The trinomial commitment, satisfaction and organizational justice in the binomial happiness and turnover intention

El trinomio compromiso, satisfacción y justicia organizacional en el binomio felicidad e intención de rotar

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Abstract: the aim of this study Is to analyze the relationships between the dimensions of organizational justice, job satisfaction, and organizational commitment based on work happiness and turnover intention among academic workers in Mexico. To this end, a sample of 393 higher education faculty members in Mexico was surveyed. The statistical technique of structural equation modeling (CB-SEM) was used to analyze the data. The study's results show that, on the one hand, the variables of job satisfaction, organizational commitment, and organizational justice are interrelated among these workers, and on the other hand, that these variables positively explain work happiness and negatively explain turnover intention. This information is relevant for university leaders to undertake a strategic direction oriented towards *Happiness Management*. In this way, their human capital can perform their professional activities in an environment of positive emotions, creativity, joy, and subjective well-being.

Keywords: job happiness, turnover intention, organisational justice, job satisfaction; affective engagement.

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Resumen: el objetivo de este estudio fue analizar empíricamente las relaciones entre las dimensiones justicia organizacional, satisfacción laboral y compromiso organizacional con la felicidad laboral y la intención de rotar en trabajadores del ámbito docente en México. Con este fin, se encuestó a una muestra de 393 profesores de educación superior en México. Para analizar los datos se utilizó la técnica estadística de ecuaciones estructurales por CB-SEM. Los resultados alcanzados de este estudio muestran, por un lado, que las variables satisfacción laboral, compromiso organizacional y justicia organizacional están relacionados entre sí en este tipo de trabajadores, y por el otro, que estas variables explican positivamente la felicidad laboral y negativamente la intención de rotar. Esta información es relevante para que los máximos responsables de las universidades emprendan una dirección estratégica orientada al *Happiness Management*. De este modo, su capital humano podrá desempeñar sus actividades profesionales en un entorno de emociones positivas, creatividad, alegría y bienestar subjetivo.

Palabras clave: felicidad laboral, intención de rotar, justicia organizacional, satisfacción laboral, compromiso afectivo.

Introduction

The main objective of any entity in higher education is to provide its students an excellence and quality education to facilitate their insertion into the labor market (Rahm and Heise, 2019). Under this approach, its human capital must take the role of protagonists in the development and acquisition of professional competencies of future graduates of the post-COVID-19. To do this, it is necessary to develop their didactic activity in an environment of happiness and trust, that look for satisfaction and commitment of the student and their academic expertise to contribute to an ecosystem that promotes personal interactions and happiness at work. This is pivotal in emerging economy countries that require a significant volume of excellent professionals to stimulate the productive growth of their territories in order to turn it into competitive, sustainable and innovative ecosystems.

Mexico is a good example, since on the one hand it needs university communities that pivot around the job happiness and psychological health of its employees in the era of Industry 4.0. On the other hand, it requires governance models that promote the educational competences of its workers. This action would have two great benefits for Mexican universities. The first is to move towards Q1 quartile in the Shanghai ranking for the quality of its scientific productions. This requires that the heads of these institutions bet on a scientific culture based on the guiding principles of job happiness, organizational justice and the knowledge of their researchers (Galván-Vela and Ravina-Ripoll, 2023). And the second is to encourage the attraction of creative talent internationally. This resource demands environments where

decent work, disruptive thinking or collective well-being are stimulated.

In this way, Mexico, as the target country of this research, will have a university community of people involved in transforming its economy to the challenges demanded by the education of the future. And thus, to be able to generate human capital that addresses, in a proactive way, the challenges derived from the emerging technological advances linked to the tools of artificial intelligence. In short, the promotion of a culture of job happiness and organizational justice in Mexican universities will contribute to academic and scientific advancement through teachers committed to the correct training of professionals who meet global challenges.

Therefore, the idea is to create organizations that promote the culture of the three T: Talent, Technology and Business Transfer under the magnifying glass of corporate happiness, organizational justice and job satisfaction. Hence, the objective of this scientific article is to evaluate the relationship between job satisfaction, affective commitment and organizational justice with happiness and the intention to rotate by university professors in Mexico. This research aims to provide a clear understanding of how these factors interrelate and affect the working environment of teachers in higher education institutions. By focusing on these aspects, the aim is to identify which elements are decisive to foster a work environment in which teachers not only feel satisfied and engaged, but also valued and motivated to remain in their institutions.

This research contributes to the scientific production that revolves around the culture of *Happiness Management*. First, it provides a detailed analysis of how organizational fairness, affective

engagement, and job satisfaction influence intention-to-rotate and happiness constructs at work. Second, it contributes to the body of literature that explores the happiness of human capital in the university environment of emerging countries. Thirdly, it helps to generate a climate of awareness that reduces the labor turnover of the labor force that is the subject of this research. And finally, this article reinforces the importance of creating university environments that promote the collective happiness of their internal clients as a vehicle for organizational success and knowledge transfer.

Literature review

In this section, we present the analysis of the-state-of-the-art of job satisfaction, affective

commitment, organizational justice, job happiness and the intention to rotate. It is relevant to mention that these elements have been previously studied in various organizational contexts, but their specific interaction in the university environment of emerging countries, such as Mexico, requires further exploration (Galván-Vela and Ravina-Ripoll, 2023). This review aims to contextualize current research and frame the need for a comprehensive management approach that considers how these variables interact to influence the well-being and retention of academic staff of Mexican universities. The result of this review led to approach various research hypotheses, which pose relationships established theoretically in the model illustrated in Figure 1.

Figure 1
Proposed model
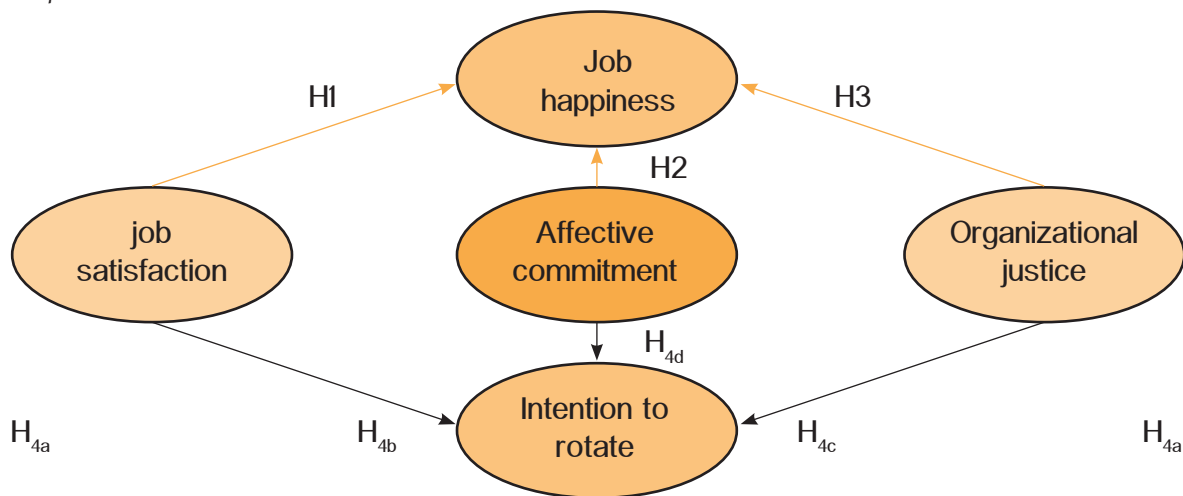
Job satisfaction

Job satisfaction is the degree that indicates if a person is emotionally happy in the performance of his/her job (Galván-Vela *et al.*, 2022). Regarding this definition, investigations show not only that this construct contributes significantly in the productive and technological development of corporations, but also in generating an internal climate within organizations that encourages professional performance, radical innovation or

job happiness (García-Salirrosas, 2024; Rogowska and Meres, 2022). All these factors are key to cultivating a business culture that promotes justice and organizational commitment from the perspective of *Happiness Management*.

In this sense, studies such as Moura *et al.* (2020) or Quijano and Muñoz (2020), indicate that corporations must formulate leadership styles and human resources policies that stimulate the job satisfaction of their employees as a catalyst for co-

llective happiness and competitive advantage (Butt *et al.*, 2020). In this line, Carstensen and Klusmann (2021) and Ravina-Ripoll *et al.* (2024), argue that job satisfaction not only relies in the salary, but in other elements, among them, the ability to work in an environment where professional growth and subjective well-being are stimulated.

In this way, the internal clients of the companies will enjoy a mood that will have a noticeable effect on their levels of motivation and job satisfaction. This contributes to a significant reduction in the number of sick leave and voluntary abandonment of employees (Casely-Hayford *et al.*, 2022). As a result, employee job satisfaction becomes an essential resource for managers to enhance the commitment of their human capital. Under this approach, there is evidence that labor satisfaction positively affects the professional performance and commitment of workers when organizations consider organizational justice as a driver of labor happiness for their human capital (e.g. Mert *et al.,* 2022).

Enriched with theoretical-empirical models that demonstrate that job satisfaction is not only a synonym of business benefits but that it also constitutes to an internal source of corporate happiness in management models based on the philosophy of *Happiness Management* (Ravina-Ripoll *et al.*, 2022), universities begin to be aware that the job satisfaction of their staff plays a main role in their professional performance (Rogowska and Meres, 2022). Some research shows that the job satisfaction of their teachers is fostered by the implementation of collaborative pedagogical styles that promote the collective happiness of their students (e.g. Banerjee *et al.*, 2017). Based on this, university governance should consider the job satisfaction of this group as an instrument to encourage a community of committed teachers (Castañeda-Santillán and Sánchez-Macías, 2022).

Based on these premises, the first research hypothesis was developed:

H_1: Job satisfaction positively influences job happiness

Affective commitment

Affective commitment is the emotional attachment of an employee to the organization in which he/she works. In this regard, Fonseca-Herrera *et al.* (2019) point out that this type of commitment provides workers with high doses of job satisfaction. To do this, managers must create an organizational culture in which people feel happier and committed to the strategic objectives of senior management. In addition, the creation of a positive work environment, where employees perceive fairness and equity in organizational decisions, reinforces their sense of belonging and loyalty to the institution.

Literature shows two fundamental aspects associated with affective engagement. The first is that this variable significantly reduces people's emotional exhaustion, psychological stress or job dissatisfaction (Van Waeyenberg *et al.*, 2022). These elements, and multiple other factors, are crucial to develop management models that promote the economic growth of companies from the synergies of disruptive innovation, productive efficiency and the subjective well-being of their human capital. The second is that the promotion of affective commitment is a basic strategic resource not only to stimulate the attraction of creative talents, but also to stoke a business identity where employees feel recognized by their hierarchical superiors (Novitasari *et al.*, 2020).

These last two elements are especially relevant in the context of higher education institutions in Mexico. A sector characterized by having high levels of rotation in its academic professionals, mainly due to the scarcity of formal full-time employment contracts and precarious salaries in disagreement with the professional profiles of university teachers (Barbosa-Bonola and Ávila-Carreto, 2022). This results in teachers with low levels of job satisfaction and commitment to their institutions (Park, 2005).

To change this situation, there are organizations that carry out corporate governance that implement leadership styles aimed at cultivating an environment of promotion of happiness and commitment (Meyer *et al.*, 2019). In this way, workers acquire feelings of loyalty to their entities.

In this sense, Zheng *et al.* (2019) show that the affective commitment of employees is an essential component for internal clients to undertake collaborative learning models that encourage the academic happiness of future graduates. Likewise, Bahat and Işık (2023), show that universities with their own culture towards promoting organizational commitment are distinguished by having happy workers in the performance of their professional activities.

In this line, Moon and Park (2024) have shown that the affective commitment of the collective object of this research is significantly increased when corporate governance promotes the academic happiness of all members of the university community. On the other hand, Kim and Lee (2023) find that affective engagement has an indirect effect on happiness when mediated by the resilience dimension. This is because these entities promote an affective commitment of hierarchical and authoritarian type that stimulates, among other things, the rotation of their teachers.

In accordance with these novel findings, the following research hypothesis is proposed:

H$_2$: Affective engagement positively influences job happiness

Organizational Justice

Organizational justice has its origins in humanist, egalitarian and motivational theories (Ríos and Loli, 2019). On this basis, the researchers explore, on the one hand, how employees perceive equity in their interpersonal relationships with their hierarchical superiors and peers. On the other hand, to understand which are the workers' emotional and behavioral responses to these perceptions (Galván-Vela *et al.*, 2022). This information is crucial for managers to carry out strategic management based on the work interactions of their internal clients (Mert *et al.*, 2022), because organizational justice is a key element to design management models based on job satisfaction, affective commitment and job happiness of their human capital (Sheeraz *et al.*, 2021).

Regarding scientific research on the topic of organizational justice at the university level, some authors show that organizations lacking organizational justice are characterized not only by the emotional exhaustion and stress of their human capital, but also by a climate devoid of happiness and interpersonal relationships (Akar and Ustuner, 2019). In this line, Ghran *et al.* (2019) show a solid significant relationship between organizational justice and job satisfaction in today's globalized society. Likewise, Yavuz (2010) notes that organizational justice positively affects the organizational commitment of university professors. Based on this research, Demir (2016) demonstrates the existence of a robust relationship between the dimensions of organizational justice and job satisfaction in the context of university professors. Also, Jandaghi *et al.* (2012) empirically certify the relationship between organizational justice and job happiness in this same group.

Based on these findings, the following research hypothesis is proposed:

H$_3$: Organizational justice positively influences job happiness

Job happiness

Since the time of Ancient Greece, the pursuit of happiness is considered the sole and ultimate end of the human being, an issue that has not gone unnoticed by social science researchers. In this sense, Ravina-Ripoll *et al.* (2021, p. 3) point out that "this growing interest in happiness studies in the field of organizations is due to the fact that this intangible asset is one of the most important that managers have to cultivate workplace happiness". This brings multiple economic and social benefits to corporations when they implement the innovative *Happiness Management* culture through job happiness. Therefore, job happiness is defined when people not only enjoy the daily performance of their professional position, but also enjoy it and the social relations generated in work environments (Chaiprasit and Santidhirakul, 2011). Under this approach, job happiness is conceptualized as a multidimensional dimension that is made up of intrinsic and extrinsic

factors, among them, joy, subjective well-being, satisfaction or positive emotions. In this sense, Ravina-Ripoll *et al.* (2021) point out that job happiness is the positive emotional state that people experience in the execution of their productive activities within organizations.

In the field of university governance, a stream of studies has focused on analyzing the influence of the variables organizational climate, psychological health, salary remuneration and professional performance on the work happiness of the group object of this scientific study (Rizqi and Qamari, 2022). As a consequence, some authors highlight that organizational commitment, job satisfaction, and subjective well-being have a significant impact on their job happiness (e.g. Galván-Vela and Ravina-Ripoll, 2023; Sudibjo and Sutarji, 2020).

However, the literature that examines job happiness in university organizations is scarce from the discipline of *Happiness Management* (Rizqi and Qamari, 2022). This implies the absence of works that explore quantitatively how the trinomial affective commitment, job satisfaction and organizational justice affect the binomial happiness and intention to rotate. Especially when there is recent research that argues that organizational justice, job satisfaction and organizational commitment are negatively linked to the intention of rotating university professors (Ertürk, 2022).

Based on these arguments, the following research hypotheses are stated:

H_{4a}: Job happiness negatively influences the intention to rotate

H_{4b}: Job satisfaction negatively influences the intention to rotate

H_{4c}: Organizational justice negatively influences intention to rotate

H_{4d}: Affective engagement negatively influences the intention to rotate

Consequently, this study advances in the research of *Happiness Management* at the university context by proposing a quantitative analysis of the impact of affective commitment, job satisfaction and organizational justice on happiness and the intention to rotate. The hypotheses proposed are based on the need to deepen these dynamics to develop strategies that promote the well-being and retention of academic talent.

Methodology

This study is quantitative, non-experimental, cross-sectional, correlational and causal. Its purpose is to determine the inferential relationships of the constructs that make up the conceptual model of this research. To do this, a questionnaire of 50 questions has been developed, adapted from known and validated scales for each variable. The responses of the questionnaire were measured on a Likert scale of 1 to 5 points. Regarding the dimension of labor happiness, the scale of Ramírez-García *et al.* (2019) has been used, which is composed of ten items. Regarding the affective commitment variable, the Meyer and Allen scale (1991) was used, only in its "affective" dimension that is composed of six items. Organizational justice was also assessed using a fifteen-item scale developed by Niehoff and Moorman (1993). Regarding the job satisfaction factor, the authors of this research used the five-item scale suggested by Veray-Alicea (2016). On the intention to rotate, the three items of the scale of Mobley *et al.* (1978) were used. The choice of these scales is justified in the multiple validations of these instruments in different sectors and territories.

The population of this study was considered "indefinite", given that the total number of people dedicated to university teaching in Mexico exceeds the statistical minimum of 100,000 elements, recommended for this category. The sample was drawn by means of the formula Z for indefinite populations, considering a margin of error of +/- 5% and a level of confidence of 95%, so a minimum sample was considered, 385 observations; however, 392 surveys were collected in a non-probabilistic way, but considering little more than ten observations per federal entity in Mexico, a country that is composed of 32 states.

The human capital who responded to the survey were teachers from public and private universities in Mexico, contacted through social networks, so they were provided with a digitized survey. The demographic profile of the indivi-

duds surveyed is characterized by the fact that 55.9% belong to the female gender, 56.4% are married, 85.5% have the degree of academic doctor, 78.6% work in public universities and 74.7% are dedicated exclusively to research (Table 1).

Category	Item	Absol	%
Gender	Female	219	55.9
	Male	173	44.1
Marital status	Married	221	56.4
	Divorced/or	33	8.4
	Free Union	43	11
	Single	91	23.2
	Widow	4	2.3
Education	Bachelor of Secondary Education	9	1.8
	Bachelor of Arts	1	0.3
	Master's Degree	44	11.2
	University Doctorate	347	88.5
Nature of the organization	Private	84	21.4
	Public	308	78.6
Total		**392**	**100**

The data were processed using various statistical techniques. Normality tests were initially performed to verify the distribution of the data. Subsequently, correlation analyzes were carried out to explore the relationships between the variables. An Exploratory Factor Analysis (EFA) was also used to validate the underlying dimensions of the variables. Finally, the method of structural covariance equations was used to evaluate the proposed model and its hypotheses, allowing a detailed analysis of the structural relations between the studied variables. The results obtained provide relevant information for strategic management in universities, aimed at promoting job happiness and reducing the intention of rotation of teaching staff.

Results and discussion

Based on the quantitative information in Table 1, we carried out, on the one hand, a Pearson correlation analysis to analyze the relationships between the variables object of the model proposed in this study, and on the other hand, to develop an exploratory factor analysis to estimate the validity and internal consistency of the latent variables of our study. Based on the above, the tests of univariate and multivariate normality, as well as common variance bias, were practiced. According to its results, the structural equations model technique was used to explore the statistical robustness of the research hypotheses expressed in Figure 1 by using the SPSS-AMOS version 24 software.

Correlational analysis

In order to identify the bivariate relationships between the parameters: organizational justice, job satisfaction, affective commitment, job happiness and intention to rotate, the Pearson correlation coefficient was applied. The results achieved show four basic elements. The first, that the dimension organizational justice is positively associated with the construct labor happiness (0.79), and negatively with the vector intention to rotate (-0.43). The second, that the variable job

satisfaction is significantly related to job happiness (0.72), and in the opposite direction with the intention to rotate factor (-0.46). The third, that the affective commitment parameter is positively linked to job happiness (0.65), and negatively

with the intention of rotating (-0.14). And finally, a negative relationship is perceived between the constructs labor happiness-intention to rotate (-0.48).

Table 2
Bivariate correlations

	Organizational Justice	Job satisfaction	Affective commitment	Job Happiness	Intention to rotate
Justice / Organizational	1				
Job satisfaction	.50**	1			
Engagement / Affective	.52**	.57**	1		
Job Happiness	.79**	.72**	.65**	1	
Intention to rotate	(-).43**	(-).46**	(-).14**	(-).48**	1

*Note.*** Significant results at p 0.01.

Exploratory factor analysis

To observe the underlying structure of the indicators that make up the variables of this work, exploratory factor analysis by the method of main components was used. This statistical test allows, on the one hand, to determine whether the instrument items are suitable for the measurement of the constructs of the estimated model in this research. And on the other hand, to evaluate the usefulness of causal relations with the mission of being able to carry out the technique of model of structural equations (Thakkar, 2020).

Regarding the first question, Table 3 reveals that the exploratory factor analysis (EFA) carried out in this study shows the usefulness of all the items related to the scales used in this article to

analyze the dimensions of job satisfaction, intention to rotate and affective commitment. The same does not happen with the parameters of job happiness and organizational justice. This led to the elimination of five items on the labor happiness scale of Ramírez-García *et al.* (2019) and ten items on the organizational justice scale of Niehoff and Moorman (1993). Some of the reagents of the Ramírez-García scale were not considered appropriate when factoring in two elements, one of them was notably about "job happiness" with reagents such as "I enjoy my work" "I enjoy doing my job well" or "my internal motivation is high", however, the deleted items included a factor not related to happiness such as "I have good health" "love occupies an important place in my life" or "I am extroverted".

Table 3
Exploratory Factor Analysis

Variable	Job satisfaction	Affective commitment	Organizational Justice	Job Happiness	Intention to rotate
Correlations between items	0.768 < - > 0.874	0.508 < - > 0.859	0.529 < - > 0.805	0.550 < - > 0.844	0.645 < - > 0.814
Level of correlations	Discharge	Discharge	Discharge	Discharge	Discharge
Significance	0.000	0.000	0.000	0.000	0.000
Determinant	0.003	0.009	0.036	0.028	0.154

Variable	Job satisfaction	Affective commitment	Organizational Justice	Job Happiness	Intention to rotate
Communalities	0.814 < - > 0.894	0.665< - > 0.823	0.574 < - > 0.802	0.643 < - > 0.742	0.721 < - > 0.872
Level of communities	Adequate	Adequate	Adequate	Adequate	Adequate
KMO Test	0.903	0.907	0.844	0.785	0.706
Barlett test	0.000	0.000	0.000	0.000	0.000
Factors extracted	1	1	1	1	1
Preserved items	5	6	5	5	3
Variance explained	86.23 %	72.81 %	72.03 %	70.63 %	56.13 %

In the table above it can be seen that the levels of correlations between the variables are high (Roy-García *et al.*, 2019). Likewise, the determinants achieved in this inferential study are appropriate for all constructs, as they are close to zero according to the studies of Hair *et al.* (2020). Regarding the communities of the variables subject to this research, they are all characterized by being greater than 0.5, as recommended in this type of analysis (Saeed *et al.*, 2021). With respect to the Kayser-Meyer Olkin test, the data obtained show a level close to one in each of the five constructs of this theoretical model. In addition, the Barlett sphericity test, which determines the previous and significant relationships in the indicators, is statistically significant for each of the items conserved for the analysis of each of the latent dimensions (Shrestha, 2021). This finding is empirically robust when the explained variances of the vectors organizational justice, job satisfaction, affective commitment, job happiness and intention to rotate are greater than 50% (Purwanto and Sudargini, 2021).

Once the exploratory factor analysis was carried out, a detailed analysis of the elements that make up the variables was elaborated. The results indicate, on the one hand, that all elements present levels of asymmetry and kurtosis within acceptable limits (less than 1.5), as well as the absence of atypical data according to the Mahalanobis d-squared test and Boxplot graph inspection. On the other hand, the Kolmogorov-Smirnov technique suggests a normality in the data by showing significance levels with $p<0.05$ (Yap and Sim, 2011). All these quantitative findings allow us to continue advancing towards the verification of the reliability and internal consistency of the measurement scales used in this work.

Analysis of causal relationships

After validating the significant associations of the latent variables, the next step was to proceed to contrast the research hypotheses using a model of structural equations. A multivariate statistical technique widely used in the social sciences. This is basically due to its ability to detect causal relationships, flexibly, because this technique takes into account measurement errors during the development of its empirical analysis (Hair *et al.*, 2020).

Reliability and validity

Then, the reliability and validity of the constructs of the structural model of this work was calculated. Reliability has been measured through the Cronbach Alpha coefficient and the Composite Reliability Index (CRI). Both inferential tests are valid when their indicators are higher than 0.7 (Fu *et al.*, 2021). The values obtained in each of the constructs of this research are above 0.7. This circumstance reflects the reliability of the parameters considered in this article. This fact can be clearly seen in Table 4.

Table 4
Reliability

Reliability		
	Cronbach's alpha	**CRI**
Job satisfaction	0.96	0.953
Organizational Justice	0.963	0.928
Affective commitment	0.924	0.938
Job Happiness	0.908	0.864
Intention to rotate	0.882	0.929

Once evaluated the reliability of the model parameters, the next step is to estimate their convergent and discriminant validity. Regarding the convergent validity, indicate that it has been evaluated through the extracted mean variance (AVE). Cheung *et al.* (2023), state that when the mean variance extracted is greater than 0.5 there is convergent validity, as in this case (see table 5). To measure the discriminant validity, the authors of this article opted for the Fornell-Larcker criterion, based on the fact that the values of the mean variance extracted (AVE) of each of the variables (organizational justice, job satisfaction, affective commitment, job happiness and intention to rotate) must be higher than the records of the existing bivariate correlations between them. In this sense, the results obtained confirm the discriminating validity of this theoretical model. This can be seen in the table below.

Table 5
Convergent and discriminatory validity

	Convergent validity	Discriminant validity				
	BIRD	**SL**	**JO**	**CA**	**FT**	**IR**
Job satisfaction	0.862	0.862				
Organizational Justice	0.72	0.268	0.72			
Affective commitment	0.752	0.328	0.27	0.752		
Happiness at work	0.706	0.503	0.43	0.426	0.706	
Intent to rotate	0.814	0.208	0.193	0.256	0.197	0.814

Adjustment Indicators

According to the quantitative data described above, the goodness of the adjustment of the model described in Figure 1 was quantitatively calculated in order to be able to contrast the research hypotheses. The following adjustment indicators were used: the Chi-square ratio over degrees of freedom (CMIN), the mean square approximation error (RMSEA), the comparative adjustment index (CFI), the incremental adjustment index (IFI) and the Turkey Lewis index (TLI) and the parsimony adjustment goodness index (PGFI).

These adjustment indicators mention that the model under study has a good fit when these statistical conditions occur. The first, that the value of the Chi-square ratio over degrees of freedom (CMIN) shows that the Chi-square (Xi2) is twice the degrees of freedom (GL) (Hancock *et al.*, 2018). The second, the mean quadratic approximation error (RMSEA) approaches zero (Kenny *et al.*, 2014). The third, the comparative adjustment index (CFI), the incremental adjustment index (IFI) and the Turkey Lewis index (TLI) are above 0.9 (Jain and Raj, 2013). Finally, the index of goodness of parsimony adjustment (PGFI) is between 0.5 and 0.7 (Henseler and Sarstedt, 2012).

The values obtained from the adjustment indicators mentioned above are presented in Table 6.

This table shows that the structural model in this article shows an acceptable and parsimonious fit.

Table 6
Structural model adjustment indicators

Indicator	Expected value	Value obtained	Adjustment
CMIN	Double degrees of freedom	Xi2= 1399; GL= 414	Acceptable
RMSEA	0.05 < and> 0.08	0.078	Acceptable
IFC	0.90 to 1	0.905	Acceptable
IFI	0.90 to 1	0.906	Acceptable
TLI	0.90 to 1	0.893	Moderate
PGFI	0.5 < and> 0.7	0.672	Acceptable

Hypothesis contrast

In order to contrast the validity of the research hypotheses proposed in this work, the effect indicator was used to evaluate the magnitude and direction of the interrelations between two variables. Secondly, measurement error (S.E.) was used to provide an optimal estimate of the parameters in this study. Third, the critical ratio (CR) was used to determine the inferential representativeness of the bivariate relationships of the constructs (organizational justice, job satisfaction, affective commitment, job happiness and intention to rotate). According to Naldi and Flamini, (2014), this index is significant when this value exceeds +/- 1.96. Fourth, the Fisher significance test (P) indicates that when its value is less than 0.05, the validity of the research hypotheses is confirmed (Zhang and Wu, 2022).

Table 7
Hypothesis contrast

Hypothesis	Relationships	Effect	H.E.	C.R.	P	Contrast
H1	Satisfaction-Happiness	0.519	0.48	10.88	0.00	Accepted
H2	Affective Commitment-Happiness (FL)	0.221	0.045	4.95	0.00	Accepted
H3	Justice-Happiness	0.246	0.38	6.4	0.00	Accepted
H4a	Happiness – Intention to Rotate (IR)	0.161	0.13	1.24	0.214	Rejected
H4b	Satisfaction - IR	-0,295	0,098	-3.01	0,003	Accepted
H4c	Justice-IR	-0.202	0,071	-2.85	0,004	Accepted
H4d	Affective Engagement-IR	-0.372	0.08	-4.64	0.00	Accepted

In view of the statistical data in Table 7, it is evident that there is a positive relationship between the parameters of job satisfaction, affective commitment and organizational justice with the dimension of job happiness. These findings are consistent with the literature on *Happiness Management*, which suggests that satisfaction and commitment in the work environment are determining factors for the subjective well-being of employees (Díaz-García *et al.*, 2024). Consequently,

the acceptance of the hypotheses H1, H2 and H3 is empirically corroborated. These results are aligned with previous studies that have shown that organizational fairness and affective engagement are key predictors of happiness at work, as they improve both performance and overall employee satisfaction (Kim and Lee, 2023; Galván-Vela and Ravina-Ripoll 2023).

On the other hand, the hypotheses H4b, H4c, and H4d confirm the existence of negative as-

sociations between the variables of job satisfaction, organizational justice and affective commitment with the intention-to-rotate construct. This evidence reinforces the findings of Aryani *et al.* (2021), who argue that perceived justice and emotional engagement with the organization significantly reduce the propensity to seek employment in other institutions. The negative relationship between job satisfaction and intention to rotate has also been widely documented, highlighting the importance of these factors for talent retention (Ertürk, 2022; Mobley, 1982).

However, the H4a hypothesis is rejected, indicating the absence of a direct link between job happiness and the intention to rotate. This finding, while unexpected, aligns with recent studies suggesting that happiness at work alone is not a sufficient determinant for employee retention, especially in contexts where other factors, such as professional development or growth opportunities, carry greater weight (Rizqi and Qamari, 2022). In addition, this result highlights the complexity of the construct of job happiness and its interaction with other organizational variables in the era of Industry 4.0, where leaders have a crucial role in cushioning the intention to rotate their human capital (Ravina-Ripoll *et al.*, 2022).

Figure 2
Structural model
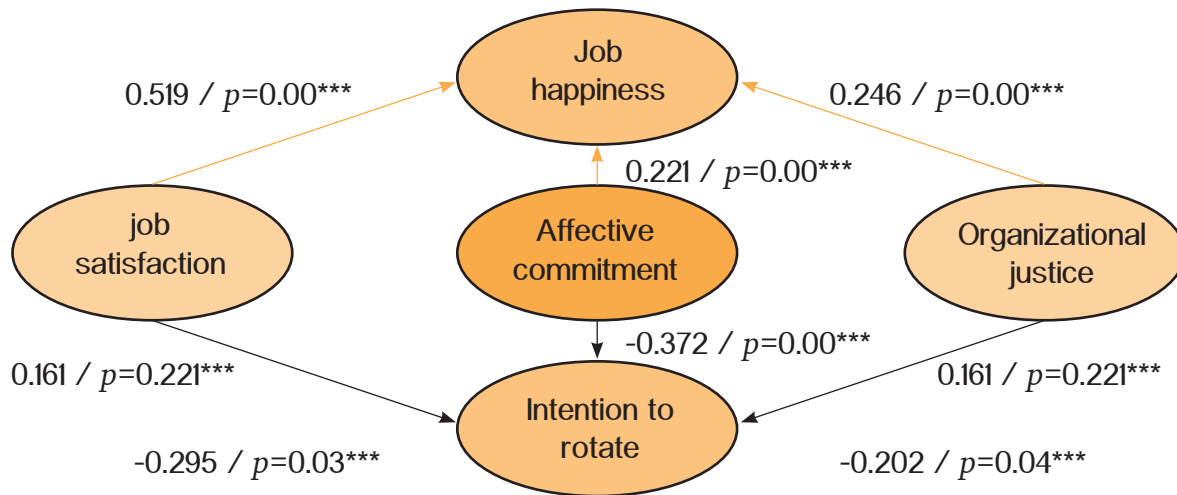
Based on the results presented in this article, not only our research hypotheses are contrasted, but also the robustness and predictive quality of the structural model presented in Figure 2 is deduced. This suggests that the proposed model, which integrates job satisfaction, affective commitment and organizational justice, is adequate to predict the happiness and retention of academic staff at the university level, which reinforces the importance of these variables in the management of human resources in higher education institutions.

Conclusions

This work is part of the strategic management studies that are concerned with cultivating job happiness within organizations, including universities. In the context of Mexican universities, one of the valuable results of this research has been to demonstrate that organizational justice, job satisfaction and affective commitment are positively associated with the job happiness of their academic professionals. This finding is crucial to promote corporate governance that stimulates the performance and professional growth of its human capital from the culture of *Happiness Ma-*

nagement. Another revealing finding is that the intention to rotate decreases not only with the job satisfaction and the affective commitment, but also with the perception of organizational justice within these corporations. To address these challenges, one promising avenue would be for universities to promote the trust and subjective well-being of their employees.

The value of this research for the area of Organizational Behavior within the Administrative Sciences lies in its contribution to understanding how psychological and cultural factors, such as organizational justice and affective engagement, directly influence staff well-being and retention. This study not only provides empirical evidence on the importance of these elements in the university context, but also opens the door for future research that delves into management strategies that can strengthen employee loyalty and performance in educational organizations. In doing so, this research offers a conceptual framework that can be used to design more effective organizational policies that promote a positive work environment, which is essential for the sustainable development of educational institutions in emerging countries.

In this line, future research should explore how universities' academic success depends heavily on an environment geared toward fostering their teachers' creativity, active participation, loyalty, and happiness. Finally, it should be noted that the results of this study are subject to some theoretical and methodological limitations, including transversality, the design of the causal model, sample size, the choice of variables or the geographical framework of the research. However, these limitations have not prevented us from providing a robust conceptual model that enriches the literature on job happiness in the environment of universities in emerging countries.

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