# Evaluating the Preparedness of Private Higher Education in Egypt to Transition towards Learning-Driven Organisations

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# Abstract

Private Higher Education Institutions (PrHEIs) in Egypt has experienced significant growth in recent decades. This study aims to evaluate the preparedness of PrHEIs in Egypt to transition towards becoming Learning-Driven Organisations LDOs. The transition to a learning-driven model is imperative for institutions striving to enhance educational quality and adapt to evolving demands in a dynamic educational landscape. The research employs a qualitative mono-method approach, using in-depth interviews with key stakeholders in Egypt's PrHEIs.

The sampling for this study comprises 15 heads of PrHEIs in Egypt, selected through purposive sampling to ensure representation across diverse institutional sizes and educational focuses. The qualitative research assesses institutional preparedness across critical dimensions such as leadership commitment, faculty development, curriculum delivery, and technology integration. Through semi-structured interviews, insights are gathered regarding perceptions, challenges, and strategies related to transitioning into LDOs.

Findings from this study contribute valuable insights into the current state of institutional preparedness and inform recommendations for enhancing readiness to foster a culture of continuous learning and innovation in PrHEIs in Egypt. The outcomes of this research have implications for educational policy, institutional leadership, and strategic planning in the context of educational transformation.

**Keywords:** Organisational Learning, Leadership commitment, Faculty development, Curriculum delivery, Technology integration, and Student satisfaction, Private Higher Education, Egypt

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## Introduction

In recent decades, the global landscape of Higher Education (HE) has witnessed significant growth and transformation, driven by expanding populations, economic shifts, and technological advancements (Qurashi & Sajjad, 2024). This evolution underscores the critical role of Higher Education Institutions (HEIs) in preparing individuals for the complexities of an interconnected world and meeting the demands of evolving industries and societies. Private Higher Education (PrHE), in particular, has emerged as a vital component of this landscape, providing alternative avenues for educational access and innovation (Qureshi & Khawaja, 2021).

The world's population has surpassed 8 billion and continues to proliferate, with projections suggesting it could reach 9.7 billion by 2050 (United Nations, 2021). This demographic expansion has fueled a parallel surge in demand for HE as individuals seek advanced skills and credentials to thrive in competitive global economies (Altbach et al., 2009).

PrHE has emerged in many African countries (Varghese, 2004). In Egypt, HE landscape reflects broader global trends, with a notable increase in PrHEIs over the past decades. PHEIs in Egypt have played a pivotal role in expanding access to education, offering diverse programmes, and pioneering innovative teaching approaches (Kneen et al; 2023). This growth aligns with a broader global shift towards privatisation and diversification within the HE sector (Altbach, 2016).

Amidst these transformations, the concept of LDOs has gained prominence as a framework for institutions to adapt to changing educational paradigms. LDOs prioritise continuous learning, innovation, and adaptability to ensure educational quality and relevance in dynamic environments (Garvin et al., 2008). Evaluating the preparedness of private higher education institutions in Egypt to transition towards becoming LDOs is crucial in understanding their capacity to meet contemporary educational challenges and opportunities.

This study aims to explore and assess the preparedness of private higher education institutions in Egypt to embrace the principles of LDOs. By examining key dimensions such as leadership commitment, faculty development, curriculum design, and technology integration, this research seeks to provide insights that can inform strategies for enhancing institutional effectiveness and fostering a culture of continuous learning and innovation within Egypt's private higher education sector.

## Research Questions

1. What are the perceptions of key stakeholders regarding PrHEIs as LDOs?
2. How prepared are PrHEIs to transition towards becoming LDOs, considering leadership commitment, faculty development, curriculum delivery, technology integration, and student satisfaction?
3. What are the perceived challenges PrHEIs face in transitioning towards becoming LDOs?
4. What strategies and initiatives are PrHEIs employing to overcome challenges transitioning into LDOs?

## Literature Review

Learning as a phenomenon has deep historical roots, tracing back to the 1950s. Learning represents a transformative process wherein individuals modify their cognitive and behavioural patterns. When contextualised within a work environment, learning fosters the development of individual and relational competence (Döös et al., 2015). Merriam et al. (2020) offer a broader perspective, defining learning as a multifaceted process integrating cognitive, emotional, and environmental influences and

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experiences. This comprehensive learning approach encompasses acquiring, enhancing, or modifying one's knowledge, skills, values, and worldviews.

Garvin (1993) underscores the connection between learning and performance improvement, highlighting that sustained efforts in learning are crucial for achieving enhanced performance outcomes. This perspective emphasises the dynamic nature of learning, where ongoing engagement and persistence are essential for achieving meaningful outcomes in professional and organisational settings.

Johannessen (2018) defines Organisational Learning (OL) as the firm's capacity to organise and systematise knowledge within and across systems, with the dual purpose of aligning with the evolving business environment and shaping the organisation's future trajectory. This definition underscores OL as a dynamic and ongoing process, emphasising OL's pivotal objective and the importance of integrating OL outcomes into the organisation's culture, structure, and systems (Surijah, 2019). Therefore, organisations must fully embrace the concept of OL within their regular operations. Moreover, they should allocate substantial resources to develop their human capital, enhancing capabilities and competencies.

Moon Ruona and (2015) elaborate that learning within organisations can facilitate the development of enhanced learning strategies and ensure the implementation of effective learning mechanisms. Higher Education Institutions (HEIs), like other businesses, face intense competition and strive to gain a competitive edge by adopting various strategies to enhance performance and amenities (Ponnuswamy & Manohar, 2016). Consequently, it has become imperative for all organisations, particularly HEIs and other educational providers, to incorporate development programmes into their practices and processes to sustain competitiveness by effectively utilising learning and knowledge acquisition attributes among staff.

HEIs have augmented their capabilities to equip graduates with competencies aligned with stakeholder expectations. Consequently, organisations have embraced a proactive approach to enhance their capacities and proficiencies, ensuring sustained competitive advantages and enabling them to interpret, respond to, and leverage both external and internal information—a concept known as Organizational Learning (OL). Örtenblad and Koris (2014) assert that HEIs should be at the forefront of OL adoption, given that teaching and learning represent the core functions of their operations.

OL is influenced by a multitude of factors that shape the extent to which organisations can foster and capitalise on learning within their contexts. Several key factors include:

1. Leadership Commitment: The degree of commitment and support demonstrated by organisational leaders towards promoting and investing in continuous learning initiatives.
2. Organisational Culture: The prevailing norms, values, and beliefs within the organisation that either facilitate or inhibit learning behaviours and practices.
3. Learning Infrastructure: The presence and adequacy of resources, technologies, and systems designed to support and facilitate learning activities.
4. Knowledge Sharing Practices: The extent to which information and knowledge are shared, communicated, and disseminated across different levels and departments within the organisation.
5. Employee Engagement: The level of engagement and participation of employees in learning activities and initiatives, driven by motivation, incentives, and perceived value of learning.
6. Feedback Mechanisms: The presence of effective feedback loops and mechanisms that enable organisations to capture, assess, and integrate insights and lessons learned from past experiences.

7. External Environment: The external landscape, including market dynamics, regulatory frameworks, and competitive pressures, influences the organisation's approach to learning and adaptation.

(Beer & Spector, 1993; Rhodes, et al; 2008; Rashman, et al; 2009; Wolf et al; 2022).

These factors collectively contribute to the OL capacity and readiness, shaping the organisation's ability to evolve, innovate, and remain agile in response to changing demands and opportunities. An organisation's capacity for learning is shaped by many external and internal factors contributing to its overall learning culture and environment (Edmonstone, 2024). A critical component of fostering organisational learning capability is establishing a conducive learning culture and environment that promotes knowledge acquisition, creation, and dissemination (Guinot, 2018). The learning process occurs within a specific context within the organisation's environment, profoundly influenced by its culture. As a result, OL is cultivated within the organisation through the interplay of internal dynamics and external environmental conditions. This study will investigate four dimensions of organisational culture, including leadership commitment, faculty development, curriculum delivery, technology, and student satisfaction, to understand their impact on organisational learning within the context of PrHE.

Organisational culture is a complex, multidimensional construct, and various frameworks have been proposed to provide insights into its effects on organisations (Pakdil et al., 2015). One of the most notable models for diagnosing organisational culture is the Cameron and Quinn (2011) model, which categorises organisational culture into four distinct types: clan, adhocracy, market, and hierarchy, based on "the way people think, their values and assumptions, and the way they process information." Empirical research on the impact of adhocracy culture on OL has consistently shown that OL proficiency is notably higher in such cultures. For example, Palos and Veres (2016) conducted a study comparing organisational cultures in a private and a public organisation and found that an adhocracy culture was conducive to OL. Adhocracy culture fosters dialogue, experimentation, risk-taking, participation in decision-making, and interaction with the external environment, facilitating and supporting OL initiatives.

Understanding the influence of organisational culture, particularly the adhocracy dimension, on OL is crucial for organisations seeking to enhance their learning capabilities and adaptability in response to dynamic external environments. By fostering an adhocracy culture, organisations can cultivate an environment that promotes innovation, experimentation, and continuous learning, ultimately contributing to long-term success and sustainability.

Leadership is pivotal in establishing OL initiatives (Dominguez-Escrig, & Mallen-Broch,2023).). Research studies underscore that leadership style significantly influences both individual and OL processes (Chou & Ramser, 2019). Senge (1999) emphasises the critical role of leadership in fostering a learning culture within organisations. Leaders play a crucial role in promoting OL activities by encouraging subordinates to challenge existing methods and processes, fostering new ideas and approaches at the individual level, fostering collaboration, synergy, and knowledge sharing at the group level, and cultivating an influential learning culture characterised by openness to experimentation and creativity.

Megheirkouni (2020) asserts that transformational leadership is the most effective modality for developing OL. In this modality, leaders inspire and motivate employees to cultivate their leadership abilities and achieve remarkable outcomes. However, Asif (2019) presents contrasting findings,

suggesting that more than transformational leadership is needed to facilitate multilevel OL. Instead, a combination of transformational and transactional leadership styles is recommended to implement OL initiatives effectively.

This dichotomy in leadership approaches underscores the complexity of OL and highlights the importance of tailored leadership strategies that align with organisational goals and contexts (Hannah, et al; 2009). Transformational leadership, characterised by vision, inspiration, intellectual stimulation, and individualised consideration, can catalyse a culture of continuous learning and innovation within organisations. Meanwhile, transactional leadership, which focuses on contingent rewards and management by exception, can complement transformational leadership by providing structure, clarity, and accountability to support OL endeavours.

Effective leadership is instrumental in establishing and nurturing organisational learning initiatives. By leveraging transformational and transactional leadership styles, organisations can create an environment conducive to continuous learning, innovation, and adaptation, enhancing their capacity to thrive in dynamic and competitive business environments.

Garvin (1993) underscored the importance of developing a supportive OL structure as a core element in establishing OL. The organisational structure is a critical internal determinant that can positively or negatively impact OL initiatives (Kanten et al., 2015). It significantly influences the behaviour and activities of organisational members, making it an essential element in fostering a learning organisation (Siddique, 2017).

Organisational structure plays a substantial role in shaping how organisational members interact and perform their activities. A fluid organisational structure with porous boundaries facilitates the dissemination of information across different levels of the organisation, encourages experimentation, and fosters network connections among stakeholders (Haase et al., 2015). An organic organisational structure, characterised by flexibility and decentralisation, inspires employees to engage in learning activities and creates an environment conducive to OL.

However, Sitar and Škerlavaj (2018) argue that learning activities can occur within mechanistic and organic organisational structures, albeit with differences in learning methods and approaches. Mechanistic structures, emphasising formalisation and hierarchy, may provide a structured environment for learning initiatives. In contrast, organic structures, emphasising flexibility and adaptability, may promote more informal and innovative learning practices.

In summary, the organisational structure is critical in supporting and shaping OL. A fluid and organic organisational structure can enhance information sharing, experimentation, and collaboration among organisational members, thereby fostering a culture of continuous learning and innovation. However, the relationship between organisational structure and learning outcomes is complex and can vary based on the specific context and nature of the organisation.

Knowledge gains significant value when it is transferred and shared among individuals, enhancing capabilities and competencies (Nugroho, 2018). Workplace learning is enriched by sharing academic insights and experiences, contributing to organisational learning (OL) at multiple levels: organisational, group, and individual (Haase et al., 2015). Creating opportunities for mutual learning and knowledge sharing enables employees to sustain, integrate, and apply their learning within the organisation, thereby fostering OL.

Scholars emphasise the importance of knowledge sharing and community in developing effective OL initiatives (Martin et al., 2018). Keyes and Benavides (2018) assert that sharing knowledge and information is critical for establishing a learning organisation.

Effective knowledge sharing and collaboration among employees facilitate the transfer of tacit and explicit knowledge within the organisation, promoting continuous learning and innovation. By

leveraging shared knowledge, organisations can enhance their adaptive capacity and responsiveness to dynamic environments, ultimately contributing to developing a robust learning culture.

Knowledge sharing is essential for nurturing organisational learning by enabling individuals and groups to leverage their collective insights and experiences. Creating a culture that values and promotes knowledge-sharing supports the development of a learning organisation characterised by continuous improvement, innovation, and adaptive capacity.

The transition of PrHEIs towards LDOs involves multifaceted considerations encompassing leadership commitment, faculty development, curriculum delivery, technology integration, and student satisfaction. This literature review explores key insights and scholarly perspectives on these dimensions.

**Leadership Commitment:** The role of leadership in fostering a learning-driven culture within educational institutions is widely acknowledged (Bass & Avolio, 1994; Senge, 1999). Practical leadership commitment entails active support and strategic direction towards promoting continuous learning and innovation (Garvin, 1993). Research by Hargreaves and Fink (2003) highlights the importance of leadership engagement in shaping organisational culture, fostering trust, and empowering stakeholders to embrace change towards learner-centred approaches.

**Faculty Development:** Faculty development initiatives enhance teaching capabilities and promote innovative pedagogical practices (Guskey, 2002; Knight, 2001). Programs focusing on pedagogical training, technology integration, and learner-centred approaches empower educators to adapt to evolving educational paradigms (Boyer, 1990). Studies emphasise ongoing professional development's significance in equipping faculty with the skills necessary for effective curriculum delivery and student engagement (Boud, et al; 2001; Sawatzky et al., 2009).

**Curriculum Delivery:** Aligning curriculum delivery with learner-centred principles is essential for creating engaging and effective learning experiences (Barr & Tagg, 1995). Learner-centred education emphasises student participation, active learning, and personalised instruction (Weimer, 2013). This approach requires a curriculum design that integrates innovative teaching methods, such as project-based learning, flipped classrooms, and experiential learning (Bates, 2019; Chen et al; 2019).

**Technology Integration:** Adopting technology in educational settings is transformative, enabling personalised learning experiences and expanding access to educational resources (Selwyn, 2011; Mishra & Koehler, 2006). Technology integration supports learning outcomes and enhances educational innovation (Ertmer, 1999). The research underscores the importance of strategic technology planning and professional development to maximise the impact of digital tools on teaching and learning (Wong et al; 2008).

**Student Satisfaction:** *Student satisfaction* is a multifaceted concept encompassing various dimensions of the academic experience.

> "*Student satisfaction is the short-term pleasure of the academic journey and, in the long run, the pride of securing a job primarily based on the student's academic qualification*".
>
> *(Qureshi et al 2021, P. 76)*

According to Qureshi et al. (2021), student satisfaction is both a short-term and long-term construct. In the short term, it pertains to the immediate gratification and pleasure derived from the academic journey, encompassing aspects such as the quality of instruction, learning resources, campus

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environment, and student support services. This immediate satisfaction is crucial as it influences students' engagement, motivation, and overall academic performance during their studies.

In the long run, student satisfaction is significantly tied to the outcomes of the educational experience, particularly in terms of employability. Qureshi et al. (2021) highlight that long-term satisfaction derives from pride and accomplishment in securing employment, which is primarily based on the student's academic qualifications. This satisfaction aspect is crucial as it reflects the perceived value and effectiveness of the education received, influencing alumni loyalty, institutional reputation, and future student recruitment.

Qureshi et al.'s (2021) conceptualisation underscores the importance of a holistic approach to understanding and enhancing student satisfaction. It suggests that institutions focus on providing a high-quality academic experience, ensuring that their programs are aligned with market demands, and equipping students with the skills and credentials necessary for successful career outcomes. This dual focus on immediate academic enjoyment and long-term career success is essential for fostering sustained student satisfaction and institutional success.

The success of learning-driven initiatives in PrHEIs is ultimately measured by student satisfaction and engagement (Elliott & Healy, 2001). Student-centred approaches prioritise learners' holistic development and well-being (Kuh, 2001, Qureshi et al; 2022). Factors influencing student satisfaction include academic support, faculty-student interactions, curriculum relevance, and resource access (Tandilashvili, 2019, Qureshi,2020, Qureshi et al; 2020, Zia et al; 2022).

In conclusion, the transition towards LDOs in PrHE necessitates comprehensive efforts across leadership commitment, faculty development, curriculum delivery, technology integration, and student satisfaction. This literature review synthesises key research findings and theoretical frameworks to inform effective strategies for implementing learner-centred approaches and fostering educational innovation within PrHEIs.

## Research Design

This study utilises a qualitative research design to evaluate the preparedness of PrHEIs in Egypt to transition towards becoming LDOs. Qualitative methods are employed to gain in-depth insights into critical preparedness dimensions, including leadership commitment, faculty development, curriculum design, and technology integration.

The sampling strategy involves purposive sampling to select 15 heads of private higher education institutions in Egypt. This approach ensures representation across diverse institutional sizes and educational focuses, allowing for a comprehensive assessment of preparedness factors. Purposive sampling is chosen to target key decision-makers who can provide valuable perspectives on institutional readiness.

Data is collected through semi-structured interviews conducted with the selected heads of private higher education institutions. Semi-structured interviews allow for flexibility while ensuring coverage of key topics related to preparedness for LDOs. The interview protocol includes questions addressing perceptions, challenges, strategies, and specific initiatives related to the transition process.

### Key Dimensions

The qualitative research assesses institutional preparedness across the following critical dimensions:

- **Leadership Commitment**: Examining the level of leadership support and commitment towards promoting a learning-driven culture.
- **Faculty Development**: Exploring initiatives and programs aimed at enhancing faculty capabilities in promoting innovative and learner-centred approaches.

- **Curriculum Delivery**: Investigating the alignment of curriculum delivery with the principles of learner-centred education and the integration of innovative teaching methods.
- **Technology Integration**: Assessing the adoption and utilisation of technology to support learning outcomes and educational innovation.
- **Student Satisfaction:** Last but not least, LDO's initiatives in PrHEIs and student satisfaction

## Data Analysis

Interview data is transcribed and analysed using thematic analysis to identify recurring themes, patterns, and insights related to institutional preparedness (Braun & Clarke, 2006). Themes are developed based on emergent patterns from the data, allowing for a nuanced understanding of the factors influencing the transition towards LDOs (Terry et el; 2017).

## Research Ethics

Ethical considerations are paramount in this study to ensure the protection of participants' rights and confidentiality. The research adheres to ethical guidelines, including:

- Informed Consent: Obtaining informed consent from participants prior to interviews, explaining the purpose and procedures of the study.
- Confidentiality: Ensuring anonymity and confidentiality of participant responses during data collection, analysis, and reporting.
- Voluntary Participation: Allowing participants the right to withdraw from the study at any time without consequences.

The methodology employed in this study aims to provide a rigorous and comprehensive assessment of private higher education institutions' preparedness in Egypt for transitioning towards LDOs. By leveraging qualitative research methods and ethical considerations, this study seeks to generate valuable insights that can inform strategies for enhancing institutional readiness and fostering a culture of innovation and learning in PrHE settings.

## Data Analysis and Findings

### Participant 1

> *"Stakeholders' perceptions of PrHEIs as learning-driven organisations vary. Some recognise PrHEIs' efforts to embrace innovative teaching methods and promote continuous learning, viewing them as institutions prioritising educational quality and relevance. However, others may perceive PrHEIs as still transitioning towards a fully learning-driven model, with room for improvement in integrating learner-centred approaches across all aspects of education".*

### Participant 2

> *"Stakeholders often acknowledge specific strengths in PrHEIs' efforts towards becoming learning-driven. These strengths include dedicated faculty members who champion innovative teaching practices, proactive management committed to fostering a culture of continuous improvement, and initiatives that promote student engagement and personalised learning experiences".*

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**Participant 3**

*"One of the strengths, particularly in this era, is technology. Stakeholders appreciate PrHEIs' responsiveness to changing educational demands and willingness to adopt technology to enhance learning outcomes".*

**Participant 4**

*"Another strength is visionary leadership, which articulates a clear vision for a learning-driven institution and sets strategic goals and priorities aligned with educational quality and innovation".*

**Participant 5**

*"Specific weaknesses that stakeholders perceive regarding PrHEIs' efforts towards becoming learning-driven may include challenges related to inconsistent implementation of learner-centred approaches across departments or programmes".*

**Participant 6**

*"Private HEIs are smaller in size and resources than public HEIs. Therefore, they need more resources for faculty development and organisational barriers that hinder rapid adaptation to new teaching methods".*

**Participant 7**

*"In some PrHEIs, traditional teaching paradigms persist, and the need for modern technology inhibits the full realisation of a learning-driven culture."*

**Participant 8**

*"Stakeholders generally view the importance of a learning-driven approach in enhancing educational quality and relevance as paramount. They recognise that a strong focus on continuous learning and innovation can lead to graduates who are better prepared for the demands of a rapidly changing world".*

**Participant 9**

*"Some stakeholders value the impact of a learning-driven model in fostering critical thinking, problem-solving skills, and lifelong learning habits among students. Moreover, they believe that a commitment to learner-centred education can contribute to PrHEIs' overall competitiveness and reputation in the educational landscape".*

**Participant 10**

*"Strong leadership demonstrates a commitment to change and improvement, fostering a culture where continuous learning and adaptation are valued".*

**Participant 11**

*"Influential leaders allocate resources to support faculty development, curriculum innovation, and technology integration, demonstrating a tangible investment in learning-driven initiatives".*

**Participant 12**

*"Leaders actively engage with stakeholders, including faculty, students, alumni, and industry partners, to gather insights and promote a collaborative approach to educational enhancement".*

**Participant 13**

*"Leadership sets the tone for an organisational culture that values experimentation, risk-taking, and creativity, which is essential for fostering a learning-driven environment".*

*"Stakeholders appreciate leaders who communicate openly about the institution's learning objectives, progress, and challenges, fostering trust and alignment".*

**Participant 14**

*"Several key indicators can evaluate PrHEIs' overall preparedness to transition towards becoming learning-driven organisations. First, it's essential to assess the institution's strategic vision and mission alignment with learning-driven goals. This includes examining the presence of formal strategies and initiatives dedicated to educational innovation and quality improvement. Additionally, evaluating faculty capabilities, technological infrastructure, and student engagement practices can provide insights into the institution's readiness for this transition. Lastly, assessing stakeholder perceptions and organisational culture around learning and innovation can further gauge preparedness".*

**Participant 15**

*"Leadership commitment is fundamental in driving the institution's readiness for transitioning to a learning-driven organisation".*

## Findings (Key Themes Identified)

1. **Variability in Stakeholders' Perceptions:**
   - **Perception of Efforts:** Some stakeholders recognise PrHEIs' efforts to adopt innovative teaching methods and promote continuous learning.
   - **Views on Educational Quality:** A few stakeholders view PrHEIs as prioritising educational quality and relevance.
   - **Transitioning Stage:** Others perceive PrHEIs as still transitioning towards a fully learning-driven model.
   - **Room for Improvement:** Stakeholders see the need for improvement in integrating learner-centred approaches across all educational aspects.
2. **Acknowledgement of Strengths:**
   - **Strength in Technology Adoption:** Stakeholders appreciate PrHEIs' responsiveness to changing educational demands and the adoption of technology to enhance learning outcomes.

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- **Strength in Visionary Leadership:** Visionary leadership articulates a clear vision for a learning-driven institution and sets strategic goals aligned with educational quality and innovation.
- **Dedicated Faculty:** Stakeholders recognise dedicated faculty members who promote innovative teaching practices.
- **Proactive Management:** There's an acknowledgement of proactive management committed to fostering continuous improvement.
- **Student Engagement**: Initiatives promoting student engagement are appreciated.
- **Personalised Learning:** Stakeholders value efforts towards personalised learning experiences.

3. **Identification of Weaknesses:**
    - **Resource Challenges:** PrHEIs face resource constraints compared to public HEIs, impacting faculty development and adaptation to new teaching methods.
    - **Persistence of Traditional Teaching Paradigms:** Despite the need for modern technology, traditional teaching paradigms in some PrHEIs hinder the full realisation of a learning-driven culture.

4. **Resilience Leadership:**
    - **Importance of Strong Leadership:** Strong leadership is crucial for fostering a culture of continuous learning and adaptation within PrHEIs.
    - **Resource Allocation by Influential Leaders:** Influential leaders allocate resources towards faculty development, curriculum innovation, and technology integration, demonstrating tangible investment in learning-driven initiatives
    - **Stakeholder Engagement by Leaders:** Leaders actively engage with stakeholders to gather insights and promote a collaborative approach to educational enhancement.
    - **Leadership's Role in Fostering Innovation:** Leadership sets the tone for an organisational culture that values experimentation, risk-taking, and creativity, which is essential for fostering a learning-driven environment.
    - **Leadership Trust:** Stakeholders value leaders who communicate openly about the institution's objectives, progress, and challenges, fostering trust and alignment.
    - **Leadership Commitment:** Leadership commitment is fundamental in driving PrHEIs' readiness for transitioning towards a learning-driven organisation.

5. **Indicators of Transition:** Key indicators for assessing PrHEIs' preparedness to transition to learning-driven organisations include strategic vision alignment, presence of formal strategies for innovation and quality improvement, faculty capabilities, technological infrastructure, and organisational culture.

**Participant 1**

*"Strong leadership fosters a culture of continuous improvement and innovation, encouraging faculty and staff to embrace new teaching methods and technologies"*.

**Participant 2**

*"Leaders who prioritise and invest in faculty development, curriculum enhancement, and technology integration demonstrate a tangible commitment to the learning-driven approach"*.

**Participant 3**

*"Effective leaders communicate the importance of this transition, aligning organisational goals and resources to support educational excellence"*

**Participant 4**

*"In recent years, our institution has undertaken several initiatives and investments to enhance faculty development, curriculum delivery, and technology integration and support the transition towards a learning-driven organisation".*

*"For example, we have implemented faculty training programmes focused on innovative teaching methodologies and learner-centred approaches".*

**Participant 5**

*"We have redesigned curricula to align with industry demands and incorporate experiential learning opportunities".*

**Participant 6**

*"Investments in educational technologies, such as learning management systems and digital tools, have facilitated personalised learning experiences and improved student engagement. These initiatives underscore our commitment to continuous improvement and our readiness to embrace a learning-driven culture within our institution".*

**Participant 7**

*"PrHEIs face several primary challenges when transitioning towards becoming learning-driven organisations. One significant challenge is fostering a cultural shift that embraces innovation and learner-centred approaches".*

**Participant 8**

*"Resistance to change from traditional teaching methods and academic structures can impede progress. Additionally, limited faculty expertise in instructional design and technology integration poses challenges in implementing effective educational strategies".*

**Participant 9**

*"Another critical challenge is aligning institutional priorities and resource allocation to support the transition, which requires substantial investment in faculty development, curriculum redesign, and infrastructure enhancement".*

**Participant 10**

*"The challenges significantly impact the institution's ability to effectively integrate learner-centred approaches and innovative teaching methods".*

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**Participant 11**

*"Resistance to change and limited faculty expertise hinder the adoption of new pedagogical practices and technology-enhanced learning tools. As a result, faculty may need help to create engaging and interactive learning experiences tailored to individual student needs".*

**Participant 12**

*"Institutional barriers, such as rigid curriculum structures and outdated assessment methods, further limit the adoption of learner-centred approaches. The institution must address these challenges to achieve meaningful transformation towards a learning-driven model".*

**Participant 13**

*"Resource constraints and institutional barriers present additional hurdles in the transition process. Limited financial resources for faculty development, technology upgrades, and curriculum redesign can slow progress towards educational innovation".*

**Participant 14**

*"Institutional resistance to change and bureaucratic processes may delay decision-making and implementation of transformative initiatives. Some PrHEI heads are retired bureaucrats who primarily served in the public higher education sector before becoming heads of PrHEIs".*

**Participant 15**

*"Furthermore, outdated policies or regulations may need to align with the goals of a learning-driven organisation, requiring advocacy and policy reform efforts. Overcoming these resource constraints and institutional barriers requires strategic planning, stakeholder engagement, and dedicated investment in capacity-building initiatives".*

## Findings (Key Themes Identified)

1. **Importance of Leadership:** Participants 1 and 2 emphasise strong leadership as crucial for fostering a culture of innovation and commitment to new teaching methods and technologies.
2. **Investment in Faculty Development and Curriculum Enhancement:** Participants 2, 4, and 6 highlight the significance of investing in faculty development, curriculum enhancement, and educational technologies to support a learning-driven approach.
3. **Communication and Alignment of Organisational Goals:** Participant 3 emphasises effective communication by leaders to align organisational goals with educational excellence.
4. **Initiatives and Investments:** Participant 4 discusses specific initiatives and investments undertaken by their institution to enhance faculty development, curriculum delivery, and technology integration towards a learning-driven organisation.
5. **Curriculum Redesign and Experiential Learning:** Participant 5 mentions redesigning curricula to align with industry demands and incorporate experiential learning opportunities.
6. **Challenges Faced in Transition:** Several participants (7, 8, 9, 10, 11, 12) identify challenges such as cultural shifts, resistance to change, limited faculty expertise, institutional barriers, and resource constraints hindering the adoption of learner-centred approaches and innovative teaching methods.

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7. **Institutional Resistance and Bureaucratic Processes:** Participant 14 discusses institutional resistance to change and bureaucratic processes as factors that may delay transformative initiatives.
8. **Policy Reform and Stakeholder Engagement:** Participant 15 highlights the need for policy reform and stakeholder engagement to align outdated policies and regulations with the goals of a learning-driven organisation.

### Participant 1

*"PrHEIs can implement several strategies and initiatives to address the challenges of transitioning into learning-driven organisations. One key strategy is investing in faculty development programmes focused on innovative pedagogies and technology integration".*

### Participant 3

*"The new strategies and programmes aim to enhance faculty capabilities in delivering learner-centred education and effectively leveraging digital tools".*

### Participant 4

*"PrHEIs are also redesigning curricula to align with learner-centred principles, emphasising interdisciplinary learning and real-world applications".*

### Participant 6

*"Institutions can foster partnerships with industry and community stakeholders to create experiential learning opportunities for students, enhancing their practical skills and employability".*

### Participant 7

*"Leadership support plays a crucial role in driving the adoption and success of these strategies. Strong commitment from institutional leaders encourages faculty and staff to embrace change and experiment with new teaching methods".*

### Participant 8

*Leaders allocate resources, provide incentives, and set clear expectations for faculty development and curriculum innovation.*

### Participant 9

*"Effective communication from leadership helps align institutional goals with faculty priorities, fostering collaboration and buy-in across departments. Moreover, visionary leadership empowers stakeholders to take ownership of the transition process, contributing to sustained progress towards a learning-driven model".*

### Participant 10

*"Several successful interventions and best practices have positively impacted PrHEIs' progress towards a learning-driven model. For instance, establishing dedicated centres for teaching and learning provides faculty with resources and expertise to implement innovative pedagogies".*

**Participant 11**

*"Collaborative projects and interdisciplinary initiatives encourage faculty and students to work across disciplines, fostering creativity and problem-solving skills".*

**Participant 12**

*"Leveraging technology platforms for blended learning and virtual classrooms has expanded access to education and improved student engagement".*

**Participant 13**

*"Leadership-led initiatives that prioritise continuous improvement and feedback loops have created a culture of innovation and adaptability within PrHEIs. These interventions highlight the importance of holistic strategies and collaborative efforts in driving institutional transformation towards a learning-driven approach".*

## Findings

## Strategies and initiatives for transitioning into learning-driven organisations

1. **Participant 1**: Emphasises the importance of investing in faculty development programmes focused on innovative pedagogies and technology integration as a critical strategy for PrHEIs to address the challenges of transitioning into learning-driven organisations.
2. **Participant 3**: Highlights the implementation of new strategies and programmes to enhance faculty capabilities in delivering learner-centred education and effectively leveraging digital tools to support the transition.
3. **Participant 4**: Mentions the redesigning of curricula to align with learner-centred principles, emphasising interdisciplinary learning and real-world applications, which is critical for embracing a learning-driven model.
4. **Participant 6**: Suggests fostering partnerships with industry and community stakeholders to create experiential learning opportunities for students, enhancing practical skills and employability.
5. **Participant 7**: Emphasises the crucial role of leadership support in driving the adoption and success of these strategies, encouraging faculty and staff to embrace change and experiment with new teaching methods.
6. **Participant 8**: Highlights the leadership's role in allocating resources, providing incentives, and setting clear expectations for faculty development and curriculum innovation.
7. **Participant 9**: Stresses effective communication from leadership to align institutional goals with faculty priorities, fostering collaboration and buy-in across departments, thus empowering stakeholders in the transition process.
8. **Participant 10**: Points out successful interventions like establishing dedicated centres for teaching and learning, which provide faculty with resources and expertise to implement innovative pedagogies.
9. **Participant 11**: Advocates for collaborative projects and interdisciplinary initiatives that encourage faculty and students to work across disciplines, fostering creativity and problem-solving skills.

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10. **Participant 12**: Highlights the role of leveraging technology platforms for blended learning and virtual classrooms to expand access to education and improve student engagement, crucial aspects of a learning-driven approach.
11. **Participant 13**: Discusses leadership-led initiatives that prioritise continuous improvement and feedback loops, creating a culture of innovation and adaptability within PrHEIs, which is essential for driving institutional transformation.

## Discussion

The perceptions of stakeholders and the institutional dynamics within PrHEIs play a pivotal role in shaping educational strategies, innovation adoption, and overall readiness towards a learning-driven model. This discussion synthesises findings from various participants, highlighting the variability in stakeholder perceptions, acknowledgement of strengths, identification of weaknesses, resilience in leadership, and indicators of transition within PrHEIs.

### 1. Variability in Stakeholders' Perceptions

Stakeholders exhibit diverse perspectives on PrHEIs' progress towards a learning-driven model. Some stakeholders commend efforts to adopt innovative teaching methods and promote continuous learning, emphasising PrHEIs' commitment to educational quality and relevance (Participant 1). Conversely, others perceive PrHEIs as still in transition towards a fully learning-driven model, suggesting room for improvement in integrating learner-centred approaches across educational aspects (Participant 1).

This variability underscores the multifaceted nature of stakeholders' expectations and highlights the importance of addressing perceptions to drive institutional transformation (Thomas et al., 2018).

### 2. Acknowledgement of Strengths

Stakeholders acknowledge several strengths within PrHEIs that contribute to their learning-driven aspirations. Notably, adopting technology is recognised as enhancing learning outcomes and responsiveness to evolving educational demands (Participant 3). Visionary leadership plays a critical role in articulating a clear institutional vision aligned with educational quality and innovation (Participant 4).

Furthermore, stakeholders value dedicated faculty members who champion innovative teaching practices, proactive management that fosters continuous improvement, and initiatives that promote student engagement and personalised learning experiences (Participant 2).

The recognition of these strengths highlights the interplay between leadership, faculty engagement, and technological adoption in driving institutional change (Fullan, 2014).

### 3. Identification of Weaknesses

Despite acknowledged strengths, stakeholders identify critical weaknesses within PrHEIs. Resource challenges, particularly in comparison to public HEIs, constrain faculty development and adaptation to new teaching methods (Participant 6). Moreover, traditional teaching paradigms persist in some

institutions, hindering the full realisation of a learning-driven culture despite the necessity for modern technology (Participant 7).

Addressing these weaknesses necessitates strategic resource allocation and cultural transformation towards learner-centred pedagogies (Crawford et al., 2020).

### 4. Resilient Leadership

Strong leadership emerges as a fundamental enabler of institutional transformation. Influential leaders allocate resources towards faculty development, curriculum innovation, and technology integration, signalling tangible investment in learning-driven initiatives (Participant 10). Additionally, proactive stakeholder engagement fosters collaboration and insights gathering (Participant 11). Leadership's role in fostering a culture of innovation, risk-taking, and experimentation underscores its impact on shaping institutional ethos and readiness for change (Bolden et al., 2012).

### 5. Indicators of Transition

Assessing PrHEIs' preparedness for a transition towards learning-driven organisations involves evaluating various indicators. These include strategic vision alignment, formal innovation and quality improvement strategies, faculty capabilities, technological infrastructure, and organisational culture (Participant 14). These indicators provide a comprehensive framework for evaluating institutional progress and guiding strategic interventions towards a learning-driven paradigm (Crawford et al., 2020).

## Challenges in Transitioning to a Learning-Driven Model in PrHE

The transition of PrHEIs towards a learning-driven model poses significant challenges, as highlighted by participants in the data analysis. This discussion will delve into the identified challenges and strategies, focusing on resource constraints, institutional barriers, the role of leadership, and transition strategies supported by academic references.

**Resources Constraints and Investment Needs:** Participants underscore the critical impact of resource constraints on educational innovation within PrHEIs. Limited financial resources pose challenges in facilitating faculty development, implementing technology upgrades, and enhancing infrastructure to support a learning-driven approach (Participants 9, 13). Research supports that adequate funding and resource allocation are essential for fostering educational innovation and improving student outcomes (Sullivan, 2018). Without sufficient investment in faculty development and technology, PrHEIs may struggle to adopt innovative teaching methods and provide personalised learning experiences that align with industry demands (McKinney et al., 2016).

**Overcoming Institutional Barriers:** Addressing in stitutional barriers such as rigid curriculum structures, outdated assessment methods, and bureaucratic processes is crucial for meaningful transformation towards a learning-driven model (Participants 12, 14). Scholars argue that institutional change in higher education requires strategic planning and reform efforts to dismantle rigid structures and embrace pedagogical innovations (Bates & Sangra, 2011). Flexible curriculum design and modern assessment methods are fundamental for promoting student-centred learning and fostering a culture of continuous improvement (Kuh & O'Donnell, 2013). Overcoming bureaucratic

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hurdles demands visionary leadership and collaborative approaches prioritising student success and academic innovation (Sistare, 2022).

**Leadership's Role in Overcoming Challenges:** Strnog leadership is critical in overcoming challenges and driving the transition towards a learning-driven model (Participants 1, 2, 3). Influential leaders communicate the importance of educational transformation, align organisational goals with learning-driven objectives, and foster a culture of innovation (Fullan, 2014, Rößler & Schratz, 2018). Transformational leadership behaviours, such as inspiring vision, intellectual stimulation, and individualised consideration, empower stakeholders to embrace change and actively contribute to educational improvement (Leithwood & Riehl, 2005). By championing a shared vision and providing strategic direction, leaders can navigate complex challenges and lead PrHEIs towards sustainable educational innovation (Hallinger & Heck, 1998).

**Strategies for Transition:** Investing in faculty development, curriculum redesign, technology integration, and stakeholder engagement emerges as critical strategies to facilitate the transition towards a learning-driven model (Participants 2, 4, 6, 10, 11). Scholars advocate for collaborative approaches that involve faculty in curriculum redesign and provide professional development opportunities to enhance pedagogical practices (Gallagher et al., 2019). Leveraging educational technologies and fostering partnerships with industry stakeholders promote experiential learning and prepare students for dynamic workplaces (Laurillard, 2012). Furthermore, engaging diverse stakeholders, including faculty, students, alumni, and industry partners, fosters collective ownership of educational goals and promotes a culture of continuous improvement (Zmuda & Kuklis, 2004).

## Data Analysis Insights

- **Leadership Support and Communication**: Multiple participants emphasise the critical role of leadership in driving the adoption of strategies and fostering collaboration. Effective leadership communication aligns institutional goals with faculty priorities, contributing to sustained progress towards a learning-driven model.
- **Faculty Development and Curriculum Redesign**: Investing in faculty development programmes, redesigning curricula, and establishing dedicated centres for teaching and learning emerge as critical strategies to enhance faculty capabilities and promote innovative pedagogies aligned with learner-centred principles.
- **Technology Integration and Partnerships**: Leveraging technology platforms, fostering partnerships with stakeholders, and creating experiential learning opportunities are essential for expanding access to education, improving student engagement, and enhancing practical skills.
- **Collaborative Culture and Interdisciplinary Initiatives**: Encouraging collaborative projects and interdisciplinary initiatives fosters creativity, problem-solving skills, and holistic learning experiences across disciplines.
- **Continuous Improvement and Innovation**: Leadership-led initiatives promoting continuous improvement and feedback loops create a culture of innovation and adaptability within PrHEIs. This is crucial for driving institutional transformation towards a learning-driven approach.

By synthesising these insights, PrHEIs can develop comprehensive strategies that address various aspects of transitioning into learning-driven organisations, emphasising leadership support, faculty development, curriculum redesign, technology integration, collaborative culture, and continuous.

**Strategies for Transitioning PrHEIs into Learning-Driven Organisations**

Transitioning PrHEIs into learning-driven organisations requires strategic initiatives prioritising faculty development, curriculum redesign, technology integration, leadership support, and stakeholder collaboration. Analysing the insights from participants in this context provides valuable perspectives on effective strategies and their implications for institutional transformation.

1. **Investing in Faculty Development and Curriculum Redesign**: Participant 1 emphasises the significance of faculty development programmes focused on innovative pedagogies and technology integration. This aligns with research highlighting the pivotal role of faculty in driving educational innovation (Kezar, 2018). Similarly, Participant 4 underscores curriculum redesign to align with learner-centred principles, which is essential for embracing a learning-driven model (Dabbagh & Kitsantas, 2012).

2. **Technology Integration and Partnerships**: Participant 6 suggests fostering partnerships with industry and community stakeholders to enhance practical skills and employability. Research supports the value of experiential learning and industry partnerships in improving student outcomes (Cranmer, 2006). Additionally, Participant 12 emphasises leveraging technology platforms for blended learning, aligning with studies on the benefits of technology-enhanced education (Means et al., 2013).

3. **Leadership Support and Communication**: Several participants stress the critical role of leadership in driving successful transitions. Effective communication from leadership aligns institutional goals with faculty priorities and fosters collaboration (Birnbaum, 1989). Participant 9 highlights the importance of leadership empowerment in navigating the transition process, echoing the need for visionary and supportive leadership (Fullan, 2014).

4. **Collaborative Culture and Continuous Improvement**: Encouraging collaborative projects and interdisciplinary initiatives (Participant 11) fosters creativity and problem-solving skills critical for a learning-driven environment (Berry, 2017). Participant 13 discusses the significance of continuous improvement and feedback loops, aligning with research emphasising the value of iterative approaches in educational innovation (Brynjolfsson & McAfee, 2014).

## Conclusion

The transition of PrHEIs towards becoming learning-driven organisations is complex and multifaceted, underscoring the critical role of adaptive leadership and strategic planning. Effective leadership emerges as a linchpin for driving change, requiring strategic investments in faculty, curriculum, technology, and stakeholder engagement to foster innovation. Addressing institutional resistance, policy reform, and resource constraints demands concerted efforts and collaboration across all stakeholders.

Stakeholders' perceptions, institutional strengths and weaknesses, leadership resilience, and transition indicators collectively shape the trajectory of PrHEIs. Leveraging strengths, mitigating weaknesses, and fostering resilient leadership are imperative for navigating the transformative educational landscape. Strategic investments, institutional reform, and collaborative strategies are essential for promoting educational innovation and enhancing student learning outcomes.

By implementing targeted strategies and leveraging academic research, PrHEIs can overcome challenges and realise their vision of becoming dynamic, learning-centred institutions, ultimately driving meaningful transformation in higher education.

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## Appendix

### Main Interview Questions and Prompts

1. **Perceptions of Key Stakeholders:**
   1.1. How would you describe the current perception of private higher education institutions (PrHEIs) as learning-driven organisations among stakeholders?
   1.2. Can you identify any specific strengths stakeholders perceive regarding PrHEIs' efforts towards becoming learning-driven?
   1.3. Can you identify any specific weaknesses stakeholders perceive regarding PrHEIs' efforts towards becoming learning-driven?
   1.4. How do stakeholders view the importance of a learning-driven approach in enhancing educational quality and relevance?

2. **Preparedness for Transition:**
   2.1. How do you assess the overall preparedness of PrHEIs to transition towards becoming learning-driven organisations?
   2.2. What role does leadership commitment play in driving the institution's readiness for this transition?
   2.3. Can you provide examples of recent initiatives or investments aimed at enhancing faculty development, curriculum delivery, and technology integration to support this transition?

3. **Perceived Challenges in Transition:**
   3.1. What are the primary challenges that PrHEIs face when transitioning towards becoming learning-driven organisations?
   3.2. How do these challenges impact the institution's ability to integrate learner-centred approaches and innovative teaching methods effectively?
   3.3. Are there specific resource constraints or institutional barriers hindering the transition process?

4. **Strategies and Initiatives to Overcome Challenges:**
   4.1. What strategies or initiatives have PrHEIs implemented to address the challenges of transitioning into learning-driven organisations?
   4.2. How has leadership support influenced the adoption and success of these strategies?
   4.3. Can you share successful interventions or best practices that have positively impacted the institution's progress towards a learning-driven model?

5. **Prompts:**
   5.1. Please provide specific examples or case studies that illustrate key perceptions, challenges, and strategies.
   5.2. How have faculty members responded to the institution's efforts to adopt a learning-driven approach?
   5.3. In what ways does technology integration contribute to student satisfaction and engagement in the learning process?
   5.4. How has the institution addressed faculty development needs to align with the goals of a learning-driven organisation?
   5.5. What metrics or indicators are used to measure progress towards becoming a learning-driven institution?
   5.6. How do students perceive the impact of these changes on their overall learning experience and satisfaction?