Empirical Evidence Synthesis on Local Wisdom-Based Leadership and Organizational Culture on Employee Commitment in the Education Sector: A Systematic Literature Review

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Abstract. Dynamic transformations in the global education sector necessitate sustainable human resource management (HRM). Although leadership and organizational culture are widely recognized as primary predictors of employee commitment, most existing studies remain trapped in examining separate linear relationships without exploring empirical evidence synthesis on the contributions of local wisdom-based leadership (*Leadership Trilogy*) and its underlying mechanism through job satisfaction. This study aims to synthesize empirical evidence, explore research gaps, and formulate a novel conceptual framework that explicates how Ki Hajar Dewantara's Leadership Trilogy and organizational culture influence employee commitment through job satisfaction. Employing a Systematic Literature Review (SLR) guided by PRISMA 2020 standards, controlled keyword searches (*Boolean search*) were conducted across Scopus, ScienceDirect, Emerald Insight, SpringerLink, and Google Scholar databases. Using a Quality Assessment Checklist (QAC), we selected and analyzed 20 high-reputation empirical articles (2021–2026) through a 6-stage thematic synthesis. The critical synthesis reveals that the *Leadership Trilogy* provides a theoretical value-added (*indigenous wisdom*) that complements Western transformational leadership. The value of *Ing Ngarso Sung Tulodo* reinforces value identification (*affective commitment*), *Ing Madya Mangun Karso* fosters a participative climate, and *Tut Wuri Handayani* promotes autonomy (*psychological empowerment*). Job satisfaction is shown to partially mediate the link between local value-based leadership and organizational culture and employee commitment. The theoretical implications of this study offer a contextual-humanistic leadership model for the global HRM literature in the education sector.

Keywords: Education Sector, Employee Loyalty, Job Satisfaction, Leadership Trilogy, Organizational Culture.

1 Introduction

Globalising organisational landscapes, rapid technological innovation, and increasing stakeholder expectations require strategic human resource management

© The Author(s) 2026
K. Chandra Kirana et al. (eds.), *Proceedings of the International Conference on Business, Economic, and Social Sustainability (ICOBES 2026)*, Advances in Economics, Business and Management Research 409,
https://doi.org/10.2991/978-94-6239-811-5_18

(HRM) to align organisational efficiency and sustain profitability. In educational institutions, the key to maintaining performance is effective management of academic and administrative staff and provision of quality services. Therefore, employee commitment is a critical foundation for ensuring the long-term stability of institutions and the provision of excellent services. Highly dedicated personnel show greater emotional attachment, reduced turnover, increased job satisfaction, and active participation in the achievement of organisational goals. Previous empirical work points to leadership and organisational culture as key factors in employee engagement. Supportive leadership and a favourable, innovative culture foster positive worker attitudes, whereas poor leadership sharply reduces satisfaction and increases turnover intentions. In particular, dominant Western paradigms, such as transformational leadership, have conventionally interpreted these dynamics through top-down idealised influence and inspirational motivation. However, these frameworks often fall short of accommodating the relational and humanistic qualities inherent in the fabric of collectivist cultures or value-based educational environments. To overcome the above constraint, the extremely relevant indigenous paradigm of leadership is the Leadership Trilogy by Ki Hajar Dewantara (Ing Ngarso Sung Tulodo, Ing Madya Mangun Karso and Tut Wuri Handayani). This trilogy is consistent with contemporary HRM practices that focus on supportive leadership, employee empowerment and human resource development to create productive work environments by portraying leaders as exemplary role models, inspirers and helpful facilitators. Moreover, organisational culture is an important aspect that determines organisational norms and interaction patterns, while job satisfaction is the crucial underlying mechanism through which leadership practices and cultural values can result in higher employee commitment.

The existence of many studies on these constructs has not been able to eliminate three major gaps in the current international literature. First, there is an empirical gap due to the absence of unified mediation models that integrate local wisdom-based leadership with corporate culture. Second, a theoretical gap remains regarding the underlying mechanisms through which the Leadership Trilogy interacts with culture to create psychological attachment through job satisfaction. Third, there is a contextual gap due to the tendency to isolate local wisdom as strictly regional, despite its profound theoretical potential to contribute to global HRM shifts toward inclusive and humanistic workplaces. This study intends to address the gaps by (1) synthesising empirical evidence on the implementation of Ki Hajar Dewantara's Leadership Trilogy and organisational culture in the education sector; (2) unpacking the mediating mechanism of job satisfaction on employee commitment, and (3) formulating a novel conceptual framework along with theoretical propositions rooted in local wisdom that bear global competitiveness and provide a robust foundation for educational HRM.

2 Literature Review

2.1 Ki Hajar Dewantara's Leadership Trilogy

Leadership models that develop individual potential, create a comfortable working environment, and promote long-term commitment strongly influence human resource management in educational institutions. In Indonesia, Ki Hajar Dewantara's Leadership Trilogy proposes a humanistic paradigm based on local wisdom (indigenous management theory), which views leadership as a comprehensive and nurturing process rather than the exercise of arbitrary authority or coercion [4]. The trilogy comprises of

three interwoven principles: Ing Ngarso Sung Tulodo, Ing Madya Mangun Karso, and Tut Wuri Handayani. The first dimension, Ing Ngarso Sung Tulodo (leading by example from the front), emphasises moral integrity, discipline, and professional consistency, which conceptually relate to the key pillars of real leadership. Leadership that sets a positive example builds baseline trust, providing unambiguous moral signposts that inspire followers to identify with institutional principles. The second principle, Ing Madya Mangun Karso (developing motivation and spirit from inside), stresses active engagement, co-creation, and ongoing encouragement. This characteristic fits well with transformational leadership since it promotes open discussion, mutual respect, and shared organisational vision. The third principle, Tut Wuri Handayani (giving support and encouragement from behind), places the leader as a facilitator who develops individual growth through empowerment and professional autonomy. This idea aligns with the notions of empowering and servant leadership, in which leaders seek to pave the way for the development of their team's development [4]. This framework is derived from Indonesia's educational philosophy in Indonesia, but its core concepts add strong theoretical value to global management literature. Modern international institutions are increasingly in search of the humanistic, inclusive, and servant-oriented leadership paradigm to deal with disruptive changes [8, 5].

2.2 Organizational Culture in Educational Institutions

Organisational culture is a system of shared meanings manifested in the form of beliefs, assumptions, customs, behaviours, and unspoken guidelines that influence how members of an organization think and behave. Such a culture not only differentiates firms but also shapes workplace relationships, organisational identity, and human resource management [9]. A healthy organisational culture in educational institutions is marked by good working relationships, open sharing of ideas and opinions, recognition of individual contributions and scope for continuous professional development. These conditions create a positive work climate, boost employees' sense of inclusion and stimulate active engagement in the accomplishment of institutional goals. Earlier tertiary education research has also demonstrated that a collaborative organisational culture emphasising synergy and individual growth results in both job satisfaction and staff engagement with their institutions [10]. In addition, a flexible and innovative corporate culture strengthens the positive effects of leadership techniques on organisational commitment [12].

Organisational culture is the common values, meanings, beliefs, and conventions of behaviour that define the relationships among members and the performance of their professional functions in the institution. A positive organisational culture in educational institutions includes a collaborative climate, open communication, appreciation of personal achievements, and continual learning opportunities. Scholars constantly demonstrate that supportive and innovation-oriented organisational cultures not only separate institutions from one another but also profoundly affect employee attitudes and actions. In higher education and secondary schools, collaborative work settings create synergy, knowledge sharing, and joint decision-making, which in turn promote psychological safety and organisational identity among academic and administrative staff. Furthermore, organisational culture acts as a contextual modulator and enabler; a strong and supportive culture enhances the positive influences of leadership styles on important organisational outcomes such as employee well-being, job satisfaction, and

institutional commitment. An inclusive organisational culture encourages cooperative practices, respect for diversity, and active participation in decision-making by all members of the educational community in multicultural educational environments [11]. These findings show that organisational culture functions not merely as a system of shared values but also as a process that shapes employees' attitudes and behaviours within educational organisations.

2.3 Job Satisfaction as a Mediating Variable

The phrase “job satisfaction” denotes the subjective appraisal of an individual of his/her employment experience, expressed in feelings of contentment, comfort, and the degree to which the individual’s requirements and expectations are satisfied while executing his/her duties. Leadership style, the work atmosphere, connections with coworkers, and possibilities for learning and professional progress are some of the variables that shape these impressions [12]. Within educational institutions, work satisfaction is a key problem since it is closely associated with employee motivation, organisational commitment, and sustainable job performance. Research in the field of education has repeatedly shown that favourable leadership practices and a positive organisational climate play an important role in teachers’ and educational staff members’ job satisfaction [8, 5]. Job satisfaction is an outcome of people’s perception of their working conditions, but it also functions as a mediating mechanism that explains the effect of organisational features on employees’ attitudes and behaviours toward their institutions. Research in higher education has shown that stronger organisational commitment and higher quality of educational service are associated with higher levels of work satisfaction. Conversely, employees who are not content with their occupations are more likely to leave the firm and are less loyal to the organization than those who are more satisfied with their jobs [13]. Job satisfaction is an overall subjective appraisal by an employee of their work experiences, including feelings of fulfilment, support received from the workplace, and the extent to which the person’s professional expectations are realised. Leadership behaviours, organisational culture, peer support, and opportunity for professional progress are antecedents of job satisfaction in educational institutions. Job satisfaction is not only a desirable individual outcome but also an important mediating mechanism (mediating engine) through which broader organisational antecedents translate into behavioural outcomes. When leaders display exceptional integrity (Ing Ngarso Sung Tulodo), involve employees in decision-making (Ing Madya Mangun Karso), and provide professional autonomy (Tut Wuri Handayani) within a supportive culture, employees experience better mental health and higher job satisfaction. This positive psychological state leads to greater motivation, stronger job loyalty, lower turnover intentions, and greater readiness to contribute to institutional sustainability.

2.4 Employee Commitment in the Education Sector

Organisational commitment is a psychological construct that plays a major role in affecting the quality and sustainability of educational institutions. The extent to which people become attached to their organization in pursuit of its goals, vision, and organisational principles. In the school setting, teachers demonstrate organisational commitment by providing high-quality instruction that helps students thrive

academically [14]. Teachers' organisational commitment is composed of three conceptual components: affective commitment, continuance commitment and normative commitment [15]. Recent studies show that organisational culture, institutional policies and organisational practices in all three dimensions have a significant impact on teachers' organisational commitment [16]. Furthermore, organisational commitment is a significant factor in reducing teacher turnover [17], as teachers with strong commitment to their institutions tend to stay in employment longer. Employee commitment is a multidimensional psychological construct that explains the attachment of an individual to, identification with, and involvement in their organisation.

Within education, commitment is often categorised into three distinct types: affective commitment (emotional attachment and pride in the values of the organisation), continuance commitment (perception of the costs of leaving the organisation) and normative commitment (moral obligation to remain). Teachers and staff that are committed are shown to perform better in the classroom, exhibit more participation in institutional citizenship behaviours, and have reduced turnover. Indeed, current critical research points out that high commitment can be associated with negative consequences, such as presenteeism and burnout, when it is not supported by proper resources and employee well-being. Conversely, toxic leadership behaviours including negativity, lack of empathy, and self-centredness severely undermine emotional and normative commitment. Hence, there is a need for an integrated framework for sustained employee commitment generation that amalgamates real humanistic leadership techniques and participative organisational culture, bridged by enhancing employee job satisfaction. Several antecedent factors have been identified as affecting employee commitment in the education sector. However, leadership has constantly emerged as the most critical determinant. Transformational leadership was found to significantly increase teachers' organisational commitment of teachers in Padang, West Sumatra, highlighting the importance of improving transformational leadership practices in schools [18].

Comparable findings have been reported in higher education, where transformational leadership has a statistically significant positive impact on organisational commitment of personnel. As one of the most important qualities of individualised attention, it has been highlighted that the role of empathy, mentorship and personalised help plays a part in fostering employee loyalty and emotional connection within universities [19]. Moreover, principals' authentic leadership directly and indirectly contributes to teachers' organisational commitment through the mediating role of teacher well-being, and teachers' social-emotional competence serves as a positive moderator in this relationship [20]. Other factors such as job satisfaction, organisational culture and teamwork have also been proven to highly boost organisational commitment among public senior high school teachers [21]. Employee dedication of employees has major organisational and individual outcomes in the education sector. Previous studies have shown that teacher commitment mediates the relationship between transformational leadership and sustainable teaching performance. The more the teachers' commitment, the better their teaching performance [22]. The relationship between quality of work life, including salary, recognition, and work-life balance, and organisational commitment of academic staff in higher education has been proved to be favourable. Therefore, effective strategic

human resource management should maintain work-life balance to promote employee engagement and improve the quality of higher education services [23]. However, some studies have also warned against the possibility of presenteeism when organisational commitment is too high, which can cause detrimental effects on teachers' morale, motivation and job satisfaction [24]. In addition, toxic leadership behaviours such as continuous negativity, disrespectful treatment and extreme self-centredness, exhibited by administrators in higher education institutions, have been found to have negative effects on employees' affective, continuance and normative commitment [25].

3 Methodology

To develop a comprehensive synthesis of the relationships between the values represented in Ki Hajar Dewantara's Leadership Trilogy, organisational culture, job satisfaction, and employee commitment in educational institutions, this study used a qualitative approach with the Systematic Literature Review (SLR) method. The SLR technique was chosen because of its ability to provide a transparent and systematic procedure to locate, screen, critically appraise, and synthesise data from previous investigations. This approach enabled the study to identify emerging research trends, analyse the consistency and diversity of previous results, and pinpoint areas of research that require further investigation. The material was collected from conceptual and empirical research published from 2021 to 2026 in credible national and international publications. All the chosen studies were focused on organisational culture, employee commitment, job satisfaction, and leadership style based on Ki Hajar Dewantara's ideology in different educational contexts.

3.1 Literature Search Strategy

A systematic literature search was performed using several major scientific databases including Scopus, ScienceDirect, Emerald Insight and SpringerLink. The search was then supplemented and extended by using Google Scholar. The search strategy used keywords such as leadership trilogy, Ki Hajar Dewantara leadership, organisational culture, work happiness, employee dedication, and education sector. All retrieved papers underwent a comprehensive, multi-stage screening process. The first stage involved identifying and listing all relevant publications from the databases. Then, an initial screening of titles and abstracts was done to eliminate studies that were not relevant. All publications that passed the preliminary screening were reviewed in their entirety to determine their usefulness to the aims and parameters of this inquiry. At the final synthesis and analysis stage, we retained only publications that met all pre-specified inclusion criteria.

We systematically searched the Scopus, ScienceDirect, Emerald Insight, SpringerLink and Google Scholar databases for publications during 2021–2026. The applied Boolean Search String was: ("Leadership Trilogy" OR "Ki Hajar Dewantara" OR "Indigenous Leadership" OR "Transformational Leadership") AND ("Organisational Culture" OR "Work Culture") AND ("Job Satisfaction") AND ("Organisational Commitment" OR "Employee Retention") AND ("Education Sector" OR "Higher Education" OR "School") The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) criteria were followed during the literature identification and selection procedure, as shown in Figure 1.

The initial search using keywords related to Ki Hajar Dewantara leadership, organisational culture, job satisfaction, employee commitment, and education yielded 456 papers from Google Scholar, ScienceDirect, Emerald Insight, Scopus, and SpringerLink. After de-duplicating records, 312 articles remained for further evaluation. After an initial screening of publication title, abstract, publication year, topical relevance and peer review status, 78 publications were considered suitable. After a detailed full-text review, 58 studies were excluded for not meeting the study criteria in terms of research variables, study setting, methodological approach, or information completeness. Twenty articles were included in the qualitative synthesis after achieving all qualifying parameters. These included four studies on Ki Hajar Dewantara's Leadership Trilogy, eight studies on organisational culture, and eight studies analysing the connections between job satisfaction and employee commitment in educational institutions.

3.2 Inclusion and Exclusion Criteri

to make sure that only methodologically sound and relevant literature was included. Studies were selected according to the following criteria: (1) published in peer-reviewed scholarly journals between 2021 and 2026; (2) specifically focused on educational contexts (e.g., primary, secondary, vocational, or higher education institutions); (3) investigated at least two of the core constructs under consideration (Leadership Trilogy/indigenous leadership, organisational culture, job satisfaction, and employee commitment); (4) utilised empirical quantitative, qualitative, or mixed-methods approaches; and (5) accessible in full-text format in English or Indonesian. Articles were excluded if they were non-peer-reviewed publications, book chapters, conference proceedings, editorials, conducted outside the education sector, or lacked sufficient methodological details for extraction of synthesised data. Moreover, we subjected each pre-selected article to a rigorous Quality Assessment Checklist (QAC) based on well-established SLR protocols. The QAC assessed each study against five criteria: clarity of research aims; suitability of sampling techniques; rigour of data processing; validity/reliability of findings; and explicit theoretical contribution. Each criterion was given a score from 0 to 2, for a total maximum score of 10. For the maintenance of methodological quality, only studies with a QAC score of 7 or above were included in the final theme synthesis.

3.3 Data Analysis

Data selection and identification followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) standard. This initial database search revealed a total of 456 possible articles. A total of 144 duplicate data were removed and 312 articles were screened by title and abstract. Of these, 234 articles were removed at the initial screening stage because they were irrelevant to the topic or lacked instructional context. The remaining 78 full-text papers were critically assessed for eligibility based on the pre-defined inclusion criteria and Quality Assessment Checklist. Among these, 58 papers were removed due to insufficient statistical/analytical reporting, absence of essential study constructs, or not meeting the QA level. Ultimately, 20 high-quality empirical studies met all eligibility requirements and were included in the final qualitative synthesis. The collected data were analysed by a

systematic six-stage method of theme synthesis to get a comprehensive and rigorous understanding of the relationships between the constructs considered in this research. First, we extracted raw findings, theoretical frameworks, and empirical results line by line from each eligible article into a structured data matrix. Second, we generated initial open codes to identify recurring patterns, key concepts, and empirical findings on the implementation of Ki Hajar Dewantara's Leadership Trilogy, organizational culture, job satisfaction mediators, and employee commitment outcomes in educational contexts. Third, the authors sorted and grouped these initial codes into broader descriptive themes based on comparable meanings and predetermined conceptual characteristics. Fourth, the review process was iterative, requiring frequent verification and cross-checking of descriptive themes against the original research to ensure interpretive accuracy and dependability. Fifth, critical abstraction generated analytical themes describing the latent mediation processes and theoretical contributions of local knowledge. Finally, synthesised themes were included in a new conceptual model and theoretical propositions that were effective in linking empirical findings to overarching global management literature.

4 Results & Discussion

4.1 Q1: Implementation of Ki Hajar Dewantara's Leadership Trilogy and Organizational Culture in the Education Sector

The synthesised literature shows that Ki Hajar Dewantara's Leadership Trilogy remains highly relevant and applicable to the administrative practices of various educational institutions today. The principle of Ing Ngarso Sung Tulodo is realised by leaders that always show integrity, discipline, and professional responsibility [4, 26]. Such exceptional leadership is not just an administrative control tool; it also catalyses changes in organisational values and employee behaviour. The activities of the leaders serve as a reference point for instructors and educational staff in the performance of their professional obligations and in building connections in the workplace, which in turn promotes mutual respect, trust, and organisational identity. Ing Ngarso Sung Tulodo is conceptually beyond the Western concept of authentic leadership by noting that integrity of leadership in educational contexts is the main source of trust that affects employees' pride and affective commitment. Meanwhile, the notion of Ing Madya Mangun Karso is realised through empowering employees, involving them in decision-making, and actively motivating their work [27, 28]. Educational leaders are not managers; they are facilitators who co-create motivation and build capacity from within. When the employees take an active part in the operations of the institution, it generates a feeling of appreciation and pride for the joint accomplishments. This dimension connects to transformative leadership by transitioning from the usual top-down impact to co-creation, where leaders collaborate with personnel to build psychological safety. Furthermore, the notion of Tut Wuri Handayani is expressed in leaders giving continual mentoring, resources, and growth opportunities for personnel to reach their full potential. This idea is in line with empowering and servant leadership, with the emphasis of encouraging from behind and giving professional autonomy to teachers and lecturers to innovate without fear of failure. [29, 30] The synthesis also stresses that organisational culture provides the contextual ground for the effectiveness

of various leadership strategies. In various educational institutions, collaborative, participatory and innovative cultures are always found to be the key drivers of positive work environments, starting from pesantren (where culture is driven by religious values and the exemplary leadership of kiai) to public schools and universities (where culture is fostered through open communication and teamwork). Organisational culture and the Leadership Trilogy are not separate drivers but complementary factors that foster shared values to encourage human resource development. [31, 32, 33]

4.2 Q2 : Relationship among the Leadership Trilogy, Organizational Culture, Job Satisfaction, and Employee Commitment

The synthesis reveals a somewhat similar pattern concerning the link between the implementation of Ki Hajar Dewantara's Leadership Trilogy, organisational culture, job satisfaction, and employee commitment in educational institutions. This strategy is positively related to high job satisfaction because leadership techniques defined by exemplary conduct, empowerment, and support lead to positive work experiences for employees [34, 30, 35]. When leaders show integrity, involve employees in organisational processes, and encourage their professional growth, people are more likely to feel appreciated and more valued in their work. These feelings of commendation and of the organisation’s support go on to contribute to greater levels of job satisfaction.

There is also a constant positive relationship between job happiness and organisational culture. A culture of collaboration, open communication and employee participation provides social and professional support to employees [36, 33, 37]. In collaborative work environments, employees have the opportunity to exchange knowledge, receive support from colleagues and participate in the organisational decision-making process. These conditions lead to a more positive work environment and enhance employee satisfaction with their jobs and companies. The synthesis further indicates that job satisfaction is strongly associated with employee commitment [20, 13] is who experience higher levels of job satisfaction tend to demonstrate stronger organisational commitment, exhibit greater intentions to remain with the organization, and show a stronger willingness to contribute continuously toward achieving institutional goals.

In education, employee commitment is of particular importance since the sustainability of educational services depends heavily on instructors and educational personnel with long-term commitment to their institutions. Interestingly, several studies also demonstrate a direct link between employee commitment, organisational culture and leadership practices [6, 32, 38]. These findings suggest that employee commitment is not only affected by job satisfaction, but also by employees’ direct experience with organisational culture and leadership practices. However, the synthesis consistently identifies job satisfaction as a key mechanism through which organisational culture and leadership tactics lead in higher levels of employee engagement. Thus, the adoption of the Leadership Trilogy and a healthy workplace culture may not always translate to employee commitment unless they also contribute to workers’ job happiness. Research indicates that employee engagement in educational institutions is multidimensional. Positive work experiences such as job satisfaction, supportive corporate culture, and value-based leadership approaches encourage dedication. Therefore, efforts to improve

employee commitment in educational institutions should be directed toward improving the organisational cultures and leadership practices that can offer employees meaningful and satisfying work experiences rather than administrative or policy changes.

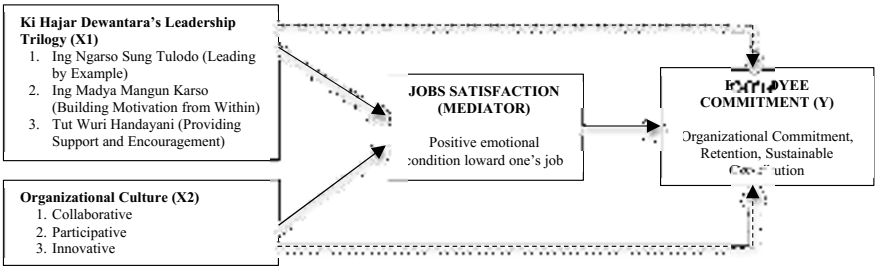


Fig. 2. Conceptual Framework of the Study

Conceptual Framework of the Study. The developed conceptual model in this study indicates that employee commitment in educational institutions is influenced by the combined effect of leadership practices based on Ki Hajar Dewantara's ideology and organisational culture. Organisational cultures characterised by cooperation, involvement, and continuous development, and leadership principles that view leaders as role models, motivators, and facilitators of employee development result in more meaningful work experiences for workers. These factors lead to a higher level of job satisfaction, which in turn fosters deeper emotional attachment to the firm, a greater desire to stay, and motivation to continuously strive for the company's success. Based on the synthesis of Ki Hajar Dewantara's Leadership Trilogy (X1) 1. Ing Ngarso Sung Tulodo (Leading by Example) 2. Ing Madya Mangun Karso (Building Motivation from Within) 3. Tut Wuri Handayani (Providing Support and Encouragement) Organisational Culture (X2) 1. Collaborative 2. Participative 3. Innovative Jobs Satisfaction (Mediator) Positive emotional condition toward one's job Employee Commitment (Y) Organisational Commitment, Retention, Sustainable Contribution 20 empirical research.

5 Conclusion

This study synthesises 20 empirical articles and confirms that the Leadership Trilogy of Ki Hajar Dewantara and organisational culture affect employee commitment through job satisfaction, providing a model based on local wisdom (indigenous wisdom) that complements global HRM discourse and Western leadership theories. In practice, educational administrators should demonstrate integrity (Ing Ngarso Sung Tulodo), grant autonomy (Tut Wuri Handayani), and foster collaborative and psychologically safe work cultures. Building commitment requires prioritising employee well-being over administrative directives. The present study is limited to the 2021–2026 timeframe and a qualitative-thematic approach without meta-analysis, and thus future studies need to empirically test this conceptual model through PLS-SEM in the various tiers of education and cross-cultural comparative studies in other collectivist areas.

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