FACTORS OF ADMINISTRATOR'S RESLIENCE LEADERSHIP AFFECTNG TEACHERS' JOB SATISFACTION IN INNER MONGOLIA UNIVERSITY FOR NATIONALITIES IN TONG LIAO CITY, INNER MONGOLIA

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ABSTRACT

The objectives of this study were: (1) To explore the compents and indicators of administrators' leadership and teachers' job satisfaction; (2) To study the factors of administrators' leadership affecting teachers' job satisfaction in Tongliao City University of Nationalities, Inner Mongolia; (3) To propose the guidelines for improving the leadership of administrators at Tongliao University for Nationalities in Inner Mongolia.

The study utilized a mixed-method approach combining quantitative and qualitative research. The population of thesis research consisted of 2037 teachers of Inner Mongolia University for Nationalities, Totaling 330 samples. The key informants were five administrators drawn from Inner Mongolia University for Nationalities and from the institutions through purposive sampling method. The experts for the focus group discussions consisted of five experts. Data collection instruments included a five-point scale questionnaire and a validity and reliability checklist. Statistics used for data analysis included frequency, percentage, mean, standard deviation, (EFA) exploratory Factor Analysis and confirmatory factor analysis. Both in-depth interviews and focus group discussions were analyzed using content analysis.

The results of the revealed showed : 1.There factors of resilient leadership 1) mental toughness, 2) emotional toughness, 3) social toughness, and 4) moral humanity, as well as 15 components, 1) Occupational Mental Toughness 2) Work Environment and Facilities, 3) Salary and Benefits, 4) Career Development Opportunities 5) Student Relations and Teaching Experiences, and 15 Components of teacher job satisfaction. 2. The four influencing factors of

resilient leadership have an impact on teachers' job satisfaction at Inner Mongolia University for Nationalities factors leading. 3. 15 guidelines for leadership improvement and teacher satisfaction at Inner Mongolia University for Nationalities are proposed. Through the policy implementation of resilient leadership, the vision of the leadership function of Inner Mongolia University for Nationalities will be realized to lead the development of higher education, to promote the administrative function of higher education and to improve the viability of each university.

Keywords: resilient leadership, teacher job satisfaction, Inner Mongolia University for Nationalities

1. Introduction

With the development of a prosperous society and the promotion of education equality, consolidating and increasing the accomplishments of poverty alleviation in education have become the central pillars of education activity in China. According to a Chinese saying, "for a nation to flourish, it must respect its instructors," therefore increasing the teachers' working zeal will increase the quality of education (Yan, 2022).

Inner Mongolia University for Nationalities is a public university in the Inner Mongolia Autonomous Region of China. Located in Tongliao City in the east, Inner Mongolia University for Nationalities is a comprehensive university for nationalities. It is a key construction university in the Inner Mongolia Autonomous Region. The school was founded in 1958. In 2006, the school was established as a key university in the autonomous region The university has 2,037 faculty members, 24,134 students, 21,287 undergraduates, 1,989 masters, 24 doctoral students, and 10,801 minority students. The school has 23 teaching units, 79 undergraduate majors, and 11 disciplines including economics, law, education, literature, history, agriculture, management, and art.

2. Research Questions

In order to attain the study's research purpose, the following research questions will be investigated:

1: What are the factors of administralors' leadership and teachers' job aetisfaction?

2: What the factors of administrators' leadership affecting teachers' job satisfaction in inner university for nationalities in Tong liao cily,Mongolia?

3: What is the guideline for improving administrators' leadership inner Mongolian university for nationalities in Tong liao cily, inner Mongolia?

3. Research Objectives

The following goals were created in order to achieve the dissertation's purpose.

1: To study the factors of adminnistrators' leadership and teachers' job satisfaction.

2: To study the factors of administrators' leadership affecting teachers' job satisfaction in inner Mongolia university for nationalities in Tong liao cily, inner Mongolia.

3: To study the guideline for improving administrators' leadership in inner Mongolia university for nationalities in Tong liao cily, inner Mongolia.

4. Research Methodology

4.1. Research Design

Phase 1. The functional ability of leaders and mangers in Inner Mongolia University for Nationalities is studied step by step, (1) A questionnaire was compiled to investigate the influencing factors of teachers' job satisfaction by leaders of Inner Mongolia University for Nationalities.

Phase 2. The functional ability of leaders and mangers in Inner Mongolia University for Nationalities is studied step by step,(1)A questionnaire was compiled to investigate the influencing factors of teachers' job satisfaction by leaders of Inner Mongolia University for Nationalities.

Phase 3. The functional ability of leaders and mangers in Inner Mongolia University for Nationalities is studied step by step,(1)A questionnaire was compiled to investigate the influencing factors of teachers' job satisfaction by leaders of Inner Mongolia University for Nationalities.

4.2 Population and Sample

The phase 1. Conducted in-depth interviews with 9 key leaders, including 4 professional leaders to discuss leadership and management.under the age of 40 years old,experienced,academic management staff(department head,dean)2,required to have management experience,and 3 presidengt,with more than 5 years of work experience.

The phase 2. The study included leaders and faculty of Inner Mongolia University for Nationalities. A total of 2037 faculty members. The sample group will consist of 330 leaders and faculty from the G * Power program using proportional stratified random sampling.

The phase 3. The population of the study will be experts or key informants in the field of educational management and higher education. A purposive sampling technique will be used to select nine experts at Inner Mongolia University for Nationalities.

4.3 Instruments

Phase 1: The tool for data collection consisted of two parts. In the first part, data will be collected from the reviewed literature using a data recording form. In the second part, after the researcher's content analysis of the reviewed literature, nine experts will be asked to screen the factors of resilient leadership on teachers' job satisfaction required by the administrators, and this part of the instrument uses the Semi-Structured Interview Form (SSI).

Phase 2: The research instrument of this phase is Questionnaire.

Phase 3: Collect Data obtained by experts through focus group discussions.

4.4 Data collection

Phase 1. Data collection were performed by researcher.

Phase 2. Data collection were performed by researcher.

Phase 3.By Focus Group Discussion, the researcher was as a facilitator.

1) Getting in touch with key info mants and show identify and willingness.

2) Visiting or sending questions by email or other means.

3) Summarizing the discu ion and specific data.

4.5 Data analysis

Phase 1. The collected data were analyzed by content analysis.

Phase 2. The data of demographic variables were analyzed by descriptive statistics; Frequency, and percentage. The variables of Network Education Management were analyzed by descriptive statistics; mean; Standard Deviation for interpretation criteria about classifying mean score, it was analyzed by the concept of Best (John W.Best, 1997:190) The components resilient leaders and teachers of Network Education Management was analyzed by Exploratory Factor Analysis (EFA).

Phase 3. The data from Focus Group Discussion was analyzed by content analysis.

5. Research Results

5.1 Demographic Information

Demographic Information		Frequencies	Percentage
1.Gender			
	Male	163	52.6
	Female	147	47.4
2.Age range			
	Lower than 26 years	11	3.5
	26 –45 years	162	52.3
	46– 55years	115	37.1
	More than 56-65 years	22	7.1
3.Educational level			
	Master degree	219	70.6
	Doctor degree	77	24.8
	Postdoctoral degree	14	4.5
4.Years of working experience			
	Lower than 1 years	77	24.8
	1-8 years	135	43.5
	6-18years	66	21.3
	More than 18 years	32	10.3
5.Professional title			
	Teaching assistant	139	44.8
	Lecturer	101	32.6
	Associate Professor	44	14.2
	Professor	26	8.4

5.2 Reliability analysis of initial measurement

Phase 1: The data consists of two parts. In the first part, a data recording form will be used from the 44 pieces of literature reviewed. In the second part, after the content analysis of the reviewed literature, nine experts will be asked to screen nine components as well as 30 indicators on the factors that influence the job satisfaction of teachers by flexible

leaders as requested by the administrators.

Phase 2: There are 69 questionnaires in this phase.

Stage 3: The experts collected data through focus group discussions and the Cronbach's alpha for the Flexible Leadership factor scale was 0.969 and the Cronbach's alpha for the Teacher Job Satisfaction factor scale was 0.977, which indicated high internal consistency of the scales.

5.3 Exploratory factor analysis (EFA)

The table provides the results of the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and the Bartlett's test of sphericity. The KMO measure is a statistical test used to assess the suitability of data for factor analysis. In this case, the KMO measure is 0.964 which indicates a high level of sampling appropriateness. This indicates that the data is suitable for factor analysis. Bartlett's test is another statistical test used to assess the suitability of data for factor analysis. The test assesses whether there is sufficient correlation between the variables for factor analysis. The approximate chi-square value of the Bartlett's test is 6903.531 with a corresponding degree of freedom (df) of 406. The correlation p-value (Sig.) of the test is 0.000, which is less than the typical significance level of 0.05. This indicates that there is sufficient correlation between the variables for factor analysis.

Table 1: Showed Eigenvalues, Percentage of Variance, Percentage of Cumulative Variance

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	15.499	53.445	53.445	15.499	53.445	53.445	6.670	23.000	23.000
2	1.594	5.497	58.942	1.594	5.497	58.942	4.456	15.365	38.365
3	1.243	4.286	63.228	1.243	4.286	63.228	4.228	14.579	52.943
4	1.047	3.609	66.837	1.047	3.609	66.837	4.029	13.893	66.837

The "Rotated Loadings Sum of Squares" column shows the total variance explained by each component after rotation. Rotation helps to simplify and explain the components, maximizing the variance explained by fewer components. Component 1 explains the most variance, with an initial eigenvalue of 15.499, which accounts for 53.445 of the total variance.

after extraction and rotation, it still explains the most variance, at 6.670 and 23.000, respectively. components 2, 3, and 4 also contribute significantly to the overall variance explained. However, the variance explained by each component decreases as we move down the list. The cumulative percentage shows how much of the total variance is explained by each component cumulatively. All components explained 66.837. In summary, principal component analysis successfully reduced the dimensionality of the data and provided a summary of the variance of the variables explained by the extracted components.

Table 2: Showed Eigenvalues, Percentage of Variance, Percentage of Cumulative Variance

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	21.205	53.013	53.013	21.205	53.013	53.013	9.118	22.796	22.796
2	2.590	6.474	59.487	2.590	6.474	59.487	6.161	15.403	38.199
3	1.541	3.852	63.339	1.541	3.852	63.339	4.820	12.050	50.249
4	1.382	3.455	66.794	1.382	3.455	66.794	4.778	11.945	62.194
5	1.186	2.964	69.758	1.186	2.964	69.758	3.026	7.564	69.758

The "Rotated Loadings Sum of Squares" column shows the total variance explained by each component after rotation. Rotation helps to simplify and explain the components, maximizing the variance explained by fewer components. Component 1 explains the most variance, with an initial eigenvalue of 21.205, which accounts for 22.796 of the total variance. after extraction and rotation, it still explains the most variance, at 9.118 and 23.000, respectively. components 2, 3, 4, and 5 also contribute significantly to the overall variance explained. However, the variance explained by each component decreases as we move down the list. The cumulative percentage shows how much of the total variance is explained by each component cumulatively. All components explained 69.758 In summary, principal component analysis successfully reduced the dimensionality of the data and provided a summary of the variance of the variables explained by the extracted components.

Table 3: The factors of kindergarten principal's leadership affecting administration effectiveness in Chaoyang City in Liaoning Province

Order	Assembly	Number of variables	Factor Loading
1	Factor 1	12	0.584-0.756
2	Factor 2	5	0.674-0.734
3	Factor 3	6	0.645-0.721
4	Factor 4	6	0.610-0.716
All		29	

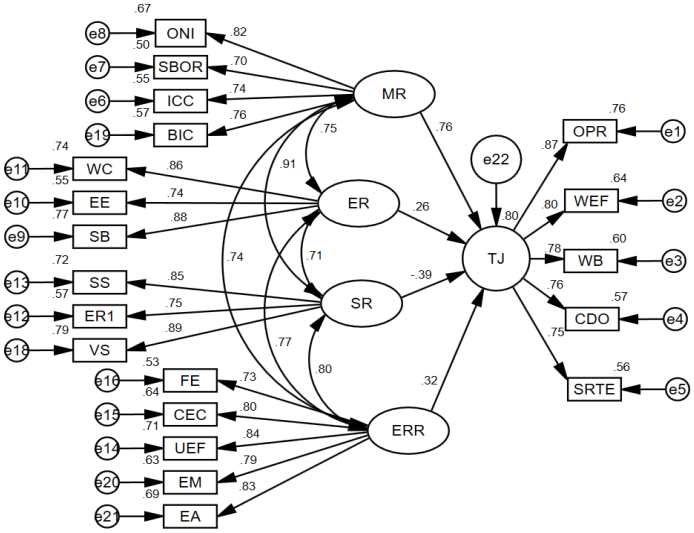
The following table presents the rotated component matrix derived by principal component analysis (Varimax rotation and Kaiser normalization). The matrix shows the loadings of each variable on the six components.

Table 4: The factors of kindergarten principal's leadership affecting administration effectiveness in Chaoyang City in Liaoning Province

Order	Assembly	Number of variables	Factor Loading
1	Factor 1	19	0.520-0.778
2	Factor 2	6	0.640-0.778
3	Factor 3	5	0.640-0.737
4	Factor 4	6	0.633-0.768
5	Factor5	4	0.545-0.676
All		40	

The following table presents the rotated component matrix derived from principal component analysis (Varimax rotation and Kaiser normalization). The matrix shows the loadings of each variable on the six components.

5.4 Factors Affecting Resilirnt leaders of Teachers' Job Satisfaction by AMOS Path Analysis



The graph shows the impact of these four variables: psychological resilience, emotional resilience, social resilience, and moral resilience on teachers' job satisfaction encompassing these five dimensions: occupational psychological resilience, work environment and facilities, salary and benefits, opportunities for professional development, student relations, and teaching experience.

Table 5: The Results of Path Analysis

Path			Estimate	S.E.	C.R.	P	Label
TJ	<---	ER	.269	.089	3.033	.002	par_12
TJ	<---	MR	1.000				
TJ	<---	SR	-.443	.119	-3.728	***	par_13
TJ	<---	ERR	.350	.115	3.052	.002	par_14
OPR	<---	TJ	1.000				
WEF	<---	TJ	.907	.052	17.609	***	par_15
WB	<---	TJ	.883	.053	16.605	***	par_16
CDO	<---	TJ	.830	.052	16.050	***	par_17
SRTE	<---	TJ	.782	.052	15.084	***	par_18

Table 6: The Results of Path Analysis

Path			Estimate	S.E.	C.R.	P	Label
SBOR	<---	MR	.936	.078	11.946	***	par_1
ONI	<---	MR	1.180	.085	13.871	***	par_2
SB	<---	ER	1.000				
E	<---	ER	.834	.054	15.456	***	par_3
WC	<---	ER	.946	.051	18.695	***	par_4
ER	<---	SR	1.000				
S	<---	SR	1.188	.078	15.315	***	par_5
UEF	<---	ERR	1.000				
CEC	<---	ERR	.917	.055	16.676	***	par_6
FE	<---	ERR	.849	.059	14.512	***	par_7
VS	<---	SR	1.173	.072	16.253	***	par_8
BIC	<---	MR	1.052	.082	12.785	***	par_9
EM	<---	ERR	.948	.058	16.395	***	par_10
EA	<---	ERR	.912	.051	17.713	***	par_11
ICC	<---	MR	1.000				

This table presents the results of the path analysis showing the standardized path coefficients, standard errors, critical ratios, and p-values for the various paths.

This table presents the results of the path analysis showing the standardized path coefficients, standard errors, critical ratios and p-values for the various paths.

In the above table, 9 components and 15 variables were validated, as can be seen from the above table, P is less than 0.001, which is statistically significant, indicating that each indicator explains the variables to which it belongs well. In addition, except for ER⟶TJ 0.269, SR⟶TJ 0.443 , ERR⟶TJ 0.350, which are less than 0.7. CR is greater than 0.7, therefore, the variables have good combinatorial reliability and convergent validity, which indicates that the factors affecting flexible leadership on teachers' job satisfaction in this study are feasible.

5.5 Based on the above study, five guidelines are proposed to improve the administrative leadership of Inner Mongolia University for Nationalities.

1. Enhancing Mental Toughness in Executive Leadership at Inner Mongolia University for Nationalities.

2. Cognitive Reframing: Foster a positive mindset that sees problems as

opportunities rather than obstacles. Encourage executive leaders to view challenges in a positive light and look for opportunities to learn and grow from them.

3. Emotional Adjustment: Help executive leaders learn to manage their emotions and remain calm and rational when faced with difficult situations. Promote healthy ways of expressing emotions and avoiding emotional buildup.

4. Goal Setting: Help executive leaders set clear goals and break them down into manageable steps. This helps provide direction and motivation while making larger goals more attainable.

5. Problem Solving: Encourage executive leaders to develop problem solving skills. This includes thinking systematically, finding diverse solutions, and implementing plans effectively.

6. Adaptability: Help executive leaders adapt to changing environments and situations. Remind them that adaptability is the key to success, while encouraging flexibility and innovation.

7. Positive Coping with Stress: Teach executive leaders techniques for coping with stress, such as deep breathing, meditation, and physical exercise. These methods can help them stay calm and focused.

8. Relationship Management: Emphasize the importance of good relationships for mental toughness. Encourage executive leaders to develop a support network that is able to share experiences, listen to the advice of others, and support each other.

9. Self-Care: Reminds executive leaders to value their physical and mental health. Diet, sleep and exercise are essential to maintaining mental resilience.

6. Discussion

Based on the research objectives, the discussion will be presented as follows:

Factor 1: mental toughness of resilient leaders leadership (1) focused vision (2) acceptance of new ideas; (3) interest in complex issues; (4) interpersonal communication.

Factor 2: Emotional Resilience Leadership for Resilient Leaders (1) Strong Beliefs; (2) Compassion; (3) Intellectual Courage.

Factor 3: Social Resilience Leadership for Resilient Leaders: (1) Empowering Relationships; (2) Spontaneity; and (3) Providing Unity.

Factor 4: Ethical Resilience Management for Resilient Leaders: (1) Using Ethical Filters; (2) Creating an Ethical Culture; (3) Ethics; (4) Ethical Management; Ethical Application.

Regarding the impact of resilient leaders on teachers' job satisfaction, there are 5 factors and 15 indicators of teachers' job satisfaction, which are.

Factor 1: Occupational mental toughness of teaching job satisfaction: (1) cheerful attitude; (2) self-discipline skills; (3) social security.

Factor 2: Work Environment and Facilities for Teachers' Job Satisfaction: (1) Office Space; (2) Work Equipment; (3) Environmental Hygiene.

Factor 3: Salary and Benefits for Teacher Job Satisfaction: (1) Salary and Stipends; (2) Benefits and Perks: (3) Teacher Participation and Decision Making;

Factor 4: Faculty Job Satisfaction in Career Development Opportunities: (1) Promotion Opportunities; (2) Teaching, Research, and Program Involvement; and (3) Professional Certification and Licensure Exams.

Factor 5: Teacher Job Satisfaction with Student Relationships and Teaching Experiences: (1) Mutual Trust and Respect, (2) Individualized Instruction, and (3) Attention to Students' Social-Emotional Development.

7. Recommendations

Mental toughness: a guide to mental toughness duties for administratively resilient leaders emphasizes that leaders should be adaptable, positive thinkers, decision makers, and problem solvers in a changing environment. They need to manage stress effectively, encourage teamwork and communication, continue to learn about self-development, take on social responsibility, and maintain integrity. At the same time, keeping calm in a crisis, building trust, and driving innovation and improvement are key responsibilities for them. These requirements help leaders to be role models, promote teamwork, maintain organizational stability, and remain optimistic and determined in the face of challenges, contributing positively to the success and growth of the organization as a whole.

Emotional Resilience: the Emotional Resilience Duties Guide for Executive Resilient Leaders emphasizes the important role of leaders at the emotional level. They should have the ability to emotionally support and communicate to build a culture of positive mindset. Also, encouraging the development of emotional intelligence in teachers and students enhances teamwork and student-teacher relationships. By encouraging innovation, focusing on employee satisfaction, and promoting diversity and inclusion, leaders can positively impact campus climate and school reputation. Through these responsibilities, leaders can create a supportive environment for the school that enhances the quality of teaching and learning, as well as contributing to the continuous improvement of the overall quality of education.

Social resilience: a guide to social resilience responsibilities for executive resilience leaders emphasizes impact at the societal level. They should actively build partnerships, promote interdisciplinary collaboration, and maintain effective communication with stakeholders. Through the practice of social responsibility, crisis management response, and coordination of resources, leaders can enhance the school's social impact and reputation. At the same time, advocating for diversity and equity and shaping a positive campus culture can help create an inclusive and innovative learning environment. Through these responsibilities, leaders can enable the school to better fulfill its social mission and promote comprehensive development and sustainability.

Moral Resilience: the Moral Resilience Duties Guide for Administratively Resilient Leaders emphasizes leading at the ethical level. They should set ethical examples, reinforce ethical education, and build a culture of integrity. By emphasizing social responsibility and promoting equity and justice, leaders can shape a positive campus climate and enhance the quality of teaching and learning. Advocating social responsibility, addressing ethical challenges, and building trust contribute to a strong organizational moral foundation. Through these responsibilities, leaders not only model ethics in management, but also influence the overall culture and values of the school.

The combination of the practice of resilient leadership on teachers' job satisfaction:

The psychological resilience of administrative leaders and teachers' careers:

A Guide to the Practical Application of Resilient Leadership to the Careers of Administrative Leaders and Teachers is designed to promote the development of resilience competencies to meet the challenges of the educational field. At the leadership level, encouraging adaptability to change and maintaining positive thinking, effective decision-making and problem-solving skills, as well as stabilizing emotions and stress management, helps create a positive work environment. At the same time, promoting teamwork, continuous learning, ethical role modelling and crisis response can contribute to robust organizational development.

For teachers, building resilience, encouraging positive thinking and coping with frustration can help improve the quality of teaching and student satisfaction. Teachers should develop decision-making and problem-solving skills while learning to manage stress and emotions to better support student development. Promoting teamwork, continuing professional development, and teaching with integrity help to shape a positive educational environment.

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