


The Effects of the Transformational Leadership Model on Teachers' Organizational Justice and Job Satisfaction in Private Universities in Shandong Province

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ABSTRACT

This study analyze how transformational leadership affects job satisfaction and explore the relationship between transformational leadership and teachers' satisfaction through organizational justice and psychological capital in private universities in Shandong Province. The data 425 valid questionnaires were collected from private universities in Shandong province. The data were analyzed by the quantitative research method, structural equation modeling was constructed, and confirmatory factor analysis (CFA) was used with the purpose to test the hypotheses. The results show that there are effects to each variable relationship. There are significant direct effects of transformational leadership on psychological capital, organizational justice, and job satisfaction. Meanwhile, psychological capital and organizational justice mediate between transformational leadership and teachers' job satisfaction. Transformational leadership enhances employees' sense of organizational justice and psychological capital. Transformational leadership motivates employees to have good job satisfaction.

KEYWORDS

Job Satisfaction, Organizational Justice, Private Universities, Psychological Capital, Transformational Leadership

INTRODUCTION

The Chinese government administration stresses educational development and aims to increase China's talent base. Private universities have become indispensable in Chinese higher education (Shaoxing, 2020). However, teachers in private universities are under pressure to adapt to changing working circumstances, which leads to low motivation and dissatisfaction. The Chinese government has placed a renewed emphasis on teacher job satisfaction in private universities, but additional

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development is required. To address the actual sources of the problem, an in-depth understanding of the mechanism of action is required.

Teacher satisfaction in private universities is a composite product that includes the quality of leadership while also combining a feeling of organizational justice (i.e., fair operation of the organization) with instructors' psychological capital. But most previous studies of the subject did not notice that teacher satisfaction is the result of the combination of leadership styles, organizational justice, and psychological capital. Teachers at private universities confront enormous pressures, including curricular reform, teaching innovation, and student management, among others. At the same time, teacher jobs in private universities are not stable enough, and there is market competition as well as enrollment pressure. In such circumstances, it is difficult to boost teacher satisfaction in private universities. In order to increase teacher satisfaction, leaders must have a flexible management style, focus on encouraging staff, be able to implement adjustments and innovations on every occasion, and prioritize employee development. Transformational leadership meets these requirements.

On the flip side, Transformational leadership demands teachers be of high psychological quality, with psychological capital strong enough to tolerate stress and change. As a result, transformational leadership and teachers' psychological capital have been examined as factors influencing teacher satisfaction at private universities. There are more studies on teacher satisfaction in private universities in academic research; however, there remains a systematic research gap. This research introduces transformational leadership into the research model and at the same time considers the influence of psychological capital and organizational justice on teachers' satisfaction in private universities. It realizes a more complete research model and fills the research gap. (Bakker et al., 2023).

This study uses the influential variables of leadership, the mechanism of fair operation of the organization, and the development of psychological capital in the study of competitiveness to explain how social cognitive leaders improve teacher satisfaction in private universities (Bautheney, 2019). This may assist transformational leaders to discover key influences for improving the ability of community leaders and members via organizational systems. By using organizational equity and psychological capital management approaches, the effectiveness of leaders' abilities can be significantly improved, which will benefit the development of private universities and policy implementation. This is critical to the quality growth of private universities (Lewin et al., 2011). Therefore, the study will explore the relationship of the effect of transformational leadership to behavior and performance.

The purposes of this research are (a) to identify the factors that influence transformational leadership and job satisfaction and (b) to investigate the relationship between transformational leadership and teacher satisfaction in private universities in Shandong Province through organizational justice and psychological capital.

LITERATURE REVIEW AND HYPOTHESES

Transformational leadership theory is cited in many fields and is essential for improving the effectiveness of organizational leaders. Transformational leadership motivates organization members to improve their performance. This study examined transforming leadership's effects on job satisfaction, psychological capital, and organizational justice.

Transformational Leadership

Transformational leaders can create a high level of acceptance of the organizational vision among their followers, encouraging them to work to their potential and to pursue the collective good above all else to exceed work goals and improve performance (Bass, 1995). Transformational leadership contributes to individual, team, or organizational performance (Nielsen & Cleal, 2011). Considering the notion of transformational leadership described by Bass (1995), Li et al. (2018) asked executives to list the relevant characteristics, summarize the answers, and divide them into eight categories: academic motivation, leadership charisma, personalized care, intellectual stimulation, dedication,

role model, high moral character, and high expectations (Asbari, 2020). Transformational leaders improve the members of their team's morale, motivation, and morals, whereas transactional leaders focus on their followers' immediate self-interests (Kuhnert & Lewis, 1987). Wofford and Goodwin (1994) suggested that all leadership in organizations can be divided into two categories: transactional leadership and transformational leadership (Bakker et al., 2023). The transformational leader (Bass, 1999) explains the importance of the work to the employees. Consequently, this leads to an increase in the degree of their wants, which in turn results in the creation of employees that respect and admire the leader and are actively involved in the organization to achieve its development goals.

Transformational leadership behavior looks different in different regions or countries (Siangchokyoo et al., 2019). Transformational leadership has strong Chinese characteristics in that it is the organizational equivalent of a moral role model. In addition, transformational leadership in the Chinese context has certain peculiarities in that it has a greater scope for employee care, not only for their work but also for their daily lives (Li, 1995).

Job Satisfaction

The idea of job satisfaction was originated in the 1980s by psychologists from the United States such as Henry Tosi, whose psychological research posited that after working hard in an organization to complete their tasks, competent staff members will fully evaluate the social resources they must devote against the monetary rewards they anticipate receiving in return (Tosi, 1980). Job satisfaction consists of components such as task comprehensive, expectation gap, and reference structure. The expectation gap can be defined as the difference between what employees expect and what they receive. The reference structure is based on comparisons of the work environment, comparisons with others, personal competence, past experience, etc. Job satisfaction is considered to be the positive feeling of employees toward their jobs owing to their assessment of job characteristics. Job satisfaction arises from performance as a function of the employee's behavioral goals and the value they achieve. The inherent motivational properties of performance itself can also increase job satisfaction (Alessandri et al., 2016).

Organizational support has significant implications for employee engagement at work and influences employee development positively (Kalra et al., 2020). The organization's dedication to the employee, in addition to the individual's satisfaction at work, plays an important and mediating role (Li et al., 2018). This decline in perceived support from the company and satisfaction among supervisors and staff, the split was expressed as two main dimensions, including the perception of emotional organizational support for employees and the perception of instrumental organizational support, both of which in turn can be analyzed to effectively quantify the direct impact of an organization's support on the manager and employee satisfaction.

Psychological Capital

The concept of psychological capital is believed to enhance employees' enthusiasm for work and to motivate employees to work at their highest level; it also strengthens confidence in self-efficacy. Its external appearance shows the integration of individual employees' emotions of positive reinforcement, optimism, adaptability, and self-efficacy (Mao et al., 2020). Psychological capital is included in many transformational leadership studies. The distinction between psychological resources and psychological capital is that The latter pertains to the employees' convictions regarding their internal growth and future ambitions. Consequently, it can serve as a psychological resource for individuals seeking to acquire knowledge and enhance their performance (Darvishmotevali & Ali, 2020). Psychological capital is an individual's ability to confront difficult activities and create positive assumptions about current and future performance. Individuals' psychological capital should encompass four dimensions: self-efficacy, hope, optimism, and resilience.

Psychological capital has emerged as a valid predictor of job performance and job satisfaction (Darvishmotevali & Ali, 2020), with previous research indicating that all four psychological-

capital attributes are associated with good employee behaviors or attitudes (Mao et al., 2020). The motivation to develop can impact the organization by shaping the development and implementation of policies and practices through the creation and use of knowledge (Widtayakornbundit & Ativetin, 2022). Psychological capital has been linked to interpersonal interactions, job performance, and job satisfaction. Individual psychological capital influences employee learning behavior, which in turn influences individual creativity (Afshar-Jalili & Khamseh, 2020). The job satisfaction of employees is particularly important when assessing their overall growth, especially when satisfaction is identified as a key fact, and the job satisfaction of individual employees should be explored as the outcome variable of psychological capital.

Organizational Justice

The internal environment of an institution influences employees' perceptions of organizational justice, which affects employee motivation (Karimi et al., 2023). All businesses must consider the level of organizational justice needed to ensure employee productivity and encourage long-term growth. Organizational justice is a part of behavior in work context component (Gashema & Kadhafi, 2020). Organizational justice belongs to the category of employee perceptions, and employee perceptions influence employee job satisfaction. A correlation exists between organizational justice and job satisfaction. Some scholars have also studied the relationship between these factors.

Similarly, procedural fairness is related to employee job satisfaction, whereas the effect of distributive fairness on employee job satisfaction is not significant (Karimi et al., 2023). When analyzing whether procedural fairness has a significant effect on employee job satisfaction, we found that it is also not significantly related to it. Employees with a good sense of organizational justice have higher motivation, and to some extent that will improve job performance. Procedural justice also affects construction-project managers' evaluation of leaders and colleagues simultaneously, thus reducing their perception of nonmaterial organizational support (Pryce & Wilson, 2020).

Organizational justice is an essential element that transformational leadership brings to the organization. Transformational leaders empower subordinates. The fact that subordinates can always give their opinions about the job or the leader is significant for the employees in an organization (Firdaus et al., 2022).

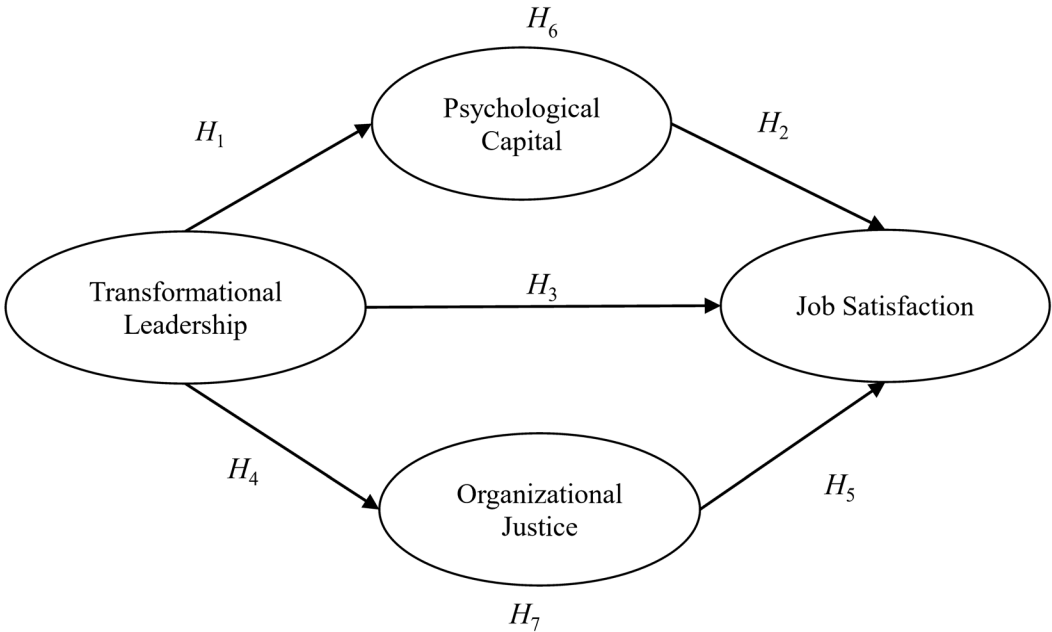
Control Variables

In the selection of control variables, empirical research involves theoretical implications as well as empirical testing. The research's control variables were supplied by teachers at each level in private universities in Shandong Province, including age, job title, and experience.

In this study we explored the influence of transformational leadership on job satisfaction, organizational justice, and psychological capital in private universities in Shandong Province. We investigated the connection between psychological capital and job satisfaction, in addition to the link between job satisfaction and organizational fairness. The research was based on the hypotheses shown in Fig. 1.

- H_1 : Transformational leadership in private universities in Shandong Province has a positive impact on teachers' psychological capital.
- H_2 : The psychological capital of private-university teachers in Shandong Province has a positive effect on job satisfaction.
- H_3 : Transformational leadership in private universities in Shandong Province has a positive effect on teachers' job satisfaction.
- H_4 : Transformational leadership in private universities in Shandong Province has a positive impact on the improvement of teachers' sense of organizational justice.
- H_5 : The organizational justice of teachers in private universities in Shandong Province has a positive effect on the improvement of teachers' job satisfaction.

Figure 1. Research framework



H_6 : The psychological capital of teachers in private universities in Shandong Province has a mediating effect between transformational leadership and job satisfaction.

H_7 : Organizational justice has a mediating effect between transformational leadership and job satisfaction in private universities in Shandong Province.

According to the relevant literature, most of the studies on teachers' job satisfaction and organizational justice have focused on assessing the satisfaction status of teachers at different stages. There are insufficient studies on transformational leadership and teachers' satisfaction. Further research must be conducted to clarify the connections between satisfaction with instructors and fairness in the workplace.

METHODOLOGY

Population and Sample

Our main research object was teachers at private universities in Shandong Province. We selected from private universities in Shandong Province for the survey by the random-sampling method. The research calculation formula of a given 23,000 populations who involve response in class teaching, from which estimates were obtained based on data released on the official websites of 22 private universities in Shandong Province. The sample size was equal to 377.84, compared with the Yamane (1973) reliability level of 95% ($f = \pm 5\%$) and various errors; the Yamane (1973) method had a sample size equal to 378. The data gathering procedures took three months, from August to November 2023. We collected data with the support and cooperation of the human-resource departments of private universities in Shandong Province.

The selection criteria began with private-university teachers that had received a teaching certificate. Participants must have had at least three years of experience teaching in private university in Shandong Province. Respondents had to have the ability to read and write in English, as well as

understand the English questionnaire's information. Furthermore, there was a thorough awareness of management processes and leadership traits for teacher. A study can be undertaken using the method of sampling to analyze the sample data quantitatively. We used structural equation modeling to analyze the relationships among the variables. The analyst must track metrics of fit such as minimum discrepancy function by degrees of freedom divided, root mean square error of approximation (RMSEA), comparative fit index (CFI), and so on. The association between manifestation variables should be adjusted for the error terms. Confirmatory factor analysis was adopted to determine the loadings of variables. The variables were subsequently adjusted prior to determining the connections among them. There are two private higher education institutions in Qingdao Binhai University and Qingdao Huanghai University for pre-test. Teachers in Shandong Province's private educational institutes participated in the survey.

Measuring

We evaluated variable sample information gathering using a Likert scale with five points, with 1 meaning strongly disagree, 2 meaning disagree, 3 representing neutral, 4 meaning agree, and 5 meaning strongly agree.

The section of the questionnaire measuring transformational leadership styles was developed by Chinese scholar Chao-Ping Li (Li et al., 2018). The transformational leadership style was divided into four dimensions: morality, visionary motivation, personalized care, and leadership charisma. The question items evaluated transformational leadership using the Multidimensional Type of Leadership Assessment which develop from Bass and Avolio's (1990). The survey consists of 20 questions on which employees are assessed based on the status of their supervisory-management practices at work. Chao-Ping Li modified and adapted the scale to the actual situation in China. Some examples of items to which responders provided replies are, "My supervisor offers an enticing vision of the future for his/her subordinates," "My supervisor is willing to help his/her subordinates solve family and life difficulties," and "My supervisor is open-minded and has a strong sense of innovation."

This study used the Colquitt & Rodell (2011) scale for the organizational-justice scale. The organizational-justice scale was broken down into four categories. Distributive justice is people's perception of the justice of distribution and how people judge what they get. Interpersonal justice is defined as the degree to which individuals are treated with respect and reverence throughout their activities. Informational justice is fairness in the amount and timeliness of shared information relations among social subjects by using the concept of justice. Procedural justice must not only be done but also be seen to be done. Statements to which respondents gave reactions include the following examples:

- My salary is reasonable and fair based on job responsibilities and workload.
- Employees of the university can participate in the decision-making process.
- My supervisor explained my work-related decisions to me in detail and comprehensively.

Satisfaction with employment was evaluated following Weiss et al.'s (1967) method, where organizational members give their own perceived job satisfaction.

Different types of job-satisfaction scales have been successively developed by different scholars, and all of them have been influential. Pond and Geyer (1991) have a total of six questions on their widely accepted job-satisfaction scale. The scale's six questions measure employees' emotional responses to their job answers and are not specific to other aspects of the job. Statements to which respondents gave reactions include the following examples:

- If a friend asked me whether he/she should look for a job like mine, I would strongly suggest that he/she should.
- My job is very close to my ideal job.

- As a whole, I like the job I have now very much.

We selected psychological capital from the classical scale developed, and the psychological capital scale was divided into four dimensions. Task-based psychological capital mainly explores employees' positive emotions and resilience. Relational psychological capital mainly explores employees' emotional intelligence and gratitude. Learning psychological capital focuses on employees' learning efficacy. Innovative psychological capital focuses on employees' innovation self-efficacy and ambiguity tolerance.

For this study we used a scale for psychological capital that contained a total of 20 items. Statements to which respondents gave reactions include the following examples:

- I always expect good things to happen in my future work.
- I can understand the nonverbal messages my supervisor sends me.
- I am willing to try new methods and ideas in my work.

FINDINGS

Variables must have a factor loading value (standard estimated regression weight) greater than or equal to 0.5. The structural validity of the measurement scale was adopted as the average variance extracted (AVE) and the construct reliability (CR) of each variable. According to relevant studies and standards, a minimum AVE value of 0.5 (Hair et al., 2009) and a minimum CR of 0.7 (Fornell & Larcker, 1981) are required to indicate good structural validity. The results are shown in Table 1.

Regarding structural validity, for this study, we conducted both convergent validity and discriminant validity. According to Fornell and Larcker (1981), discriminant validity exists when the square of the root of the variables' AVE surpasses the level of correlation with each of them. The findings are presented in Table 2.

Structural equation modeling needs to test the model's fitness. Chi-square/df needs to be less than 3 to meet the research criteria. Meanwhile, goodness of fit index (GFI), adjusted GFI, CFI, and Tucker-Lewis index (TLI) all need to be shown to exceed 0.9 as excellent and be more significant than 0.8, but less than or equal to 0.9 as acceptable. With regard to the model fitting index prerequisites, the mean square root error of the approximated value (RMSEA) should be less than 0.08. According to the results, the chi-square in the study is 2,668.770, degrees of freedom is 2,062, and chi-square/df is 1.294 less than 3, which meets the criteria. GFI is 0.848, which is more significant than 0.8, which is an acceptable range. CFI = 0.964, and TLI = 0.963. which all exceed 0.9, and the RMSEA is 0.026, less than 0.08. Therefore, the model fitting indicators meet the requirements. The results are shown in Tables 3–5.

The results of this research indicate that transformational leadership in private educational institutions in Shandong Province has positive effects on instructors' psychological capital (H_1). Psychological capital has a positive influence on job satisfaction (H_2). Transformational leadership affects teachers' job satisfaction (H_3). Transformational leadership has a positive impact on the improvement of teachers' sense of organizational justice (H_4). The organizational justice of teachers in private universities in Shandong Province has a positive effect on the improvement of teachers' job satisfaction (H_5). These results are shown in Table 3.

The direct effect of transformational management on job satisfaction was 0.65, with a 95% confidence interval not containing 0, indicating direct effect significance. For transformational leadership, psychological capital, and job satisfaction (TL-PC-SAT), the indirect effect is 0.41, indicating an indirect effect significance at 64%. Transformational leadership, organizational justice, and job satisfaction (TL-OJ-SAT) had an indirect effect of 0.44, indicating an indirect effect significance at 8%. As a result, when we examined psychological capital and organizational justice, both factors were present in the overall effect of transformational leadership on satisfaction, there is

Table 1. The results of confirmatory factor analysis and construct reliability

Variables	Path Relationship			Estimate	Cronbach's Alpha	AVE	CR
Transformational Leadership	TL1	<--	Morality	0.864	0.900	0.646	0.901
	TL2	<--	Morality	0.790			
	TL3	<--	Morality	0.809			
	TL4	<--	Morality	0.771			
	TL5	<--	Morality	0.780			
	TL6	<--	Vision Motivation	0.784	0.874	0.583	0.875
	TL7	<--	Vision Motivation	0.757			
	TL8	<--	Vision Motivation	0.762			
	TL9	<--	Vision Motivation	0.762			
	TL10	<--	Vision Motivation	0.751			
	TL11	<--	Personalized Care	0.850	0.869	0.577	0.872
	TL12	<--	Personalized Care	0.756			
	TL13	<--	Personalized Care	0.706			
	TL14	<--	Personalized Care	0.726			
	TL15	<--	Personalized Care	0.752			
	TL16	<--	Leadership Charisma	0.771	0.868	0.57	0.869
	TL17	<--	Leadership Charisma	0.719			
	TL18	<--	Leadership Charisma	0.793			
	TL19	<--	Leadership Charisma	0.757			
	TL20	<--	Leadership Charisma	0.734			
Psychological Capital	PC1	<--	Task-based	0.760	0.887	0.61	0.887
	PC2	<--	Task-based	0.790			
	PC3	<--	Task-based	0.767			
	PC4	<--	Task-based	0.798			
	PC5	<--	Task-based	0.790			
	PC6	<--	Relational	0.785	0.886	0.608	0.886
	PC7	<--	Relational	0.780			
	PC8	<--	Relational	0.783			
	PC9	<--	Relational	0.768			
	PC10	<--	Relational	0.784			
	PC11	<--	Learning	0.751	0.877	0.603	0.884
	PC12	<--	Learning	0.772			
	PC13	<--	Learning	0.801			
	PC14	<--	Learning	0.772			
	PC15	<--	Learning	0.786			
	PC16	<--	Innovative	0.744	0.875	0.572	0.87
	PC17	<--	Innovative	0.741			
	PC18	<--	Innovative	0.755			
	PC19	<--	Innovative	0.800			
	PC20	<--	Innovative	0.738			

continued on following page

Table 1. Continued

Variables	Path Relationship			Estimate	Cronbach's Alpha	AVE	CR
Organizational Justice	OJ1	<--	Procedural Justice	0.828	0.891	0.628	0.894
	OJ2	<--	Procedural Justice	0.732			
	OJ3	<--	Procedural Justice	0.769			
	OJ4	<--	Procedural Justice	0.778			
	OJ5	<--	Procedural Justice	0.849			
	OJ6	<--	Distribution Justice	0.734	0.867	0.57	0.869
	OJ7	<--	Distribution Justice	0.737			
	OJ8	<--	Distribution Justice	0.777			
	OJ9	<--	Distribution Justice	0.759			
	OJ10	<--	Distribution Justice	0.766			
	OJ11	<--	Interpersonal Justice	0.773	0.887	0.613	0.888
	OJ12	<--	Interpersonal Justice	0.799			
	OJ13	<--	Interpersonal Justice	0.814			
	OJ14	<--	Interpersonal Justice	0.768			
	OJ15	<--	Interpersonal Justice	0.759			
	OJ16	<--	Informational Justice	0.769	0.891	0.621	0.891
	OJ17	<--	Informational Justice	0.764			
	OJ18	<--	Informational Justice	0.793			
	OJ19	<--	Informational Justice	0.800			
	OJ20	<--	Informational Justice	0.814			
Job Satisfaction	Sat1	<--	Job Satisfaction	0.817	0.882	0.556	0.882
	Sat2	<--	Job Satisfaction	0.743			
	Sat3	<--	Job Satisfaction	0.723			
	Sat4	<--	Job Satisfaction	0.778			
	Sat5	<--	Job Satisfaction	0.719			
	Sat6	<--	Job Satisfaction	0.687			

an indirect effect, and the result is significant. The psychological capital variable of teachers in private universities in Shandong Province has a mediating effect between transformational leadership and job satisfaction; therefore, H_6 is supported. Organizational justice mediates with transformative leadership along with job satisfaction in Shandong Province's private universities; thus, H_7 is supported. These results are shown in Tables 4 and 5.

DISCUSSION AND CONCLUSION

The increase in satisfaction of instructors in private universities necessitates a careful examination of many elements. In keeping with social-science investigation, organizational justice and psychological capital are important factors in the relationship between leadership and satisfaction of instructors. Instructor-satisfaction increases in private universities must be connected with established structures of operations and employee developmental psychology. Organizational systems demonstrate organizational justice. Employee psychological construction increases employee psychological capital. Organizational justice has always had an impact on the organization's overall performance.

Table 2. Discriminant validity analysis

√ AVE	Morality	Vision Motivation	Personalized Care	Leadership Charisma	Task-Based	Relational	Learning	Innovative	Procedural Justice	Distribution Justice	Interpersonal Justice	Informational Justice	Job Satisfaction
Morality	0.80												
Vision Motivation	.555**	0.76											
Personalized Care	.514**	.526**	0.76										
Leadership Charisma	.555**	.536**	.526**	0.75									
Task-Based	.310**	.292**	.317**	.321**	0.78								
Relational	.378**	.373**	.355**	.390**	.628**	0.78							
Learning	.327**	.366**	.393**	.365**	.559**	.596**	0.78						
Innovative	.277**	.318**	.352**	.353**	.588**	.644**	.594**	0.76					
Procedural Justice	.318**	.265**	.309**	.286**	.281**	.283**	.258**	.286**	0.79				
Distributive Justice	.426**	.342**	.333**	.354**	.227**	.275**	.250**	.239**	.594**	0.75			
Interpersonal Justice	.371**	.337**	.350**	.348**	.338**	.296**	.297**	.311**	.605**	.637**	0.78		
Informational Justice	.338**	.314**	.289**	.316**	.261**	.291**	.276**	.312**	.602**	.641**	.613**	0.79	
Job Satisfaction	.471**	.420**	.460**	.457**	.480**	.509**	.499**	.459**	.477**	.465**	.485**	.451**	0.75
AVE	0.646	0.583	0.577	0.57	0.61	0.608	0.603	0.572	0.628	0.57	0.613	0.621	0.556

Table 3. Hypotheses testing results

Path Relationship				Estimate	SE	CR	p-value (probability value)	Result
H_1	PC	<---	TL	0.462	0.051	9.107	***	Supported
H_2	Sat.	<---	PC	0.578	0.094	6.172	***	Supported
H_3	Sat.	<---	TL	0.280	0.078	3.578	***	Supported
H_4	OJ	<---	TL	0.490	0.054	9.046	***	Supported
H_5	Sat.	<---	OJ	0.440	0.079	5.577	***	Supported

Note. TL is transformational leadership. PC is psychological capital. Sat. is job satisfaction. OJ is organizational justice.

Table 4. Results of psychological capital mediating effects tests

Path	Effect	SE	t-value (a test statistic)	p-value (probability value)	LLCI	ULCI	Percentage
TL-SAT total effect	0.65	0.05	13.92	0.00	0.55	0.74	-
TL-PC-SAT direct effect	0.41	0.05	8.40	0.00	0.32	0.51	0.64
TL-SAT indirect effect	0.23	0.03	-	-	0.18	0.30	0.36

Table 5. Results of organizational justice mediating effects tests

Path	Effect	SE	<i>t</i>	<i>p</i>	LLCI	ULCI	Percentage
TL-SAT Total Effect	0.65	0.05	13.92	0.00	0.55	0.74	-
TL-OJ-SAT Direct Effect	0.44	0.05	8.96	0.00	0.34	0.53	0.68
TL-SAT Indirect Effect	0.21	0.03	-	-	0.15	0.26	0.32

Employee performance is influenced by organizational justice. Organizational justice, paired with employee psychological capital, can help boost the satisfaction of instructors at private universities.

The impact of managerial transformation on psychological capital is comprehensible. Transformational leaders' role modeling and motivating impacts (Asbari, 2020) influence instructors' psychological capital in Shandong Province's private universities. Leaders serve as a powerful environmental resource for teachers to enhance courage in the face of adversity and confidence in achieving goals. When leaders are perceived to be transformational, positive environmental forces enable followers to develop positive perceptions of the spirit of effort and perseverance. This finding highlights the important role of transformational leaders in stimulating positive psychological capital in teachers (Siangchokyoo et al., 2019). Through intellectual stimulation, leaders can help employees transform work challenges into opportunities, and their resilience and self-confidence are enhanced. At the same time, leaders take on the role of a mentor to provide targeted care for the growth of teachers and help them learn to cope with problems and challenges.

Transformational leaders have a significant impact on teachers' job satisfaction. They possess charisma. They show subordinates the way forward, set an example, and motivate teachers to embrace the overall goal. They provide teachers with personalized care and emotional support to do their jobs better (Siangchokyoo et al., 2019). Transformational supervisors are generally open-minded and imaginative, and they help instructors understand the group's ideology, goals, and long-term relevance. In this process, the transformational leader creates the conditions for subordinates to fully use their abilities. Transformational leaders put the collective's interests before their own. They inspire teachers to work hard to achieve organizational goals. The transformational leader's sincere advice and concern for the life, work, and growth of teachers will create a strong sense of identification with the leader and increase teachers' job satisfaction. Teachers' sense of ownership is stimulated in the process of achieving the organization's goals. Transformational leadership's personalized care affects teachers' psychological empowerment and enhances teachers' self-efficacy. Transformational leaders tend to use more empowering behaviors, listen to subordinates' opinions and suggestions, and participate in management so that they can enhance teachers' control over their work.

Transformational administration significantly affects teachers' sense of organizational justice (Karimi et al., 2023). Transformational executive conduct involves establishing intellectual and moral ideals in instructors. For transformational leaders to gain the trust of teachers, they must treat teachers fairly in interpersonal interactions (Asbari, 2020). Characteristics of transformational leadership, such as empowerment, trust, and commitment, allow teachers to experience organizational justice in the workplace (Karimi et al., 2023). Widtayakornbundit & Luangpituksa (2023) claimed leaders can encourage members to take part in developing business strategies, creating information, and sharing knowledge within the team and to enhance their leadership skills to foster new ideas and development.

The components of psychological capital are positive reinforcement, optimism, adaptability, and self-efficacy (Mao et al., 2020). Transformational leadership positively impacted teachers' psychology. Teachers' self-efficacy and resilience increased, and they were able to perform better. Psychological capital has a mediating effect. Organizational equity is an important element that transformational leadership brings to an organization.

Transformational leaders empower their subordinates. It is important for teachers to be able to voice their opinions about their work at any time (Darvishmotevali & Ali, 2020). Transformational leaders motivate teachers to achieve organizational goals by meeting their high-level needs. They make teachers realize the significance of the tasks they undertake. They listen to subordinates and enhance teachers' sense of fairness. A heightened sense of fairness increases teachers' job satisfaction. Teachers develop positive feelings toward the organization. Thus, organizational equity has a mediating effect in the study (Mao et al., 2020).

The research discovered that psychological capital (Darvishmotevali & Ali, 2020) and organizational justice have varying degrees of influence on leadership and work satisfaction. This is mainly because transformational leadership demonstrates leadership characteristics that impact employees' organizational behavior and affiliation with the organization. Transformational leadership enables instructors in private universities to express themselves. Instructors at private institutions feel acknowledged and treated equally by the administrators, resulting in higher job satisfaction. Leaders that establish an enjoyable working atmosphere for individuals, track their achievements, and develop potential are certain to observe an improvement in organizational employee satisfaction.

Management Implications

Transformational leadership is said to be the cornerstone of a leader's ability to remain resilient. The leaders will combine their ability with institutional system for result in increased teacher satisfaction in private universities. Private-university administrations must integrate organizational equity and employee psychological capital to ensure employee happiness and development. The implementation steps comprise the following aspects:

- First, transformational leadership may improve organizational equity by implementing a fair system that includes process equity, distribution equity, and interpersonal equity. Leaders must create a fair environment for the organization by implementing institutional rules. Organizational systems include the distribution of organizational benefits and remuneration packages. The process should be forthcoming, and information should be made available to members of the organization to increase their sense of fairness.
- Second, leaders must be attentive to their employees' psychological states and job emotions. Establish an employee-care working group to focus on the psychological well-being of employees. Provide employees with training and promotion chances. Increase employees' motivation and ability to deal with obstacles.
- Third, encourage teachers to commit to becoming good employees by participating in school management and promoting school development at the school level.
- Finally, school administrators are helped to change their management style and develop transformational leadership skills. Organizational equity and the strengthening of employees' psychological capital create a favorable environment in private universities to capitalize on employee motivation and build a positive university organization. This makes private university lecturers proud of their schools and eager to contribute to their progress.

Theoretical Contribution

Transformational leadership considers followers' feelings, supports empowerment and innovation, and helps leaders meet standards and reduce errors by raising awareness of the importance of organizational development. Transformational leadership is more effective in managing employee satisfaction for members of private universities because it reflects the convergence of various leadership philosophies among the new generation of managers aimed at providing guidance and direction to

followers regarding mission, vision, and goal shifting, organizing to create a culture of innovation, participatory business decision-making, and organizing distributed leadership practices to develop.

Research Contribution

This study is innovative and forward-looking, and the literature collection and combing revealed few related studies. The connection between transforming management and satisfaction among educators needs to be addressed. Therefore, the research contributions of this study are mainly twofold:

- (1) The research offers management guidance to private-university managers in Shandong Province by identifying elements influencing teacher job satisfaction and investigating the mechanism of action. It examines the function of teachers' positive psychological capital and position in these relationships, directing them toward greater happiness and fairness in the organization. This research provides effective measures and methods to improve the management performance of leaders in private universities in Shandong Province. The management level of leaders of private universities in Shandong Province will be effectively improved. It is significant for the high-quality development of private universities.
- (2) The results of this study are of general significance, indicating that transformational leadership has far-reaching beneficial effects on the achievement of organizational goals. This research investigates the ways transformational leadership affects teacher satisfaction and organizational justice in Shandong's private universities. The findings imply that leaders can modify their leadership styles and management tactics, while instructors get a better understanding of school rules and strategies. Organizations can improve their management performance based on the learning outcomes. The research results are also extended to managing private universities in other regions of China.

Limitations and Future Research

The research process of this study, while striving for rigor, still has limitations. First, because of human, material, and time constraints, we focused on private colleges and universities in the Shandong Province region of China and did not cover other countries or regions. Second, the subjects of this study were teachers in private colleges and universities in Shandong Province. As a result, it is important to carefully assess whether the findings of this study may be generalized to other private schools and universities. We suggest that comparative studies be conducted for private colleges and universities in different regions. Ultimately, this research examined four elements. Nevertheless, in practice, there has been an absence of knowledge of transformational leadership, and it is not possible to generalize the results to other private colleges and universities. Leadership is more than that. Knowledge management, innovation, and self-efficacy can be studied in future research.

CONFLICTS OF INTEREST

We wish to confirm that there are no known conflicts of interest associated with this publication and there has been no significant financial support for this work that could have influenced its outcome.

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