

# The Influencing Factors of Private University Branding on Faculty members' Job Satisfaction at Jiangxi Province of China

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## Abstract

The objectives of this research were to study (1) private university branding factors through a win-win labour relations climate to faculty members' job satisfaction; (2) private university branding factors through a transactional psychological contract to faculty members' job satisfaction; and (3) to develop the faculty members' job satisfaction in Jiangxi, China. The research instrument is a mixed method, collected data from a sample of private university staff in Jiangxi Province who are teachers 457 people. Based on the review and evaluation of relevant theories in the existing literature and in-depth interviews, this study revises the model of branding in private universities and proposes a model of the influence mechanism of university branding on job satisfaction. At the same time, data collection was carried out through a questionnaire survey, and empirical tests were conducted using SPSS and AMOS tools.

The results of research found that: (1) private university branding factors by brand diagnosis, positioning, impression, and management through a win-win labour relations climate to faculty members' job satisfaction by mediation effect on .03, .07, .06, and .05 respectively; (2) private university branding factors by brand diagnosis, positioning, impression, and management through a transactional psychological contract to faculty members' job satisfaction by mediation effect on .05, .08, .07, and .06 respectively, and (3) The college brand scale was revised to improve the factors influencing teachers' satisfaction. The measurement scale of university brand (diagnosis, positioning, impression, and management) was finalized to verify the above factors on teachers' satisfaction, and validate the partial mediating role of labour relations climate in the relationship between college brand and job satisfaction, and validate the partial mediating role played by psychological contract in the relationship between university brand and job satisfaction.

**Keywords:** Faculty members' Job Satisfaction; University Branding; Win-win Labor Relations Climate; Transactional psychological contract

## Introduction

Since the reform and opening up of China's society has changed dramatically, with unprecedented socio-economic prosperity and a growing demand for higher education among the people (Yan et al., 2015: 1858). This demand is also a response to the demand for a large number of high-quality talents and is a result of social development. Along with this process, China's higher education business has gradually arisen, developed and grown (Zhong et al., 2018: 546) According to the data of the National Education Development Statistics Bulletin 2021 released by the Ministry of Education of the People's Republic of China on September

15, 2022, as of 2021, there were 3,012 colleges and Universities in China, of which 764 were Private Universities, accounting for 25.37% of the Private Universities. Private higher education has a huge volume and has been the practitioner and supporter of "massification and popularization" of higher education in China.

In recent years, Private Universities in Jiangxi have developed rapidly. As of 2022, there are 108 higher education institutions in Jiangxi Province, of which 31 are Private Universities, accounting for a relatively large proportion, and the overall level of schooling is ranked first in the country (Yan et al., 2015: 1859) To a certain extent, Private Universities in Jiangxi have effectively integrated educational resources, alleviated the pressure of government education funding, promoted the reform of the education system, and made positive contributions to improving the cultural quality of the whole population and meeting the growing demand for diversified education of our citizens. However, many problems still seriously constrain the sustainable development of Private Universities (Zhong et al., 2018: 547).

After more than 30 years of hard work and struggle, Private Universities have reaped considerable results and accumulated considerable management experience. However, they started late and are constrained by the traditional elite talent training mode, and the mode of running schools is still in the exploratory stage and lacks relevant experience in running schools (Liu et al., 2023: 7). In the process of running the school, there are situations such as unclear target positioning, unclear professional characteristics, failure to synchronize teaching quality due to one-sided pursuit of the number of students, lack of teaching facilities, large teacher turnover and unreasonable structure, and weak brand awareness (Yan et al., 2015: 1859). In the continuous exploration of various aspects of brand building, although measures have been taken to improve the overall appearance of the school, and some achievements have been made, but most of them are the transformation of hardware, such as campus construction, teaching equipment renewal, etc., and there is a lack of systematic understanding and planning for the brand development, management, publicity, maintenance, service and other connotative construction (Cao & Zhu, 2007: 132) The brand image has been inconsistent with the image of Private Universities, seriously affecting the pace of continuing to move forward (Biel A L, 1997: 149).

Private Universities to top the competition, stand firmly in the education market, and cultivate senior practical and technical graduates to meet the market demand, it is necessary to adjust the strategy, reorganize educational resources according to their own advantages and schooling characteristics, improve the quality of education, standardize the management system, enrich the campus culture, explore the connotation of the talent training mode, and constantly improve the overall image of the school, and gradually cultivate a suitable for their own Brand (Wang et al., 2015: 75). Therefore, Private Universities should focus on thinking about the road of brand building in the future and strive to explore the development path in line with their own characteristics. (China's Ministry of Education Press Conference on the Basic Situation of National Education Development in 2022, Online)

Teachers are the core of the development of Private Universities, and their Faculty members' Job Satisfaction affects teachers' motivation and stability. The level of teachers' Faculty members' Job Satisfaction in Private Universities also reflects the effectiveness of school management from one side and provides an important basis for the brand management of Private Universities (Huang et al., 2011: 107). At present, the teacher team of Private

Universities is very unstable, teachers' motivation is not high, and the tendency to leave is high, and all of these are inextricably linked with teachers' Faculty members' Job Satisfaction (Yan et al., 2015: 1859).

As a kind of high-quality educational resources accumulated by Private Universities in the process of running schools for a long period of time, the brand of Private Universities is an important soft power that distinguishes itself from other top schools (Yuan et al., 2008: 5200). It is of great significance for Private Universities to study the countermeasures to improve teachers' Faculty members' Job Satisfaction. this research takes a number of Private Universities in Jiangxi Province as an example, tries to market the brand theory of marketing, through the questionnaire form of Private Universities in Jiangxi teacher satisfaction to carry out a comprehensive, systematic, in-depth research on the impact of their Faculty members' Job Satisfaction on the basis of a comprehensive analysis of the college brand-related factors, and strives to establish a high-quality Private Universities in the province and the country's teaching force to put forward some effective recommendations, and expects to provide some useful suggestions for the development of similar Private Universities , and to provide some useful suggestions for the development of the Private Universities (Yuan et al., 2008: 5200). It is expected to provide some useful references for the development of similar Private Universities.

Labor relations atmosphere is a sub-atmosphere of the organizational atmosphere, is the product of the combination of labor relations and organizational atmosphere, is a kind of arising in the workplace, perceived by the members of the organization, Private Universities labor relations in the organization of a certain kind of typical atmosphere (Payne & Pugh, 1976: 1142) In order to shape the brand of the excellent Private Universities , the Private Universities need to take some corresponding measures, which also are effective ways and means to improve labor relations in Private Universities (Yang & Zhang, 2008: 329), which can promote the formation of a harmonious labor relations atmosphere. At the same time, labor relations atmosphere significantly affects Faculty members' Job Satisfaction (Cui, Zhang, & Jiaojiao, 2012: 7), from which we can also think that labor relations atmosphere will have a significant impact on teachers' Faculty members' Job Satisfaction.

The Transactional psychological contract is based on teachers' subjective understanding of commitment (Morrison & Robinson, 1997: 234) and is the perceived beliefs of teachers about their responsibilities and obligations to each other in the organization-teacher relationship (Rousseau, 1989: 131). For teachers within the private university, the private university brand is the "promise" that the private university makes to the teachers, either in the relationship that the private university establishes with the teachers or in the unique work experience that the private university provides to the teachers. At the same time, the degree of fulfillment of the Transactional psychological contract has an impact on teachers' attitudes and behaviors, and studies have examined the relationship between the Transactional psychological contract and Faculty members' Job Satisfaction (Shore & Barksdale, 1998: 735; Larwood et al., 1998: 115; Millward & Hopkins, 1998: 1541; Hopkins, 1998: 481).

As a result, this study intends to introduce labor relations atmosphere and Transactional psychological contract as mediating variables to further discuss the role between Private University brand and Faculty members' Job Satisfaction, so as to construct a mechanism model of the role between Private University brand and teachers' Faculty members' Job Satisfaction, in order to enrich the theories related to teachers' Faculty members' Job Satisfaction as well as the brand of Private Universities , to fill the corresponding theoretical gaps, to improve the

relevant theoretical system and to provide valuable guiding suggestions for the actual operation of Private Universities . Universities, to fill in the theoretical gaps, to improve the theoretical system, and to provide valuable suggestions for the actual operation of private Universities.

## **Research Objectives**

1. To study private university branding factors through a win-win labour relations climate to faculty members' job satisfaction
2. To study private university branding factors through a transactional psychological contract to faculty members' job satisfaction
3. To develop the faculty members' job satisfaction in Jiangxi, China

## **Research Methodology**

### **Simple and data collection**

1. for quantitative method using a sampling method in which the units in the population are merged into a number of non-overlapping and non-repetitive sets, which are called clusters, and then the samples are taken from the clusters as sampling units. The sampling formula of Taro Yamane (1973: 1420) was employed to determine the sample size of the research. Its error rate is 5%, and the result indicated that the sample number should be 381 out of the population of 7618. When the overall population size is 7618 and the allowed error is 0.05, the sample size (n) determined using Yamane's sampling formula is approximately 381. This is the sample size required in this case to meet the required sampling error. According to the above calculations, at least samples are selected to meet the Yamane's sampling criteria.

2. for qualitative method in this study, 12 faculty members were selected for in-depth interviews to find out their true feelings about university branding, in order to obtain first-hand practical information to support them. The 12 samples, selected from different Universities, were chosen from the two top-ranked private Universities in Jiangxi Province, as well as the two middle-ranked private Universities, and then the two last-ranked private Universities, totaling six schools. In addition, in order to increase the validity of the interview content, the average number of years of experience of the selected sample was 3 years to ensure that the interviewees had a high level of familiarity with the specifics of the organization.

### **Instrument**

In this research, according to the existing mature scale, and each variable, design the questionnaire, collect a certain amount of empirical data to test the reliability and validity of the scale, and determine the measurement scale of each variable.

At the same time, a small-scale pre-test was conducted, and then the order of the questions and expressions were adjusted according to the results of the test to ensure that the interviewees could correctly understand the contents of the questions and answer them conscientiously by

### **1. For quantitative methods**

This study will use a questionnaire to collect relevant data, the investigated teachers are mainly selected representative of Private Universities staff in Jiangxi Province, the content of the questionnaire is based on the variables of the scale for the design of the questionnaire, a total of five parts can be divided into.

The first part is the introduction. This part is to introduce the purpose of this questionnaire, confidentiality, and the researcher's contact information to the respondents and to instruct the respondents on how to fill out this questionnaire so as to reduce their wariness and fill out this questionnaire seriously. The second part of the questionnaire is the basic information, which asks the gender, age, education level, position, years of experience, nature and size of the university where the faculty members work in order to understand the distribution of the sample and to prepare for the selection of control variables in the regression analysis, which consists of six question items. The third part is brand related variables. This part mainly asks faculty members about their perception of the various functional and symbolic benefits provided by the university for themselves, which is measured in terms of brand positioning, brand diagnosis, brand impression, and brand management, with 5 items for brand positioning, 5 items for brand diagnosis, 5 items for brand impression, and 5 items for brand management, for a total of 20 items. The fourth part is Win-Win Labor Relations Climate, Transactional psychological contract mediating variables. This part mainly inquiries about faculty members' perceptions of the organizational characteristics of the interaction between the university and faculty members, and their perceptions of the mutual responsibilities and rewards between themselves and their university, which are measured in terms of labor-management win-win labor atmosphere and Transactional psychological contract, with 4 question items on labor-management win-win labor atmosphere and 4 question items on Transactional psychological contract, for a total of 8 question items. The fifth part is Faculty members' Job Satisfaction, and this part asks about faculty members' perceptions in the university, with 5 question items. The total combined questionnaire items were 39.

All variables were scored on a 5-point Likert scale, where 5 stands for "strongly agree", 4 for "somewhat agree", 3 for "not sure", 2 for "somewhat disagree", and 1 for "strongly disagree". "Comparatively Disagree", and 1 represents "Strongly Disagree".

### **2. For Qualitative Method**

Semi-structured interviews are widely used in academia for exploratory research. Generally speaking, semi-structured interviews are mainly face-to-face exchanges between the researcher and interviewees on the main contents of the study, so as to explore the understanding, attitude, and motivation of the research subjects towards the issues involved in the study in practice.

The issue involved in this study is the exploration of the mechanism between university brand and job satisfaction, therefore, the interview mainly asked the interviewees to describe their perception of the brand of the university and the atmosphere of labor relations, as well as their evaluation of their own fulfillment of the psychological contract, based on their own real thoughts and feelings in the work practice.

Therefore, this interview mainly asked the interviewees to describe their perception of the brand and labor relations atmosphere of their universities and their evaluation of their own psychological contract performance based on their real thoughts and feelings in their work

practice, in order to obtain a more realistic picture of the paths of the variables and the relationship between them.

### Research Forecast

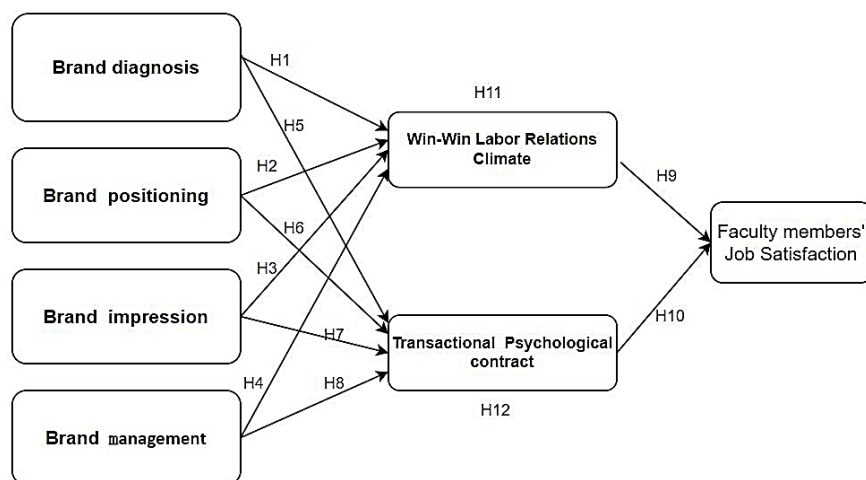
Prior to the formal large-sample survey, this study conducted a small-sample pre-survey to ensure the reliability and validity of the questionnaire and the reasonableness of the measurement. The small sample survey included all the remaining variables except social approbation, and Private Universities were used as pre-survey respondents (these samples were not included in the final sample), the questionnaire was self-administered, and the researcher distributed the questionnaire electronically to the respondents from June to December, 2022. A total of 100 questionnaires were distributed and 97 questionnaires were successfully returned, of which only 89 questionnaires were valid. In the study, the data collected from this survey were analyzed for descriptive statistics of demographic variables and reliability tests to prepare for the next large sample survey.

### Data Analysis

The data analysis software used in this study was SPSS and AMOS, with the help of which the reliability and validity of the scales, the basic descriptive statistics of the samples, and the regression model for hypothesis testing were statistically analyzed.

### Research Conceptual Framework

By sorting out and integrating the existing research variables related to Faculty members' Job Satisfaction and brand diagnosis, we propose the main path of the preliminary conceptual framework of this study, the role of brand diagnosis, brand positioning, brand impression, brand management and Faculty members' Job Satisfaction (as shown in the figure below). Overall, university faculty members' brand perceptions of their schools affect their current Faculty members' Job Satisfaction situation. Therefore, we attempted to validate and revise this main line in the hope of further identifying mediating variables that may be critical in order to explore the role relationship in depth.



Picture 1 Research Conceptual Framework

## Research Result

### For Quantitative Method

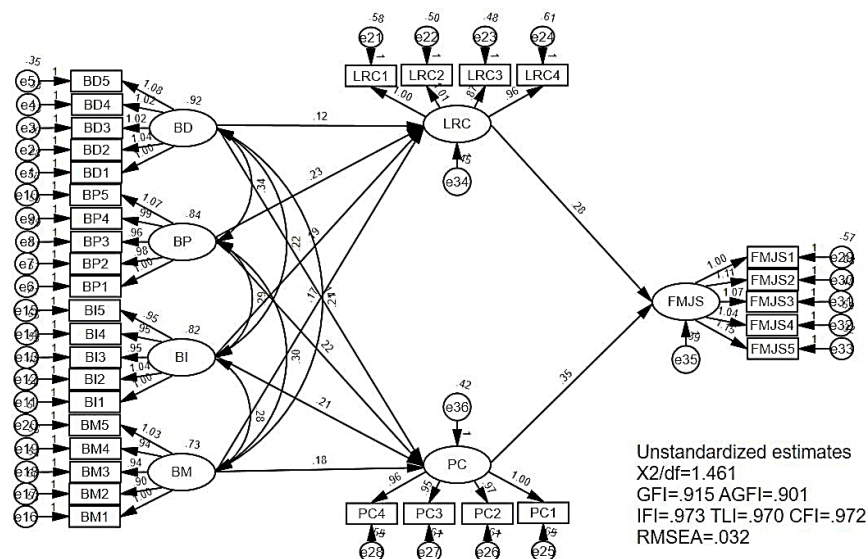
1. Basic situation: regarding for 255 males (55.8%), the age within 26-35 years old 181 persons (39.61%), Education on master's degree is 272 persons (59.52%), teacher population of school below 100 is 168 persons (36.76%), and position is senior-level manager is 190 persons (51.58%)

By research objectives following:

1. To determine private university branding factors through a win-win labour relations climate to faculty members' job satisfaction

2. To study private university branding factors through a transactional psychological contract to faculty members' job satisfaction

Structural Equation Modeling, using AMOS 26.0, a structural equation model was constructed with BD, BP, BI, and BM as independent variables, LRC and PC as mediating variables, and FMJS as the dependent variable for model testing.



Picture 2 Structural equation modeling (unstandardized coefficients)

Before conducting structural equation modeling analysis, it is necessary to perform model fit tests. The results indicate that the standard for X2/df is <5.00, with a study value of 1.46, which meets the criteria. The standard for GFI is >0.90, with a study value of 0.92, meeting the criteria. AGFI's standard is >0.90, with a study value of 0.90, meeting the criteria. IFI's standard is >0.90, with a study value of 0.97, meeting the criteria. TLI's standard is >0.90, with a study value of 0.97, meeting the criteria. CFI's standard is >0.90, with a study value of 0.97, meeting the criteria. RMSEA's standard is <0.08, with a study value of 0.03, meeting the criteria. The model fit is satisfactory.

**Table 1** Model Fit Indicator

Indicator	X2/df	GFI	AGFI	IFI	TLI	CFI	RMSEA
Standard Value	<5.00	>0.90	>0.90	>0.90	>0.90	>0.90	<0.08
Result	1.46 ✓	0.92 ✓	0.90 ✓	0.97 ✓	0.97 ✓	0.97 ✓	0.03 ✓

As shown in the figures and tables, a further path coefficient analysis was conducted. The results indicate that BD (B=0.12, P<0.05), BP (B=0.23, P<0.05), BI (B=0.20, P<0.05), and BM (B=0.17, P<0.05) can positively influence LRC. This confirms the hypotheses H1-H4. Furthermore, BD (B=0.15, P<0.05), BP (B=0.22, P<0.05), BI (B=0.21, P<0.05), and BM (B=0.18, P<0.05) can positively influence PC. This confirms the hypotheses H5-H8. Finally, LRC (B=0.28, P<0.05) and PC (B=0.35, P<0.05) can positively influence FMJS.

**Table 2** Path coefficient testing

Path	B	SE	Std.B	T	P-value
BD→LRC	0.12	0.04	0.14	2.62	0.009
BP→LRC	0.23	0.05	0.26	4.32	***
BI→LRC	0.20	0.05	0.22	3.87	***
BM→LRC	0.17	0.05	0.18	3.09	0.002
BD→PC	0.15	0.04	0.17	3.29	0.001
BP→PC	0.22	0.05	0.25	4.19	***
BI→PC	0.21	0.05	0.23	4.17	***
BM→PC	0.18	0.05	0.19	3.31	***
LRC→FMJS	0.28	0.05	0.31	5.39	***
PC→FMJS	0.35	0.06	0.37	6.32	***

noted: \*\*\*represent p<0.001

### Testing the mediating effect by Amos

Further mediation effect analysis was carried out using bootstrap method with 2000 simulated sampling, and the effect was tested to be significant by the confidence interval method (when the confidence interval between Lower and Upper does not include 0, it means that the effect is significant), and the results showed that:

LRC plays a mediating role on the paths with BD, BP, BI and BM as independent variables and FMJS as dependent variable, and the effect values on the paths of BD→LRC→FMJS, BP→LRC→FMJS, BI→LRC→FMJS, BM→LRC→FMJS, and BM→LRC→FMJS are 0.03, 0.07, 0.06, and 0.05, respectively, and the corresponding confidence intervals do not include 0, and the p-values are all less than 0.05, indicating that LRC mediates less than holds on all these paths.

PC plays a mediating role on the paths with BD, BP, BI and BM as independent variables and FMJS as dependent variable, and the effect values on the paths BD→PC→FMJS, BP→PC→FMJS, BI→PC→FMJS, BM→PC→FMJS are 0.05, 0.08, 0.07, and 0.06, respectively, with corresponding confidence intervals that do not include 0, and p values are all less than 0.05, indicating that the mediation of PC on these paths is less than holds.



**Table 3** Mediation effect testing

	Effect	SE	Lower	Upper	P
BD→LRC→FMJS	0.03	0.02	0.01	0.09	0.023
BP→LRC→FMJS	0.07	0.02	0.03	0.12	0.007
BI→LRC→FMJS	0.06	0.03	0.02	0.12	0.003
BM→LRC→FMJS	0.05	0.02	0.01	0.11	0.009
BD→PC→FMJS	0.05	0.02	0.02	0.11	0.002
BP→PC→FMJS	0.08	0.03	0.03	0.13	0.006
BI→PC→FMJS	0.07	0.03	0.02	0.13	0.010
BM→PC→FMJS	0.06	0.03	0.01	0.16	0.016

#### **For Qualitative Method**

#### **By research objective: 3. to develop the faculty members' job satisfaction in Jiangxi, China analyst by Interview Results (Semi-structured)**

By sorting and analyzing the results of the in-depth interviews, we have formed a pre-knowledge and preliminary understanding of the conceptual model in this study, and at the same time, we have a deeper understanding of the real psychological state of college faculty members in their work practice and the actual behavioral results have a deeper appreciation.

The preliminary conceptual model and the relationships among the variables obtained through the exploratory research in this study were basically conceptually recognized and affirmed by the faculty members, and the reasonableness of the model was verified on the basis of practical experience. For example, 4 responders agreed that faculty members' perceptions and evaluations of the college's brand are reflected in the level of compensation and benefits, personal development opportunities, appropriate positions, and the faculty member's perceived strengths of the college and the college's culture. In their opinion, if the salary and benefits offered by the college are attractive, with more training and a well-designed promotion system, faculty members will be more motivated to work and more willing to work in this college. Interviewees 2 responders, on the other hand, particularly emphasized that if the college brand image of their organization is good and the college is well known, then they will be proud to work in such a college. And would be very willing to work in this college for a long time. A Responder, on the other hand, emphasized that if the college gives full voice and autonomy to the faculty members, the faculty members will feel respected, and thus will be more willing to work in this college and be more enthusiastic about their work and will work harder to accomplish their tasks. All of these elements reflect the respondents' understanding and perception of the construct of college branding, and they reflect the relationship between faculty members' perceptions and evaluations of employer branding and their job satisfaction.

By organizing and summarizing the content of the interviews, we proved the influence of college brand on faculty job satisfaction, and at the same time, we noticed that, in the mechanism of action between the two, the atmosphere of labor relations and the psychological contract are most likely to play an important role in bridging the gap, and verified that the present study introduces these two variables as the mediator variables to construct a model of the mechanism of action between the college brand and the job satisfaction of the faculty members.

**Testing 4 of hypotheses**

No	Hypotheses	Estimates	Results
H1	Brand diagnosis has a positive impact on Win-Win Labor Relations Climate	0.12	accepted
H2	Brand positioning has a positive impact on Win-Win Labor Relations Climate	0.23	accepted
H3	Brand impressions have a positive impact on Win-Win Labor Relations Climate	0.20	accepted
H4	Brand management has a positive impact on Win-Win Labor Relations Climate	0.17	accepted
H5	Brand diagnosis has a positive impact on Transactional psychological contract fulfillment	0.15	accepted
H6	Brand positioning has a positive effect on Transactional psychological contract fulfillment	0.22	accepted
H7	Brand impressions have a positive effect on Transactional psychological contract fulfillment	0.21	accepted
H8	Brand management has a positive impact on Transactional psychological contract fulfillment	0.18	accepted
H9	Win-win Labor Relations Climate has a positive effect on Faculty members' Job Satisfaction	0.28	accepted
H10	Transactional psychological contract has a positive effect on Faculty members' Job Satisfaction	0.35	accepted
H11a	Win-win Labor relations atmosphere mediates the relationship between brand diagnosis and job satisfaction.	0.03	accepted
H11b	Win-win Labor relations atmosphere mediates the relationship between brand positioning and job satisfaction.	0.07	accepted
H11c	Win-win Labor relations atmosphere mediates the relationship between brand impression and job satisfaction.	0.06	accepted
H11d	Win-win Labor relations atmosphere mediates the relationship between brand management and job satisfaction.	0.05	accepted
H12a	Transactional Psychological contract mediates the relationship between brand diagnosis and job satisfaction	0.05	accepted
H12b	Transactional Psychological contract mediates the relationship between brand positioning and job satisfaction.	0.08	accepted
H12c	Transactional Psychological contract mediates the relationship between brand impression and job	0.07	accepted

satisfaction.

H12d Transactional Psychological contract mediates the relationship between brand management and job satisfaction.

0.06 accepted

## Discussions

1. “Brand diagnosis has a positive effect on the climate of win-win labor relations between labor and management” which again validates the findings of previous research by Joseph Hunsaker: Huntsman's study focused on the impact of labor relations climate on brand reputation. He argues that a positive labor relations climate can contribute to a company's brand reputation, while a negative labor relations climate can damage brand image. Huntsman's study emphasizes that establishing and maintaining a healthy labor relations climate is critical to a company's brand success. The study of the relationship between brand diagnosis and labor relations climate has been an important topic in the field of organizational psychology and management. Scholars have conducted numerous studies in the past to explore the interrelationship between brand diagnosis and labor relations climate. Samuel Bach research emphasized the positive impact of brand diagnosis on employee satisfaction and engagement. He found a positive correlation between employees' brand identification with the company and their level of engagement at work. Barker's study highlights the strategic importance of branding to promote a positive labor relations climate.

2. “Brand positioning has a positive effect on the atmosphere of win-win labor relations between labor and management”. When employees resonate with a company's brand positioning, they are more likely to be actively engaged, satisfied, and loyal to the company Backhaus & Tikoo (2004: 514). Consistency and effective communication of brand positioning have also been identified as key elements in promoting positive labor relations Aaker (1996: 118), focusing specifically on the following areas: (1) Brand resonance: brand positioning can be aligned with employees' values and beliefs. When brand positioning is aligned with employees' personal or professional values, employees are more likely to build empathy with the brand and increase their identification with it. (2) Employee engagement: brand positioning can influence employee engagement. If employees find a company's brand positioning engaging and meaningful, they are more likely to be actively engaged in their work because they see themselves as part of the company's success. (3) Brand Consistency: brand positioning consistency to the labor relations climate. A consistent brand positioning helps employees feel that there is stability and consistency in the company, which can increase employee satisfaction and loyalty. (4) Communication and dissemination: R transparent and consistent brand communication can enhance employees' trust and identification with the company, which in turn promotes positive labor relations.

3. “Brand impression has a positive effect on the atmosphere of win-win labor relations between labor and management”. Carroll and Buchholtz (2010: 91) research finding that brand impression, brand social responsibility are seen as key factors influencing labor relations climate. A brand's social responsibility performance positively influences employees' work engagement and organizational commitment.

On the other hand, a brand's internal marketing strategy can also have an impact on labor relations climate. For example, In 2009, Keller and Lehmann (2009: 10) study found that effective internal brand communication can increase employee satisfaction and loyalty, which in turn generates positive work attitudes and behaviors. In addition, brands' employee involvement and incentives have also been shown to be associated with a positive labor relations climate. a 2013 study by Dyer and Chandler found that employee involvement in the brand's decision-making process as well as the incentives they receive, such as stock options and performance awards, can enhance employee satisfaction and loyalty, which can lead to an improved labor relations climate.

Overall, brand impressions have a positive impact on labor-management win-win labor relations climate.

4. "Brand management has a positive effect on the climate of win-win labor relations between labor and management", which is in line with Liu, Hui, and Meng, Fanwei et al., (2023 : 8), who suggest that college brand management strategies, such as brand identity and brand communication, have an impact on the labor relations climate, For example, Chen, Y. and Chen, K.Y. (2018: 65) stated in their study that university brand identity has a significant positive effect on teachers' job satisfaction and organizational commitment. Influence of labor relations climate on brand management: on the other hand, labor relations climate may also affect brand management in Universities. For example, Zhang Zhihua et al., (2020: 458) found that a good labor relations climate can improve teachers' identification and loyalty to the university, which is conducive to the brand image of the university.

5. "Brand diagnosis has a positive effect on Transactional psychological contract fulfillment" this research found that brand diagnosis has a positive impact on psychological contract, which is the same conclusion as Katou, Budhwar, and Chand in 2020 on page 1346 suggested that brand diagnostic management practices such as training, compensation, and personal development are all common influences on employee's psychological contract fulfillment and that branding can have a greater impact on employee's psychological contract fulfillment (Farrell et al., 2020: 349). It usually involves evaluating various aspects of the brand, including brand image, brand value, brand loyalty, brand communication, and many other dimensions. A psychological contract, on the other hand, is an unwritten expectation and agreement that is a psychological connection between the employee and the organization. The psychological contract has a significant impact on employees' work attitudes and behaviors, as well as on their organizational commitment and loyalty.

6. "Brand positioning has a positive effect on Transactional psychological contract fulfillment" this research found that excellent brand positioning has a positive impact on the psychological contract. This is the same as Chen et al., (2018: 63), who pointed out in his study that college brand positioning identity has a significant positive impact on teachers' job satisfaction and organizational commitment, and the study concluded that it provides useful guidance for colleges and Universities to improve teachers' job satisfaction in terms of both theory and practice, and that the study of the relationship between college brand positioning on the psychological contract has always been an important research direction in the field of higher education. Brand positioning is the process by which colleges and Universities shape and clarify their brand image, brand value, and brand culture in order to gain a competitive advantage in a highly competitive market (Maning & Wang Shouji 2021 : 125954). Brand positioning has a significant impact on the psychological contract. Firstly, brand positioning

can improve the visibility and reputation of Universities, thus enhancing the pride and sense of belonging of staff. Second, brand positioning can improve the social recognition of Universities, thus attracting more high-quality students and faculty, and further improving the career development and welfare of staff. In addition, brand positioning can also promote the brand communication and marketing of colleges and Universities and improve the enrollment and employment rate of colleges and Universities.

7. “Brand impression has a positive effect on Transactional psychological contract fulfillment” this research finds that excellent brand impression has a positive impact on psychological contract, which is the same as the conclusion of the study proposed by Cao, & Zhu (2007: 138), that good brand impression can motivate employees to produce the perception of psychological contract fulfillment. For this reason, this study examines the close relationship between brand impression and psychological contract again, so as to provide empirical evidence for the future research, in order to enrich the relevant theoretical system of psychological contract and employer brand and provide corresponding guiding suggestions for the practical work of enterprises. theoretical system and provide corresponding guiding suggestions for the practical work of enterprises. Some scholars have found through empirical research that university brand impression has a significant positive impact on psychological contract, i.e., the brand image and reputation of Universities can enhance staff's sense of identity and belonging to the university, thus helping to establish and maintain a good psychological contract.

8. “Brand management has a positive effect on Transactional psychological contract fulfillment”. This study found that good brand management has a positive impact on the psychological contract, which is consistent with the study of the relationship between brand management and the psychological contract presented by Herriot, Manning & Kidd (1997: 159). He believes that brand management is an important part of the organization to maintain sustainable development, employees have more confidence in good brand management and want to long-term development intentions, and want to maintain sustained competitiveness, the college will need employees to work harder to help the company to innovate and develop, and once the employees have established a better psychological contract and can be positively fulfilled, serious work, loyalty and responsibility, then their satisfaction will naturally be greatly improved. Once employees establish a better psychological contract and fulfill it positively by working hard, being loyal and responsible, then their satisfaction will be greatly improved.

Branding is the sum of functional, economic and psychological benefits associated with an employer as a result of employment behavior, including compensation and benefits, continuous training, personal development opportunities, corporate strength, fair promotion space, sincere organizational culture, etc. (Moroko & Uncles, 2008: 164; Priyadarshi, 2011: 517), all of these elements are more or less, directly or indirectly, will have a certain impact on the fulfillment of the employee's psychological contract (Katou, Budhwar, & Chand, 2020: 1411).

9. “Win-win Labor Relations Climate has an influential role on Faculty members' Job Satisfaction”. Faculty members' perceptions of the labor relations climate have a significant effect on a range of job satisfaction indicators such as their organizational commitment, job performance, job satisfaction, and the tendency to leave their jobs (Wagar, 1997: 169; Deery, Erwin & Iverson, 1999: 542)

A win-win labor relations climate usually refers to a cooperative, mutually trusting, and mutually satisfying working relationship between the employer (school administration) and the faculty (teachers). This climate emphasizes cooperation, communication, respect, and mutual interest between employers and instructors to create a positive work environment. An atmosphere of win-win labor relations between employers and employees usually increases faculty job satisfaction. Teachers are more likely to be satisfied with their jobs when they feel that their opinions are respected, that they have the opportunity to participate in decision-making, and that a relationship of mutual trust has been established with the school administration. A win-win climate for labor and management increases teachers' loyalty to the school. When teachers feel that their contributions are recognized and rewarded, they are more likely to stay with the school and support its goals and mission. A win-win climate for labor and management helps promote teamwork. In such an environment, teachers are more willing to collaborate with their colleagues and share experiences and resources, thereby increasing the efficiency and achievement of the entire educational institution.

10. "Transactional psychological contract fulfillment has an influential role on Faculty members' Job Satisfaction" In this study, it was found that transactional psychological contract has a positive effect on job satisfaction, Chen (2001: 545) conducted a study on the relationship between psychological contract and job satisfaction, and the results of the study showed that psychological contract can significantly affect the level of job satisfaction of faculty members. As can be seen above, the research findings are the same. Looking specifically at the different dimensions of the psychological contract, both the real and developmental responsibilities of the organization can have an impact on the job satisfaction of the employees. Organizations are fully capable of improving faculty job satisfaction through psychological contract management (Wang, Zhang, & Cao, 2005: 75). A transactional psychological contract is a psychological bond established between teachers and schools that emphasizes reciprocity and short-term benefits between teachers and schools. This type of psychological contract usually focuses on the material benefit aspects such as teachers' work assignments, salaries and benefits.

Research has shown that the transactional psychological contract has a positive impact on teachers' job satisfaction. Teachers tend to feel satisfied and agreeable when they perceive their dealings with the school to be fair and balanced.

11. "Win-win labor relations climate has a mediating effect between branding and Faculty members' Job Satisfaction". This study reaffirms the previous argument on the relationship between branding and labor relations climate that establishing an excellent Private University brand helps to improve the relationship between the college and the faculty members, which in turn promotes the improvement of the labor relations climate (Yuan et al., 2008). It also further validates the significant effect of labor relations climate on job satisfaction (Cui Xun and Zhang Yiming, 2012: 5199). At the same time, the study also verifies our hypothesis on the mediating role of labor relations climate through empirical data, completing the test of practice against theory, and the empirical results are basically consistent with the analytical conclusions of the interviews. Generally speaking, excellent Private University brands can promote the formation of cooperative win-win labor relations climate between labor and management, which means that excellent brands have a facilitating effect on win-win labor relations climate and faculty participation labor relations climate.

In a cooperative labor relations climate, employers and employees are able to trust each other, help each other, understand each other, and cooperate with each other in their work, and this kind of relationship climate enhances faculty members' sense of identification with the organization, and faculty members are more inclined to have a higher organizational commitment. In addition, in this type of labor relations atmosphere, instructors will tend to believe that their own goals are consistent with the goals of the company, which is fully consistent with the explanatory logic of the individual-organizational matching theory, i.e., the higher the similarity between the instructor's personal goals and the organization's goals, the higher the degree of match between the individual and the organization, and this congruence will promote the joint efforts of the instructor and the organization and mutual assistance, and will be able to work towards this common goal (Bretz & Judge, 1994: 541).

12. "Transactional psychological has a mediating effect between branding and faculty job satisfaction". The results of the hypothesis test reaffirmed the role of Private University branding in facilitating the psychological contract, which is consistent with the previous study (Tan et al., 2007: 942), that is, as a "promise" from the college to the faculty members, the college branding not only embodies the relationship between the college and the faculty members, but also embodies the unique employment experience provided by the college to the faculty members, such as compensation, benefits, space for creativity, job diversity, and training and development space, thus facilitating the establishment and maintenance of the psychological contract of the faculty members. The brand not only reflects the relationship between the college and the faculty, but also the unique employment experience that the college offers to the faculty, such as compensation, benefits, space for innovation, job diversity, and space for training and development of the faculty, etc., thus facilitating the establishment and maintenance of the psychological contract. (Robinson & Rousseau, 1994: 253; Rousseau, 1995: 208; Huang, Wang, & Zhu, 2011: 108). In general, intrinsic factors, especially psycho-emotional factors, have a strong and more stable influence on faculty attitudes and behaviors, while extrinsic factors have a slightly weaker influence. College branding is an uncontrollable external factor for faculty, so it may be more straightforward to improve faculty job satisfaction by enhancing college branding. At the same time, the impact on faculty performance is more long-lasting if it strengthens the fulfillment of the faculty's psychological contract by enhancing the college brand, which in turn strengthens the emotional connection between the faculty and the college.

## Conclusion

This research aimed to study private university branding factors through a win-win labour relations climate to faculty members' job satisfaction factors through a transactional psychological contract to faculty members' job satisfaction; and develop the faculty members' job satisfaction in Jiangxi, China the research found that win-win labor relations atmosphere and transactional psychological of private university play mediating role effect among branding factors were brand diagnosis, positioning, impression, and management on faculty member satisfaction. Brand diagnosis, positioning, impression, and management, win-win labor relations atmosphere and transactional psychological effect faculty member satisfaction of private university in Jiangxi, China and mechanism of action between the two, the atmosphere of labor relations and the psychological contract are most likely to play an important role on job satisfaction of the faculty members.

## **Recommendations**

### **Recommendations in this research**

1. successful Private Universities Private Universities branding, not only can attract more talent to Private Universities , more importantly, can also motivate and retain the existing valuable talents of Private Universities , at the same time, but also improve its existing in-service faculty and staff Faculty members' Job Satisfaction, so as to improve the efficiency of the work, the quality of the products and services, to attract and retain more customers, so the Private Universities branding Therefore, branding of Private Universities is an important element that Private Universities cannot avoid nowadays.

2. Emphasizing the bridging role of the Win-Win Labor Relations Climate: The positive impact of faculty members' perception of Private University Private University brand on Faculty members' Job Satisfaction is partly achieved through the perception of good Win-Win Labor Relations Climate. That is to say, it is not enough for Private University to focus only on how to improve the perception of the Private University brand, because the Win-Win Labor Relations Climate is a more direct and effective influence variable on Faculty members' Job Satisfaction. If faculty members fail to accurately perceive a harmonious labor relations atmosphere (win-win atmosphere for labor and management and faculty participation atmosphere), the effect of good Private University brand perception on Faculty members' Job Satisfaction may be greatly weakened, and it will be difficult to effectively translate into higher Faculty members' Job Satisfaction; therefore, Private Universities should pay attention to the assumptions of Private University branding while also paying attention to the Win-Win Labor Relations Climate bridging role should be emphasized.

### **Further research**

1. This study introduces labor relations atmosphere and Transactional psychological contract as mediating variables, and argues and tests the mediating path constructed by these two variables. Based on the understanding of the outcome variables of Private University branding and the antecedent variables of Faculty members' Job Satisfaction, we can know that there are some other variables that can be used as mediator variables, such as organizational equity, faculty and staff constructs, and job well-being, to explain the mechanism of action between Private University branding and Faculty members' Job Satisfaction, and these can be a sub-theme in future research.

2. The test of the boundary conditions of the model of the mechanism of action between branding and Faculty members' Job Satisfaction of faculty members in Private Universities. Although this study tested the internal mechanism of action between Private University branding and Faculty members' Job Satisfaction through two mediating variables, Win-Win Labor Relations Climate and Transactional psychological contract, it did not take into account the boundary conditions under which the theoretical model was established. We are missing the consideration of some moderating variables. Although, this study has dealt with years of working experience and the size of Private Universities as control variables, they can all be the entry points for the next step of considering the boundary conditions of the theoretical model, and the influence of these variables needs to be further clarified through rigorous logical theoretical deduction and rigorous empirical testing. In this way, not only can the theoretical system of Faculty members' Job Satisfaction be enriched, but also can help Private University administrators purposefully strengthen or weaken the impact of faculty members' Private University brand perception on their faculty members' Job Satisfaction.



3. Most of the existing studies consider the role and significance of Private University branding from the perspective of Private University branding, and very few studies conduct rigorous reasoning and verification of antecedent variables affecting Private University branding, i.e., very few studies answer the question, "What factors contribute to the formation of a good Private University branding?" This type of question. The answer to this question is the starting point for all Private University branding related research findings and practices, and only by understanding how to build a good Private University brand from the root, can we actually grasp how to positively influence other variables from building a good Private University brand. Therefore, we believe that in the future research, we need to deeply analyze the Private University brand of the antecedent factors of influence, so as to improve the understanding and grasp of the theory of Private University brand, and then more helpful to Private Universities in the practice of targeting, successfully shaping the brand of excellent Private Universities

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