Improving Teacher's Job Satisfaction Through Principal Transformational Leadership and Organizational Justice

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Abstract: Teacher's job satisfaction is a crucial factor in maintaining the quality of education. The research aims to demonstrate the principal's transformational leadership role and organizational justice perceptions to improve teacher's job satisfaction. The quantitative design with survey methods used in this research. The research was conducted in Indonesia with a sample of 256 private high school teachers. Data analysis uses the analysis path on SMART PLS. Research findings: Teacher's job satisfaction can be improved by optimizing principal transformational leadership's role and enhancing the perception of organizational justice in schools. In this research, strengthening proposals based on transformational leadership indicators and organizational justice can prepare private school strategies and action plans to improve teacher's job satisfaction.

Keywords: Organizational Justice; Teacher's Job Satisfaction; Transformational Leadership

A. Introduction

Quality education requires teachers who are satisfied with their duties. Satisfaction overwork is one of the crucial factors that help schools maintain their quality education and help their schools overcome educational challenges (Moslehpour et al., 2022). We can be described the quality of education from educational goals and objectives, adaptation to the academic ecology and learning context, learning process, teaching process, and governance of education and policy (Burbules et al., 2020). Quality education impacts the nation's quality of life (Chudgar & Sakamoto, 2021). Teachers who have satisfaction with their duties can contribute significantly to the achievement of quality education (Zakariya et al., 2020a).

Job satisfaction can guarantee employee well-being and retention (Dicke et al., 2020). Research has shown that teacher's job satisfaction contributes to work commitment (Zeinabadi & Salehi, 2011), working atmosphere (Mgaiwa, 2021), and a person's adaptability (Kanten et al., 2015). Teacher's job satisfaction contributes to organizational citizenship behavior (Tharikh et al., 2016); turnover (Y. Li et al., 2020); learning organization (Kurland & Hasson-Gilad, 2015); and work motivation (Djami et al., 2019). Teachers who are satisfied with their work can provide optimal influence;

among others, teachers are more enthusiastic about teaching. (Burić & Moè, 2020), persistent in education (Saatcioglu, 2020), more effective in teaching (Sadeghi et al., 2021), innovative in learning (Taghipour & Dezfuli, 2013), more concerned with achieving learning goals (Reeves et al., 2017), and student achievement (Dicke et al., 2020). We should continuously improve with admiration for teachers' job satisfaction's significant contribution.

Teacher's job satisfaction can guarantee teachers survive in their jobs (Richter et al., 2022) and continue to improve their professionalism (Zakariya et al., 2020b). For this reason, improving teacher's job satisfaction is necessary (Luque-Reca et al., 2022), which parties inside and outside the school can pursue. The most effective inside and outside school to improve teacher's job satisfaction requires in-depth research (Zakariya et al., 2020b). Parties within the school include the principal's leadership, organizational climate (Khun-Inkeeree et al., 2021), organizational culture, communication, colleagues, organizational structure, and organizational justice. At the same time, teacher's job satisfaction can be caused outside the school, among others, by the community and the government (Sims, 2020).

Variables within the school that effectively improve teacher's job satisfaction are the principal transformational leadership and organizational justice (Bernhard-Oettel et al., 2020; Lan & Chen, 2020). However, there has not been much detailed research exploring the contribution of principal transformational leadership and organizational justice in improving teacher's job satisfaction, especially in private schools that are highly dependent on the number of students. Moreover, lack of money is the weak side of private schools, so it is one of the causes of teachers' dissatisfaction and resignation (Kroupis et al., 2019). In addition, there has been no research that explains strategies for improving teacher's job satisfaction through principal transformational leadership roles and organizational justice, especially in private schools.

Therefore, this research explores principal transformational leadership and organizational justice's contribution to improving teacher's job satisfaction. This research is essential because teacher's job satisfaction can enhance the learning process in schools and, at the same time, improve the quality of education. In addition, this research is essential because it can improve the understanding of teacher's job satisfaction, transformational leadership, and organizational justice, conceptually and practically, in the administration and management of education. Finally, school stakeholders can also use this research to design strategies and action plans based on transformational leadership and organizational justice to improve teacher's job satisfaction.

Teacher's job satisfaction refers to teacher emotions related to the implementation of teaching and instructional behavior that can affect student motivation and learning (Wang et al., 2022). Teacher's job satisfaction is an essential factor in teacher work effectiveness and the academic achievement of student education (Lopes & Oliveira, 2020). In addition, job satisfaction can positively affect teachers' attitudes towards their profession (Çelikkaleli & Ökmen, 2021). According

to Richter et al. (Richter et al., 2022), teacher's job satisfaction results from positive or negative evaluations of their work in education. According to Cek & Eyupoglu (2020), job satisfaction refers to the perception and feeling of employees toward their work. Teachers with very high job satisfaction positively affect their work, but teachers with low satisfaction levels negatively affect their work (Syafa'at Ariful et al., 2019). Teacher's job satisfaction consists of intrinsic indicators (such as the job itself, opportunities to succeed) and extrinsic (such as pay, organizational support, low worker, supervision, and opportunities for promotion) (Moslehpour et al., 2022).

Research shows that the principal's transformational leadership influences the teacher's job satisfaction (Ehrnrooth et al., 2021). According to Windlinger et al. (2020), transformational leadership consists of four characteristics, namely: inspirational motivation, ideal influence, focus on the individual, and individualized considerations. According to Lan & Chen (Lan & Chen, 2020), the main characteristics of transformational leadership are charisma, vision articulation, individual concerns, and moral modeling. Moral modeling is the same as a real example of organizational leaders. Furthermore, research shows that transformational leadership contributes to sustainable organizational performance amid a rapidly changing environment (Lan & Chen, 2020; Lo et al., 2020) and can encourage employees to adapt to new jobs (Lan & Chen, 2020). In addition, transformational leadership positively impacts the work atmosphere (Lin et al., 2020), citizenship behavior, and employee retention (Tian et al., 2020). Finally, it is also related to teacher self-efficacy (Burić & Kim, 2021).

Transformational leadership influences attitudes and behaviors in school (Setyaningsih & Sunaryo, 2021), such as innovative work behavior, creative self-efficacy, trust in supervisors, and uncertainty avoidance. (Afsar & Masood, 2018), increase security and motivation (Z. Li et al., 2020), increase work engagement (Meng et al., 2020), inspire to form a learning organization (H. Zhang et al., 2022), and encourage quality teamwork(Klaic et al., 2020). The vital leadership style in schools can allegedly affect teacher's job satisfaction. Research shows that transformational leadership influences job satisfaction (Djami et al., 2019; Lo et al., 2020; Pan & Chen, 2021; Setyaningsih & Sunaryo, 2021; J. Zhang et al., 2022), distributed leadership (Thien & Adams, 2021), and honest and humble leadership (Ryan Kirkland et al., 2021). Based on previous concepts, theories, and studies above, the researchers proposed a research hypothesis:

H_1: There is a positive and significant influence of the principal's transformational leadership (TL) on teacher's job satisfaction (JS).

Also, transformational leadership influences organizational justice (Sánchez et al., 2020). The influence of transformational leadership on organizational justice is that the leader of this style provides inspirational motivation, ideal power, and focus on the individual. The impact of transformational leadership applies to part of organizational justice or all organizational justice. Organizational justice consists of procedural, interactional (Phong & Son, 2020), and distributive justice (Nandedkar & Brown, 2018). Based on previous concepts, theories, and studies above, the researchers proposed a research hypothesis:

H₂: There is a positive and significant influence of the principal's transformational leadership (TL) on organizational justice (JT).

Furthermore, this research exploits the influence of organizational justice on teacher's job satisfaction. According to Piotrowski et al. (2021), organizational justice refers to employees' perceptions of distributive justice (allocation of corporate resources allocated appropriately or not), procedural justice (decisions are made well), and interpersonal justice (interactions in the organization using truthful and honest information). Other researchers compared the organizational justice model with four types of justice within an organization: systemic, configurational, knowledge, and interpersonal justice (Alamir et al., 2019). Perceptions of perceived organizational justice are essential predictors of satisfaction and well-being (Correia & Almeida, 2020). In addition, research shows that organizational justice effect work attachments (Piotrowski et al., 2021), professional identification, empathy, and meaningful work (Correia & Almeida, 2020), reducing work depression (Bernhard-Oettel et al., 2020) and behavioral outcomes (Waribo et al., 2020). Finally, organizational justice affects job satisfaction (Esthela et al., 2021; Lambert et al., 2020, 2021; Marmo et al., 2021; Sembiring et al., 2020). Based on previous concepts, theories and studies, the researchers formulated hypotheses:

H₃: There is a significant and significant influence of organizational justice (JT) on teacher's job satisfaction (JS).

H₄: There is a positive and significant indirect effect of principal transformational leadership (TL) through organizational justice (JT) on teacher's job satisfaction (JS).

B. Methods

The research used the quantitative approach with a survey research design. This design was chosen by researchers because it is more commonly applied to explore common perceptions from respondents (Appelbaum et al., 2018; Creswell, 2013), for example, about the principal transformational leadership (TL), organizational justice (JT), and teacher's job satisfaction (JS). In addition, because this study uses samples proportionally, there is a problem formulation and hypothesis testing s (Khaldi, 2017). In general, similar studies also use the same approach and model. (Esthela et al., 2021; Mgaiwa, 2021; Sunaryo et al., 2020).

The population in the research was 1282 private high school teachers. Sampling techniques use multistage proportional random sampling so that the number of samples obtained is 256. Although all teachers must have the appropriate competencies required by law, private school teachers face a more difficult situation than public school teachers (Chudgar & Sakamoto, 2021; Fidan & Oztürk, 2015; Lopes & Oliveira, 2020; Nguyen et al., 2021). However, improving teachers' job satisfaction in private schools is very significant.

Data retrieval used instruments questionnaires. The instrument contains indicators of the variables studied, namely: principal transformational leadership (TL) (Gkolia et al., 2018; Kızıloğlu, 2021; Windlinger et al., 2020), organizational justice (JT) (Tziner & Sharoni, 2014; Waribo et al., 2020), and teacher's job satisfaction

(JS).(Sadeghi et al., 2021; Zakariya et al., 2020a; J. Zhang et al., 2022). TL has indicators: TL1 (Idealized influence), TL2 (Inspirational motivation), TL3 (Promotes intelligence), and TL4 (Individualized consideration). JT has indicators, namely: JT1 (Distributive Justice), JT2 (Procedural Justice), JT3 (Interpersonal justice), and JT4 (Informational Justice). JS has indicators: JS1 (Work itself), JS2 (Payment), JS3 (Promotional opportunities), JS4 (Supervision), JS5 (Co-worker), and JS6 (Working conditions). TL and JT are independent variables. JS as dependent variables. The choice of answers on the instrument of this questionnaire uses the Likert scale (Chakrabartty, 2019).

Data analysis used Path in SMART PLS. Before conducting path analysis, the researcher ascertains the validity and reliability of the conceptual model. The researchers determined the construct validity for each variable indicator correlation coefficient value above 0.7 (Creswell, 2012). As for the reliability of construction requirements above 0.7 (Creswell, 2012; Hair et al., 2017). Path analysis is performed on SMART PLS to see the value of the t-test compared to the t table (Hair et al., 2017). The path analysis can be tested positively and significantly if the t-test value exceeds the t-table value of 1.96(Hair et al., 2017). If the path is tested positive and significant, then the track means that if the independent variables are corrected/improved, the dependent variable will improve/increase.

C. Results and Discussion

The PLS Calculate Algorithm test on the SMART PLS application (Table 1) showed that the value of coefficient correlation or outer loading that constructed latent variables in this research was the largest at 0.924 and the most minor at 0.655. Therefore, the researchers have established that only values above 0.7 can be declared valid. Thus TL4 (individualized consideration) was not used in this study. However, the TL4 indicator does not mean invalid, and this happens because TL4 does not meet the criteria set by researchers only, so it must be issued. Therefore, if the researcher selects the validity limit below 0.7, it is inevitable that the TL4 indicator remains in use.

Still referring to Table 1, there are three forms of latent variables of the most prominent teachers' job satisfaction (JS), namely: JS4 (Supervision), JS5 (Co-worker), and JS3 (Promotional opportunities). At the same time, JS2 (Payment) ranks last in informing teacher's job satisfaction in private schools. Likewise, there are three most giant forms of latent variable organizational justice (JT), namely: JT3 (Interpersonal justice), JT2 (Procedural Justice), and JT1 (Distributive Justice). At the same time, the giant forms of latent variable principal transformational leadership are TL3 (promoting intelligence), TL1 (ideal influence), and TL2 (inspirational motivation). Again, referring to the outside loading value, the indicator with the most significance can be used as a starting point to increase these variables, ultimately increasing the value of dependent variables (teacher's job satisfaction).

Table 1. PLS Calculate Algorithm Test Results

	Teacher's job Satisfaction (JS)	Organizational Justice (JT)	Transformational Leadership (TL)
JS1	0.755		
JS2	0.720		
JS3	0.832		
JS4	0.906		
JS5	0.841		
JS6	0.757		
JT1		0.910	
JT2		0.921	
JT3		0.924	
JT4		0.852	
TL1			0.888
TL2			0.822
TL3			0.926
TL4			0.655

The test results on construct reliability, based on Table 2, Alpha Cronbach in JS, JT, and TL show values greater than 0.7. This value means that it follows the standard or has met the criteria for construct reliability. The composite reliability values describe the importance of showing the variables' internal consistency. The composite reliability value of 0.6 - 0.7 is considered good reliability (Hair et al., 2017). Based on Table 2, all variables have met internal consistency reliability. Therefore, all the constructions in this study are reliable.

Table 2. Construct Reliability Test Result

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
JS	0,889	0,897	0,916	0,647
JT	0,923	0,927	0,946	0,813
TL	0,886	0,891	0,930	0,815

Based on calculated bootstrapping testing on SMART PLS (see Table 3), it was found that the t-test value (6,540) was more significant than the t-table value (1.96) for the direct influence of TL on JS. This data suggests that the hypothesis "there is a positive and significant direct effect of TL on JS" is accepted. Furthermore, based on these findings, JS improvements can be implemented through TL improvements.

This research shows a significant positive direct relationship between TL to JS and JT to JS. However, JT's immediate effect on JS was more significant (10.414: 6.540). Based on these findings, improving JS more effectively through JT.

The research found the t-test value (7,752) was more significant than the t-table value (1.96) for the direct influence of TL on JT. This data suggests that the hypothesis "there is a positive and significant direct effect of TL on JT" is accepted. Based on these findings, JT improvements can be implemented through TL improvements.

The research found that the t-test value (10,414) was more significant than the t-table value (1.96) for JT's direct influence on JS. This data shows that the hypothesis "there is a positive and significant direct effect of JT on JS" is accepted. Based on these findings, JS improvements can be made by improving JT.

The research found that the t-test value (6.661) was more significant than the t-table value (1.96) for the indirect influence of TL through JT on JS. This data suggests that the hypothesis "there is a positive and significant indirect effect of TL through JT on JS" is accepted. It means TL and JT can use restoration JS individually and together.

Table 3. Summary of Hypothesis Testing

Hypothesis Formulation	Results	t-statistic	p-values	Decision
TL -> JS	0.341	6.540	0.000	Accepted
TL -> JT	0.422	7.752	0.000	Accepted
JT -> JS	0.555	10.414	0.000	Accepted
TL -> JT -> JS	0.234	6,661	0.000	Accepted

Based on this research, the principal's transformational leadership (TL) role is to increase teacher's job satisfaction (JS). In general, the findings of this study are in line with previous studies, namely leadership (Erdal & Budak, 2021; Tran, 2021), especially principal's transformational leadership is essential to influence teacher attitudes and behavior (Wiyono, 2018; J. Zhang et al., 2022). In contrast, this study explores the contribution of transformational leadership in private schools to teacher's job satisfaction (JS). Private schools in the Indonesian context greatly depend on the number of students (Bedi & Garg, 2000; Stern & Smith, 2016). The greater the number of students, the more able private schools are to survive and develop. Therefore, the principal's transformational leadership findings contributing to improving teacher's

job satisfaction can be taken as an alternative strategy and action for improving job satisfaction. Therefore, teacher's job satisfaction in private schools is essential to maintain and continue to be enhanced so that the quality of education continues to grow.

Three indicators of principal transformational leadership can be used as strategies and action plans to improve teacher's job satisfaction in private schools. The three are the principal's ability to promote/stimulate intelligence, give ideal influence to teachers, and provide inspirational motivation. The promotion of intelligence means that the principal sets a strategy so that all human resources, both teachers and non-teachers in the school, have optimal competence (Lo et al., 2020; J. Zhang et al., 2022). The ideal influence means that the principal gives the teacher real creative and tempestuous work (Bosselut et al., 2018; Wiyono, 2018). Finally, inspirational motivation means the principal does emotional things so that the teacher is externally motivated by the principal (Aas et al., 2020; Bosselut et al., 2018; Smith et al., 2020). Private schools must have transformational leadership strategies, especially those related to the implementation of supervision. This supervision is one of the things that affect teacher's job satisfaction (Lambert et al., 2021; Y. Li et al., 2020).

In this research, the principal transformational leadership role (TL) can also increase the perception of organizational justice (JT). This finding is in line with previous research. Transformational leadership plays a role in improving justice (Mei Kin et al., 2018; Nandedkar & Brown, 2018). For example, suppose the principal performs reasonable leadership steps by empowering teachers to be more intelligent (promoting/stimulating intelligence) and providing real work to teachers (inspirational motivation). In that case, these leadership activities can improve the perception of justice in schools. Increasing fairness perceptions in private schools is crucial because they can shape teachers' performance in enhancing quality education.

Based on this research, teacher perception of organizational justice (JT) in schools can be helpful to increase teacher's job satisfaction (JS). In general, the findings of this research are the same as previous research (Esthela et al., 2021; Lambert et al., 2021; Marmo et al., 2021). The difference is that this study was conducted in private schools whose conditions are very vulnerable to the perception of justice (Chudgar & Sakamoto, 2021; Nguyen et al., 2021; Sharar & Nawab, 2020). The higher the teacher's perception of organizational justice (JT), the better the attitude and behavior of teachers and non-teachers. On the other hand, the state of private schools that range on the issue of justice causes teachers to resign to other schools quickly. Therefore, the findings of this research are beneficial for school managers and administrators to develop strategies and action plans based on the most motivated indicators of the perception of organizational justice so that schools are effectively able to increase teacher's job satisfaction.

According to this research, three indicators of organizational justice (JT) can be used as strategies and action plans to improve teacher's job satisfaction (JS). The three are interpersonal justice, procedural justice, and distributive justice. Interpersonal justice means the school community seeks to shape the perception that school

interaction and communication are based on justice and honesty (Bosselut et al., 2018; Lambert et al., 2021). Procedural justice means the school community seeks to form the perception that decision-making is related to the school's progress based on the teachers' procedures and knowledge (Correia & Almeida, 2020; Rehman et al., 2021; Zahednezhad et al., 2021). Finally, distributive justice means that the school community seeks to shape the perception of the distribution and allocation of resources and benefits based on the magnitude of each teacher's contribution (Correia & Almeida, 2020; Lambert et al., 2021; Nandedkar & Brown, 2018). The preparation of strategies based on organizational justice (JT) is crucial so that teacher satisfaction in private schools is maintained and education continues to advance.

This research shows that the ability of organizational justice to increase teacher's job satisfaction is higher than transformational leadership. Although this study does not explore why this is the case, the theory can be explained. Organizational justice in schools is related to the perception of school behavior related to the implementation of justice in the distribution of resources, information, interaction, and how all teachers are involved in decision-making (Lambert et al., 2021; Marmo et al., 2021; Tziner & Sharoni, 2014). Thus, the spectrum of organizational justice is broader than the leadership variable. The implication is that optimal organizational justice (JT) more effectively increases teacher's job satisfaction (JS).

D. Conclusion

Teacher's job satisfaction plays a vital role in the learning and education process. Therefore, teacher's job satisfaction needs to increase and be maintained. Based on this research, teacher's job satisfaction can be increased by optimizing the principal transformational leadership and organizational justice. The organizational justice variable in improving teacher's job satisfaction is higher than the principal transformational leadership variable. But the contribution of organizational justice and principal transformational leadership in enhancing teacher's job satisfaction can be more optimal if done together. Therefore, this research recommends strengthening principal transformational leadership behavior and organizational justice to improve teacher's job satisfaction. There are several strategies and action plans to improve teacher's job satisfaction based on this research, namely: promoting intelligence, exerting ideal influence on teachers, providing inspirational motivation, strengthening interpersonal justice, improving procedural justice, and improving distributive justice.

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