
MEDIATING ROLE OF WORK-LIFE BALANCE AND JOB SATISFACTION IN THE RELATIONSHIP BETWEEN PERSON-JOB FIT AND LIFE SATISFACTION AMONG TEACHERS

Abstract: This study aims to determine the intermediary role of work-life balance (WLB) and job satisfaction (JS) in the relationship between person-job (PJ) fit and life satisfaction (LS) based on perceptions of teachers. A total of 401 teachers working in schools in Denizli province were included in the study. The Person-Job Fit Scale, Work-Life Balance Scale, Job Satisfaction Scale, and Life Satisfaction Scale were employed to collect data. Based on the results of correlation analysis, positive significant relationships were found between all variables. Structural equation model analyses showed that JS and WLB together can play a full intermediary role in the relationship between PJ fit and LS. When the mediating roles of these two variables were examined separately, and it was identified that JS had a full mediating role and WLB had a partial mediating role in the relationship between PJ fit and LS.

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INTRODUCTION

As a natural consequence of the fast changes and transformations seen in society today, educational organizations must effectively manage human resources in order to meet the demands of society. Given that the most critical element of educational organizations is teachers, the role of teachers is indisputable in increasing the quality of education. Teachers, who transfer the culture and values of the society in which they live as well as initiate change for the development of that society and adapt to change, need to feel psychologically well in order to be able to display the behaviours expected of them. Low life satisfaction of teachers negatively affects their performance and other elements of the education system. Duckworth, Quinn, and Seligman (2009) found that life satisfaction (LS) predicts the performance of teachers and remarked that students prefer teachers whose LS levels are higher and whose energy and positive attitudes are able to change the mood of the whole class. Similarly Braun, Schonert-Reichl and Roeser (2020) found that teachers' LS is a significant predictor of students' prosocial behavior. Based on the findings of his research, Chan (2011) stated that teachers' dissatisfaction with life can bring along negative and intense feelings that they are emotionally exhausted in their interactions with others. Rani (2016) called attention to the significant relationship between LS and teacher effectiveness. Qiao and Lina (2019) stated that individual LS has an important effect on mental health and work enthusiasm.

According to Maslach and Leiter (1999), satisfied teachers are likely to hold their jobs longer, to be able to engage in more responsive, positive and consistent interaction with students, and to influence positively students' performance (cited in Al Atyya, 2015). Therefore, detecting the LS of teachers who are experiencing feelings of inadequacy, dissatisfaction, and burnout in their jobs because of frequent changes in education policies, economic difficulties, workload, indifference of parents and students, or problems with school administrators (Telef, 2011) and then determining the variables that are effective in LS are of importance. In this study, the intermediary role of job satisfaction (JS) and work-life balance (WLB) in the relationship between the LS of teachers and person-job (PJ) fit will be tried to be determined.

Positive emotions in employees have been brought to the fore with the increasing importance given to positive psychology and positive organizational behaviour in recent years. One of the concepts concerning the psychological well-being of employees is life satisfaction. LS refers to the subjective evaluation of an individual of his/her own quality of life according to the standards set by him/her (Shin & Johnson, 1978). In LS, which represents the cognitive component of subjective well-being (Diener, Diener, & Diener, 1995; Diener, Suh, Lucas & Smith, 1999; Diener, 2000), an important concept within the context of the positive psychology approach, when an individual evaluates his/her own life, he/she takes into account factors such as social relationships, work life, physical health, and income (Diener & Lucas, 1999). In a similar way, LS can be explained as an individual's evaluation of the quality of his/her life in areas such as family, friends as a whole, with the criteria he/she has formed regarding what a good life is (Christopher, 1999). LS shows the level of harmony that an individual feels between his/her goals and what he/she has achieved. Therefore, it can be said that the more the targets of an individual are in harmony with his/her accomplished goals, the higher his/her LS level is (Krause, 2004).

It is seen that, in order to explain LS in teachers, studies have been conducted in which the relationship of LS was explored with variables such as burnout (Avşaroğlu, Deniz, & Kahraman, 2005; Chan, 2011; Çelik & Üstüner, 2018; Özyürek, Gümüş, & Doğan, 2012; Soba, Babayigit, & Demir, 2019), organizational trust (Yılmaz & Sünbül, 2009), self-efficacy (Telef, 2011), workplace loneliness (Yılmaz & Aslan, 2013), job alienation (Şirin & Şirin, 2015), work-family and family-work conflict (Firat & Cula, 2016; Türker & Çelik, 2019), meaningful jobs (Shyim & Korb, 2016), and JS (Avşaroğlu et al., 2005; Aydınhan & Koç, 2016; Demirel, 2014; Firat & Cula, 2016; Karaaslan, Uslu, & Esen, 2020; Lent et al., 2011; Shyim & Korb, 2016). Some of these studies dealt with the relationship of variables only with LS, while some of them added other variables to this relationship.

Fit theory assumes that people have an innate need to adapt to their surroundings and seek environments that suit their characteristics. Since individuals prefer consistency and want to maintain control over their lives and reduce uncertainty, need belonging, and want happiness and LS, they often try to fit (Yu 2013, cited in Van Vianen, 2018). Accordingly, it can be said that the perception that individuals are adapted to their jobs will increase their LS. It is interesting that although the harmony between job demands and abilities of employees and their placement in a job accordingly are considered to be very important factors

in determining the effectiveness of various types of organizations, this topic seems to be surprisingly neglected in the education management literature. One probable reason for this is that teacher placement is often a top-down process, especially in education systems where principals are not authorized to hire or dismiss teachers (Bogler & Nir, 2015).

PJ fit is defined as the match of the abilities of an individual with the demands of a job or a match provided by the job with the individual's needs/desires (Edwards, 1991). The definition of PJ fit given by Edwards emphasizes that job fit occurs when a person meets the demands of a job or when a job meets the needs of a person (Kristof-Brown, 2000). Two approaches stand out here. The components of the need-supply perspective involve the desires/needs of individuals and the characteristics and qualifications of a job that can meet those needs. The needs of an individual include targets, psychological needs, interests, and values. What is offered or presented to an individual is defined as the general characteristics of the task in question, salary, and other job qualifications. The demand-skill perspective, on the other hand, considers the job demands required to fulfil the duties of the job and the abilities that an individual can use to meet the job needs. Job demands are typically the abilities, knowledge, and skills that are necessary to perform at a level acceptable for the job. These abilities include experience, abilities, and education or knowledge and skills of the individual (Sekiguchi, 2004: 184).

When studies dealing with PJ fit are examined, it is observed that there are studies that prove that the concept is related to other concepts such as organizational commitment, performance, JS, intention to quit, organizational support, and organizational citizenship. O'Reilly (1977) remarked that personality traits interact with job characteristics and affect job attitudes and the performance of the individual. The findings of Caldwell and O'Reilly (1990) showed that PJ fit is strongly associated with a range of outcomes, including job performance and JS. Cable and DeRue (2002) discovered that perceived needs-supplies fit is associated with career satisfaction and occupational commitment. Kristof-Brown, Zimmerman ve Johnson (2005) pointed out that PJ fit positively affects performance, JS, and task performance. Li and Hung (2010) found that PJ fit improves both task performance and organizational citizenship behaviour. Price (2012, cited in Bogler & Nir, 2015) found that the fitness of the expectations of the employee regarding job duties and actual organizational roles has an effect on JS. Among the studies on the job fit of teachers, Westfall (2012) found that there is a positive relationship between PJ fit of teachers and their JS. Player, Youngs, Perrone, and Grogan (2017) found that leadership and PJ fit predicted an individual's retention at a school and in the teaching profession, respectively, and a strong correlation existed between high PJ fit and reduced probability of teachers leaving the profession. Bogler and Nir (2015) reported that the only variable predicting both types of satisfaction (external and internal) and both types of commitment (professional and organizational) according to the perceptions of teachers is the fitness between job demands and abilities of the individual. There are studies dealing with the relationship between PJ fit and LS (Burnette & Pollack, 2013; Çırpan, Vardarlier, & Koçak, 2019; Dursun, Kaya, & İftar, 2015; Ilies, Yao, Curseu, & Liang, 2019); however, no such study carried out with teachers has been found.

Another variable to be addressed in this study is WLB. Definitions offered to date regarding WLB include providing satisfaction at work and at home with minimal role conflict and being functional (Clark, 2001: 362), the relationship between institutional and cultural times and between work and non-work areas (Felstead, Jewson, Phizacklea, & Walters, 2002: 56), the individual's perception that work and non-work activities are compatible and contribute to current life priorities (Kalliath & Brough, 2008), and the compatibility of the demands from the work area with the demands from other areas such as family and leisure time (Pichler, 2009: 451). Considering the common ground of these definitions, it is possible to say that WLB can create a balance between the work of an individual and other activities outside of work. Different classifications have been made for activities or areas in or outside of work. According to Williams (2001: 488), WLB is achieved by balancing the needs in three interconnected areas: Time and area of interest (What do we require to be able to properly care for other individuals and jobs, such as child care, adult care services, or cleaning?), personal time and space (What do we need to take care of ourselves and to protect the soul, mind, and body?), and time and space of work (What do we require to gain self-sufficiency economically and balance this with other areas, such as maternity leave, part-time hours, or flexible hours?). In a similar way, Byrne (2005: 54) mentioned that this concept is related to balancing the five aspects of our lives (work, family, friends, health, and ourselves or our soul) at any point in time. Guest (2002) stated in his model that WLB can affect JS, LS, mental health/well-being, stress/illness,

performance, and reflections on other people at home and at work. Similarly, Bryne (2005) stated that benefits of WLB for both employees and employers as a result of its effects include employees feeling valued, increased productivity, decreased absenteeism, loyalty or commitment, better relations with management, improved self-esteem, health, concentration, and confidence.

When the studies on the relationship between WLB and LS were considered, only one study with teachers was found. Gorsy and Panwar (2016) discussed the relationships between personality traits, WLB, and LS among public school and private school teachers. It has been determined in different samples (Haar, 2013; Haar, Russo, Sunyer, & Ollier-Malaterre, 2014; Kuzulu, Kurtulmuş, & Özkan, 2013; Toker & Kalıpçı, 2020; Umer & Zia-ur-Rehman, 2013; Yusuf & Khan, 2018) that the relationship is now being studied more. Jensen, Liu, and Schøtt (2017) discussed the intermediary role of WLB and JS in the relationship between renovation and LS in their study of entrepreneurs. Taşdelen-Karçkay and Bakalım (2017) found a positive and significant relationship between WLB and LS. Noda (2020) discovered using OECD Better Life Index data that WLB does contribute to the LS of people in developed countries.

JS, which is the last variable to be discussed in this study, is generally defined as the positive emotions felt by an individual as a result of evaluating his/her job (Vroom, 1964; Locke, 1976) or the degree of enjoying it (Spector, 1996). It is also expressed as the sum of the feelings and beliefs individuals have about their current jobs. Individuals may have attitudes about various aspects of their jobs, such as duties assigned to the job, co-workers, supervisors or subordinates, and salaries as well as attitudes about their jobs as a whole. The degree of JS can lead to many potential consequences such as performance, absenteeism, quitting, organizational citizenship behaviour, and well-being (George & Jones, 2008). JS affects LS, physical health, performance, and productivity (Locke, 1976). Considering that work is an indispensable element of the life of an individual, it is inevitable that JS affects LS. Keser (2005) remarked that JS directly affects the LS of an individual. As stated above, there are many studies (Avşaroğlu et al., 2005; Aydınhan & Koç, 2016; Demirel, 2014; Fırat & Cula, 2016; Karaaslan et al., 2020; Lent et al., 2011; Shyim & Korb, 2016) dealing with the relationship between JS and LS among teachers.

In summary, looking at the previous studies, it was seen that the relationship between LS and PJ fit, WLB, and JS were discussed separately. PJ fit, JS and LS or WLB, and JS and LS were discussed together in a small number of studies conducted among different samples. However, there is no study conducted with teachers or other working groups that deals with these four variables together. An integrated examination of these factors in a single study can help to better understand the LS of teachers. In addition, these variables, whose relationships with LS were examined separately in previous studies, may have an integrated effect on LS. Therefore, the current study was designed to examine the relationships between LS, PJ fit, WLB, and JS. Moving from the above-mentioned relationships and theoretical explanations, the intermediary role of WLB and JS in the relationship between PJ fit and LS of teachers will be tested. More precisely, in the event that teachers think they are fit for their jobs in terms of their knowledge, skills, and abilities and that their jobs meet their expectations, it was assumed that they will be able to balance their jobs and lives outside of their jobs, be more satisfied by their jobs, and thus evaluate their lives more positively.

METHOD

PARTICIPANTS

This study comprised 401 teachers working in kindergartens, primary schools, secondary schools, and high schools in Denizli province in the 2020-2021 academic year. While 255 of the participants were female (63.6%), 146 were male (36.4%). Considering the distribution according to the types of school they worked in, 37 kindergarten (9.2%), 116 primary school (28.9%), 112 secondary school (27.9%), and 136 (33.9%) high school teachers were included in the study.

DATA COLLECTION TOOLS

PERSON-JOB FIT SCALE

Kristof et al. (2005) suggested that there is perceived fit, subjective and objective fit regarding PJ fit. It is referred to as perceived fit when the individual makes a direct assessment about it, as subjective fit when the individual makes an indirect assessment, and as objective fit when the fit is calculated indirectly by

different sources. In this study, since the measurement of PJ fit is based on teacher perceptions, it may be categorized as perceived fit. “The Person-Job Fit Scale” developed by Brkich, Jeffs, and Carless (2002) and adapted to Turkish by Kerse (2018) was employed in order to determine perceptions of teachers of PJ fit. The scale in question consists of nine items and one dimension. With this 5-point Likert-type scale, teachers were asked to evaluate the expressions from “Strongly Disagree (1)” to “Fully Agree (5)”. Four of the nine items in the scale were coded in reverse. The internal consistency coefficient of the scale was found as $\alpha = 0.91$ by Kerse (2018), and it was calculated as 0.85 in this study. Goodness of fit in Confirmatory Factor Analysis (CFA) was calculated as ($\chi^2/sd = 1.851$, RMSEA = 0.078, RMR = 0.07, IFI = 0.98, TLI = 0.965, CFI = 0.98) by Kerse (2018). In this study, goodness of fit in (CFA) also supported one factor structure of The Person-Job Fit Scale ($\chi^2/sd = 3.183$, RMSEA = 0.07, SRMR = 0.03, IFI = 0.98, TLI = 0.96, CFI = 0.98, GFI = 0.96).

WORK-LIFE BALANCE SCALE

“The Work-life Balance Scale” developed by Taşdelen-Karçkay and Bakalım (2017) was used to determine perceptions of teachers of WLB. The scale consists of eight items and is a 7-point Likert-type scale with one dimension. Teachers participating in the study were asked to choose one of the options from the level of “Strongly Disagree (1)” to the level of “Totally Agree (7)” for the statements in the scale. The scale does not include items coded in reverse. The reliability of the scale was reported as $\alpha = 0.92$. In this study, $\alpha = 0.96$ was found. Goodness of fit in CFA was calculated as ($\chi^2/sd = 2.76$, RMSEA = 0.07, SRMR = 0.025, IFI = 0.98, CFI = 0.98, GFI=0.96) by Taşdelen-Karçkay and Bakalım (2017). Goodness of fit in CFA supported one factor structure of The Work-life Balance Scale in this study ($\chi^2/sd = 3.716$, RMSEA = 0.08, SRMR = 0.03, IFI = 0.99, TLI = 0.98, CFI = 0.99, GFI = 0.97).

JOB SATISFACTION SCALE

Perceptions of teachers of JS were measured with the “Job Satisfaction Scale” developed by Brayfield and Rothe in 1951 and adapted into Turkish by Keser and Bilir (2019), whose short form was created by Judge, Locke, Durham, and Kluger (1998). There are five items in this 5-point Likert-type scale consisting of a single dimension. Teachers were asked to rate themselves between “Strongly Disagree (1)” and “Strongly Agree (5)”. The internal consistency coefficient of the scale was found as $\alpha = 0.85$ by the researchers, and it was $\alpha = 0.79$ in this study. Two items of this scale are coded in reverse. Goodness of fit in CFA was calculated as ($\chi^2/sd = 4.6$, RMSEA = 0.05, CFI = 0.92, GFI = 0.91) by Keser and Bilir (2019). Goodness of fit in CFA also supported one factor structure of The Job Satisfaction Scale in this study ($\chi^2/sd = 1.957$, RMSEA = 0.05, SRMR = 0.02, IFI = 0.99, TLI = 0.99, CFI = 0.99, GFI = 0.99).

LIFE SATISFACTION SCALE

Finally, the “Life Satisfaction Scale” developed by Diener, Emmons, Larsen, and Griffin (1985: 72) and adapted to Turkish by Dağlı and Baysal (2016) was used to measure LS. The researchers used this scale, which was a 7-point Likert-type scale in the original version, as a 5-point Likert-type scale. The scale includes five items and one dimension. Teachers were asked to rate themselves in the range of “I Never Agree (1)” to “I Totally Agree (5)” for each item. The internal consistency coefficient of the scale was found as $\alpha = 0.88$ by the researchers who performed the adaptation, and it was calculated as 0.92 in this study. The scale does not include items coded in reverse. Goodness of fit in CFA was calculated as ($\chi^2/sd = 1.17$, RMSEA = 0.03, SRMR = 0.019, CFI = 1.00, GFI = 0.99) by Dağlı and Baysal (2016). In this study, goodness of fit in CFA also supported one factor structure of The Life Satisfaction Scale in this study ($\chi^2/sd = 1.660$, RMSEA = 0.04, SRMR = 0.01, IFI = 0.99, TLI = 0.99, CFI = 0.99, GFI = 0.99).

DATA ANALYSIS

The data of the study were analysed with the SPSS and AMOS programs. The relationships between the variables considered in this study were determined by performing Pearson correlation analysis. Structural equation model (SEM) analysis was conducted to test the role of JS and WLB in the relationship between PJ fit and LS. A two-stage path was followed for SEM analyses. In the first stage, the measurement model was tested to evaluate the validity of the relationships between implicit variables. In the second stage, structural model analysis was performed to test the validity of the hypothetical model suggested. The significance level was taken as at least 0.05 in the study, and other significance levels (0.01 and 0.001) were also shown.

Indexes used to evaluate the suitability of the model created in the study are similarity ratio chi-square statistics (χ^2/sd), root mean square error of approximation (RMSEA), and standardized root mean square residual (SRMR). Fit indexes are the goodness of fit index (GFI), comparative fit index (CFI), Tucker-Lewis index (TLI), relative fit index (RFI) and normed fit index (NFI).

Marsh and Hocevar (1988) emphasized that the value obtained as a result of the χ^2/sd operation should be less than 3 to represent a good fit, and it should be less than 5 to show sufficient fit in order for the tested model to be compatible with the real data. For the RMSEA, Browne and Cudeck (1993) stated that RMSEA values equal to or less than 0.05 represent good fit, those between 0.05 and 0.08 show sufficient compliance, and those between 0.08 and 0.10 show moderate fit. For the SRMR, a value equal to or less than 0.05 corresponds to a perfect fit, and values of 0.08 or less represent acceptable fit. The GFI, CFI, TLI, NFI, and RFI take values ranging from 0 to 1. Values of 0.95 and above correspond to perfect fit and values between 0.90 and 0.95 correspond to acceptable fit (Kline, 2011; Tabachnick & Fidell, 2013).

RESULTS

DESCRIPTIVE STATISTICS AND CORRELATION ANALYSIS

The arithmetic mean, standard deviation, kurtosis and skewness, and Pearson correlation values between variables are given in Table 1 for the variables of PJ fit, WLB, JS, and LS. Accordingly, positive and significant relationships were found between all variables.

Table 1. Descriptive Statistics and Correlation Analysis (N=401)

	Mean	Standard deviation	Skewness	Kurtosis	1	2	3	4
1. PJ fit	3.79	0.79	-0.54	-0.22	1			
2. WLB	5.29	1.39	-1.20	0.94	0.51**	1		
3. JS	3.94	0.75	-0.98	1.34	0.73**	0.48**	1	
4. LS	3.23	0.96	-0.31	-0.29	0.50**	0.54**	0.54**	1

**p < 0.001

MEASUREMENT MODEL

In the measurement model, the implicit variables of PJ fit and WLB were determined through two parcels. The items of the scales were used to determine the implicit variables of JS and LS. Four implicit variables and 14 observed variables were used in the measurement model analysis.

CFA conducted in order to test the validity of the measurement model showed that the data-model fit was at an acceptable level [$\chi^2(71, N = 401) = 282.524, p < 0.001$ ($\chi^2/sd = 3.979$), RMSEA = 0.09 (0.08-0.10), SRMR = 0.05, IFI = 0.95, TLI = 0.93, CFI = 0.95, GFI = 0.91].

STRUCTURAL MODEL

Four implicit variables and 14 observed variables were utilized in the structural model analysis. SEM analysis showed that the data-model fit was at an acceptable level [$\chi^2(71, N = 401) = 282.524, p < 0.001$ ($\chi^2/sd = 3.979$), RMSEA = 0.09 (0.08-0.10), SRMR = 0.05, IFI = 0.95, TLI = 0.93, CFI = 0.95, GFI = 0.91]. SEM analyses showed that PJ fit can directly predict JS ($\beta = 0.88, p < 0.001$) and WLB ($\beta = 0.59, p < 0.001$) but not LS ($\beta = 0.04, p = 0.079$). SEM analyses also showed that LS was directly predicted by both JS ($\beta = 0.39, p < 0.001$) and WLB ($\beta = 0.35, p < 0.001$). Finally, SEM analyses demonstrated that PJ fit indirectly predicts LS through JS and WLB (ab. = 0.54). Whether this indirect effect is significant or not was tested with the bootstrapping (5000) method. Analyses indicated that the indirect effect of PJ fit on LS through JS and WLB can vary between ab. = 0.27 and 0.95 at a 95% confidence interval, which is significant at $p < 0.001$. Therefore, the SEM analyses have shown that JS and WLB can play a full intermediary role in the relationship between PJ fit and LS. Finally, analysis showed that PJ fit explained 78% of the variance in JS, 35% of the variance in WLB, and 46% of the variance in LS with three variables (Table 2 and Figure 1).

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Table 2. Direct, Indirect and Total Values Between Variables

Variable	Direct effect	Indirect effect	Total effect
Model-1			
PJ fit→WLB	0.59***		0.59***
PJ fit→ JS	0.88***		0.88***
PJ fit→ LS	0.04 ^{ns}	0.54*** (95% CI = 0.27-0.95)***	0.58***
WLB→ LS	0.35***		0.35***
JS→ LS	0.39***		0.39***
Model-2			
PJ fit→JS	0.88***		0.88***
PJ fit→ LS	0.16 ^{ns}	0.41** (95% CI = 0.14-0.76)**	0.57**
JS→ LS	0.47***		0.47***
Model-3			
PJ fit---→WLB	0.58***		0.58***
PJ fit---→ LS	0.33***	0.23** (95% CI = 0.15-0.31)***	0.56***
WLB---→ LS	0.39***		0.39***

^{ns} p > 0.05, **p < 0.01, ***p < 0.001

The analyses were then repeated to determine which of the variables of JS and WLB had the higher intermediary effect. First, the intermediary role of JS in the relationship between PJ fit and LS was tested. SEM analysis showed that the model-data fit was acceptable [$\chi^2(51, N = 401) = 220.00, p < 0.001$ ($\chi^2/sd = 4.134$), RMSEA = 0.09 (0.08-0.10), SRMR = 0.05, IFI = 0.95, TLI = 0.93, CFI = 0.95, GFI = 0.91].

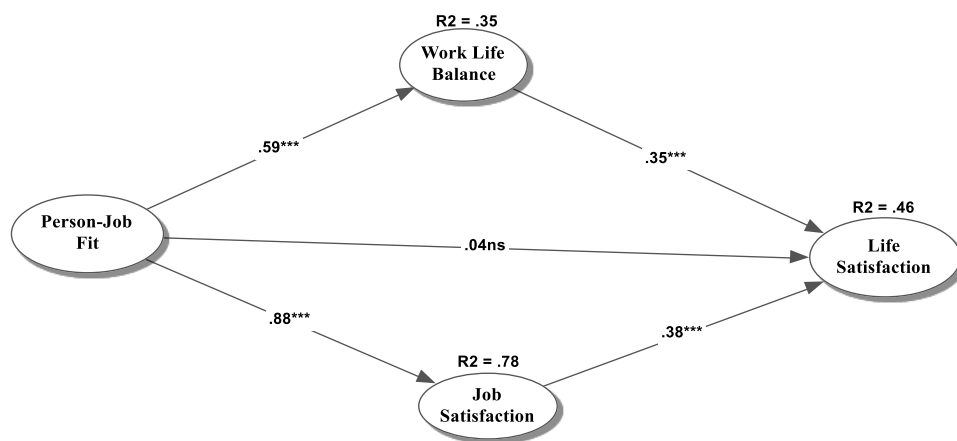


Figure 1. Structural model values

SEM analyses showed that PJ fit can directly predict JS (= 0.88, p < 0.001) and JS can predict LS (= 0.47, p < 0.001), but PJ fit cannot directly predict LS (= 0.16, p = 0.28). Analyses also showed that PJ fit can indirectly predict LS through JS (ab.= 0.41). Whether this indirect effect was significant or not was tested with the bootstrapping (5000) method. Analyses indicated that the indirect effect of PJ fit on LS through JS can vary between ab. = 0.14 and 0.76 at a 95% confidence interval, which is significant at the p < 0.01 level. Therefore, SEM analyses have shown that JS can fully mediate the relationship between PJ fit and

LS. Finally, the analyses have shown that PJ fit explains 78% of the total variance in JS, and PJ fit and JS together explain 38% of the total variance in LS.

Secondly, the intermediary role of WLB in the relationship between PJ fit and LS was tested. SEM analysis showed that the model-data fit was at an acceptable level [$\chi^2(24, N = 401) = 98.126, p < 0.001$ ($\chi^2/sd = 4.089$), RMSEA = 0.09 (0.07-0.11), SRMR = 0.03, IFI = 0.97, TLI = 0.96, CFI = 0.97, GFI = 0.95].

SEM analyses revealed that PJ fit directly predicts WLB (= 0.58, $p < 0.001$) and LS (= 0.33, $p < 0.001$), and WLB can predict LS (= 0.39, $p < 0.001$). Analyses also showed that PJ fit predicts LS indirectly through WLB (ab.= 0.23). Whether this indirect effect was significant or not was tested with the bootstrapping (5000) method. Analyses showed that the indirect effect of PJ fit on LS through WLB can vary between ab. = 0.15 and 0.31 at a 95% confidence interval, which is significant at $p < 0.001$. Therefore, SEM analyses have shown that WLB can partially mediate the relationship between PJ fit and LS. Finally, the analyses have shown that PJ fit explains 35% of the total variance in WLB and 41% of the total variance in LS with PJ fit and WLB.

DISCUSSION AND SUGGESTIONS

This study was undertaken to determine the mediating role of WLB and JS in the relationship between PJ fit and LS in teachers. The results obtained from this study show that (1) all variables are significantly correlated with each other, (2) the relationship between PJ fit and LS is mediated by WLB and JS, and (3) the mediating effect of JS is higher among the variables of JS and WLB.

The results showed that PJ fit can directly predict JS and WLB. Studies support the proposition that individuals easily get satisfaction from jobs that are compatible with their personality types related to their careers and adapt to these jobs (Spokane, 1985; Tinsley, 2000; cited in Carless, 2005). Davis (1988) remarked that JS among employees occurs when the characteristics of the job and the requests of the employees match each other (cited in Yılmaz, 2012). The fitness between individual characteristics and situational characteristics has long been a significant explanation of differences in individual performance and JS (Caldwell & O'Reilly, 1990). Kılıç and Yener (2015) reported in their study that as the level of harmony between what an individual's job offers or requires and the expectations for his/her skills increases, the level of satisfaction of the individual from his/her job will also increase. These results are similar to those reported by Bogle and Nir (2015), who discovered that PJ fit is related to the inner satisfaction of teachers, and to those of Kristof et al. (2005), who found that PJ fit positively affects JS. They are also consistent with the conclusions of Westfall (2012), who found that there is a positive relationship between PJ fit and JS; of Peng and Mao (2015), who found that PJ fit significantly predicts JS; and of Chhabra (2015), who found that there is a positive relationship between job fit and JS. Another variable that can be predicted directly by PJ fit is WLB. When the literature was examined, no study on this was found. However, theoretical explanations for WLB confirm this relationship. For example, Guest (2002) mentioned organizational factors such as job demands, organizational culture, and personal factors such as adaptability while explaining the determinants of WLB in his model.

According to the results of this study, while PJ fit can directly predict JS and WLB, it cannot directly predict LS. In other words, PJ fit predicts LS not directly, but indirectly through JS and WLB. Thus, it is possible to say that it will not be enough for teachers to think that they are fit for their job in terms of their knowledge, skills, and abilities and that their job meets their expectations in order to get satisfied in their lives. Life satisfaction of teachers will be achieved through positive feelings of them towards their job and their ability to establish the balance between their job and their lives outside of it. Studies that addressed the relationship between PJ fit and LS with mediating variables as in this study, have been found. Çırpan et al. (2019) discussed the mediating role of self-improvement in the relationship between PJ fit and LS. Park, Monnot, Jacob, and Wagner (2011) studied the mediating effect of self-assessment on the relationship between PJ fit and subjective well-being. They stated that the dimensions of PJ fit (need/supply, demands/skills) may affect different aspects of subjective mental health. Since LS also represents a cognitive component of subjective well-being (Diener et al., 1995; Diener et al., 1999; Diener, 2000), this study also supports these findings.

Analyses showed that LS is directly predicted by both JS and WLB. The results of the study in which Jensen et al. (2017) discussed the mediating role of WLB and JS in the relationship between innovation and LS

were in line with the present findings. The literature includes many studies regarding the positive relationship between JS and LS (Aşan & Erenler, 2008; Avşaroğlu et al., 2005; Aydınhan & Koç, 2016; Çevik & Korkmaz, 2014; Demirel, 2014; Dikmen, 1995; Fırat & Cula, 2016; Judge & Watanabe, 1993; Karaaslan et al., 2020; Lent et al., 2011; Rice, Near, & Hunt, 1980; Shyim & Korb, 2016). The results of the studies of Haar (2013), Haar et al. (2014), Kuzulu et al. (2013), Taşdelen-Karçkay and Bakalım (2017), Toker and Kalıpçı (2020), Umer and Zia-ur- Rehman (2013), Yusuf and Khan (2018) support the finding that LS is predicted by JS. Guest (2002) stated in his model, which demonstrated the symptoms, nature, and results of WLB, that one of the results of WLB is LS.

Finally, it was tried to determine which of the variables of JS and WLB had a higher mediating effect. The mediating roles of these two variables were examined separately, and it was identified that JS had a full mediating role and WLB had a partial mediating role in the relationship between PJ fit and LS as a result of the analyses. This finding supports the importance of JS among teachers in terms of LS and other organizational outcomes. It is observed that when employees in an organization are not sufficiently motivated and JS is not achieved, they often do not use their skills and cannot transform their potential into performance (Barutçugil, 2004). Since teachers are individuals who can directly indicate the quality of education, it is much more important for educational organizations to ensure the satisfaction of teachers (Yılmaz & Kiral, 2014).

As a result, it can be said that as the perceptions of teachers that they are suitable for their jobs concerning their knowledge, skills, and abilities and that they meet the expectations of their jobs increase, the satisfaction that they obtain from their jobs will increase and they will achieve more balance between their work and their life outside of work. This, in turn, will reflect positively on their LS. Therefore, it can be said that the selection process of teacher candidates is of great importance at this point. However, when looking at the process in Turkey, teacher candidates take the Higher Education Institutions Exam (YKS) in order to enter a teaching program and the Public Personnel Selection and Placement Exam (KPSS) in order to be appointed as a teacher to an official institution. As of 2016, it has been decided to conduct interviews in the appointment of the candidates, where the candidates are invited up to three times the field quota after the KPSS score ranking. No other written, oral, or performance exams are applied to measure teaching skills or physical and personal characteristics in addition to these exams.

According to Yazıcı (2009), it is seen that external factors stand out in the professional choices of teacher candidates in Turkey, their choices are not conscious, and they choose independently of their interests and abilities. This suggests that teacher candidates do not adequately consider variables such as personality, interest, and ability when choosing their profession. Making the choice of profession independently of these variables is one of the obstacles facing individuals as they attempt to pursue their profession in a satisfactory way throughout life (http://www.egitim.hacettepe.edu.tr/belge/OgretmenEgitimi-istihdam_Raporu.pdf).

New regulations can be made for the selection process and vocational training of teacher candidates to increase the PJ fit of teachers. In the selection of teacher candidates for the relevant faculties and programs, besides the university exam, written and oral exams that measure their professional skills and attitudes and whether their personal, physical, and other characteristics are suitable for the profession should be applied. Practical courses such as internships can also be increased in education faculties. Services such as the necessary guidance and orientation to reduce the adjustment problems of new teachers can be increased. Considering this from the need/supply perspective, which is another dimension of PJ fit, in order to increase PJ fit, the features offered by the profession to teachers should be able to meet their demands and needs. In this direction, steps can be taken to make the teaching profession more attractive by meeting expectations of teachers such as working conditions, salary, participation in decisions, etc.

The findings of this study should be evaluated to the extent of their limitations. First, data were obtained from teachers who work in schools in Denizli, Turkey. The study could be repeated with data obtained from larger samples. Besides teachers, parents and students can also be included in future studies. In addition to the PJ fit, which was the independent variable in this study, person-environment fit could also be added. The mediating role of other variables such as family-work and work-family conflict, alienation, and burnout can be taken into consideration in the relationship between PJ fit and LS among teachers.

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