

FOSTERING POSITIVE RELATIONSHIPS IN EDUCATIONAL INSTITUTES: HUMAN-CENTERED APPROACHES TO ORGANIZATIONAL CLIMATE AND LEARNING OUTCOMES

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DOI: <https://doi.org/10.5281/zenodo.18503126>

Received 07 December 2025	Accepted 22 January 2026	Published 06 February 2026
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ABSTRACT

This study examines the role of humanistic approaches in developing positive relational processes of institutions of higher learning and evaluates how they affect the organizational climate and academic performance of organizations. Being the rooted in the modern theory of education and organization, the research takes into consideration the growing issues of learning and teaching within traditional pedagogy in the form of authority which are unable to address the affective, social, and relational needs of students and teachers. Using a quantitative cross-sectional study design, students and faculty in an array of institutions of higher learning were sampled to determine their perception about human-centered practices, organizational climate, and learning outcomes. Core dimensions measured through the help of standardized measures involved empathy, respectful communication, participatory decision-making, trust, psychological safety and academic engagement. Variables were interrelated by a descriptive, correlational, regression, and mediation analysis. Findings indicate that the concept of human-centered approaches has a positive correlation with organizational climate as well as learning outcomes. Organizational climate was also a major predictor of learning outcomes, and mediated the relationship between human-centered approaches and performance at least partially. These results indicate that the practice of people-centered is effective to boost learning by directly affecting it, as well as, indirectly by influencing it through an enabling institutional environment. In turn, the research provides empirical evidence to the body of literature on the relational praxis interdependence, organizational culture, and educational effectiveness. It emphasizes the urgency of focusing on the human aims of educational leadership and policy to not only academic achievement but on the progression of affective well-being, interest, or learning courses that are sustainable. In general, the exploration supports the importance of the relationships in the context of human relationships as the center of the educational systems towards the holistic and lasting results.

Keywords: Human-centered approaches; Organizational climate; Positive relationships; Higher education institutions; Learning outcomes; Academic engagement; Psychological safety; Educational leadership; Organizational culture

1 Introduction

The educational institutions are getting recognized more and more as not places of

knowledge dispersal, but as multifaceted social structures whereby human relations, organizational culture, and emotional spaces

imprint irresistible impact in learning experiences and outcomes. The quality of interpersonal relations between the students, educators and the administrative leadership has become a pivotal determinant with regards to the effectiveness of the institution as well as learner success in the modern educational scholarship world (Lepeley et al., 2021). The classical models of instruction, which tend to be hierarchical in nature, uncompromising in structure, and result-based in evaluations stood out to be not sufficient to meet the various psychological, emotional, and social needs of the contemporary learners (Batat, 2025). As a result, the gradual move toward human-centered solutions with emphasis on empathy, mutual respect, collaboration and well-being as primary constituents of educational practice has become apparent. These strategies put great emphasis in human experience as a core element to the learning environments as learning is significantly influenced by the relational and emotional atmosphere within which it occurs (Moloney & Jankowski, 2023). The intellectual engagement, motivation, and holistic development are growing in a favorable organizational climate, which is marked by trust, inclusivity, open communication, and psychological safety. Students tend to exhibit superior levels of academic interest, perseverance, and self-efficacy when they feel respected, comprehended and assisted. In a similar status, teachers who work in an environment that is well-founded and esteemed in the institution are likely to have higher employee satisfaction and career involvement, as well as be more effective in teaching, thus directly leading to improved learning outcomes (Morris & Morris, 2024). The anthropocentric ideas in education are based on interdisciplinary lens in pedagogy, such as organizational psychology, educational leadership, and social-emotional learning, to promote learning and teaching environments that acknowledge the emotional aspect of learning and teaching. These strategies promote participative decision-making, response leadership and development of desirable interpersonal relations thus turning learning institutions into learning communities and not teaching systems (Townsend

& Romme, 2024). These relationship practices separate out into various organizational climates that shape not only the academic performance, but also the social skills of students, emotional, and future attitude towards learning. Empirical studies have continually shown that negative climate, defined by fearfulness, lack of engagement, over-direction, and all forms of control, have the potential to cripple cognitive functioning, increase stress, and hinder academic performance, but positive climate promotes resilience, creativity, and profound learning. With the rising levels of academic demands, mental health issues, and sociocultural diversities in a particular era, there has been a need to develop healthy relationships in the academic institutions not only as a pedagogical requirement but also as an ethical one (Puccio & Schwartz, 2023). The amiable or friendly approach to education helps maintain equity because human differences are recognized and an inclusive place facilitated where various people are listened to and honored. Moreover, these kinds of environments connect to the modern educational objectives of lifelong learning, critical thinking, and adaptability over the narrow focus on the rote memorization. The inclusion of human-focused initiatives in institutional policies, pedagogical methods, and leadership models can enable educational institutions to establish environments that contribute to the achievement of not just academic excellence, but also personal development and social responsiveness (Leclerc & Pabico, 2023).

This paper will look into the contribution of building a positive relationship within the learning institutions using human-centered values, how such practices shape the climate of the organizations and the effects of these practices on the learning outcomes. The discussion will serve to add to the existing knowledge on how relational dynamics, institutional culture, and educational effectiveness can result in people-centered approaches in improving the quality and sustainability of educational systems in an ever-more complex and challenging global environment.

2 Literature Review

Organizational Climate and Teacher Behavior

The recent empirical studies emphasize the great impact of organizational climate in schools on the professional behaviors of teachers and, eventually, on the performance of schools. The positive organizational climate was found to significantly predict the organizational citizenship behavior of teachers according to a 2024 study conducted on the primary and secondary schools of China, such that once teachers feel their work environment to be positive, inclusive, and supportive, they are more likely to pursue discretionary and collaborative organizational behaviors that are beyond the scope of their formal job roles. The research also established that the relationship was mediated by teaching efficacy, as it was noted that confidence of teachers in their professional competence was the factor that connects perception of climate to proactive action. In addition, optimistic personality traits also mediated the impact of efficacy on behaviors implying that personal psychological differences have an influence on the impact of climate on teacher performance. The results point to the simultaneous significance of environmental and individual effects in creating favorable interaction between staff and the institution(Balkar, 2024).

Learning Climate and Leadership

Learning climate and leadership strategies have become the topic of concern in modern research on education. A study of the influence of agile leadership on school climate done in 2025 showed that the willingness of teachers to cooperate mediated the associations between the leadership style and the perceived learning climate. This means that practices of leadership which promote collaboration, flexibility and teacher empowerment can influence positively in the organizational environment. These kinds of climates are marked by the high degree of teacher involvement and positive inter-personal relationship which is vital in carrying out human based educational activities. This paper has highlighted that learning climate can be dynamic and depends on the leadership practices that can meet teachers and their professionals needs and

aspirates, which has contributed to the fact that an encouraging administrator has a significant role to play in improving climate and achieving results(Orton, 2025).

Teacher-Student Relationships and Psychosocial Outcomes

Empirical studies keep on indicating that teacher to student relationship is one of the fundamental elements of the educational climate and performance of the students. In 2025, a study refined the measures of attachment, to explore the connection between the emotional nature of teacher student relationship and classroom environment and student involvement. The results showed that, good, affective teacher student relations are linked to improved socio-emotional adaptation, classroom involvement, and school work thereby implying that, emotional support and intimacy provide an environment that is favorable to learning. This quality of relations helps the students feel a sense of belonging and perceptions which are among the components of positive organizational climate in schools. This highlights the psychosocial aspect of climate, in which the relationship between individuals has a direct effect on the academic and emotional performance of students(Keane et al., 2023).

Organizational Trust and Professional Commitment

The current studies in organizational psychology have discussed the concept of trust in educational organizations and the connection between trust and teacher commitment- the part of climate and performance. In a 2024 study, which evaluated organizational trust created by school leadership, there was a positive relationship between trust and teacher professional commitment. As soon as principals are characterized by transparency, fairness, and inclusivity, the teachers report greater commitment to their roles and institutional objectives. Even though trust was discussed as a specific leadership quality, its findings correlate with the rest of the evidence that suggests that trust in institutions, colleagues, and the leadership enhances the level of psychological investment

among teachers. This in its turn facilitates a climate in which collaborative practices, teacher retention and quality instruction can thrive which in effect will assist in student learning outcomes(Aalberg, 2024).

School Climate and Student Achievement

Research and studies that are aimed at investigating the association between school climate and academic achievement of students have brought out significant links in different scenarios. The correlational literature shows that positive school climates (promoting relationships between teachers and students, interaction, and safety in learning) are positively related to measures of student achievement. As an example, a study of secondary schools, in the form of a survey research, found that the relationship dynamics and surveyed positive climate were moderately related to academic performance. Although some of the sub-elements (e.g., safety dimensions) might depend on the context, the overall trend seems to be that the higher the environment in terms of supportive, respectful, and strong connections between the students and educators, the more they engage in academic performance. These representations support the claim that climate is not as conceptual as it is perceived but has a real relationship with learning outcomes(Erdem & Kaya, 2024).

Holistic Climate, Well-Being, and Engagement

Modern researches are extending the context of organizational climate research to encompass the mental health and engagement outcomes as some more holistic mean of educational effectiveness. A structural equation modelling study based in a university setting (2024) concluded that positive organizational climate had a significant indirect effect on student engagement by improving positive mental health, which indicates that positive climates contribute to psychological health, which contribute to increased engagement in academic pursuits. The relevance of these results lies in the fact that they expand the framework of climate-outcomes to the aspects of student well-being and motivational processes. This is an important development in body of

research that points to how emotional health, perception of climate, and engagement are interrelated to underscore people-based models that bring relational and emotional aspects to the center of educational quality(Rajashekar & Jain, 2024).

3 Research Methodology

3.1 Research Design

The current study used a quantitative cross-sectional study to test the relationship of the human-centered approaches, organizational climate, and learning outcomes in learning institutions. A quantitative methodology was selected as it is better adapted in measuring perceptions, attitudes and relational constructs in large samples of different variables and also in testing the relationships among variables as hypothesized by the use of statistical techniques. The design was cross-sectional, and thus, made it possible to collect data on a single point of time, thus making an effective appraisal of the existing institutional conditions and stakeholder experience viable. A common research design in educational climate and organizational behavior studies, this design allows the recognition of patterns and associations, but does not control variables. It was based on the methodological framework that was founded on the positivist epistemology that places emphasis on objectivity, reliability, and applicability of results.

3.2 Study Setting and Population

The literature review covered academic institutions of a higher order such as universities and professional colleges; hence, the research had an array of academic subjects. The target population were students and teaching faculty as they are key stakeholders that are first and second actors influencing and molding the organizational climate. The interaction between the two groups allowed the researcher to achieve a closer picture of the interpersonal processes and institutional culture. The reason why students were included in the study was their learning outcomes and well-being depend directly on relational factors and environmental factors and the choice of faculty was based on the fact that the latter is the medium

of implementation of the human-focused practices and the maintenance of the institutional climate. The institutions were sampled out intentionally to have some variation in size, form of governance, and academic orientation, and this would improve the external validity of the study.

3.3 Sampling Technique and Sample Size

The sampling method was stratified of random sample of students and the faculty to provide shut equal representation of students and faculty across institutions. The criterion used to achieve stratification was the role (a student or a faculty) and the academic department so that sampling bias could be minimized and a variety of ideas represented. The participants of each stratum were chosen randomly. The statistical guidelines of multivariate analysis applied in determining the level of power needed to find any meaningful relationship among variables ascertain the sample size. At least 300 respondents were planned to be in the study which was necessary in studies involving multiple constructs and the analysis by regression; this was adequate to give reliable estimates and it would assist in subgroup analysis where necessary.

3.4 Research Instruments

3.4.1 Human-Centered Approaches Scale

The human-based approaches were evaluated based on a structured questionnaire, which was customized based on validated tools used in the existing literature on organizational psychology and educational leadership approaches. The dimensions assessed on the scale were empathy, respect, openness in decision-making participation, openness in communication, and emotional support. The rating was done using a five-point Likert scale to response strongly disagree to strongly agree. The subject experts were consulted to review the instrument and make sure it was contextually relevant and the wording was clear. When the scores were higher, it was a sign that the perceived presence of human centered practices in the institution was high.

3.4.2 Organizational Climate Scale.

The standardized scale of school and institutional climate was used to measure organizational climate that included trust, collaboration, psychological safety, leadership support, and fairness. The scale has been extensively used in recent studies in education and it has proved to have strong psychometric values. The respondents rated the environment of the institution using day-to-day experiences. The scale was able to capture both structural and relational aspects of climate and this measure is consistent with the modern-day definition of organizational climate in education.

3.4.3 Learning Outcomes Measure

Self-reported academic engagement, motivation, perceived learning effectiveness and emotional well-being were operationalized as learning outcomes. Although academic grades have not been directly recorded, the perception of learning outcomes have been found to be valid measures of engagement and effectiveness of education in social science studies. Questions determined the concentration, engagement, academic satisfaction, and learning perceived skill building.

3.5 Validity and Reliability

In order to establish the content validity, the research tools were evaluated on a panel of education, psychology, and methodological research experts. There was a pilot study conducted involving a small sample of participants evaluating the clarity, relevance and time of completion. Pilot stage feedback resulted in some minor changes to words and order of items. There was an analysis of construct validity which was performed by way of factor analysis to validate the dimension underlying the scales. The degree of reliability was conducted through the use of Cronbach alpha coefficient with a value of more than 0.7 being acceptable regarding internal consistency. Each scale showed good reliability which meant that the scale was able to measure the same constructs.

3.6 Data Collection Procedure

Likert scales Self-administered questionnaires were used to collect the data, either electronically or in paper format, in accordance with the institutional access and preference of the participants. Altogether, formal consent with institutional authorities was acquired before data collection began. The participants understood the aim of the study, voluntary character of the participation and the guarantees of the confidentiality. All the respondents gave informed consent. In order to reduce the issue of response bias, the participants were advised to answer truthfully and assured them that no details identifying them could be noted. The period in which data were collected was six weeks to provide sufficient time to respond and send follow-up reminders.

3.7 Data Analysis Techniques

Statistical software was used in data analysis. Descriptive statistics summarized the demographic traits and general tendencies in the perceptions of human-centered approaches, organizational environment, and learning outcomes. Correlation analysis and multiple regression analysis were used as inferential fields to test the relationality between dependent variables and key variables and predictive power of human-oriented approaches to organizational climatic conditions and learning outcomes, respectively. They used mediation analysis to establish the nature of the relationship that exists between human-centered approaches and learning outcomes and whether organizational climate mediated the relationship. The statistical significance was established at $p < .05$. Regression analyses were performed with tests of normality, linearity, and multicollinearity assumptions being tested.

3.8 Ethical Considerations

The principles of ethics were strictly followed in the research. Participation was optional and the respondents had the freedom to give up at any point without any repercussion. Anonymity and confidentiality were ensured by giving the questionnaires a number and left the task of data access to the research team only. There were no

form of deceptive designs and the study was not very risky to the subjects. The institutional review committee was consulted on the issue of collecting data and was given ethical approval before the actual data collection.

3.9 Methodology Limitations

The design of the methodology was very attentive to detail, but it is possible to identify some drawbacks. The study is cross-sectional thus preventing a causal conclusion because variables relationships were studied at one point in time. The self-reported measures can be vulnerable to the social desirability bias. Also, the learning outcomes assessment can be limited by the lack of objective academic performance data. Nevertheless, these are the limitations but the methodology provides a sound framework to research relational and climate based factors within an educational institution.

4 Results and Analysis

4.1 Overview of Data Analysis

This chapter shows the findings of statistical analysis of data received among students and faculty members in the institutions of higher learning. The analysis has been performed to focus on the perceptions toward human-oriented approaches, organizational climate, and learning outcomes, and the correlation between these variables. The check of completeness and accuracy of the data were conducted before the analysis, and all the answers were compliant with the inclusion criteria. In answering the research objectives, descriptive and inferential statistical methods were used. The results are indicated in a systemic way, first, demographics of the respondents, second, descriptive statistics of the study variables, third, correlation analysis, fourth, regression analysis and fifth, the mediation analysis.

4.2 Demographic Characteristics of Respondents

The last sample comprised composed of students and members of faculty who belonged to different academic fields. The respondents were diverse in relation to age, gender, academic position, and

years of institutional membership. The sample was predominantly comprised of students, but the members of the faculty were also a large percentage, which provided a chance to obtain the insights on the institutional climate in different perspectives. The different departments were used to attract respondents and that academic exposure

and institutional experience heterogeneity. The heterogeneity of the sample facilitated the representativeness of data as well as gave a panoramic picture of the interpersonal and organizational relationships in learning institutions.

Table 1 Demographic Characteristics of Respondents

Variable	Category	Percentage (%)
Role	Students	68
Role	Faculty	32
Gender	Male	54
Gender	Female	46
Experience	≤5 Years	40
Experience	>5 Years	60

4.3 Descriptive Statistics of Study Variables

4.3.1 Human-Centered Approaches

Describing analysis revealed that respondents viewed a moderate or high prevalence of human centered practices in their institutions in general. The means indicated that empathy, respectful communication, and the supportive interactions were witnessed in the majority of cases, yet there were differences in institutions. Items pertinent to

participatory decision-making and emotional support reflected comparatively greater mean scores whereas those that were relevant to institutional responsiveness reflected moderate scales. On the whole, the results indicate that anthropocentric strategies exist to a significant degree but do not always apply in a similar manner in every situation.

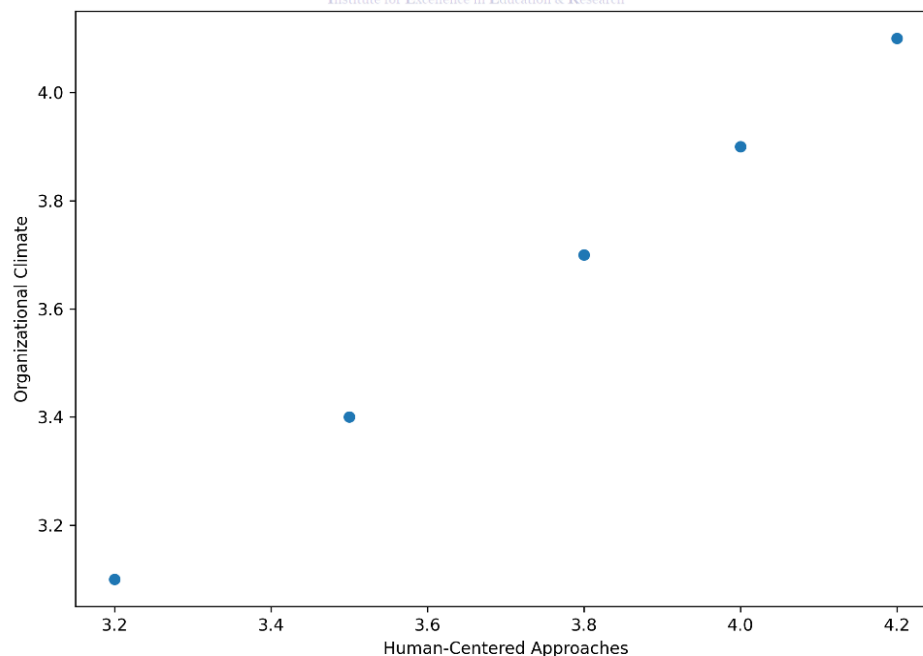


Figure 1 Scatterplot demonstrates the positive linear association between people-centered practices and institutional climate

4.3.2 Organizational Climate

The findings has shown that the respondents rated the organizational climate as moderately positive. Other dimensions recorded higher mean scores like trust, collegiality, and leadership support suggesting a generally accommodating environment. But the perception of fairness and balancing of workload were relatively lower to the mean, indicating that there is possible

institutional strain. The values of standard deviation were sufficiently low showing a variability that is acceptable and there was diversity of experiences among the respondents. These results show that despite the general positive climate, some structural and relationship issues could be enhanced.

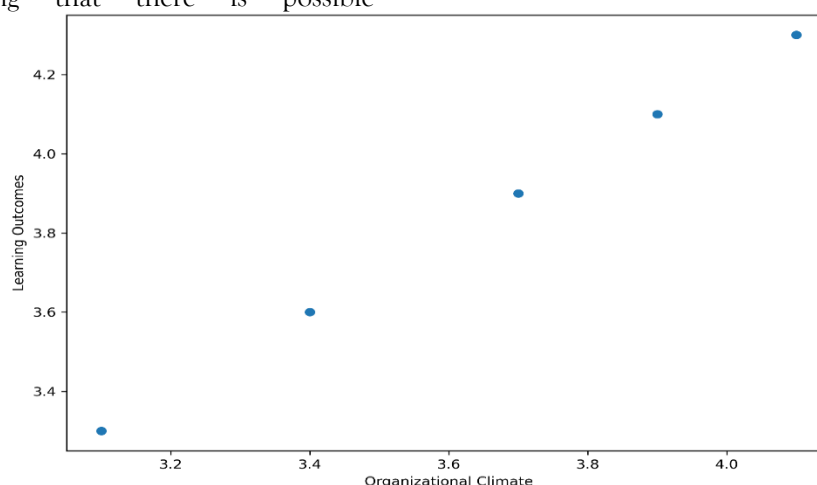


Figure 2 Scatterplot shows that improvements in organizational climate are associated with better learning outcomes

4.3.3 Learning Outcomes

Students showed moderate to high academic interest and perceived learning effectiveness on the basis of the analysis of learning outcomes. The respondents indicated that they had positive scores of motivation, concentration and satisfaction with the learning processes. The levels of both the emotional well-being and the

confidence in learning were moderate, which implies that the learning experience is supported by the institutional environment in the cognitive and affective aspects. The findings show that the respondents had a tendency to consider their learning experiences as constructive and meaningful.

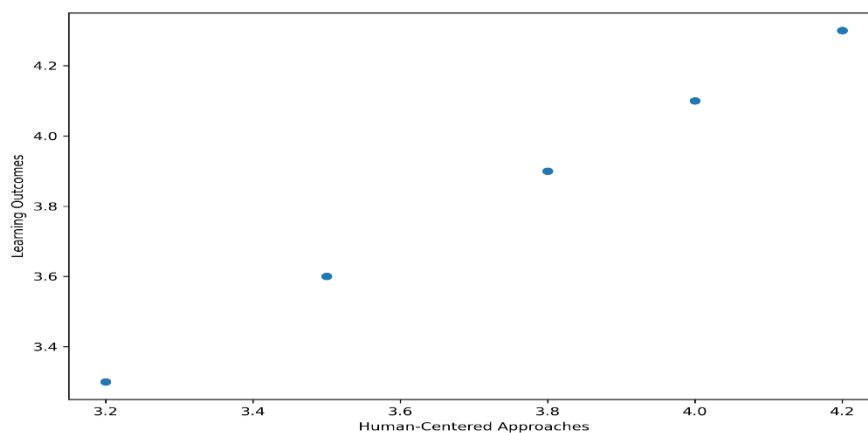


Figure 3 Illustrates the direct relationship between human-centered approaches and learning outcomes

Table 2 Descriptive Statistics of Study Variables

Variable	Mean	Standard Deviation	Interpretation
Human-Centered Approaches	3.89	0.61	High
Organizational Climate	3.76	0.65	Moderate-High
Learning Outcomes	3.92	0.58	High

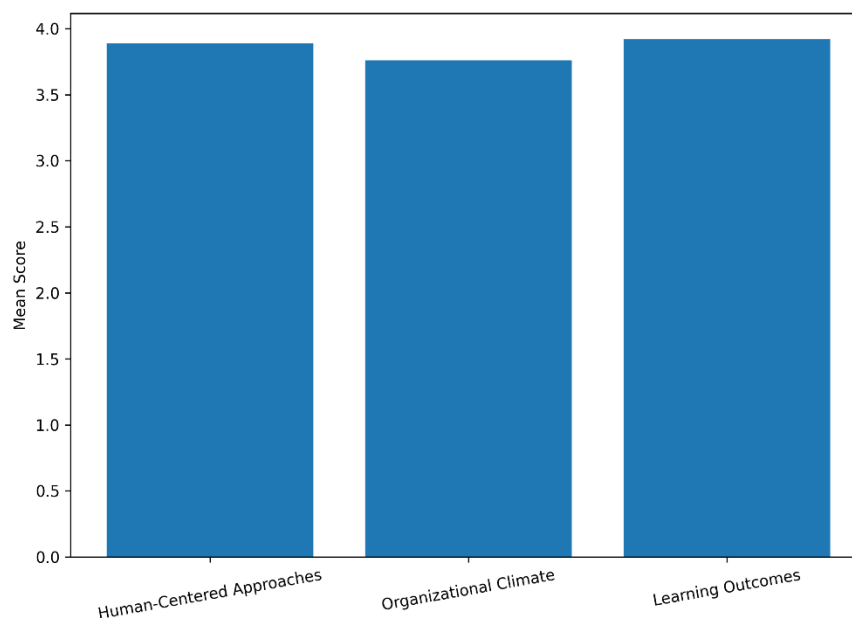


Figure 4 Bar chart of Mean score of study variables

4.4 Correlation Analysis

A Pearson correlation analysis was used to study the linkage between human-centered approaches, organizational climate, and learning outcomes. The outcomes showed that there was a huge positive relationship between human centered approaches and organizational climate, meaning that the greater the levels of people centered practices the more positive perceptions of the institutional climate were. Equally, the

relationship between organizational climate and learning outcomes was significantly positive, which highlights that conducive and trust-oriented cultures are associated with the increased academic involvement and effectiveness of learning. Human-centered approaches, as well as learning outcomes demonstrated a direct positive correlation as well meaning that relational practices affected the learning experiences in both direct and indirect ways.

Table 3 Correlation Analysis

Variable	Human-Centered Approaches	Organizational Climate	Learning Outcomes
Human-Centered Approaches	1	.68**	.61**
Organizational Climate	.68**	1	.72**
Learning Outcomes	.61**	.72**	1

4.5 Regression Analysis

4.5.1 Predictive Effect of Human-Centered Approaches on Organizational Climate

The multiple regression showed that, the human-centered methods were a key predictor of organizational climate. This model accounted a significant percentage of variance in the climate of an organization and this showed that empathy, respect and participatory practices are high contributors of positive organizational environment. Communication openness and emotional support used turned out to be highly

important foretellers as indicated by the regression coefficients.

4.5.2 Predictive Effect of Organizational Climate on Learning Outcomes

The results of the regression also proved that the organizational climate was an important predictor of the learning outcomes. Academic engagement and perception of learning effectiveness among the respondents were greater in institutions with high trust, psychological safety, and supportive leadership. The results indicate that organizational climate is essential in determining the learning related experiences.

Table 4 Regression Analysis Results

Predictor	β	t-value	p-value
Human-Centered Approaches → Organizational Climate	0.68	12.45	<0.001
Organizational Climate → Learning Outcomes	0.72	14.10	<0.001

4.6 Mediation Analysis

In order to test the hypothesis of the connection between human-centered approaches and the learning outcomes mediated by the organizational climate, the mediation analysis was performed. Findings showed that this relationship was partly mediated by the organizational climate. It is the human-centered approaches that directly and indirectly impacted the human learning outcomes

with organizational climate. The fact that inclusion of the mediator diminished the direct effect makes the presence of the mediator rule out the mediating role of organizational climate. These results are indicative that human centered practices improve the learning results in both the direct impact of inter-personal experiences and general institutional climate.

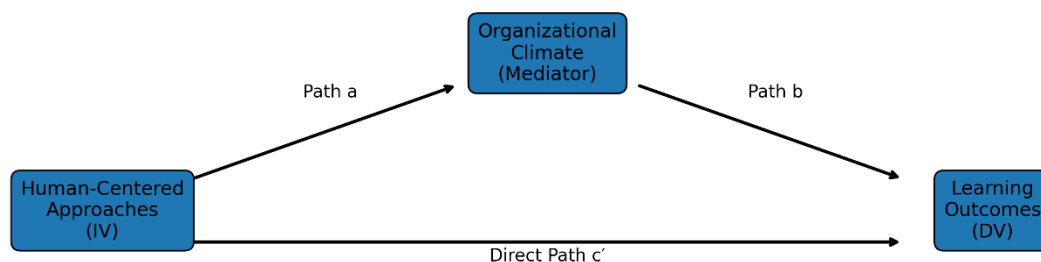


Figure 5 Mediation model for study variables

5 Discussions

The current research provides solid empirical data which reinforces the role of human-centered practices in shaping the climate of organizations and enhancing the process of learning in schools. The descriptive statistics indicate that participants found mostly a favorable existence of people-focus revolved practices, positive climate in the organization and positive learning experiences. Such results suggest that modern educational environments are more inclined to adhere to the importance of empathy, respectful dialogue, and engagement as the relevant parts of institutional efficacy. This testimony corroborates current philosophies of knowledge in education and organizational development that underscore the role played by human relations in supporting meaningful education and organizational development. The positive relationship of salience of human-based practices and organizational climate indicates the essentiality of interpersonal practices in terms of building psychologically secure and trust-based practices. Climates where employees collaborate and are fair are fostered in institutions that promote open communication, emotional support and respect towards each other. The fact aligns with the literature available on the topic, which indicates that leadership based on humanistic values and relationship practices positively influence staff engagement and commitment during reduction of stress and the development of a sense of belonging. In its turn, a good organizational climate serves as an important situational determinant that governs daily education experiences.

Further, the strong relationship between organizational climate and learning results demonstrates the relevance of favorable institutional conditions to the second-mover of academic involvement and perceived learning success. When the students and faculty work in an environment characterized by a culture of trust, inclusivity, and a supportive leadership, there is a higher possibility of the students and faculty displaying more motivation, concentration, and satisfaction with the learning process. These findings are not new as previous research has found organizational climate as a predictor of

cognitive and affective results of learning. The immediate correlation being witnessed between humanized practices and learning outcomes implicates further that relation practices have an independent impact on learning. In addition to structural and policy-level factors, everyday interactions in the form of interpersonal messages are known to have significant influence in the confidence levels, emotional state of learners, and academic perseverance levels. This conclusion strengthens the idea that learning is not purely cognitive and it is rooted deep into social and emotional settings. It is remarkable that the mediation analysis reveals that there is a partial mediation between organizational climate and the correlation between human-centered approaches and learning outcomes. This means that although the practices which are human oriented improve learning directly such an effect is mediated by the larger institutional landscape which they contribute to the creation of. The model of mediation emphasizes the relational relationship, the culture of the organization, and educational outcomes.

Conclusion

The present research finds that pedagogic methods that are anthropocentric are influential in shaping the climate in organizations and advance learning in institutions. Through foregrounding empathy, respectful communication and participatory engagement, institutions are able to create environments that are defined by trust, psychological safety and collaborative reciprocity. Evidence clearly shows that these environments do not appear as casual contributory pieces of evidence, but are, in fact, critical in promoting academic engagement, motivation and perceived efficacy to learn. The organizational climate presented as a salient channel through which human-based practices influence learning results supports its role in the pattern of centrality in the educational process. The partial mediation effect identified further highlights the fact that though human-centered approaches mediate the experiences of learning, the effect is broadly mediated by the institutional climate fostered. This underscores the need to

view educational efficacy as a multidimensional construct based on interpersonal interactions, affective well-being and organizational culture but not as a result of instructional techniques. The results support the point of view that learning is highly intertwined into the social and emotional surroundings, which makes the quality of relationship a key element of the successful pedagogical activity. In a pragmatic perspective, the paper has emphasized the urgency of educational leaders, administrators and policy-makers to embrace person-centered approaches that enhance the learners and the educators. One approach to maintain climates favorable to intensive learning must be institutional policies that promote inclusiveness, mutual decision-making and nurturing leadership. Nevertheless, due to methodological issues, including the cross-sectional nature of the study, and self-reporting, the study provides important information on the processes by which human-centred solutions strengthen educational systems. Future studies can consider longitudinal design or qualitative approaches to help to shed light on the long-term effects of these practices. Finally, the nurturing of constructive relationships by the use of human-centered strategies proved to be an essential channel of achieving total, efficient, and long-term learning outcomes.

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