THE MEDIATING ROLE OF LIFE SATISFACTION IN THE RELATIONSHIP BETWEEN POSITIVE THINKING AND TASK PERFORMANCE

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ABSTRACT

This study aims to examine the relationship between positive thinking and task performance among healthcare employees and to investigate the mediating role of life satisfaction in this relationship. A conceptual model grounded in the literature on positive psychology and organizational behavior was tested using data collected from 254 participants working in the healthcare sector through a survey method. Analyses conducted with SPSS revealed that positive thinking is significantly and positively associated with task performance. Furthermore, life satisfaction was found to partially mediate the relationship between positive thinking and task performance. The findings indicate that healthcare employees' positive cognitive tendencies not only enhance their psychological well-being but also improve performance outcomes by strengthening their level of life satisfaction. Accordingly, the study emphasizes that organizational practices aimed at increasing employee satisfaction and life fulfillment constitute a strategic factor in improving performance within healthcare institutions. The research provides valuable theoretical and practical contributions to the literature.

Keywords: Positive Thinking, Life Satisfaction, Task Performance, Healthcare, Mediation

INTRODUCTION

In recent years, with the rise of the positive psychology approach, findings have increasingly shown that individuals' tendencies toward positive emotions, thoughts, and behaviours affect not only their personal well-being but also their life satisfaction and performance in the workplace (Seligman, 2011; Fredrickson, 2001; Diener, Oishi, & Tay, 2018). Positive psychology aims to explain the components of well-being by focusing not on individuals' pathologies but on their strengths and potential areas for growth. This approach has been reinterpreted in the field of organizational behaviour as positive organizational behaviour, leading to a growing body of research examining the effects of employees' psychological resources (such as optimism, hope, resilience, and self-efficacy) on performance (Luthans, Avolio, Avey, & Norman, 2007).

Positive thinking refers to a cognitive tendency that enables individuals to approach events from a positive perspective, cope more effectively with stressful situations, and maintain their motivation (Scheier & Carver, 1993). According to Fredrickson's (2001) Broaden-and-Build Theory, positive emotions expand individuals' thought–action repertoires and contribute to the long-term development of psychological, social, and cognitive resources. This process strengthens individuals' resilience, problem-solving competence, and social relationships (Cohn, Fredrickson, Brown, Mikels, & Conway, 2009). The continuity of positive emotions also mediates an increase in overall life satisfaction (Lyubomirsky, King, & Diener, 2005).

In this study, Positive Thinking refers to individuals' tendency to evaluate themselves, their lives, and their future positively. In the literature, Positive Orientation (POS) is defined as a higher-order construct that encompasses optimism, life satisfaction, and self-esteem (Caprara et al., 2012). In this context, the concept of positive thinking is closely related to the core components of POS and can be assessed through the POS structure measured by the P-Scale. Research has shown that optimism, self-esteem, and life satisfaction enhance self-confidence, support goal-directed efforts, and facilitate adaptation across various life domains (Lyubomirsky et al., 2005). In this study, it is theoretically proposed that life satisfaction may serve as a mediating variable in the effect of positive thinking on task performance, allowing the

relationship between positive thinking and task performance to be examined within the framework of POS.

Life satisfaction is a cognitive evaluation of one's overall life and represents the cognitive dimension of subjective well-being (Diener, Emmons, Larsen, & Griffin, 1985; Pavot & Diener, 2008). Individuals' levels of life satisfaction are influenced by their patterns of positive thinking, as positive thinking enhances emotional stability and coping capacity, thereby creating a greater sense of fulfilment across different life domains (Forgeard & Seligman, 2012; Steel, Schmidt, & Shultz, 2008). Moreover, research indicates that individuals with higher levels of life satisfaction exhibit greater motivation and self-efficacy, which indirectly strengthens their task performance (Judge, Thoresen, Bono, & Patton, 2001; Erdogan, Bauer, Truxillo, & Mansfield, 2012).

Task performance refers to the extent to which an employee fulfils the responsibilities specified in their formal job description (Campbell, 1990; Borman & Motowidlo, 1993). Performance depends not only on technical knowledge and skills but also on the individual's levels of motivation, self-efficacy, and emotional resilience (Barrick & Mount, 1991). Research has shown that individuals who possess positive thinking tendencies exhibit higher motivation, lower stress levels, and a stronger sense of internal control—all of which contribute to enhanced task performance (Tenney, Poole, & Diener, 2016; Avey, Luthans, Smith, & Palmer, 2010).

In this context, life satisfaction is considered to play a critical role in the relationship between positive thinking and task performance. According to Diener et al. (1985), life satisfaction represents a cognitive judgment of an individual's overall quality of life and is closely related to work experiences. Individuals with positive thinking tendencies experience greater satisfaction across different areas of life due to their ability to reframe negative events (Fredrickson, 2001). Similarly, Orkibi and Brandt (2015) demonstrated that individuals with higher levels of positive thinking manage their work–life balance more effectively, which in turn increases their life satisfaction. Individuals with high life satisfaction approach their work tasks with greater energy, develop a stronger sense of purpose, and display more sustainable performance (Sonnentag, 2015).

Although the relationship between life satisfaction and job performance has long been explored in the literature (Judge & Locke, 1993; Erdogan et al., 2012), studies that examine both the direct and indirect effects of positive thinking on these two variables remain limited. Particularly in the healthcare sector, the demanding working conditions characterized by heavy workload, time pressure, and emotional labour play a decisive role in shaping employees' tendencies toward positive thinking and their levels of life satisfaction (Wang et al., 2022). Therefore, examining the impact of positive thinking on task performance among healthcare professionals—and the mediating role of life satisfaction in this relationship—provides an important contribution to both the positive psychology literature and the field of health management.

The main purpose of this study is to examine the relationship between positive thinking and task performance among individuals working in the healthcare sector and to test the mediating role of life satisfaction in this relationship. The proposed model aims to address two major gaps in the literature:

(1) The mechanism through which positive psychology–based personal resources (e.g., positive thinking) are transformed into task performance has not been adequately examined within the context of the healthcare sector; and

(2) Empirical studies testing the mediating role of life satisfaction in this transformation remain limited.

The findings of this study are expected to guide organizational policies and practices aimed at enhancing the quality of life and task performance of employees in healthcare institutions.

THEORETICAL FRAMEWORK

Positive Thinking

The concept of positive thinking can be defined from various perspectives. The most widely accepted definition in the literature describes it as an individual's tendency to hold favourable expectations about the future (Scheier & Carver, 1993, p. 27). Although the concept of positive thinking was initially discussed by Maslow and Rogers in the 1960s, it was systematically conceptualized by Martin Seligman.

Positive thinking refers to the development of an optimistic outlook toward one's surroundings, environment, other people, and the future. Seligman (2006) emphasized that psychology had traditionally focused on what is abnormal, rather than on developing the positive aspects of the individual, and argued that people can learn to think positively as a skill.

Fredrickson, in her *Broaden-and-Build Theory*, explained how positive emotions contribute to the development of individuals' cognitive, social, psychological, and physical resources. Within the *broadening* function of the theory, positive emotions expand the individual's thought–action repertoire. For example, the feeling of interest triggers the desire to explore. Positive emotions and thoughts enable individuals to think more broadly, which in turn enhances their problem-solving abilities. Within the *building* function, as individuals engage in a broader range of behaviours, they construct cognitive, social, and physical resources over time (Fredrickson, 2001). Following the accumulation of these resources, individuals strengthen their social relationships and increase their capacity to cope with stress. For instance, feelings of gratitude strengthen social bonds (Cohn, Fredrickson, Brown, Mikels, & Conway, 2009), whereas negative emotions such as fear narrow behavioural tendencies and focus of attention (Fredrickson, 1998).

Positive thinking not only reduces individuals' levels of depression, anxiety, and stress but also increases life satisfaction (Taylor, Kemeny, Reed, Bower, & Gruenewald, 2011). Moreover, it positively affects physical health by supporting the immune system (Cohen, Doyle, Turner, Alper, & Skoner, 2003). Individuals who think positively are more likely to adopt healthy lifestyle behaviours such as regular exercise, balanced nutrition, and avoidance of addictions (Segerstrom & Sephton, 2010). In this study, positive thinking is understood as a cognitive tendency closely aligned with Positive Orientation (POS), which encompasses optimism, life satisfaction, and self-esteem (Caprara et al., 2012a). Within this framework, positive thinking is expected to be associated with task performance both directly and indirectly through life satisfaction, providing a theoretical basis for the hypotheses developed in the following section."

The concept of *positive organizational behaviour*, which reflects the application of positive psychology to organizations, focuses on behaviours that can enhance performance within the workplace. Positive organizational behavior has been found to have a favourable impact on task performance (Kutanis & Yıldız, 2014).

Task Performance

In today's business world, employee performance is one of the fundamental factors determining success at both the individual and organizational levels. Employee performance is commonly categorized into task performance and contextual performance (Borman & Motowidlo, 1993). Task performance refers to the extent to which an employee fulfils the duties assigned to them within the organization (Borman & Motowidlo, 1993), representing the scope and quality of activities carried out as part of formal job responsibilities. Task performance is associated with technical knowledge and job skills, and includes factors such as starting and completing work on time, maintaining sufficient knowledge levels, executing tasks accurately and completely, using skills effectively, and demonstrating effort to enhance the quality of work (Campbell, 1990).

Contextual performance, on the other hand, includes behaviours related to the organizational, social, and psychological environment—such as adhering to organizational norms and cooperating with colleagues—that indirectly contribute to the accomplishment of work tasks (Borman & Motowidlo, 1993).

A clear and well-defined job description is an important factor in determining employee performance. Ambiguous job definitions make it difficult to evaluate task performance (Ilgen & Hollenbeck, 1991). Individual personality traits and abilities also affect task performance. Employees who work collaboratively within teams and possess abilities such as decision-making and rapid learning tend to exhibit higher levels of task performance (Barrick & Mount, 1991). Motivational factors and leadership styles in the workplace play a critical role in influencing task performance (Bass, 1985).

High task performance positively contributes to employees' career development, organizational productivity, and the overall quality of services provided. Conversely, low task performance can lead to decreased efficiency within the organization (Campbell, 1990).

Life Satisfaction

Life satisfaction refers to a cognitive evaluation of one's overall life and constitutes the cognitive dimension of subjective well-being (Diener, 1984; Diener et al., 1985). Fredrickson's (2001) *Broaden-and-Build Theory*, which proposes that positive emotions broaden the thought–action repertoire, suggests that positive thinking and affect gradually enhance personal resources—cognitive, social, and psychological—thereby laying the groundwork for greater life satisfaction.

The literature indicates that life satisfaction is associated with both personality traits (Heller et al., 2002) and work experiences (Tait et al., 1989). Higher levels of life satisfaction have been linked to motivational, resilience-related, and self-regulatory processes that support job performance (Lyubomirsky, King, & Diener, 2005). Especially in high-stress environments such as healthcare institutions, the enhancement of life satisfaction through positive thinking plays an essential role in mitigating burnout and negative affect, thereby indirectly contributing to improved task performance.

Life satisfaction is closely related not only to general life quality but also to work-related psychological processes. Individuals with high levels of life satisfaction tend to be more resilient to work-related stress, less affected by emotional exhaustion, and display higher levels of psychological capital (Diener et al., 2018; Oishi, Diener, & Lucas, 2009). Such individuals respond more adaptively to negative life events, maintain a more effective work–life balance, and preserve their subjective well-being (Newman, Tay, & Diener, 2014). Additionally, life satisfaction is strongly associated with perceived social support, a sense of meaning in life, and psychological resilience (Satici, 2016). These relationships indicate that life satisfaction plays a fundamental role in overall psychological functioning and that positive thinking serves as a key resource that fosters this functionality.

Recent studies have more clearly demonstrated the impact of life satisfaction and well-being on burnout, stress, and job performance—particularly among healthcare professionals. For example, a structural equation modelling study conducted among healthcare workers in Peru revealed how life satisfaction shapes job performance through burnout and occupational self-efficacy (Bernales-Turpo et al., 2022). Similarly, a study titled The Mediating Role of Psychological Resilience and Hope in the Effect of Occupational Burnout on Life Satisfaction among Healthcare Workers found that psychological resilience and hope mediate the relationship between burnout and life satisfaction (Tortumlu & Uzun, 2022). Moreover, research titled Burnout, Job Satisfaction, and Life Satisfaction among Healthcare Professionals during the COVID-19 Pandemic examined both job and life satisfaction levels and associated them with burnout (Edis & Keten, 2022). These findings highlight that life satisfaction is not only an indicator of individual well-being but also a strategic psychological resource for sustaining job success.

HYPOTHESIS DEVELOPMENT

The Relationship Between Positive Thinking and Task Performance

In this study, positive thinking is conceptualized as a cognitive tendency that is closely aligned with Positive Orientation (POS), a higher-order construct encompassing optimism, life satisfaction, and self-esteem (Caprara et al., 2012). Positive thinking is treated as the operational manifestation of POS in this research, ensuring theoretical and measurement consistency. A review of studies examining the relationship between positive thinking and task performance generally suggests that employees with a higher level of positive thinking tend to demonstrate stronger task performance (Kutanis & Yıldız, 2014). One study found that positive thinking is moderately correlated with life satisfaction, job satisfaction, and task performance (Tenney, Poole, & Diener, 2016). However, in another study that considered positive thinking as a component of psychological capital, no significant relationship was found between positive thinking and task performance (Polatci, 2014). Conversely, a different study that also treated positive thinking as an element of psychological capital indicated that higher levels of psychological capital positively influence task performance (Çetin & Varoğlu, 2015).

A study conducted on public sector employees also revealed that individuals with higher levels of positive thinking achieved higher scores in task performance assessments (Jia & Zhang, 2025).

Taken together, these findings suggest that positive thinking may play a reinforcing role in employee performance. Positive thoughts, expectations, and a sense of confidence motivate employees, enhance

creativity, and increase job satisfaction, thereby indirectly contributing to improved performance. However, the strength of this relationship may vary depending on moderating factors such as job characteristics or perceived organizational support (Tenney, Poole, & Diener, 2016). Overall, the prevailing trend indicates that employees with higher levels of positive thinking tend to exhibit stronger task performance. Based on these insights, the following hypothesis is proposed:

H_1: Positive thinking is positively associated with task performance.

The Mediating Role of Life Satisfaction in the Relationship Between Positive Thinking and Task Performance

Recent studies indicate that healthcare professionals' levels of positive affect and life satisfaction are closely associated with key occupational outcomes such as job performance and job satisfaction. For instance, a study conducted among psychiatric nurses found that positive affect directly influenced job performance, while job satisfaction mediated this effect, and seniority moderated the strength of the mediation (Ma, Wu, & Hou, 2022). Similarly, a study in Türkiye revealed a significant positive relationship between nurses' job satisfaction and life satisfaction, suggesting that job satisfaction affects life satisfaction and that suitable working conditions are critical determinants for both (Medeni, Medeni, Altunay, Uğraş Dikmen, & İlhan, 2025).

Moreover, individuals with higher life satisfaction tend to display more positive attitudes toward their tasks, leading to greater motivation, commitment, and performance levels. Tenney, Poole, and Diener (2016) also found that an increase in life satisfaction significantly enhances task performance.

In this context, research on the mediating role of life satisfaction provides a strong theoretical basis for understanding how positive thinking influences task performance. Individuals who think positively tend to perceive their lives as more meaningful and balanced, and this cognitive well-being indirectly contributes to workplace productivity. The broader literature supports the view that the relationship between positive thinking and task performance is shaped through life satisfaction (Lyubomirsky, King, & Diener, 2005; Diener et al., 2015).

Recent empirical evidence has further emphasized the growing significance of positive psychology in improving well-being, life satisfaction, and task performance, particularly among healthcare employees. For example, Luthans, Youssef-Morgan, and Avolio (2015) explained that positive psychological capital enhances employee performance, organizational commitment, and psychological resilience, thereby increasing the efficiency of healthcare personnel. Similarly, Sonnentag (2022) found that post-work recovery processes play a critical role in employees' energy restoration, life satisfaction, and next-day performance.

These findings collectively support the core assumption of the present study. Considering life satisfaction as a mediating variable in the relationship between positive thinking and task performance in the healthcare sector aligns with current research trends and offers both theoretical and empirical contributions to a relatively underexplored area. Based on this rationale, the following hypotheses are proposed:

H_2: Life satisfaction is positively associated with task performance.
H_3: Positive thinking is positively associated with life satisfaction.
H_4: Life satisfaction mediates the relationship between positive thinking and task performance.

The research model developed based on the literature review is presented in Figure 1, which examines the mediating role of life satisfaction in the effect of positive thinking on task performance.

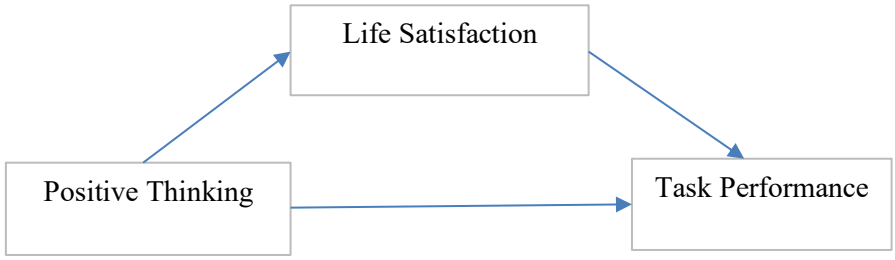

Figure 1. The Research Model

METHOD

Measurement and Sample

The questionnaire used in this study was adapted from previously developed and validated scales. In this study, the 8-item Positive Orientation Scale (P-Scale), which assesses positive orientation and is considered a construct related to positive thinking, was used to measure the variable of 'positive thinking' (Caprara, Alessandri & Eisenberg et al., 2012a). Life satisfaction was assessed with the Satisfaction with Life Scale (SWLS; 5 items) developed by Diener et al. (1985). Task performance was measured using the 9-item scale developed by Goodman and Svyantek (1999). All items were rated on a 5-point Likert-type scale (1 = strongly disagree, 5 = strongly agree).

Data analysis was conducted using the SPSS statistical software package. First, the socio-demographic characteristics of the 254 healthcare employees who participated in the study were examined using descriptive statistics. Of the participants, 57.9% were female and 42.1% were male. The age distribution was as follows: 10.2% were aged 25 and below, 23.2% between 26–32, 28.0% between 33–42, and 38.6% aged 43 and above.

Regarding education level, 4.7% of participants were high school graduates, 10.2% held associate degrees, 50.4% held bachelor's degrees, 18.5% had master's degrees, and 16.1% had doctoral degrees. In terms of marital status, 68.5% were married and 31.5% were single. Concerning tenure in the healthcare sector, 3.9% had less than one year of experience, 17.3% had 1–5 years, 17.3% had 6–10 years, 16.1% had 11–15 years, and 45.3% had more than 15 years of experience.

The distribution of job positions revealed that 16.6% of participants were physicians, 16.4% were nurses, 16.1% were allied health staff, 5.1% were academic personnel, 20.5% were specialists or assistant specialists, 16.9% were managers or assistant managers, 7.5% were directors or deputy directors, and 0.8% were general managers.

Measurement Validity and Reliability

After data collection, the validity and reliability of the scales were tested. To determine the factor structure of the scales, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity were applied to the dataset. The obtained KMO value was 0.884, indicating that the data were suitable for factor analysis. In addition, the result of Bartlett's test was found to be significant (χ^2 = 4778.816; $p < 0.001$), demonstrating that there were sufficient correlations among the variables. Based on these findings, it was concluded that the dataset was appropriate for factor analysis and that further analyses could be conducted with confidence.

Table 1. KMO and Bartlett's Test of Sphericity Results

Kaiser-Meyer-Olkin Test		,884
Bartlett's Test of Sphericity	Approximate Chi-Square (X^2)	4778,816
	Df	210
	Sig.	,000

Construct Validity and Reliability

To evaluate the construct validity of the scales, Exploratory Factor Analysis (EFA) was conducted. A Principal Components Analysis (PCA) with Varimax rotation was applied to the data. The analysis revealed that the items representing the variables in the research model were grouped under three factors, which together explained 58.28% of the total variance**.** These findings indicate that the factor structure is consistent with the theoretical model.

Cronbach's alpha coefficients for all subscales were found to be ≥ 0.70, indicating satisfactory internal consistency (Positive Thinking: α = 0.783; Life Satisfaction: α = 0.841; Task Performance: α = 0.927) (Nunnally, 1978). Detailed statistics related to the factor analysis are presented in Table 2. Overall, the results demonstrate that the measurement instruments used in this study exhibit an adequate level of validity and reliability.

Table 2. Factor Analysis Results and ve Cronbach Alpha Values

Variable Name	Factor Loadings			Cronbach Alpha
Positive Thinking				
Positive_Thinking_1	,723			,783
Positive_Thinking _2	,778			
Positive_Thinking_3	,765			
Positive_Thinking_4	,674			
Positive_Thinking_5	,541			
Positive_Thinking_6	,666			
Positive_Thinking_7	,679			
Positive_Thinking_8	,585			
Life Satisfaction				
Life_Satisfaction_1		,757		,841
Life_Satisfaction _2		,840		
Life_Satisfaction _3		,767		
Life_Satisfaction _4		,787		
Life_Satisfaction _5		,724		
Task Performance				
T_Performance_1			,773	,927
T_Performance_2			,745	
T_Performance_3			,811	
T_Performance_4			,733	
T_Performance_5			,826	
T_Performance_6			,780	
T_Performance_7			,750	
T_Performance_8			,752	
T_Performance_9			,740	
Total Variance Explained %52,28				

To reveal the relationships among the variables, a correlation analysis was conducted. Table 3 presents the mean values and standard deviations of the variables — positive thinking, life satisfaction, and task performance. The results of the correlation analysis indicated that there were significant relationships among the variables.

Table 3. Correlation Analysis Results

	Variable Name	Avg.	Std. Deviation	1	2	3
1	Positive Thinking	3,64	,81	1		
2	Life Satisfaction	2,98	,79	,366**	1	
3	Task Performance	4,04	,64	,453**	,262**	1

**p<0.01

Hypothesis Testing

In this study, a multiple regression analysis based on the Bootstrap method was conducted to test the mediating role of life satisfaction in the relationship between employees' positive thinking and task performance. Previous research has demonstrated that, compared to traditional mediation analysis techniques (e.g., Baron & Kenny, 1986; Sobel test), the Bootstrap approach provides superior statistical power and reliability (Zhao et al., 2010; Gürbüz, 2019). Therefore, the PROCESS Macro developed by Hayes (2018) was utilized to test the mediation effect.

The analyses were performed with 5,000 Bootstrap samples at a 95% confidence level. The detailed results of the regression analysis are presented in Table 4. As shown in the table, the unstandardized coefficient was 0.446; however, when the mediator variable (life satisfaction) was included in the model together with the independent variable (positive thinking), the coefficient decreased to 0.378. This indicates the presence of a partial mediation effect.

The indirect effect of life satisfaction on task performance was evaluated using the Bootstrap confidence intervals, and since the interval did not include zero, the mediating effect was determined to be statistically significant (β = 0.047, 95% CI [0.042, 0.109]). In the literature, the absence of zero within the confidence interval is generally accepted as sufficient evidence for the significance of an indirect effect in Bootstrap-based mediation analyses (MacKinnon et al., 2004).

Accordingly, the findings provide empirical support for the proposed research hypotheses.

Table 4. The Mediating Role of Life Satisfaction in the Relationship Between Positive Thinking and Task Performance

Stages (Regression Models)	Variables	Coefficient (Std.Coef.)	Significance P	Bootstrapping		Model Values
				LLCI	ULCI	
Path A (Model 1)	Positive Thinking (X) Life Satisfaction(M) X →M	,268	,05	,057	,478	R^2= ,025 F= 6,286 P= ,05
Path C (Model 2)	Positive Thinking (X) Task Performance (Y) X →Y	,446	,000	,273	,598	R^2= ,099 F= 27,739 P= ,000
Path C' (Model 3)	Positive Thinking (X) Task Performance (Y) X →Y Life Satisfaction(M) Task Performance (Y) M →Y	,378 ,176	,000 ,000	,228 ,083	,549 ,270	R^2= ,146 F= 21,417 P= ,000

	Effect	Bootstrapping Std. Error	Bootstrapping LLCI	Bootstrapping ULCI
Indirect Effect	0,047	0,027	0,042	0,109

**p<,01 (S.E.: Standart Error) Note: Unstandardized beta coefficients (b) are reported.

The results of the regression analyses and hypothesis testing are presented in Table 5. All the proposed hypotheses in the study were supported. The findings indicate that fostering and recognizing a culture that promotes positive thinking not only contributes to higher levels of life satisfaction among employees but also enhances the overall effectiveness of the workforce in fulfilling their tasks. This demonstrates that positive thinking functions as a significant and influential factor in improving job performance outcomes.

Table 5. Hypothesis Testing Results

Hypothesis		Result
H_1	Positive thinking is positively associated with task performance	Supported
H_2	Life satisfaction is positively associated with task performance.	Supported
H_3	Positive thinking is positively associated with life satisfaction.	Supported
H_4	Life satisfaction mediates the relationship between positive thinking and task performance.	Supported

CONCLUSION AND DISCUSSION

This study examined the effect of positive thinking on task performance among employees in the healthcare sector and investigated the mediating role of life satisfaction in this relationship. The findings indicate that positive thinking is significantly and positively associated with task performance, and that life satisfaction partially mediates this association. In the Bootstrap-based regression analyses, the direct effect of positive thinking on task performance was $\beta = 0.446$; when life satisfaction was included in the model, this effect decreased to $\beta = 0.378$, confirming the presence of partial mediation. The indirect effect was statistically significant (BootLLCI = 0.047; BootULCI = 0.109), suggesting that life satisfaction serves as an explanatory variable in the relationship between positive thinking and performance. It is worth noting that positive thinking in this study was measured using the P-Scale, which aligns closely with the concept of Positive Orientation (POS) encompassing optimism, life satisfaction, and self-esteem (Caprara et al., 2012a). This ensures that the operationalization of positive thinking reflects its theoretical framework.

These results support the notion proposed by positive psychology (Seligman, 2011; Fredrickson, 2001) that positive emotions expand an individual's cognitive, social, and psychological resources, which in turn are associated with positive outcomes across various life domains, including work performance. In high-stress and interaction-intensive environments such as healthcare institutions, employees with higher levels of positive thinking were observed to report greater life satisfaction, which is associated with higher task performance. Prior literature supports the positive link between life satisfaction and work outcomes (Lyubomirsky, King, & Diener, 2005) and the "spillover effect" between life and job satisfaction (Tait, Padgett, & Baldwin, 1989; Heller, Judge, & Watson, 2002).

Recent research increasingly emphasizes the impact of positive psychology on the well-being, life satisfaction, and task performance of healthcare workers. For instance, Sonnentag (2022) demonstrated that post-work recovery processes significantly affect employees' life satisfaction and subsequent performance. These findings provide theoretical support for the present study, highlighting the relevance of considering life satisfaction as a mediating variable in the impact of positive thinking on task performance in healthcare settings.

From a healthcare-specific perspective, employees with higher levels of positive thinking tend to perform better in areas such as patient safety, service quality, and teamwork. A positive mindset facilitates resilience under stressful conditions, enhances empathy, and increases tolerance for errors. Supportive leadership, open communication, and a fair working environment further reinforce psychological well-being, contributing to higher life satisfaction (Diener, Oishi, & Tay, 2018; Sonnentag, 2015). Consequently, cultivating an organizational culture that strengthens positive psychological resources is a strategic necessity for both employee well-being and service quality in healthcare institutions.

The findings also demonstrate that life satisfaction significantly predicts task performance. Employees with higher life satisfaction perceive greater control and meaning across different life domains, which strengthens their motivation, responsibility, and self-efficacy at work (Erdogan, Bauer, Truxillo, & Mansfield, 2012). High life satisfaction levels reduce workforce turnover, lower burnout risk, and contribute to both individual and organizational sustainability in the long term. To enhance healthcare

employees' life satisfaction, managers should invest in recognition programs, flexible work arrangements, fair reward systems, and psychological support initiatives.

Although the cross-sectional design limits the ability to draw causal inferences, the results provide evidence of significant associations among positive thinking, life satisfaction, and task performance. Future research should examine the moderating roles of variables such as social support, leadership style, or the job demands–resources balance (Tenney, Poole, & Diener, 2016). Additionally, replicating this research in different sectors would be valuable to assess the generalizability of these relationships.

In conclusion, positive thinking in healthcare institutions is associated with higher life satisfaction, which in turn is related to task performance. Work environments that nurture employees' positive emotions, provide meaningful goals, and foster supportive relationships can enhance both individual well-being and the sustainable quality of healthcare services.

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