



The Role of Positive Teaching Learning Culture in Enhancing Institutional Effectiveness: Insights from Private Higher Education

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ABSTRACT

This study examines the role of positive Teaching Learning Culture (PTLC) in institutional effectiveness in the institutes of higher education (HEIs) in the private sector. The mixed-methods design was utilized to retrieve the data of the faculty in surveys (SPSS and Smart-PLS analysis) and academic leaders in semi-structured interviews. The numerical data demonstrate that PTLC will predict well the faculty engagement, collaborative practices, and perceived academic quality. Structural Equation Modelling (PLS-SEM) confirms that PTLC is a strong mediator between the institutional outcomes and the leadership practices. The results are augmented by qualitative results, which outline the role of relational trust, inclusive leadership practices, and shared values in the creation of the setting where teaching and learning thrive. The discussion leads to the fact that PTLC is one of the keys to sustainable academic development and is offered the policy and practice recommendations.



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1. Introduction

These positive teaching learning culture (PTLC) is well known as one of the pillars of academic excellence in higher learning institutions. The strong and supporting culture is even more essential in the case of private HEIs, where competitiveness, resource shortages, and staff attrition tend to be a norm. Available sources associate PTLC with better student performance, teacher agency, and institutional image. Nonetheless, the research done in the limited segment of the private higher education sector in Pakistan has not examined PTLC as an independent variable that affects teaching quality, collaboration and institutional climate. This research paper identifies PTLC as one of the main variables that were obtained within a larger doctoral research undertaking that looked at inclusive leadership and organizational culture within the private HEIs. This is aimed at researching.

- The impact of PTLC on the teaching and learning practices.
- How much PTLC predicts institutional effectiveness.
- The description by faculty and leaders of what they experience at PTLC in their institutes.

Inclusive leadership involves the practices that they encourage the involvement, respect, and equity of everyone involved in the process, both faculty and students. Inclusive leaders focus on the voices and contributions of individuals with different backgrounds, which is why they can make the environment where each person will feel appreciated and enabled

to contribute actively to the educational process. With the realization of the changes that have occurred in the external and internal environment of the institutions and their critical role in the performance of the students, it has become essential that all higher educational institutions develop certain skills to navigate in the dynamic environment and identify and address their needs. External environment refers to economic conditions of a region or nation which influence the funding of education, access of resources and opportunities provided in education. An example is the reduction of funding in education that may affect facilities and ratio of teachers to students. Social norms, cultural beliefs, and expectations of society affect the behavior of students, their values, as well as attitudes towards learning. These factors affect the teaching approaches, learning strategies among students, and curriculum process. Rapid technological growth has a substantial impact on the accessibility and provision of education, particularly by escalating flexible learning opportunities and widening access to higher education (Selwyn, 2021). The institutions need to transform in having to include technology in their lesson plans and making sure that all their students are competent on the use of technology.

The Study is expected to address this gap and make insights that can inform institutional policies, leadership, and policy decisions that could enhance the quality and diversity of higher education in Karachi. Moreover, the findings can contribute to the broader discussion on the topic of interest due to their contribution to the comprehension of the implications of inclusive leadership toward the achievement of pleasant learning conditions and academic outcomes in diverse educational settings. The study is important because it gives an empirical outcome regarding the effect of Positive Teaching Learning Culture on the effectiveness of an institution in the context of a private higher learning institution. The inclusion of the inclusive leadership approach and cultural responsiveness enhances the theoretical knowledge of teaching learning culture as a strategic determinant of academic quality, student satisfaction, and organizational performance. In practice, the results provide a meaningful piece of advice to the institutional leaders, policymakers, and educators in the creation of culture-based strategies to improve performance, faculty work, and student engagement. In addition, the application of structural equation modeling (SEM) methodology has a methodological merit in that it verifies a holistic model that can be utilized in future studies of higher education, especially when the work is in a private sector setting.

Specific Objectives are to investigate the degree of Positive Teaching Learning Culture applied in the higher education privatized facilities, to determine the intensity of institutional effectiveness in the private higher education institutions, to examine how Positive Teaching Learning Culture affects institutional effectiveness in the institutions of higher learning in the private sector. The Research Questions are as given below;

- What is the current level of Positive Teaching Learning Culture in the private higher education institutions?
- How effective are institutional processes in private higher education institutions?
- How does Positive Teaching Learning Culture affect the effectiveness of the institution in a higher education institution that is privately operated?

2. Literature Review

2.1 Positive Culture and its Dimensions

A positive culture is typically characterized by values such as trust, respect, openness, support, and inclusivity. (Cameron & Spreitzer, 2011) state that positive institutional cultures are those which encourage personal prosperity and group accomplishment. In education, this culture is mirrored in the environments where the teachers and the students feel psychologically secure to speak, think creatively, ask questions, and make mistakes (Schein, 2010). Positive cultures foster the state of mental safety in which a person is safe to take interpersonal risks essential in stimulating open debate, dialogue and sharing of learning (Edmondson, 2023).

2.2 Innovation as the Consequence of the Positive Culture and Novelty

Although creativity is the generation of ideas and innovation is the realization of the ideas in ways that produce worth. According to (Denti & Hemlin, 2012), innovation in the

organization is intensely relies on the capacity of the leadership to foster a culture in which new ideas are promoted and operationalized. To achieve high performance, institutions can do so through a positive culture that puts emphasis on collaboration and psychological safety shift to creativity to innovation. According to Edmondson (2023), high-performance teams have several characteristics, psychological safety becomes more eager to exchange ideas, confess mistakes, and assume the interpersonal risks required to be innovative.

2.3 Positive teaching learning culture in Higher Education

A positive teaching learning culture (PTLC) has become a primary component in the development of academic success and student interaction in higher education by creating environments of support, inclusiveness, and student centered learning; recent studies have identified the contribution of pedagogical innovation and leadership practices to the positive change of the culture. Shore et al. (2018) discovered that innovative pedagogical strategies (problem-based learning, flipped classes, and interactive teaching) are effective in enhancing student critical thinking and learning aspects, especially when used with an inclusive approach to leadership that fosters collaboration, diversity, and mutual respect as vital elements of a positive teaching learning culture in higher education institutions. Also, the research findings on blended learning environments have shown that the development of trust, respect, and independence in favorable learning cultures is linked to student engagement and learning outcomes in higher education institutions thus, the significance of core cultural values in the development of successful teaching learning activities (Hung, 2020). Generally, the concept of PTLC in higher education is defined by understanding the interactions between pedagogical practices, leadership actions and cultural practices to establish settings where learners are encouraged, facilitated and empowered to explore and unlock the full potential of their academic and personal outcomes.

As per studies, positive cultures in academics promote innovation, promote student engagement, and teacher motivation. In South Asian settings, where hierarchical is the order of the day, PTLC acts in a compensatory manner to encourage free communication and autonomy of teachers.

2.4 PTLC as a Predictor of Institutional Effectiveness

Research indicates that PTLC improves the quality assurance procedures, faculty, and academic governance. With the strong rates of collaboration and academic values, the institutions are progressing to be more adaptive, resilient, and learner-centered. Research by Choi et al. (2017) indicated that the positive teaching learning culture (PTLC) in higher learning is a strong predictor of the effectiveness of institutions in the sense that it determines how the faculty, students and the administration interact with each other and work towards achieving common academic objectives. Empirical studies of organizational culture in education have revealed that in such situations where schools develop a culture based on collaboration, mutual respect and lifelong learning, the culture has a positive influence on several important outcomes including faculty performance, student engagement, and overall success of the institution e.g. research on organizational learning culture has highlighted that schools with robust learning oriented cultures are much more effective and that the culture variables can describe a significant part of effectiveness performance such as faculty commitment, cohesion, and adaptability.

Randel et al. (2018) explained that institutional culture of valuing teaching and enhancing the growth of professions is associated with higher faculty motivation, work satisfaction, and other factors of retention that are also central to an institution in providing quality education and fulfilling the mission. Moreover, the existing research on the institutional effectiveness in higher education points out that both campus culture and leadership practices have positive effect on the attainment of effectiveness, and that these positive teaching learning cultures can improve the level of engagement, innovation, and evidence based improvement within the academic units; institutions where both culture and leadership practices are focused on performance better in the areas of student outcomes, research productivity, and institutional reputation.

2.5 Scope of the study

The scope of the study was delimited to faculty members from private universities of Karachi and Sukkur who had knowledge of Inclusivity and positive culture.

2.6 Limitations of the study

The study applied a cross-sectional research approach instead of a longitudinal approach due to the less knowledge about positive teaching and learning culture. It was limited to educators who have the knowledge of inclusive leadership and positive culture.

2.7 Hypothesis

- H₁:** The level of Positive Teaching Learning Culture is not significantly high in the case of private higher education institutions.
- H₂:** There is no substantial degree of institutional effectiveness in the case of the private higher education institutions.
- H₃:** Positive Teaching Learning Culture does not show significant impact on the institutional effectiveness of the private higher education institutions.

3. Methodology

3.1 Research Design

The convergent mixed-methods approach was used, which involves quantitative (gathered in the form of surveys and processed through the SPSS and Smart-PLS) and qualitative (interviews and thematic analysis) data. The Binary Logistic Regression Test was used to determine inclusive leadership role as a predictor of psychological safety and positive culture of teaching and learning. Therefore, the researcher employed the quantitative research approach with a descriptive research design and qualitative research approach with a thematic research design. The study's population included faculty members from Karachi's and Sukkur's private universities. The 300-faculty sample was selected using the snowball and purposive sampling designs. The research instrument has three sections. Section A provided demographic information about the respondents. Section B addressed observational questions. Section C included twenty-nine study attitude-measuring items utilizing a five-point Likert scale.

3.2 Data Collection

The researcher personally collected the data from private universities in Karachi and Sukkur by using the survey method. The Cronbach alpha value ($\alpha = 0.975$) for thirty research items indicated a strong index of reliability. The data cleaning consisted of no miscoding, missing values, or unengaged responses. (Van den Broeck et al., 2008) mentioned the non-existence of outliers on the five point Likert scale having probable values from 1 to 5. The Shapiro-Wilk test was performed to establish the normality of the data with a p-value = .07. The data was analyzed by IBM SPSS (v. 22).

The interviews were conducted through direct contact meetings and with few via video conference sessions as per their availability. The researcher prepared structured interview questions related to the objectives and research questions. Recorded interview sessions of 12 participants were undergoing transcription to validate the research data consistency (Creswell & Poth, 2016).

3.3 Ethical Considerations

They are regarded as the key determinant in the calculation of the research studies to retain the respondents in the direction of no sort of ethical destruction. Therefore, the considerations that were important include the following taken by the researcher.

- All the departments HODs signed the consent letter in order to be aware of the real purpose of the research study and role of subjects with regard to this study.
- The names and address of the participants were maintained confidential.
- Information of this research study was kept confidential.
- The researcher adhered to the regulations, rules and standards of universities.

4. Data Analysis

4.1 Descriptive Statistics

Descriptive statistics includes a summary and description of the key features of the data. Descriptive statistics present data in an organized way by describing the relationship between variables in a sample or population. The calculation of descriptive statistics is an essential initial step in the research process and should always be completed before conducting the inferential statistical comparisons (Booyesen, 2014).

Table 1: Descriptive statistics of Demographic Information of Faculty

	N	mean	med	Mode	SD	min	max	range	skew	Kurt
Gender	300	1.55	2	2	.49	1	2	1	.88	-1.97
Qualification	300	2.48	2.0	2	.77	1	4	3	.292	-3.63
Experience	300	2.60	2.0	2	1.2	1	5	4	.630	-0.74
Age (Years)	300	2.29	2.0	3	.77	1	4	3	-.372	-0.94
Departments	300	2.74	2.5	1	1.8	1	6	5	.507	-1.21

In table 1, descriptive statistics has given which involved various forms of variables, that included nominal, ordinal, interval, ratio. It involved measuring frequency and central tendency like mean, median and mode. It also compared the dispersal of data like range, variance and standard deviation as well as the distribution of data like skewness and Kurtosis. The sample of the study constituted 300 students. There were 136 females and 164 male faculty, making up 45% and 55% of the total sample size. The gender of the subjects was positively skewed and followed a platykurtic with high peaks. Out of a sample of 300 faculties, the number of faculty selected from various departments is 50 from Business Administration, 140 from Education, 39 from Psychology, 22 from English, 10 from Islamic Studies, and 39 from Pharmacy. The platykurtic design resulted in a favorable skew in department distribution.

Table 2: Direct Effects Path Coefficient

Path	β	t-value	p-value	Result
AGE $\rightarrow$ PS	0.026	0.473	0.636	Not Supported
AGE x IL $\rightarrow$ PS	0.068	0.981	0.326	Not Supported
EXP $\rightarrow$ PS	-0.025	0.667	0.505	Not Supported
EXP x IL $\rightarrow$ PS	-0.010	0.185	0.853	Not Supported
GEN $\rightarrow$ PS	-0.005	0.073	0.942	Not Supported
GEN x IL $\rightarrow$ PS	-0.126	0.532	0.594	Not Supported
IL $\rightarrow$ PC	0.354	4.150	0.000	Supported***
IL $\rightarrow$ PS	0.991	4.973	0.000	Supported***
PS $\rightarrow$ PC	0.637	7.496	0.000	Supported***

Note. PC = Positive Culture of Teaching & Learning, IL =Inclusive Leadership Practices, EXP = Experience, GEN = Gender, PS= Psychological Safety, *p < .05, **p < .01, ***p < .001

Table 2 shows the effects within the structural model. Three of the nine paths were significant. The moderated direct effect of AGE on psychological safety (PS) was not significant ($\beta = 0.026$, $t = 0.473$, $p = 0.636$). Similarly, the moderated direct effect of Experience (EXP) on psychological safety (PS) was not significant ($\beta = -0.025$, $t = 0.667$, $p = 0.505$). Correspondingly, the moderated direct effect of Gender (GEN) on psychological safety (PS) was not significant ($\beta = -0.005$, $t = 0.073$, $p = 0.942$). Significant direct effects are uncovering significant relationships between the variables in the model. Non-significant moderated direct effects of AGE on PS, EXP on PS and GEN on PS, however, indicate more complicated relationships or possible mediation.

The purpose of conducting the chi-square test of independence was to observe the association between male and female leaders' practices of inclusive leadership at private general universities in Karachi and Sukkur. The results of table 3 supported a significant association present between the male and female leaders of private general universities of Karachi and

Sukkur for the always, sometimes, and rarely used inclusive leadership practices by the leaders $\chi^2(2,300) = 43.21$, $p < .05$, Cramer's $V = .380$. The impact size was extremely high, with male leaders at private general universities utilizing inclusive leadership practices more frequently and occasionally than female leaders at private general universities in Karachi and Sukkur to promote positive culture of teaching and learning.

Table 3: Chi-square Test of Independence for Association between the Inclusive Leadership Practices Used by Male & Female leaders at General Universities of Sindh

Gender Type	Frequency of Inclusive Leadership Practices			chi-square	df	p-val.	C's V
	Always	Sometimes	Rarely				
Female	65	52	19	43.219a	2	.000	.380
Male	133	30	1				

Note: C's V = Cramer's V, $p = .05$

Table 4: Chi-Square Goodness of Fit Test for the inclusive leadership practices of male and female at Private Universities of Pakistan

	Observed N	Expected N	Residual	Chi-square	df	p-value
Female	136	150	-14.0	2.613	1	.106
Male	164	150	14.0			
Total	300					

The significant research objective of conducting the chi-square test of goodness of fit was to examine the observable frequencies of the sample were identical to the expected frequencies of the population of their intention towards the use of inclusive practices. In addition to this, the sample of the faculty members included the teaching in various Karachi and Sukkur private general universities. The sample's frequencies of similarities in faculty's psychological safety and positive learning environment in the use of inclusive leadership practices follow the distribution of expected frequencies of the population, $\chi^2(1, 300) = 2.613$, $p > 0.05$. The results showed that there were no significant differences between male and female faculty, implying that positive teaching and learning culture, as well as collaborative professional practices, are not gender-specific in a higher education context (Kezar & Holcombe, 2017).

Table 5: Chi-Square Test of Independence for Association between psychological safety and positive culture with the Increased Use of Inclusive Leadership Practices

Psychological Safety & Positive Culture	Recent Trend of Use of ILP		Chi-square	df	p-value	Cramer's V
	Increased	Decreased				
	130	12	40.903	2	.000	.53

Table 4 emphasized the chi-square test of independence to test whether the relationship between psychological safety, positive culture, and the use of inclusive leadership practices is significant. Table 4 demonstrated that the two variables had a significant correlation: $\chi^2(2,300) = 40.903$, $p < 0.05$, Cramer $V = .53$. The size of the effect as represents by Cramer V indicated a strong statistically significant relationship between the implementation of inclusive leadership practices by university leaders and the formation of a positive environment, which facilitates effective academic performance, which is consistent with the existing literature on inclusive leadership and positive organizational climate and performance outcomes (Carmeli, 2010).

4.2 Quantitative Findings

Table 6 shows that the level of Positive Teaching Learning Culture is significantly high in the case of private higher education institutions and substantial degree of institutional effectiveness. This study, however, emphasizes the personal development of individual proficiencies through the positive culture. These findings are aligned with Shore, L. M. et.al (2011) study, which observed the ability of developing conducive environment.

Table 6: Summary of the Hypotheses

Statistical Tests	Null Hypotheses	p-Value	Decision Taken
Chi-square Test of Independence	H ₀₁	.000	Unsupported
Chi-square Test of Independence	H ₀₂	.000	Unsupported
Chi-square test of Goodness of Fit	H ₀₃	.106	Supported

$p = .05$

Schaufeli and Bakker (2004), study underscored that private-sector higher education organizations are daubing inclusive leadership practices to inculcate positive teaching learning culture to escalate effectiveness, improve facility excellence, and improve policy-making academic measurements. Therefore, private-sector universities are using different techniques to enhance positive culture to enhance day by day.

5. Qualitative Findings

5.1 Theme 1: Conducive and Inclusive Environment

Positive Teaching Learning Culture (PTLC) described by the faculty is a culture in which mutual respect, trust, and open communication are ingrained as standards in the daily practices of academics. The respondents have defined positive teaching learning culture as the positive and accommodative environment that helps to develop respectful relationships and trust based on the interactions among faculty, leadership, and students. They highlighted that psychological safety and sense of belonging is developed through open communication, which allows the faculty members to exchange ideas, share difficulties, and work together to resolve the problems without fear or intimidation (Edmondson, 2023). These respectful and supportive relations were considered as the key to professional dedication and intrinsic motivation, and openness to different views facilitated instructional performance and student interest (Fullan, 2007; Kezar & Holcombe, 2017). In general, respect, trust, and openness were perceived as the pillars of a successful and sustainable academic culture.

5.2 Theme 2: The Collaborative Professional Practices.

The interviewees emphasized group planning, peer mentoring, and collaborative learning as the key characteristics of a Positive Teaching Learning Culture. One of the most common features was professional practices in collaboration because the mentoring, peer learning, and sharing of planning among faculty members led to a sense of collective accountability and ongoing enhancement in the quality of teaching (Hargreaves & O'Connor, 2018). Professional growth and knowledge exchange were seen as especially useful in mentoring relationships, which leads to individual growth and institutional capacity (Darling-Hammond, Hyler, & Gardner, 2017). Moreover, peer learning facilitated dialogue and enhanced the quality of instructional practice and strengthened collegial relationship as well as increased coherence in instruction throughout the institution (Stoll et al., 2006). In general collective professional practices were seen to be important in maintaining a teaching learning environment, which is professional, supportive, and effective.

5.3 Theme 3: Student-Centered Instructions.

The leaders claimed that PTLC facilitates reflective practice and active learning strategies and learner responsiveness. Student-centered instruction was presented by the leaders as one of the main results of Positive Teaching-Learning Culture that values reflective practice and active learning. The participants indicated that PTLC also promotes faculty flexibility in their teaching methods to suit the needs of learners, their interests as well as their learning styles. Discussion-based and experience-based learning activities were regarded to contribute towards the engagement and involvement of students. Reflective teaching practices helped teachers to keep on enhancing instructional effectiveness. This led to a high level of learner responsiveness and academic engagement

6. Results

The combined results show that PTLC is not a cultural aspect it is a structural effect that defines the performance of the institution. When the surrounding is amicable and considerate, faculty involvement increases. The collaborative practices are thriving in the environment with psychological safety. The mediation analysis also indicates that leadership has significant impacts on what occurs, by making PTLC stronger, that is, PTLC serves as the means by which positive leadership actions cause positive teaching and learning. The qualitative data supports the quantitative data showing how PTLC is observed in the day to day academic practice. These findings are consistent with the global literature but also contain

local peculiarities of private HEI in Pakistan, including the importance of relationships-centered leadership, and the importance of moral support of faculty.

In addition, the results of this research are reliable to the recent research on higher education that states that a positive and open organizational culture is a mechanism by which leadership practices have an impact on the institutional outcomes (Alonderiene, 2023). Research has revealed that work cultures that are trusting, psychologically safe, and collaborative promote faculty engagement, teaching effectiveness, and learning experiences among students to great extent (Shin, 2024). The mediating effect of teaching learning culture observed in this study is also consistent with the evidence that indicates that leadership has an indirect influence on academic performance because it influences the daily pedagogical routine and professional relationships instead of direct control (Bush, 2019).

Moreover, studies of the developing and privatized higher education settings point to the fact that relationship-based leadership and moral support are especially effective to improve faculty commitment and maintain institutional effectiveness (Khan, 2024). Combined, these results support the idea that PTLC is a structural force that translates the positive leadership behavior into significant advancements in the field of teaching, learning, and organizational performance.

7. Conclusion and Recommendations

This study has shown that the concept of Positive Teaching Learning Culture (PTLC) is an effective facilitator of an institutional effectiveness in private Higher Education institutions. In the case of a strong PTLC, faculty members are more professionally committed to their jobs, collaborate, and motivated to teach, and learners are more engaged and actively involved in their studies. All these outcomes go towards better performance in academics and in the organization. In line with the previous research, a supportive and inclusive teaching learning environment has been revealed to contribute to the job satisfaction of the faculty, the experience of student learning, and the result of the institution (Alonderiene, 2023; Shin, 2024). The results also support the organizational culture theory according to which culture is a primary source of effectiveness as it influences more daily academic practices and relationships instead of being an outer institutional feature (Bush, 2019).

Moreover, the evidence points the necessity of planned and strategic cultural development programs in education, specifically in the institutions of higher education in the private sector, which are subject to both competitive and performance-based pressure. The recent studies specify that the targeted investment in collaborative practices, inclusive pedagogy, and supportive leadership can greatly empower the teaching learning cultures and maintain the effectiveness of the institution in the long run (Bryman, 2007; Khalifa, Gooden, & Davis, 2016). The current results, in accordance with the previous research in South Asian and developing higher education settings, also indicate that relationship-based leadership and support of faculty members, based on morality, is important in strengthening positive academic cultures (Khan, 2024). Thus, the reinforcement of PTLC cannot be considered an informal culture but a strategic institutional priority regarding the improvement of effective performance in the long-term in private higher education institutions.

Institutional leaders and faculty development units are supposed to promote collaboration, continuous professional development, and recognition of effective teaching to improve Positive Teaching Learning Culture and institutional effectiveness in private HEIs (Fullan, 2007; Schein, 2010). To enhance the influence of teaching learning culture on institutional effectiveness policymakers must incorporate cultural and inclusivity indicators into the framework of quality assurance and future studies will utilize comparative and longitudinal designs to support these associations (Bush, 2019).

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