resilience remain theoretically underdeveloped and empirically underexplored.

Addressing this gap is especially important given accumulating evidence that teacher performance, retention, and sustainability depend not only on individual psychological well-being but also on the degree of alignment between teachers and their organizational environments (Jennings and DeMauro, 2017; OECD, 2020, 2024). By situating the present study within these complementary theoretical frameworks, the proposed model advances beyond descriptive associations and offers a theoretically grounded explanation of how and why life satisfaction contributes to professional resilience. This integrated approach aligns with contemporary international policy perspectives emphasizing holistic teacher development and provides a rigorous foundation for empirically testing the proposed mediation pathways (Hargreaves and O'Connor, 2017; OECD, 2024).

The present study

Although life satisfaction, teacher enthusiasm, professional resilience, and organizational fit have each been examined in prior research, they are most often addressed as isolated constructs or within limited pairwise relationships rather than as components of an integrated explanatory system (Beltman *et al.*, 2011; Burić and Moè, 2020; Dewaele and Li, 2021; Gu and Day, 2013; Kunter *et al.*, 2011; Mansfield *et al.*, 2016). As a result, existing studies provide limited insight into how general life satisfaction is transformed into sustained professional resilience, particularly through motivational and organizational mechanisms.

Building on Conservation of Resources Theory (Hobfoll, 2001) and Person-Environment Fit Theory (Kristof-Brown *et al.*, 2005), the present study addresses this gap by proposing an integrated model in which life satisfaction functions as a foundational psychological resource, teacher enthusiasm represents motivational activation, and organizational fit constitutes a contextual stabilizing mechanism. Within this framework, professional resilience is conceptualized not as a direct outcome of well-being alone, but as the adaptive capacity that emerges from the successful interaction of personal and contextual resources.

International perspectives further support the relevance of this integrated approach. Research on collaborative professionalism emphasizes that teacher enthusiasm, organizational adaptation, and professional resilience develop through sustained professional interactions characterized by trust, shared responsibility, and collective decision-making (Hargreaves and O'Connor, 2017). Similarly, evidence from high-performing education systems highlights the role of autonomy, professional trust, and

collaborative school culture in fostering teacher well-being and long-term performance (Sahlberg, 2012). Large-scale international reports, such as OECD TALIS, consistently demonstrate that teacher well-being, motivation, and resilience are closely linked to leadership support, school climate, collaboration opportunities, and professional autonomy (OECD, 2020, 2024). Together, these findings underscore that teacher performance and sustainability depend on the alignment of individual psychological resources and organizational conditions rather than on isolated personal traits.

By integrating these theoretical and empirical perspectives, the present study moves beyond descriptive associations and offers a coherent explanatory framework for understanding how life satisfaction contributes to professional resilience through teacher enthusiasm and organizational fit.

Purpose of the study

The purpose of this study is to examine how teachers' life satisfaction contributes to their professional resilience through motivational and contextual pathways. Specifically, the study investigates whether teacher enthusiasm and organizational fit function as mediating mechanisms that transmit the effects of life satisfaction to professional resilience within an integrated structural model.

Although prior research has documented associations among these variables, their joint operation within a unified explanatory system remains underexplored (Gu and Day, 2013; Mansfield *et al.*, 2016). By explicitly testing the mediating roles of teacher enthusiasm and organizational fit, the present study aims to clarify how and why life satisfaction is converted into sustained adaptive capacity in the teaching profession. In doing so, the study seeks to contribute not only additional empirical evidence but also a theoretically grounded model that aligns with contemporary perspectives on holistic teacher development.

Hypotheses and theoretical model

Based on the theoretical framework and the purpose of the study, the following hypotheses were formulated:

- H1. Life satisfaction directly and positively affects teacher enthusiasm.
- H2. Life satisfaction directly and positively affects professional resilience.
- H3. Life satisfaction directly and positively affects organizational fit.
- H4. Organizational fit directly and positively affects professional resilience.
- H5. Teacher enthusiasm directly and positively affects professional resilience.
- H6. Organizational fit mediates the relationship between life satisfaction and professional resilience.
- H7. Teacher enthusiasm mediates the relationship between life satisfaction and professional resilience.

Based on these hypotheses, the theoretical model of the study is presented in Figure 1.

Method

Participants and procedure

This study is a correlational, cross-sectional study in which convenience sampling was preferred. The participants consisted of 751 teachers [493 females (65.6%) and 258 males (34.4%)] working in schools affiliated with the national education directorate of a province in the Central Anatolia Region of Türkiye. This information is summarized in Table 1.

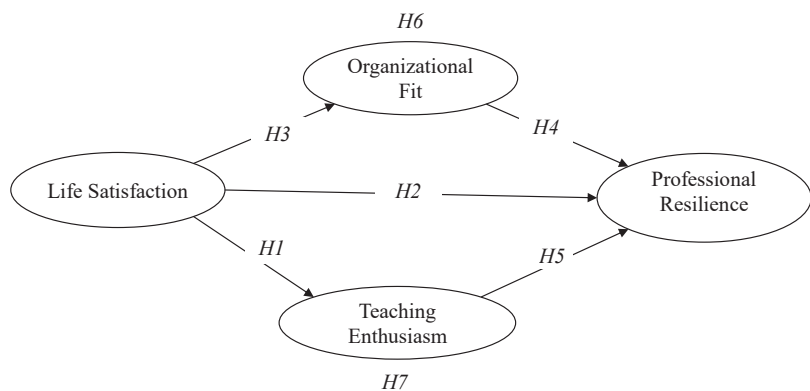


Figure 1. Theoretical model

Table 1. Summary of sample characteristics (N = 751)

	N = 751	Percentage(%)
Gender		
Male	258	34.4
Female	493	65.6
Marital status		
Single	179	23.8
Married	572	76.2
Total working time		
0–5 years	96	12.8
6–10 years	97	12.9
11–15 years	170	22.6
16–20 years	173	23
21–25 years	125	16.6
26 years and above	90	12.1
Professional status		
Staff	686	91.3
Paid	30	4
Contracted	27	3.6
Other	8	1.1
School type		
Kindergarten	71	9.5
Primary school	255	34
Secondary school	249	33.2
High school	176	23.4

As shown in Table 1, 76.2% of the participants were married, while 23.8% were single. In terms of professional seniority, 173 participants had 16–20 years (23%), 170 had 11–15 years (22.6%), 125 had 21–25 years (16.6%), 97 had 6–10 years (12.9%), 96 had 0–5 years (12.8%), and 90 had over 26 years (12.1%) of experience. Most participants held permanent positions (91.3%), while only a small proportion were contracted (3.6%), paid (4%), or employed under other statuses (1.1%). Regarding school type, more than half of the participants worked in primary (34%) or secondary schools (33.2%), followed by high schools (23.4%), and kindergartens (9.5%).

Data were collected online between January 22 and February 10, 2025, through a multi-step procedure. The study was reviewed and approved by the Kırşehir Ahi Evran University Social and Human Sciences Scientific Research and Publication Ethics Board (Approval No. 2025/02/07) and conducted by the principles of the Declaration of Helsinki. Upon receiving ethical approval, the data collection instruments were distributed to participants via social media and WhatsApp groups by the research team. Participation was voluntary, and informed consent was obtained. Respondents were assured of anonymity and informed of their right to withdraw at any time. No data were lost during the collection process.

Measures

Life satisfaction was assessed using the *Life Satisfaction Scale*, originally developed by Diener (1995) and adapted into Turkish by Dağlı and Baysal (2017). This unidimensional scale consists of five items rated on a five-point Likert scale. Exploratory factor analysis yielded a KMO value of 0.869 and a Bartlett's test result of $\chi^2 = 528.329$. The Cronbach's alpha coefficient in this study was 0.886.

Professional resilience was measured using the *Teacher Professional Resilience Scale*, developed by Näswall *et al.* (2019) and adapted into Turkish by Limon (2022). The unidimensional scale contains nine items, rated on a five-point Likert scale. Confirmatory factor analysis showed acceptable fit indices ($\chi^2/\text{df} = 2.05$; CFI = 0.961; RMSEA = 0.068; SRMR = 0.041). Cronbach's alpha was 0.855.

Teacher enthusiasm was measured using the *Teacher Enthusiasm Scale*, developed by Kunter *et al.* (2011) and adapted into Turkish by Kasalak and Dagyar (2020). This five-point Likert scale includes two subdimensions and 10 items. The Cronbach's alpha for this study was 0.953.

Organizational fit was assessed using the *Organizational Fit Scale*, developed by Ruga (2014) and adapted into Turkish by Limon (2021). The unidimensional scale includes eight items rated on a five-point Likert scale. It explained 56.609% of the total variance, with item-total correlations ranging from 0.558 to 0.807. The Cronbach's alpha was 0.929.

Data analysis

This study examined the interrelationships among teachers' life satisfaction, professional resilience, teacher enthusiasm, and organizational fit. Descriptive statistics and correlation analyses were conducted to explore preliminary associations. All four constructs were treated as latent variables, and a two-step Structural Equation Modeling (SEM) approach was employed to allow for robust, multi-parameter analysis (Anderson and Gerbing, 1988).

In the first step, the measurement model was tested to confirm construct validity. In the second, the structural model was evaluated using maximum likelihood estimation in AMOS. Model fit was assessed using several indices: chi-square to degrees of freedom ratio (χ^2/df), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Normed Fit Index (NFI), Root Mean Square Error of Approximation (RMSEA), and Standardized Root Mean Square Residual (SRMR). The thresholds for acceptable fit were $\chi^2/\text{df} < 5$, RMSEA and SRMR < 0.08 , and CFI, TLI, and NFI > 0.90 (Hu and Bentler, 1999; MacCallum *et al.*, 1996; Tabachnick and Fidell, 2001).

Model comparisons were also supported by the chi-square difference test, Akaike Information Criterion (AIC), and Expected Cross-Validation Index (ECVI), with lower AIC and ECVI values indicating better fit (Akaike, 1987; Browne and Cudeck, 1993).

Due to the unidimensional nature of the professional resilience and organizational fit scales, item parceling was applied. This method, often used for personality-related constructs, helps reduce the number of observed variables, enhances reliability, and improves distributional properties (Nasser-Abu Alhija and Wisenbaker, 2006). Each construct was represented by two item parcels.

To assess mediation effects, a bootstrapping procedure with 2,000 samples and a 95% confidence interval was conducted (Preacher and Hayes, 2008). Mediation was considered significant when the confidence interval did not include zero.

Findings

Before the model was tested, the normality assumption was reviewed. In this context, descriptive statistics (skewness and kurtosis values, arithmetic mean, standard deviation) were examined and correlation analysis was performed on the variables (Table 2).

When Table 2 is examined, the normality assumption is met since the skewness (between -0.159 and -1.376) and kurtosis (between -0.360 and 3.673) coefficients of the variables are within the range of ± 2 for skewness and ± 7 for kurtosis (Curran et al., 1996). On the other hand, based on the correlation results, all the variables have significant relationships with each other. Life satisfaction shows significant positive relationships with professional resilience ($r_{(751)} = 0.301$), organizational fit ($r_{(751)} = 0.27$) and teacher enthusiasm ($r_{(751)} = 0.27$). It was also determined that professional resilience was positively related to organizational fit ($r_{(751)} = 0.428$) and teacher enthusiasm ($r_{(751)} = 0.454$). In addition, it was determined that organizational fit had a positive relationship with teacher enthusiasm ($r_{(751)} = 0.273$).

Before proceeding to the measurement model, Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were conducted to assess the construct validity of each scale. Subsequently, the overall measurement model was tested using CFA. The suitability of the data for EFA was examined through the Kaiser-Meyer-Olkin (KMO-MSA) measure and Bartlett's Test of Sphericity. The obtained chi-square values were significant at $p < 0.05$, indicating that the correlation matrix was not an identity matrix (Karaman, 2015). One item (Item 9) from the teacher enthusiasm scale was identified as cross-loading, as the difference between its factor loadings was below 0.10. Since removing this item did not cause any loss in content validity, the analysis was repeated without this item. The results confirmed that the theoretically proposed factor structures were supported for all scales. Accordingly, the Confirmatory Factor Analysis (CFA) phase was initiated based on the revised factor structures. At this stage, due to the content similarity and theoretical justification between Items 4 and 5 in the life satisfaction scale, which negatively affected the model fit, the CFA was repeated by allowing correlated error terms between these items. Thus, the analyses for all scales were completed.

Measurement model and validity-reliability analyses

The measurement model includes four latent variables, namely, life satisfaction, organizational fit, professional resilience, and teacher enthusiasm, and eleven observed

Table 2. Descriptive statistics and correlations

Variables	1	2	3	4
1. The Satisfaction with Life Scale (SWLS)	1			
2. Teachers' Professional Resiliency Scale (TPRS)	0.301**	1		
3. Organizational Fit Scale (OCS)	0.272**	0.428**	1	
4. Teacher Enthusiasm Scale (TES)	0.272**	0.454**	0.273**	1
Mean	2.84	3.77	3.84	4.27
sd	0.81	0.81	0.55	0.66
skewness	-0.226	-0.826	-0.159	-1.376
curtosis	-0.360	0.966	0.566	2.673
Cronbach α	0.886	0.929	0.855	0.953

Note(s): ** $p < 0.001$; $N = 751$

variables in total: five for life satisfaction, two for organizational fit, two for professional resilience, and two for teacher enthusiasm. Confirmatory Factor Analysis (CFA) was conducted to assess the construct validity of the measurement model. The model was tested using the Maximum Likelihood estimation method. The results of the CFA indicated that the measurement model demonstrated an excellent fit to the data according to commonly accepted fit indices, including RMSEA, GFI, CFI, TLI, SRMR, and χ^2/df [$\chi^2(39, N = 751) = 110.716$; $\chi^2/\text{df} = 2.839$, $p < 0.001$; SRMR = 0.0289; GFI = 0.974; CFI = 0.983; TLI = 0.976 and RMSEA = 0.050]. In addition to overall model fit, the convergent and discriminant validity of the constructs were examined in detail. Composite Reliability (CR), Average Variance Extracted (AVE), Maximum Shared Variance (MSV), MaxR(H), Cronbach's alpha coefficients, and the Fornell-Larcker criterion were calculated to evaluate construct reliability and validity. The results of these analyses are presented in Table 3.

Table 3 shows that all Cronbach's alpha coefficients calculated for each scale are above the 0.70 threshold. Furthermore, a threshold value of 0.32 was set for factor loadings. Accordingly, it was observed that factor loadings ranged between 0.64 and 0.98 and were all significant. Within this framework, it can be stated that each indicator effectively represents the relevant variable. This finding indicates that the scale factors are reliable in terms of internal consistency (Pallant, 2005). On the other hand, in terms of convergent validity of the measurement model, the AVE value is expected to be 0.50 and the CR value is expected to be above 0.70 (Fornell and Larcker, 1981). Within this framework, it is seen that all four scales in the model meet this condition and that convergent validity is achieved.

Furthermore, according to the analysis results, it was determined that the condition of discriminant validity, where MSV values are smaller than AVE values ($\text{MSV} < \text{AVE}$), is also fully met. Furthermore, it was determined that the Maximum Reliability [MaxR(H)] values are higher than the CR values, thus confirming the discriminant validity of the scale (Hu and Bentler, 1999). Again, according to the Fornell-Larcker criterion, the result is valid when the value of indicators with the same structure, when viewed cross-sectionally, is higher than the value of structures with different indicators. In this regard, each structure has higher correlation values for the same variable when compared to other structures; for example, while the SWLS structure has the highest value compared to other variables, this value is determined as 0.308 for TPRS, 0.302 for OCS, and 0.332 for TES. As a result, the relevant criteria are met across all scales, and the findings support that the measurement model is acceptable in terms of validity and reliability. This indicates that the scales are consistent with the data.

Furthermore, the common method bias was examined using the Harman single-factor test by comparing the single-factor model with the multi-factor model. This test examines whether a large portion of the variance can be explained by a single factor (Agarwal and Prasad, 1998). The test result was found to be 33.219%, and since the explained variance ratio was less than 50%, it was seen that common method bias did not pose a problem for the research.

Table 3. Results of reliability and validity analyses regarding the measurement model

	CR	AVE	MSV	MaxR(H)	Cronbach alpha (α)	Fornell-Larcker criterion			
						1	2	3	4
1. SWLS	0.890	0.621	0.110	0.902	0.886	0.788			
2. TPRS	0.851	0.741	0.271	0.854	0.929	0.308	0.861		
3. OCS	0.853	0.748	0.230	0.977	0.855	0.302	0.312	0.865	
4. TES	0.896	0.812	0.271	0.913	0.953	0.332	0.521	0.480	0.901

Note(s): SWLS: The Satisfaction with Life Scale; TPRS: Teachers' Professional Resiliency Scale; OCS: Organizational Cohesion Scale, TES: Teacher Enthusiasm; CR: Composite Reliability, AVE: Average Variance Extracted; MSV: Maximum shared variance, MaxR(H): Maximal Reliability

On the other hand, a second-order measurement model was also tested to assess whether the variables in the measurement model could be represented under a higher-level structure (hierarchical structure) (Table 4).

When reviewing the fit indices for the second-level model in Table 4, it is observed that the RMSEA value being at a high level of 7.680 and the χ^2/df ratio being >5 , above the acceptable limit, indicate that the second-level model has a weaker fit compared to the first-level measurement model. Similarly, the decrease in CFI, GFI, and TLI values compared to the first model, and the significant increase in AIC and ECVI values, indicate that the second model is weaker than the first. Based on these findings, it was determined that it would be more appropriate to treat the variables as first-level structures in the study. It was decided to conduct these structural model analyses using the first-order measurement model.

Structural model

Before moving to the structural model, the issue of multicollinearity among the variables was examined using the Variance Inflation Factor (VIF) and Tolerance values. According to Field (2018), VIF values below 10 and tolerance values above 0.10 indicate the absence of multicollinearity. The obtained VIF values ranged from 1.155 to 1.47 (1.155 for the life satisfaction scale, 1.47 for the occupational resilience scale, 1.26 for the organizational fit scale, and 1.30 for the teacher enthusiasm scale), while tolerance values ranged from 0.679 to 0.866. Based on these values, the absence of multicollinearity in the model has been confirmed. A parallel structural model was constructed to better understand the relationships among the study variables, with gender included as a control variable. First, a fully mediated model-where organizational fit and teacher enthusiasm fully mediated the relationship between life satisfaction and professional resilience-was tested. The model demonstrated good fit ($\chi^2/df = 3.398, p < 0.001$; SRMR = 0.0541, CFI = 0.972, TLI = 0.963, GFI = 0.966, RMSEA = 0.057, AIC = 225.923, ECVI = 0.301).

Next, a partial mediation model was tested by adding a direct path from life satisfaction to professional resilience. The fit indices of the partial model also fell within acceptable limits ($\chi^2/df = 3.298, p < 0.001$; SRMR = 0.0518, CFI = 0.974, TLI = 0.965, GFI = 0.968, RMSEA = 0.055, AIC = 219.624, ECVI = 0.293). All path coefficients in the model were statistically significant. Although both models demonstrated acceptable fit, model comparison using AIC, ECVI, and the chi-square difference test favored the partial mediation model. The chi-square difference was significant ($\Delta\chi^2 = 7.999, df = 1, p < 0.001$), and the partial model had lower AIC and ECVI values. Therefore, the partial mediation model was preferred (see Figure 2).

Bootstrapping

Bootstrap analysis was conducted to assess the significance of the partially mediated model. Table 5 presents the direct and indirect effects.

Life satisfaction had a direct and positive effect on teacher enthusiasm ($\beta = 0.312$; 95% CI = 0.229, 0.399), supporting the first hypothesis (H1) and suggesting that teacher enthusiasm is influenced by life satisfaction. Additionally, life satisfaction positively predicted professional resilience ($\beta = 0.356$; 95% CI = 0.034, 0.198) and organizational fit ($\beta = 0.304$;

Table 4. First-order vs second-order model fit indices

	χ^2	χ^2/df	SRMR	GFI	CFI	TLI	RMSEA	AIC	ECVI
First-order	110.716	2.839	0.0289	0.974	0.983	0.976	0.050	164,716	0.220
Second-order	337,902	7,680	0.1249	0.925	0.931	0.914	0.094	381,902	0.509

Note(s): * $p < 0.01$

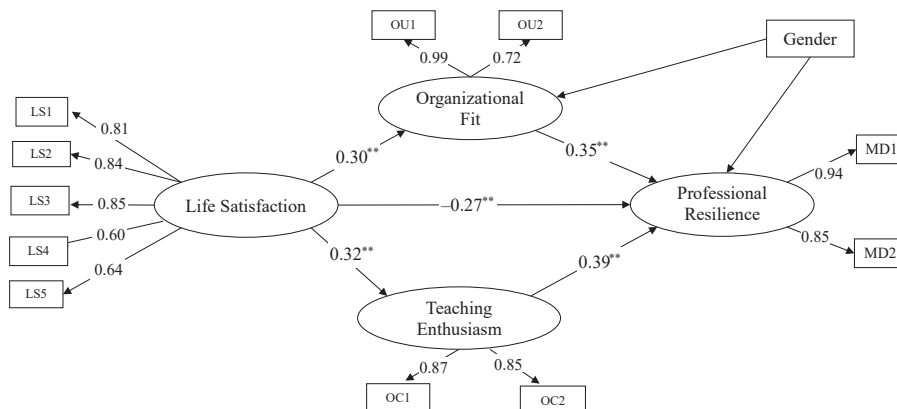


Figure 2. The partially mediated structural model. *Note.* $N = 751$; ** $p < 0.01$

Table 5. Bootstrapping analysis of the partial model

Path	Estimate	SE	95% CI Lower	Upper
<i>Direct effects</i>				
Life Satisfaction → Organizational Fit	0.304	0.042	0.221	0.384
Life Satisfaction → Teacher Enthusiasm	0.312	0.148	0.229	0.399
Life Satisfaction → Professional Resilience	0.356	0.093	0.034	0.198
Organizational Fit → Professional Resilience	0.365	0.094	0.255	0.486
Teacher Enthusiasm → Professional Resilience	0.412	0.025	0.302	0.526
<i>Indirect effect</i>				
Life Satisfaction → Organizational Fit → Professional Resilience	0.253	0.064	0.145	0.401
Life Satisfaction → Teacher Enthusiasm → Professional Resilience	0.294	0.058	0.193	0.422

95% CI = 0.221, 0.384), confirming hypotheses [H2](#) and [H3](#). Organizational fit also had a direct positive effect on professional resilience ($\beta = 0.365$; 95% CI = 0.255, 0.486) ([H4](#)), as did teacher enthusiasm ($\beta = 0.412$; 95% CI = 0.300, 0.486) ([H5](#)). Furthermore, life satisfaction had an indirect effect on organizational adjustment through professional resilience ($\beta = 0.253$; 95% CI = 0.145, 0.401), supporting [H6](#). It also had an indirect effect on teacher enthusiasm via professional resilience ($\beta = 0.294$; 95% CI = 0.193, 0.422), supporting [H7](#). These results indicate that organizational fit and teacher enthusiasm partially mediate the relationship between life satisfaction and professional resilience.

Discussion

The purpose of this study is to examine the impact of life satisfaction, teacher enthusiasm, professional resilience, and organizational fit on teacher performance within a holistic framework. Overall, the findings indicate that individual resources reflecting teachers' psychological well-being (life satisfaction and enthusiasm) and contextual support factors (organizational fit) significantly enhance teacher performance, along with professional resilience. The findings in this study demonstrate that life satisfaction has multifaceted and significant effects on teachers' professional processes. First, life satisfaction was found to positively predict both organizational fit and teacher enthusiasm and to have a direct impact on professional resilience. This suggests that an individual's overall life satisfaction is reflected in

their attitudes and behaviors toward the school environment. Furthermore, the significant and strong effects of organizational fit and teacher enthusiasm on professional resilience demonstrate that these two constructs are important resources that support teachers' capacity to cope with challenges. Mediation analyses revealed that the impact of life satisfaction on professional resilience is not only direct but also indirectly mediated through organizational fit and teacher enthusiasm. Therefore, these results indicate that life satisfaction operates on professional resilience through partially mediated models and that life satisfaction creates a stronger effect when considered together with teachers' school adjustment and professional motivation.

The findings are consistent with many studies in the literature. Findings regarding the impact of teacher enthusiasm on teaching quality and student achievement are consistent with those of Kunter (2013), Keller *et al.* (2014), and Dewaele and Li (2021). Similarly, the strengthening role of professional resilience on performance has also been emphasized by Gu and Day (2013), Mansfield *et al.* (2016), and Xie and Derakhshan (2021). However, the distinguishing finding of the current study is that these variables do not determine teacher performance independently, but rather in interaction. The fact that organizational fit, in particular, strengthens the influence of individual psychological resources such as life satisfaction and enthusiasm brings a holistic approach to these variables, which are often treated separately in the literature. This is consistent with contemporary research suggesting that teacher experience is shaped by the intersection of both individual and contextual processes (Beltman, 2015; Jennings and DeMauro, 2017) and further highlights the importance of considering these relationships together.

In this respect, the study offers two unique contributions to the literature. First, it empirically demonstrates that teacher performance is an integrated construct determined by the simultaneous influences of individual well-being, emotional motivation, and organizational commitment. This approach provides a new conceptual framework for the teacher well-being literature, where most studies have treated these variables in a fragmented manner. Second, the study's results demonstrate that psychological well-being and organizational climate are integral components of teaching quality, consistent with the "holistic teacher development" approach emphasized in international policy documents such as OECD TALIS 2018, 2024. Thus, the research goes beyond traditional pedagogical focuses on teacher quality and highlights the importance of psychosocial and institutional dynamics that sustain performance.

This quantitative study expands on the research that separately reveals the relationships between life satisfaction, teacher enthusiasm, professional resilience, and organizational adaptability, which are the main variables known to affect teacher performance in the literature (Ateş and Sağlar, 2022; Beltman *et al.*, 2011; Beltman, 2015; Burić and Moè, 2020; Cui *et al.*, 2017; Çelikten and Özkan, 2018; Dağlı and Baysal, 2017; Dewaele and Li, 2021; Kanya *et al.*, 2021; Kunter *et al.*, 2011; Kunter, 2013; Lazarides *et al.*, 2021; Li and Lv, 2022; Mansfield *et al.*, 2016; Olçar *et al.*, 2017; Öter and Dağlı, 2022; Paşayığıt *et al.*, 2023; Reçepoğlu, 2013; Scheer, 2020; Uludağ, 2019), which is consistent with their findings.

This study is also crucial for understanding how these variables interact and developing evidence-based strategies to improve teacher performance and ensure educational quality. Seven hypotheses were developed and supported within this study. This is the first empirical study in the literature to confirm all seven hypotheses.

Teacher enthusiasm, defined as emotional commitment to the profession and energy in the classroom (Frenzel *et al.*, 2009), is positively influenced by life satisfaction. Teachers with higher life satisfaction exhibit more positive emotions, provide better guidance (Kunter *et al.*, 2011), and are less prone to burnout (Hakanen *et al.*, 2006).

Professional resilience refers to teachers' ability to cope with stressors like workload and burnout (Gu and Day, 2007). More satisfied teachers maintain motivation and show greater resilience (Tait, 2008), while lower satisfaction increases vulnerability to stress (Beltman *et al.*, 2011).

Organizational fit involves alignment with the school culture and environment (Van Vianen, 2000). Life-satisfied teachers form healthier relationships with colleagues, adapt more easily to their school context (Collie *et al.*, 2012), and experience greater commitment and long-term satisfaction (Renshaw *et al.*, 2015).

These findings are supported by additional studies (e.g. Recepoğlu, 2013; Keskin and Sari, 2024; Öter and Dağlı, 2022; Uludağ, 2019; Çelik and Üstüner, 2018), which highlight positive associations between life satisfaction and both professional attitudes and performance.

Enthusiastic teachers handle challenges more effectively (Tait, 2008), stay motivated (Fredrickson, 2001), experience less burnout, and are more likely to remain in the profession (Hakanen *et al.*, 2006). They also benefit from strong relationships with students and colleagues, which support emotional resilience (Spilt *et al.*, 2011).

Similarly, organizational fit enhances teachers' capacity to cope with stress. Positive relationships with colleagues and leadership, value alignment, and cultural compatibility all foster resilience (Collie *et al.*, 2012; Renshaw *et al.*, 2015; Day and Gu, 2010; Edinger and Edinger, 2018).

Supporting evidence includes findings by Yılmaz and Akgün (2019) on the importance of value congruence and Zhang and Ye (2024), who reported that positive school climate boosts enthusiasm. Additional studies highlight the roles of self-efficacy, professional identity, motivation, and institutional support as resilience factors (Fan *et al.*, 2021; Li *et al.*, 2019; Liu and Chu, 2022).

Although life satisfaction directly contributes to resilience, this relationship is significantly enhanced through the mediating effects of enthusiasm and fit (Skaalvik and Skaalvik, 2011). Teachers with high life satisfaction are more positive, better able to manage stress (Gu and Day, 2007), and less likely to experience burnout (Fredrickson, 2001; Hakanen *et al.*, 2006). They also tend to see their work as meaningful (Luthans *et al.*, 2007).

Teacher enthusiasm, defined as passion for teaching (Frenzel *et al.*, 2009), is positively linked to life satisfaction and resilience. Enthusiastic teachers are more engaged and resistant to stress (Spilt *et al.*, 2011; Fredrickson, 2001). Organizational fit further reinforces resilience by fostering a sense of belonging and support (Van Vianen, 2000; Collie *et al.*, 2012; Renshaw *et al.*, 2015; Edinger and Edinger, 2018).

Supporting studies highlight associations between life satisfaction and related psychological variables (Ateş and Sağlar, 2022; Öter and Dağlı, 2022; Ünal and Gül, 2020), and the role of perceived competence, psychological empowerment, and institutional support in promoting resilience (Çetin and Ünsal, 2022; Özdemir and Gören, 2016; Fan *et al.*, 2021; Li *et al.*, 2019; Liu and Chu, 2022).

Practical implications

The findings offer practical implications for educational stakeholders. Enhancing teacher life satisfaction can boost enthusiasm, resilience, and organizational fit. Administrators and policymakers should consider improving working conditions, offering professional development, and increasing recognition, support, and autonomy (Avşaroğlu *et al.*, 2005; Kawakubo and Oguchi, 2019; Masood and Khan, 2023; Yıldırım and Belen, 2018). Incentive systems, training programs that foster self-efficacy, and emotional well-being initiatives can also enhance motivation and engagement (Ateş and Sağlar, 2022; Telef, 2011; Thoonen *et al.*, 2011). A supportive school climate and alignment between personal and institutional values further strengthen enthusiasm and organizational fit (Dewaele and Li, 2021; Uusiautti and Määttä, 2013; Yılmaz and Akgün, 2019). To promote professional resilience, schools should offer psychological support services, stress management training, and counseling-especially for teachers working in challenging conditions.

To support broader professional audiences such as teachers, the implications of this study can be translated into concrete strategies. Teachers can enhance life satisfaction through micro-recovery practices-short pauses, reflective journaling, and boundary-setting-which

have been shown to strengthen well-being and reduce emotional exhaustion (Kawakubo and Oguchi, 2019). In addition, enthusiasm can be fostered through instructional redesign strategies such as autonomy-supportive teaching, use of multimodal materials, and collaborative lesson planning, all known to increase teacher motivation and student engagement (Reeve and Su, 2014). Finally, resilience can be promoted through peer-mentoring structures, emotion-regulation training, and solution-focused reflective meetings, which build adaptive coping skills and social support systems.

Figure-based summaries-such as a “Teacher Well-Being Cycle” diagram illustrating how life satisfaction, enthusiasm, organizational fit, and resilience reinforce one another-could also be included to improve accessibility for practitioners and school leaders.

Limitations

This study has several limitations. First, its correlational design prevents causal inference. Longitudinal studies could provide stronger evidence of causality. Second, the exclusive use of quantitative methods limits depth; future studies could benefit from mixed-method approaches. Additionally, data were collected from teachers in a single city, limiting generalizability. Broader, more diverse samples are needed in future research.

Furthermore, although a second-order measurement model was tested, the relatively weaker model fit indices indicated that the study variables are better represented as distinct first-order constructs rather than as a single higher-order factor. Therefore, the structural analyses were conducted based on the first-order measurement model. Despite these limitations, this study offers valuable insights by confirming the direct and mediating relationships among life satisfaction, teacher enthusiasm, professional resilience, and organizational fit.

Conclusion

This study examines the holistic effects of life satisfaction, teacher enthusiasm, professional resilience, and organizational fit on shaping teacher performance, providing important findings that support contemporary approaches to teacher development. The research results demonstrate that teacher performance cannot be explained solely by pedagogical knowledge and classroom practices; rather, it is nourished by the interactive nature of teachers’ psychological resources and their organizational context. These findings suggest that well-being, motivation, and contextual fit should be considered as complementary dimensions for sustainable teacher quality improvement.

The results support the “holistic teacher development” approach, which is increasingly emphasized in international policy frameworks (e.g. OECD TALIS 2018; 2024). Accordingly, teachers’ life satisfaction and professional enthusiasm, as individual psychological resources, constitute the primary drivers of performance, while organizational fit and professional resilience represent the contextual anchors that ensure the stable maintenance of these internal resources. This network of relationships reveals that teaching quality and student success depend not only on technical competencies but also on the well-being of teachers and a supportive school climate.

Ethical approval and consent to participate

The research was approved by the Social and Humanities Ethics Committee of Kırşehir Ahi Evran University (Approval No. 2025/02/07). Informed consent for the use of their data was obtained from all participants. All materials were used and methods carried out in accordance with relevant guidelines and regulations.

Consent to participate declaration

“From Life Satisfaction to Professional Resilience: The Mediating Roles of Teacher Enthusiasm and Organizational Adaptation” we accept our study titled “Journal of Professional Capital and Community” to be published.

Availability of data and material

Available upon request.

Journal of
Professional
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