MEDIATING EFFECT OF JOB SATISFACTIONON THE RELATIONSHIP BETWEEN ADMINISTRATORS' TRANSFORMATIONAL LEADERSHIP, ORGANIZATIONAL JUSTICE AND TEACHERS' ORGANIZATIONAL COMMITMENT IN PRIVATE UNIVERSITIES OF KUNMING, YUNNAN PROVINCE

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ABSTRACT

The objectives of this research were (1) to determine the components and indicators of administrators' transformational leadership, organizational justice, teachers' job satisfaction, and organizational commitment in private universities of Kunming under Yunnan Province. (2) to propose the structural equation model for the mediating effect of teachers' job satisfaction on the relationship between administrators' transformational leadership, organizational justice, and organizational commitment in private universities of Kunming under Yunnan Province.

The research was a quantitative research methodology. The population were teachers from private universities in Kunming, Yunnan Province, The People's Republic of China total of 5533 people. The sample size was obtained by multistage random sampling method, totaling 330. Instrument used for data collection was a five-point rating scale questionnaire. Statistics used for data analysis were Confirmatory Factor Analysis and Structural Equation Model.

Research results were revealed that: a mediating effects relationship between administrators' transformational leadership and organizational justice with teachers' organizational commitment model fit with the empirical data at statistically significant p < 0.01, the value of the full model: Chi-square =120.58, df = 98, GFI =0.96, AGFI=0.94, TLI =0.99, CFI = 0.99, and SRMR= 0.03; (2) administrators' transformational leadership and teachers' job satisfaction both have a direct and significant impact on organizational commitment, but organizational justice has not impact on organizational commitment; and (3) teachers' job satisfaction, as a mediating variable, played a partial mediating role in the relationship between transformational leadership and organizational commitment, played a complete mediating role in the relationship between organizational justice and organizational commitment.

Keywords*: Administrators' transformational leadership, Organizational justice, Teachers' job satisfaction

1. Introduction

With the rapid development of economic globalization and science and technology, China's education system is constantly being modified and improved in order to better integrate with international standards. In order to meet the educational needs of different levels and needs, promote the diversification of education and reflect the flexibility of the higher education system, as well as relieve the pressure on educational resources and promote local development, China has established public universities, and at the same time also encourages local governments to create private universities.

From a teacher's perspective, public universities are generally considered more attractive in terms of stability, benefits, and academic atmosphere, while private universities focus on providing a more flexible, innovative, and practical teaching environment. Faculty tend to prefer positions at public universities as a more stable and attractive option. Between 2016 and 2022, the job satisfaction of teachers in 8 private universities in Kunming showed a declining trend, dropping from 66% to 47%. Research surveys indicate that the primary reason for this decline is the dissatisfaction of teachers with the fairness of their university and dissatisfaction of leaders. YuanLi (2022) Concurrently, the turnover rate for teachers in various private universities in Kunming was high in 2021 and 2022, reaching 10.4% and 13.2%, respectively. Typically, an annual turnover rate of 2% to 10% is considered normal for

employees in an organization. The investigation revealed the following key reasons for the high turnover rate: (1) Teachers perceive less job stability in private universities compared to public ones, (2) Teacher's harbor doubts about the fairness of certain aspects within the private university, (3) Some teachers lack a sense of belonging and emotional attachment to their current institutions. Xian (2022). under such a circumstance, how to effectively retain teachers has become a core issue that every school needs to research in depth. Job satisfaction can effectively reflect teachers' emotions and attitudes at work, and evaluate teachers' enthusiasm and efforts. Improving teachers' job satisfaction has become the key to retaining talents. At present, some schools in China regularly conduct surveys on "Job Satisfaction of College Teachers". The survey shows that the main factor that makes it difficult for many colleges and universities to retain outstanding teachers is not just due to poor salaries, but because teachers are dissatisfied and unfair. feel. Renmin web (2021) At the same time, leadership style is also one of the important factors affecting teachers' job satisfaction.

Usually, transformational leaders can stimulate teachers' intrinsic motivation, encourage innovation and learning, and provide good professional development opportunities, thereby helping teachers better achieve the organic combination of personal goals and organizational goals. Xuwu (2014) Such a leadership style can improve teachers' job satisfaction, thereby enhancing the cohesion and enthusiasm of the staff team and promoting the school's continued development and growth.

This research will use teacher job satisfaction as a mediating variable on the relationship between transformational leadership and organizational justice with the organizational commitment in the private Universities of Kunming, Yunan Province. To improve teachers' job satisfaction and thereby improve teachers' organizational commitment. On this basis, empirical research will be conducted to improve the job satisfaction of teachers at Kunming private undergraduate universities and provide empirical basis and theoretical support for administrative managers' decision-making.

2. Research Questions

This study sought to answer the following research questions:

1. What were the components and indicators of administrators' transformational leadership, organizational justice, teachers' job satisfaction, and organizational commitment in private universities of Kunming?

2. What were the direct and indirect effects of administrators' transformational leadership, organizational justice, and the mediating effect of teachers' job satisfaction on organizational commitment in private universities of Kunming?

3. Research Objectives

1. To determined the components and indicators of administrators' transformational leadership, organizational justice, teachers' job satisfaction, and organizational commitment in private universities of Kunming.

2. To proposed the Structural Equation Model for the mediating effect of teachers' job satisfaction on the relationship between administrators' transformational leadership, organizational justice, and organizational commitment in private universities of Kunming.

4 Research hypotheses

1. Administrators' transformational leadership has a positive significant effect on teachers' job satisfaction.

2. Organizational justice has a positive significant effect on teachers' job satisfaction.

3. Administrators' transformational leadership has a positive significant effect on organizational commitment.

4. Organizational justice has a positive significant effect on organizational commitment.

5. Teachers' job satisfaction has a positive significant effect on organizational commitment.

6. Administrators' transformational leadership has a positive indirect effect on organizational commitment through teachers' job satisfaction.

7. Organizational justice has a positive indirect effect on organizational commitment through teachers' job satisfaction.

5. Research Method

1. Research Design

Using quantitative research methods. The literature and related research on transformational leadership of administrators, teacher job satisfaction, organizational justice, and organizational commitment were reviewed, and indicators for each variable were determined. The indicators of administrators' transformational leadership adopted the four

aspects, namely: idealized influence (II), inspirational motivation (IM), intellectual stimulation (IS), and individual consideration (IC). The indicators of organizational justice adopted the four aspects, namely Distributive justice (OJ1), Procedural justice (OJ2), Interpersonal justice (OJ3), and Informational justice (OJ4). The indicators of teachers' job satisfaction adopted the five aspects, namely Nature of work (JS1), job compensation (JS2), promotion channel (JS3), dean (JS4), colleagues (JS5). The indicators of organizational commitment adopted the three aspects, namely affective commitment (OC1), continuance commitment (OC2), normative commitment (OC3). A questionnaire survey method was used to collect data.

2. Population and Sample

The population used in this phase was all teachers of the private universities in Kunming, a total of 5533 people. The sample group was selected from population using G*Power program and multistage random sampling method to determine the sample, totally 330 teachers.

3. Research Instruments

The instrument of this study is a questionnaire. Relevant literature and existing scales were referred to, and the validity was tested by 5 experts. Finally, a questionnaire combining a 5-level rating scale and open-ended questions was formed, with a reliability α coefficient greater than 0.80.

4. Data Collection

Obtaining permission from the Faculty of Education, Thonburi University, Bangkok, to send questionnaires to a selected sample of private universities in Kunming for research data collection.

5. Data Analysis

First, descriptive statistical analysis was used to describe the characteristics of the respondents, including percentages and frequencies. Secondly, through Amos software, confirmatory factor analysis and structural equation modeling were applied to evaluate the degree of fit between the proposed model and the collected data, and finally verify the hypotheses and mediation effects.

In assessing the fit of the proposed model, this study follows the recommendations of Bagozzi & Yi (1988), Hu & Bentler (1995), Jöreskog & Sörbom, (1993) and Hair et al. Statistics used such as Chi-square (χ^2) values should not be significant, CFI, NFI, GFI, AGFI and TLI values

should be greater than 0.90 and RMSEA values should be less than 0.05. Emphasis is placed on the assessment of overall model fit and internal structural fit.

When testing the mediator effect, this study follows that the value of Estimate is between the Lower and Upper of the Bias-corrected 95% CI, and the 95% confidence interval does not include 0. When the above conditions are met, it will be analyzed as partial mediating effect or complete mediating effect.

6. Research Results

1. The impact of transformational leadership and organizational justice on organizational
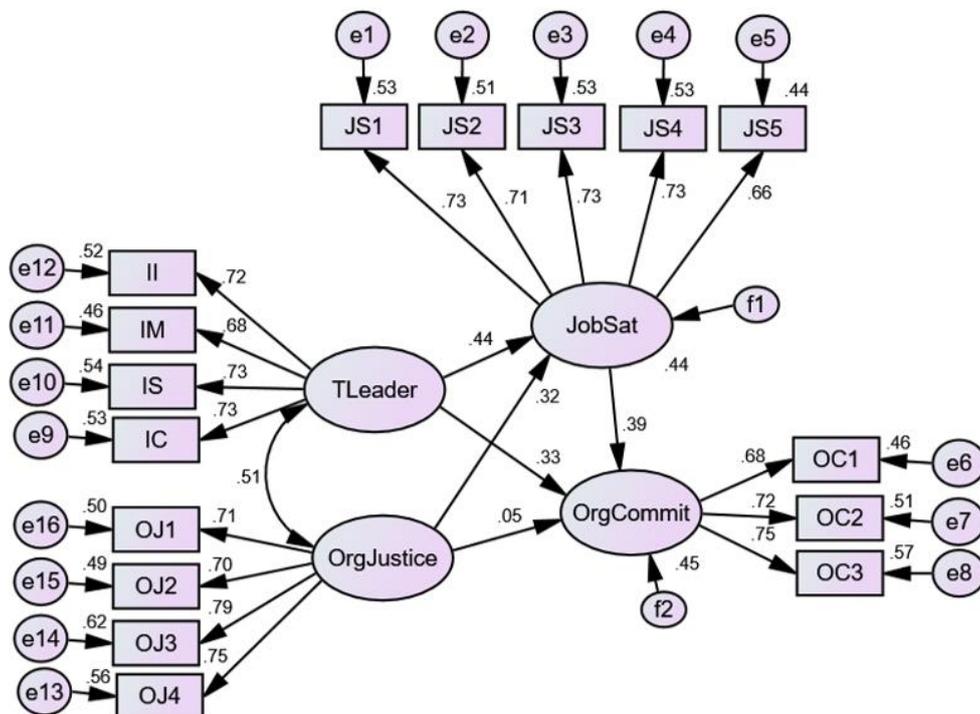
Chi-square =120.577, Df=98, p-value =.061, GFI =.958, AGFI =.942, TLI=.986, CFI =.989, RMR=.033, RMSEA=.026

commitment at Kunming Private University, with teachers' job satisfaction as the mediator, is consistent with the empirical data as shown in the figure below:

The model fit with empirical data, the fit index of $\chi2$, P-value, GFI, AGFI, TLI, CFI, RMR, RMSEA, the values resulted according to the specified criteria. The result of this model as shown in Table1:

Table1 Result of model fitting index

Measure	Estimate	Threshold	Interpretation
χ^2	120.58	--	--
df	98	--	--
p	0.61	>0.05	Good fit
GFI	0.96	>0.9	Good fit
CFI	0.99		Good fit
AGFI	0.94		Good fit
TLI	0.99		Good fit
RMR	0.03	<0.05	Good fit
RMSEA	0.03	<0.05	Good fit

It can be seen from the values in Table 1 that this model has good adaptability. Then start testing the hypothesis.

2. Hypothesis test, divided into two parts, testing of direct effects and testing of indirect effects, The result shown in Table 2 and Table 3:

Table 2 Hypotheses test of direct effects

Path			Estimate	Std. Estimate	S.E.	C.R.	P
JS	<---	TL	0.43	0.44	0.08	5.78	***
JS	<---	OJ	0.32	0.32	0.07	4.45	***
OC	<---	TL	0.35	0.33	0.09	3.76	***
OC	<---	OJ	0.06	0.05	0.08	0.69	0.49
OC	<---	JS	0.42	0.39	0.10	4.29	***

Note： Significance of p: *p<0.050,　**p<0.010,　*** p < 0.001

From the results in the above Table 2, we can see that：

H1: Administrators' transformational leadership has a positive significant effect on teachers' job satisfaction, (β=0.44, p<0.001), the hypothesis 1 is acceptable.

H2: Organizational justice has a positive significant effect on teachers' job satisfaction, (β=0.32, p<0.001), the hypothesis 2 is acceptable.

H3: Administrators' transformational leadership has a positive significant effect on organizational commitment, (β=0.33, p<0.001), the hypothesis 3 is acceptable.

H4: Organizational justice has not significant effect on organizational commitment, (β=0.05, p=0.49>0.05), so the hypothesis 4 reject.

H5: Teachers' job satisfaction has a positive significant effect on organizational commitment, (β=0.39, p<0.001), the hypothesis 5 is acceptable.

Table 3 Hypotheses test of indirect effects

path	Estimate	Bias-corrected 95% CI	
		Lower	Upper
OC<---JS<---TL	0.18	0.08	0.35
OC<---JS<---OJ	0.13	0.05	0.25

From the Table 3, among the indirect effects, the indirect effect value of transformational leadership on organizational commitment through job satisfaction is 0.18, and the 95% confidence interval does not include 0, the indirect effect is significant, so:

H6: Administrators' transformational leadership has a positive indirect effect on organizational commitment through teachers' job satisfaction. The hypothesis 6 is acceptable.

The indirect effect value of organizational justice on organizational commitment through job satisfaction is 0.13, the 95% confidence interval does not include 0, and the indirect effect is significant. So:

H7: Organizational justice has a positive indirect effect on organizational commitment through teachers' job satisfaction. The hypothesis 7 is acceptable.

3. Mediator effect, the result shown in the Table 4

Table 4 Result of mediator effect

Hypothesis	Path		Bias-corrected 95% CI			Effect proportion
			Estimate	Lower	Upper	
H6	Indirect effect	OC<---JS<---TL	0.18	0.08	0.35	34%
H3	Direct effect	OC<---TL	0.35	0.09	0.58	66%
	Total effect		0.53	0.34	0.71	100%
H7	Indirect effect	OC<---JS<---OJ	0.13	0.05	0.25	70%
H4	Direct effect	OC<---OJ	0.06	-0.13	0.26	30%
	Total effect		0.19	0.02	0.37	100%

Form Table 4, teachers' job satisfaction as a mediating variable, plays a mediating role in the relationship between transformational leadership and organizational commitment. Because H6 and H3 are both acceptable, it is a partial mediating effect.

Teachers' job satisfaction, as a mediating variable, plays a mediating role in the relationship between organizational justice and organizational commitment. Because H7 is acceptable but H4 reject, it is a complete mediating effect.

7. Discussion

About research hypothesis 1. Managers' transformational leadership (TL) has a significant positive impact on teachers' job satisfaction. (JS). An acceptable basis was obtained: the standard estimate was 0.44, p<0.001, statistically significant. This hypothesis is acceptable.

Previous studies by experts and scholars believe that deans' transformational leadership behaviors can directly and significantly affect teachers' job satisfaction. In the process of transformational leadership, faculty can clearly assess whether the dean understands the vision and mission of the organization. Transformational leadership is a leadership style that proactively, motivates and inspires employees to innovate and develop. By setting challenging goals and providing support and motivation, teachers can feel valued and supported, thereby increasing their job satisfaction. Abdul Wahab et al, (2014) Teachers' job satisfaction plays a vital role in the learning and education process, so there is a need to improve and maintain teachers' job satisfaction through optimal transformational leadership of managers. The research results of Hidayat et al. (2023) are consistent with the research results of previous experts and scholars, proving the effectiveness of transformational leadership in colleges and universities, and suggesting that colleges and universities should pay attention to the shaping and cultivation of transformational leadership. This also points to the need for transformational leadership.

About research hypothesis 2. Organizational justice (OJ) has a significant positive impact on teachers' job satisfaction (JS). An acceptable basis was obtained: the standard estimate was 0.32, p<0.001, statistically significant. This hypothesis is acceptable.

Previous studies by experts and scholars believe that organizational justice perception can directly and significantly affect teachers' job satisfaction. High equity in a university leads to high job satisfaction. When teachers feel that they are treated fairly by the school

administration and that rewards are distributed fairly and equitably throughout the school, their job satisfaction increases and may increase their productivity and performance. Ali et al., (2020) When employees feel that the organization treats them fairly, they will be more motivated and willing to remain committed to the organization and work hard for its development and goals. Jifang, (2017) This research result is consistent with the previous research results of experts and scholars. The embodiment of justice includes fairness in resource allocation, transparency in decision-making procedures, and fair interaction in interpersonal relationships. Organizations should focus on establishing a fair working environment and system when pursuing teacher satisfaction. This will also help university management departments to better manage universities and understand teachers' wishes, thereby improving the job satisfaction of university teachers.

About research hypothesis 3. Administrators' transformational leadership (TL) had a positive significant effect on organizational commitment (OC). An acceptable basis was obtained: standard Estimate was 0.33, p<0.001 which was statistically significant. The hypothesis was acceptable.

Previous studies by experts and scholars believe that administrators' transformational leadership can directly and significantly affect organizational commitment. Research has confirmed that social exchange forms a sense of obligation, reciprocity and trust among people. Based on the principle of reciprocity, when college teachers have high hopes from transformational leaders and feel the intellectual stimulation and personalized care from the dean, the teachers The level of organizational commitment will be improved, especially the level of emotional commitment will be significantly improved, prompting the emergence of change support behaviors. Shan (2017) This research result is consistent with the research results of previous experts and scholars. Deans should also play a role model in transformational leadership and gain the trust, respect and belief of teachers, thereby motivating teachers to have a positive attitude towards the organization and teachers. Professional recognition, commitment and loyalty, thereby maximizing the level of teachers' organizational commitment.

About research hypothesis 4, Organizational justice (OJ) had significant effect on organizational commitment (OC). Basis for the reject obtained: standard Estimate was 0.05, p>0.05 which not was statistically significant. The hypothesis was rejected.

In the previous studies of experts and scholars, most of the conclusions are that the two are related and interact. However, in this study, the population sample taken may cause this assumption to be inacceptable. The population sample used in this study is teachers from the private universities in Kunming. In previous studies, there are no or few studies specifically focusing on the impact of organizational justice on organizational commitment in private universities in Kunming. As a border city, Kunming has a unique geographical location and high talent mobility. Regional factors such as teacher expectations, school policy transparency, and incentives for inter-school mobility may have influenced the findings. As a result, the hypothesis test results are inacceptable. Despite this, this study also provides reference value and significance for the management and development of private universities in border cities.

About research hypothesis 5, Teachers' job satisfaction (JS) had a positive significant effect on organizational commitment (OC). Basis for the acceptable obtained: standard Estimate was 0.39, $p<0.001$ which was statistically significant. The hypothesis was acceptable.

Previous studies by experts and scholars believe that teachers' job satisfaction can directly and significantly affect organizational commitment. A higher level of teachers' job satisfaction was associated with higher levels commitment in the study area. The improvement of teachers' job satisfaction will enhance teachers' loyalty and identification with the school. They will more recognize the school's values and goals, and be willing to stay in the school for a long time and contribute to the development of the school. At the same time, it will stimulate teachers' sense of responsibility and mission for their work. Teachers will take their work more seriously, teach and educate people with due diligence, and improve student performance and the overall teaching quality of the school. Abdul Wahab et al. (2014) This research result is consistent with previous research results of experts and scholars. The higher the teacher's job satisfaction, the greater the attraction to stay in the organization, the higher the organizational commitment, and the more teachers will contribute.

About research hypothesis 6, Administrators' transformational leadership (TL) had a positive indirect effect on organizational commitment (OC) through teachers' job satisfaction (JS). Basis for the estimated coefficient is 0.18 with a lower limit of 0.08 and an upper limit of 0.35, resulting in a 95% confidence interval (0.08 to 0.35) that does not encompass 0. Therefore, it can be stated that it is statistically significant. The hypothesis was acceptable.

Previous studies by experts and scholars believe that administrators' transformational leadership can indirectly and significantly affect organizational commitment through teachers' job satisfaction. Several studies have also shown that one of the factors of teacher job satisfaction is the transformational leadership practices of principals/deans. Such leaders have the ability to work and influence teachers to work together to achieve the school's mission and vision. They will support and strengthen individuals who are ready to excel. Yuxi (2020) This research result is consistent with the research results of previous experts and scholars. The dean's transformational leadership style will improve teachers' job satisfaction, and teachers' organizational commitment and sense of belonging will also be enhanced. This finding provides powerful management strategies for universities, suggesting that university management departments should focus on cultivating and supporting transformational leadership and strive to create a positive working atmosphere, thereby enhancing the cohesion and development of the overall organization.

About research hypothesis 7, Organizational justice (OJ) had a positive indirect effect on organizational commitment (OC) through teachers' job satisfaction (JS). Basis for the estimated coefficient is 0.13 with a lower limit of 0.05 and an upper limit of 0.25, resulting in a 95% confidence interval (0.05 to 0.25) that does not encompass 0. Therefore, it can be stated that it is statistically significant. The hypothesis was acceptable.

Previous studies by experts and scholars believe that organizational justice perception can indirectly significantly affect organizational commitment through teachers' job satisfaction. Developing a highly dedicated workforce is the primary goal of the organization. One strategic way to achieve this is to increase employee job satisfaction. This emphasizes the importance of focusing on job satisfaction as a key element in developing a highly committed workforce. Shan's (2017) research results are consistent with previous research results by experts and scholars, proving that organizational justice can affect teachers' commitment to the organization through job satisfaction, and job satisfaction has a mediating effect. Understanding this relationship can help school administrators improve overall performance and employee loyalty by increasing teachers' feelings of enjoyment and fulfillment at work. University management should take steps to effectively increase faculty commitment to the organization by optimizing job satisfaction.

8. Recommendations

Recommendation for Policies Formulation

1. Transformational leadership training program.

In order to improve the transformational leadership capabilities of leadership members, the author recommends that universities set up a special training program. This training program will cover all deans or higher-level leadership members in the university and is designed to improve their level of transformational leadership behaviors. The content of the training will include transformational leadership theory, communication skills, motivation methods, etc. Through such training, leadership members will be able to better understand their own leadership style and learn to respond flexibly to changes and challenges. At the same time, teach leadership members how to discover the motivation and potential of team members and stimulate their work enthusiasm and creativity through appropriate motivation methods. Finally, inspire all deans or higher-level leadership members to unleash their potential in transformational leadership.

2 Practical guide to organizational justice

Develop detailed guidelines and standards to ensure fair, transparent and participatory organizational decision-making. These guidelines aim to establish a transparent policy-making process, clarify decision-making responsibilities and rights, and establish consultation mechanisms to enhance teachers' trust and satisfaction with organizational decision-making. Establishing a transparent policy development process is an important part of ensuring organizational justice practices so that teachers can understand and participate in the decision-making process. Teachers should know their roles and rights in organizational decision-making and have clear ownership of decision-making responsibilities. The consultation mechanism can provide teachers with a platform to participate in the decision-making process and allow them to express their opinions and suggestions. Organizations can also better understand teacher needs and opinions, allowing for more realistic decisions. Thereby improving teachers' sense of belonging.

3. The government formulates relevant policies.

The government can introduce relevant policies to encourage private university managers to conduct transformational leadership training and provide corresponding support. This could include financial aid, incentives, and preferential policies to encourage private university administrators to actively participate in transformational leadership training. This not

only shows the government's concern for private universities, but also demonstrates its strategic emphasis on retaining talents and urban development, thus promoting the development of border cities.

Recommendation for Practical Application

1. Build a fair and just organizational environment for private universities.

Ensure a fair and just mechanism within the school, continuously improve teachers' professional satisfaction and job satisfaction, reduce work pressure, and actively convey this care to the teacher group to build mutual trust and loyalty between the school and teachers. This will stimulate teachers' professional enthusiasm, prompt them to spontaneously demonstrate organizational commitment behaviors, and go all out to contribute to the long-term development of the school.

2. Create more opportunities for teachers' professional development.

From the current point of view, the organizational commitment of teachers in private universities is not very high. When schools are willing to provide teachers with more career development opportunities, such as professional training, academic research support, promotion mechanisms, etc., teachers will be more likely to establish a strong relationship with the organization. High level of commitment. Because teachers perceive the school's concern and support for their careers, they develop a stronger sense of organizational belonging and loyalty. This mutually reinforcing relationship helps to establish a positive work environment, increase teachers' commitment to the organization, and ultimately prompt them to demonstrate higher levels of organizational commitment.

3. Provide an attractive reward and benefit system to increase teachers' job satisfaction.

Deans can increase faculty job satisfaction by designing a compelling reward and benefit system. This incentive mechanism not only meets teachers' expectations and needs, but also helps build teachers' sense of commitment to the organization. By offering attractive rewards such as performance bonuses, professional development support, flexible work arrangements, and comprehensive benefits packages, administrators can create a positive work atmosphere that inspires teachers' loyalty and commitment to the organization, thereby improving overall organizational commitment level.

4. Regular reviews and Teacher follow-up:

Establish a mechanism for periodic review policies to adapt to the dynamic changes in the organizational and educational environment. Conduct comprehensive evaluations of school leaders, including those at the dean level and above, at regular intervals. Listen to a wide range of teacher opinions and make precise policy adjustments based on feedback. This systematic review process not only aids in the timely identification of issues and opportunities but also promotes continuous improvement and optimization of management strategies within the school. By actively incorporating teachers' suggestions and concerns, the school can establish a closer communication channel between the university and its faculty, thereby enhancing teachers' sense of belonging.

Recommendation for Further Research

1. In order to further expand the research field, it is recommended that future research focus on the untested H4, that is, the direct impact of organizational justice on organizational commitment. This direct relationship can be understood more fully by digging deeper into the multiple dimensions and specific practices of organizational justice.

2. At the same time, this research only involves transformational leadership, job satisfaction, organizational justice, and organizational commitment, and is a small integrated model. In future research, the scope of research can be expanded and other factors that may affect teachers' organizational commitment, such as organizational culture, leadership behavior, etc., can be deeply investigated, which will help to build a more comprehensive theoretical framework.

3. This research focuses on private universities in Kunming. Future research can consider expanding the scope of objects to include public universities. Comparing the differences between private and public universities can help provide an in-depth and comprehensive understanding of the development of the higher education sector, thereby providing useful information for university management.

4. Through in-depth research, more specific and practical suggestions can be provided for university management to further improve teachers' job satisfaction and organizational commitment levels. This effort will provide deeper insights into academic and practical management and promote the sustainable development of education.

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