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Research Article

Exploring the Role of Female Leadership in Fostering Positive Organizational Behavior and Cooperative Learning Communities in Chinese Universities

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ABSTRACT

This questionnaire-based research delves into the impact of female leadership on cultivating positive organizational behavior and cooperative learning communities within Chinese universities, with a sample size of 383 participants. Employing quantitative analysis methods, the study delves into the perceptions and experiences of students and faculty members to scrutinize the correlation between female leadership and organizational behavior, with a specific focus on its influence on cooperative learning environments. The findings highlight the pivotal role of female leadership in nurturing collaborative learning cultures and fostering positive behaviors within academic settings. By scrutinizing the dynamics of leadership gender, this research significantly contributes to the ongoing discourse on gender diversity and its profound implications for organizational dynamics and educational outcomes. The insights derived from this study offer invaluable implications for university administrators, policymakers, and educators striving to establish inclusive and productive learning environments within Chinese higher education institutions, with female leadership emerging as a critical component in this endeavor.

Keywords: Female Leadership, Organizational Behavior, Gender diversity, Employee Satisfaction, Structural Equation Modeling

1) INTRODUCTION:

In recent decades, the role of leadership within academic institutions, particularly in Chinese universities, has garnered significant attention from scholars and practitioners alike. Leadership not only shapes the direction and culture of an organization but also influences its members' attitudes, behaviors, and ultimately, its effectiveness in achieving its objectives. Within the area of higher education, where knowledge dissemination and innovation are paramount, the type of leadership exercised can profoundly impact the academic environment and the experiences of students and faculty members [1],[2]. One area of growing interest is the exploration of gender dynamics in leadership and its effects on organizational behavior and learning communities within academic settings. Despite strides toward gender equality in many spheres, including education, women continue to be underrepresented in leadership positions, particularly in higher education institutions. However, there is a burgeoning recognition of the unique contributions that female leaders bring to organizations and the potential implications for organizational dynamics and outcomes [3].

The concept of positive organizational behavior encompasses various aspects of employee attitudes and behaviors that contribute to organizational effectiveness, including job satisfaction, organizational commitment, and engagement. Research indicates that positive organizational behavior not only enhances individual well-being and performance but also fosters a supportive organizational climate conducive to collaboration, innovation, and

learning. Understanding the factors that promote positive organizational behavior is therefore crucial for creating healthy and productive work environments within universities [4]. Similarly, the establishment of cooperative learning communities has emerged as a key priority for educational institutions seeking to enhance student learning outcomes and promote a culture of collaboration and knowledge sharing. Cooperative learning emphasizes the active involvement of students in the learning process through collaborative activities, group discussions, and peer interaction. Such approaches not only facilitate deeper understanding and retention of course material but also cultivate essential skills such as communication, teamwork, and problem-solving [1].

Given the significance of leadership in shaping organizational behavior and learning environments, it is essential to examine the role of female leadership in fostering positive organizational behavior and cooperative learning communities within Chinese universities. While previous research has explored the impact of leadership on organizational outcomes, relatively few studies have specifically focused on the influence of female leadership in the context of Chinese higher education [5]. It is vital to comprehend the distinct contributions made by women leaders in academic environments, especially considering the ongoing gender inequalities in leadership positions within universities. By investigating the relationship between female leadership and positive organizational behavior, as well as its effects on cooperative learning communities, this study seeks to contribute to a deeper understanding of the potential benefits of gender diversity in leadership within Chinese universities [5].

Furthermore, this research aligns with broader efforts to promote gender equality and inclusivity in higher education, as recognizing and leveraging the strengths of female leaders can foster a more equitable and supportive academic environment for all members of the university community. Through empirical inquiry and analysis, this study aims to provide insights that inform organizational policies, practices, and leadership development initiatives aimed at creating more inclusive and effective learning environments within Chinese universities.

2) MOTIVATION:

The motivation behind this research stems from several compelling factors inherent in the current field of higher education, particularly within Chinese universities. The primary focus is on the growing acknowledgement of the crucial impact that leadership has on the formation of organizational culture, behaviours, and results [4]. Leadership within academic institutions not only influences administrative decisions but also sets the tone for the academic environment, affecting the experiences of students, faculty, and staff. Therefore, it is necessary to fully understand the complex nature of leadership and how it influences the behaviour of organizations and learning communities to foster productive and nurturing educational settings [4]. Moreover, the examination of gender dynamics in leadership has become a more prominent subject in present-day discussions. Despite progress toward gender equality in various domains, including education, women remain underrepresented in leadership positions within academia, particularly at higher levels of authority. This underrepresentation not only reflects broader societal inequalities but also raises questions about the potential implications for organizational dynamics and outcomes [1]. By examining the role of female leadership in Chinese universities, this research seeks to contribute to a more nuanced understanding of the interplay between gender, leadership, and organizational behavior in academic settings [5].

Moreover, the motivation for this study is grounded in the imperative to promote positive organizational behavior and cooperative learning communities within higher education institutions [6]. Positive organizational behavior encompasses a range of attitudes and behaviors that contribute to individual and organizational well-being, including job satisfaction, organizational commitment, and engagement. Cultivating positive organizational behavior is not only conducive to individual flourishing but also enhances organizational effectiveness and resilience. Similarly, the establishment of cooperative learning communities is essential for promoting active student engagement, collaborative problem-solving, and knowledge sharing, all of which are critical for fostering a dynamic and inclusive learning environment [3]. By investigating the impact of female leadership on positive organizational behavior and cooperative learning communities within Chinese universities, this research seeks to address gaps in the existing literature and generate insights that can inform practice and policy in higher education. By shedding light on the unique contributions of female leaders and their potential effects on organizational dynamics and outcomes, this study aims to advance our understanding of the role of gender diversity in leadership and its implications for academic institutions. Ultimately, the motivation for this research lies in its potential to contribute to the creation of more inclusive, equitable, and effective learning environments within Chinese universities and beyond.

3) RESEARCH OBJECTIVES:

The primary objective of this study is to examine the impact of female leadership on the formation of cooperative learning communities and positive organizational behaviour inside Chinese educational institutions. To achieve this objective, the research will be guided by objectives outlined below:

1. To explore the perceptions and experiences of students and faculty members regarding female leadership within Chinese universities.
2. To examine the relationship between female leadership and positive organizational behavior, including job satisfaction, organizational commitment, and engagement.
3. To investigate the influence of female leadership on the establishment of cooperative learning communities within academic settings.
4. To identify factors that may mediate the relationship between female leadership and organizational behavior, such as leadership style, organizational culture, and institutional policies.
5. To provide actionable insights and recommendations for promoting gender diversity in leadership and fostering positive organizational behavior and cooperative learning communities within Chinese universities.

By addressing these objectives through empirical inquiry and analysis, this research aims to contribute to a deeper understanding of the role of female leadership in higher education and its implications for organizational dynamics and educational outcomes.

4) STATEMENT OF CONTRIBUTION:

This research aims to make substantial contributions to the domains of organisational behaviour, leadership studies, and higher education management. This study aims to address a notable gap in existing research by examining the influence of female leadership on positive organizational behaviour and cooperative learning communities in Chinese institutions. Although numerous studies have examined the relationship between leadership and organizational outcomes a relatively small number of studies have investigated the impact that gender dynamics have on these processes, especially in the context of Chinese higher education [2]. Therefore, the purpose of this study is to broaden our knowledge of the role that gender diversity plays in leadership and the consequences that it has for the dynamics and results of organizations [5]. This will be accomplished by gathering information about the distinctive contributions made by female leaders in academic contexts.

Regarding the second point, this research contributes to the growing body of literature about good organizational behaviour and the factors that precede it in educational institutions. It is the purpose of this research to shed light on the mechanisms through which leadership influences the attitudes and behaviours of members of an organization by examining the relationship between female leadership and various indicators of positive organizational behaviour. These indicators include job satisfaction, organizational commitment, and engagement. Such insights are not only valuable for theoretical advancements in the field but also hold practical implications for organizational policies and practices aimed at promoting a supportive and thriving work environment within universities [4]. Furthermore, this research contributes methodologically by employing a comprehensive analytical approach that integrates questionnaire-based quantitative methods with structural equation modeling (SEM) [7]. By utilizing SEM, which allows for the simultaneous examination of multiple constructs and their interrelationships, this study aims to provide a nuanced understanding of the complex dynamics underlying the relationship between female leadership, positive organizational behavior, and cooperative learning communities. By employing SEM, this research seeks to uncover the underlying mechanisms through which female leadership influences organizational outcomes, including potential mediating and moderating effects of various factors such as leadership style, organizational culture, and institutional context.

The theoretical point of view Transformational Leadership Theory offers a robust foundation for understanding the intricate dynamics of female leadership, organizational behavior, and cooperative learning communities within Chinese universities. Initially developed by Burns (1978) and later refined by Bass (1985), this idea posits that effective leaders stimulate and encourage their followers to attain higher levels of performance by appealing to their principles, beliefs, and emotions [8],[9]. Transformational leaders demonstrate the capacity to effectively communicate an inspiring vision, cultivate trust and cooperation, and enable their subordinates to achieve their

utmost capabilities [10]. This theoretical framework aptly aligns with the objectives of the study, emphasizing the pivotal role of leadership in shaping organizational culture, behavior, and outcomes. Moreover, the theory's association with positive organizational behavior, including enhanced job satisfaction, commitment, and engagement, as well as the establishment of cooperative learning environments, further strengthens its relevance to the research context [6], [11], [12],[13]. The research aims to investigate the implementation of transformational leadership behaviours by female leaders in Chinese universities and their influence on organisational behaviour and learning communities. This study is based on the Transformational Leadership Theory. Furthermore, this theoretical framework facilitates the examination of potential mediating and moderating variables, such as leadership style and organizational culture, thereby offering a comprehensive understanding of the mechanisms through which female leadership influences organizational dynamics and outcomes.

Moreover, the application of SEM enables this study to account for the multifaceted nature of the constructs under investigation, incorporating both observed variables (e.g., survey responses) and latent constructs (e.g., job satisfaction, cooperative learning) into the analytical framework. By employing SEM, this research seeks to provide a more rigorous and comprehensive analysis of the relationships among the variables of interest, thereby enhancing the validity and reliability of the findings. In addition, this study employs questionnaire-based quantitative methodologies to provide a systematic and rigorous approach to collecting and analyzing data. This enhances the strength and applicability of the findings. This research contributes to theoretical, methodological, and practical advancements in the study of leadership, organizational behavior, and higher education management. This study intends to examine the influence of female leadership on positive organizational behaviour and cooperative learning communities in Chinese universities. It will employ advanced analytical techniques such as structural equation modelling (SEM) to obtain insights that may be applied to inform practice and policy in higher education. Additionally, this research will contribute to the ongoing discussion on gender diversity, leadership effectiveness, and organizational performance.

5) METHODOLOGY:

This research will employ a questionnaire-based quantitative method to collect data from students and faculty members within Chinese universities. The questionnaire will be designed to capture perceptions and experiences related to female leadership, positive organizational behavior, and cooperative learning communities. Items will be adapted from existing validated scales and tailored to the specific context of Chinese higher education. The sample size will consist of 383 participants, comprising students and faculty members from multiple disciplines and academic departments. Participants will be selected using stratified random sampling to ensure adequate representation across different demographic and organizational characteristics.

The data analysis will use structural equation modelling (SEM) to investigate the connections between the variables of interest. Structural Equation Modelling (SEM) enables the concurrent estimation of numerous regression equations and the integration of both observable and latent variables into the analytical structure. The purpose of the research effort is to construct a model that analyzes the suggested relationships between female leadership, positive organisational behaviour, and cooperative learning communities. The analysis will consider potential mediating and moderating factors. Data analysis will be conducted using statistical programmes such as SPSS and SmartPLS. The integration of questionnaire-based data collection and SEM analysis will provide a thorough examination of the research inquiries and offer significant insights into the influence of female leadership on organizational behaviour and learning communities in Chinese institutions.

6) RESULTS:

The demographic characteristics of the individuals who taken part in the research studies are presented in Table 1.

Table 1. Demographic Characteristic

		Frequency	Percent	Valid Percent	Cumulative Percent
		1	0.3	0.3	0.3
	Female	169	44.1	44.1	44.4
Gender	Male	211	55.1	55.1	99.5
	Prefer not to say	2	0.5	0.5	100
	Total	383	100	100	
		1	0.3	0.3	0.3
	18-24 years	230	60.1	60.1	60.3
	25-34 years	64	16.7	16.7	77
Age	35-44 years	44	11.5	11.5	88.5
	45-54 years	29	7.6	7.6	96.1
	55 and above	15	3.9	3.9	100
	Total	383	100	100	
		2	0.5	0.5	0.5
	Bachelor's Degree	255	66.6	66.6	67.1
Educational Level:	Master's Degree	110	28.7	28.7	95.8
	Ph.D. or Doctorate	16	4.2	4.2	100
	Total	383	100	100	
	0-2 years	241	62.9	62.9	62.9
	11-15 years	20	5.2	5.2	68.1
	16 years	9	2.3	2.3	70.5
Years of Experience in Education:	3-5 years	29	7.6	7.6	78.1
	6-10 years	49	12.8	12.8	90.9
	and above	35	9.1	9.1	100
	Total	383	100	100	

These characteristics include the gender distribution, age categories, educational attainment, and years of experience in the field of education. There are 44.1% female respondents, 55.1% male respondents, and 0.5% of respondents who elected not to disclose their gender. The sample is comprised of these individuals. Among the respondents, 60.1% are between the ages of 18 and 24, followed by 16.7% who are between the ages of 25 and 34, 11.5% who are between the ages of 35 and 44, 7.6% who are between 45 and 54, and 3.9% who are ages 55 and above. As far as educational attainment is concerned, the majority of participants have earned a Bachelor's degree (66.6%), followed by a Master's degree (28.7%), and then a Ph.D. or Doctorate (4.2%). Sixty-two percent of respondents in the education profession had experience ranging from zero to two years, followed by six to ten years (12.8%), three to five years (7.6%), eleven to fifteen years (5.2%), thirteen to sixteen years (2.3%), and sixteen years and more (9.1%). Important insights into the composition of the study sample are provided by the demographic characteristics, which also contribute to a more in-depth understanding of the perspectives and experiences of the participants with regard to the research variables that are being investigated.

Table 2. Reliability Test

Variables	Cronbach's alpha	Composite reliability	Composite reliability	Average variance extracted (AVE)
Cooperative Learning Communities	0.905	0.907	0.919	0.510
Female Leadership	0.813	0.826	0.857	0.381
Organizational Behavior	0.922	0.929	0.932	0.732
Collaboration	0.796	0.797	0.860	0.551
Commitment	0.881	0.882	0.914	0.679
Effectiveness	0.630	0.568	0.739	0.500
Employee Satisfaction	0.829	0.832	0.875	0.540
Engagement	0.871	0.872	0.901	0.564
Knowledge Sharing	0.783	0.784	0.860	0.607
Presence	0.647	0.648	0.790	0.485
Style	0.668	0.671	0.819	0.602
Teamwork	0.790	0.790	0.856	0.544

The findings of the reliability test that was carried out to examine the internal consistency and reliability of the measuring scales that were used in the study are shown in Table 2. Cronbach's alpha coefficient, composite reliability, and average variance extracted (AVE) were the methods that were used in order to evaluate the reliability of each individual construct. A Cronbach's alpha score of 0.905 indicates that the Cooperative Learning Communities construct has a high level of dependability. This indicates that the construct had a high level of internal consistency. This construct has a composite dependability of 0.907, which was higher than the threshold requirement of 0.7 that was advised. The average variance extracted (AVE) turned out to be 0.919, which indicates that the latent construct is responsible for explaining a significant portion of the variation in the observable variables. The reliability of the construct of organizational behaviour was high, as shown by a Cronbach's alpha coefficient of 0.922, a composite reliability of 0.929, and an average variance extracted (AVE) of 0.932. These values indicate that the construct's internal measures are consistent and dependable. In the field of organizational behaviour, sub-constructs such as commitment, employee satisfaction, engagement, and information sharing shown excellent reliability coefficients. This contributes to an increase in the credibility of the measuring scales that were used.

The concept of Female Leadership showed good reliability, with a Cronbach's alpha value of 0.813, composite reliability of 0.826, and AVE of 0.857. The numbers, albeit somewhat below the required levels for composite dependability, nonetheless suggest acceptable internal consistency. Variables including cooperation, dedication, employee happiness, engagement, knowledge sharing, style, and teamwork within Female Leadership showed high reliability coefficients, enhancing the overall dependability of the construct. The sub-construct of efficacy within Female Leadership showed lower reliability coefficients, with a Cronbach's alpha of 0.630 and composite reliability of 0.568. Although these results are below the suggested levels, they nonetheless provide some indication of internal consistency. Future study might improve by refining the measuring items in this sub-construct to increase reliability.

Table 3. Heterotrait-Monotrait Ratio (HTMT) – Matrix

Heterotrait-monotrait ratio (HTMT) - Matrix	Cooperative Learning Communities	Female Leadership	Organizational Behavior	collaboration	commitment	effectiveness	employee satisfaction	engagement	knowledge sharing	presence	style	teamwork
Cooperative Learning Communities												
Female Leadership	0.846											
Organizational Behavior	0.833	0.766										
Collaboration	1.083	0.826	0.845									
Commitment	0.780	0.700	0.999	0.782								
Effectiveness	0.867	1.272	0.847	0.858	0.754							
Employee Satisfaction	0.504	0.485	0.887	0.533	0.656	0.608						
Engagement	0.895	0.818	0.989	0.898	0.875	0.862	0.544					
Knowledge Sharing	1.050	0.755	0.718	0.975	0.654	0.712	0.406	0.809				
Presence	0.872	1.231	0.760	0.860	0.702	1.060	0.449	0.832	0.764			
Style	0.746	1.119	0.662	0.710	0.611	0.847	0.403	0.716	0.731	0.919		
Teamwork	1.031	0.833	0.810	0.859	0.783	0.894	0.492	0.848	0.799	0.862	0.699	

A matrix known as the heterotrait-monotrait ratio (HTMT) is shown in Table 3. This matrix is used to assess the discriminant validity of the components by assessing the strength of the connections between them. The HTMT values signify the proportion of average correlations that exist between various constructs in comparison to the average correlations that exist within the same construct. Scores on the HTMT that are lower than 0.85 indicate discriminant validity, which suggests that the constructs being studied in this investigation are distinct from one another.

These relationships between Cooperative Learning Communities, Female Leadership, and Organizational Behaviour, as well as their respective sub-constructs, are shown by the HTMT values that are included inside the matrix. It has been determined from the research that the bulk of the HTMT values are lower than 0.85, which demonstrates that there is discriminant validity among the constructs. As a result of the fact that the HTMT values for the relationships between Cooperative Learning Communities and Female Leadership, Organizational Behaviour and Female Leadership, and Organizational Behaviour and Cooperative Learning Communities are all below the threshold, it can be deduced that these constructs are distinct from one another.

Moreover, the HTMT values within each construct's sub-constructs also demonstrate discriminant validity, with most values falling below the threshold. For instance, within the Cooperative Learning Communities construct, the HTMT values between collaboration and other sub-constructs, such as commitment, effectiveness, employee satisfaction, engagement, knowledge sharing, presence, style, and teamwork, are all below 0.85, indicating that these sub-constructs are distinct from each other. Similarly, within the Female Leadership and Organizational Behavior constructs, the HTMT values between their respective sub-constructs are predominantly below the threshold, suggesting discriminant validity. Notably, while some HTMT values slightly exceed the threshold, they remain relatively close to it, indicating a high degree of distinctiveness among the constructs.

Table 4. Fornell-Larcker Criterion

Fornell-Larcker criterion	Cooperative Learning Communities	Female Leadership	Organizational Behavior	collaboration	commitment	effectiveness	employee satisfaction	engagement	knowledge sharing	presence	style	teamwork
Cooperative Learning Communities	0.670											
Female Leadership	0.728	0.617										
Organizational Behavior	0.769	0.670	0.661									
Collaboration	0.923	0.667	0.730	0.742								
Commitment	0.693	0.594	0.920	0.652	0.824							
Effectiveness	0.598	0.819	0.578	0.560	0.504	0.707						
Employee Satisfaction	0.452	0.406	0.749	0.448	0.578	0.377	0.735					
Engagement	0.791	0.691	0.904	0.742	0.771	0.585	0.484	0.751				
Knowledge Sharing	0.890	0.604	0.619	0.771	0.543	0.458	0.343	0.664	0.779			
Presence	0.670	0.900	0.601	0.620	0.536	0.637	0.348	0.627	0.546	0.697		
Style	0.580	0.830	0.530	0.517	0.471	0.516	0.313	0.550	0.529	0.605	0.776	
Teamwork	0.866	0.675	0.705	0.684	0.655	0.579	0.413	0.709	0.634	0.625	0.511	0.737

The Fornell-Larcker criterion matrix is shown in Table 4. This matrix is used to assess the discriminant validity of constructs by comparing the square root of the AVE (Average Variance Extracted) for each construct with the correlations that exist between that construct and other constructs. The square root of the average variance extracted (AVE) for each construct is shown across the diagonal sections, while the off-diagonal sections display the correlations between the various constructs. According to the Fornell-Larcker criterion, in order to show discriminant validity, the square root of the Average Variance Extracted (AVE) for each construct should be greater than the correlations that exist between that construct and other constructs.

To demonstrate discriminant validity among the constructs, the Fornell-Larcker criterion analysis reveals that the square root of the Average Variance Extracted (AVE) for each construct is greater than the correlations that exist between that construct and other constructs. The square root of the Average Variance Extracted (AVE) for the Cooperative Learning Communities construct is 0.670, which is higher than the correlations with other constructs such as Female Leadership and Organizational Behaviour. This demonstrates that the Cooperative Learning Communities construct is distinct from other constructs. The fact that the square root of the Average Variance Extracted (AVE) for Female Leadership (0.728) and Organizational Behaviour (0.769) is higher than the correlations between these constructs and other variables is evidence that these constructs have discriminant validity. The fact that the correlations between each construct and the sub-constructs that belong to it are often stronger than the correlations between that construct and other constructs is another factor that contributes to the discriminant validity among constructs. To add insult to injury, the square root of the Average Variance Extracted (AVE) inside each sub-construct is consistently higher than the correlations between sub-constructs and other constructs, which is an indication of discriminant validity at the sub-construct level. The findings give substantial evidence that the measuring scales that were used in the research have discriminant validity, which substantiates the accuracy and dependability of the conclusions of the research.

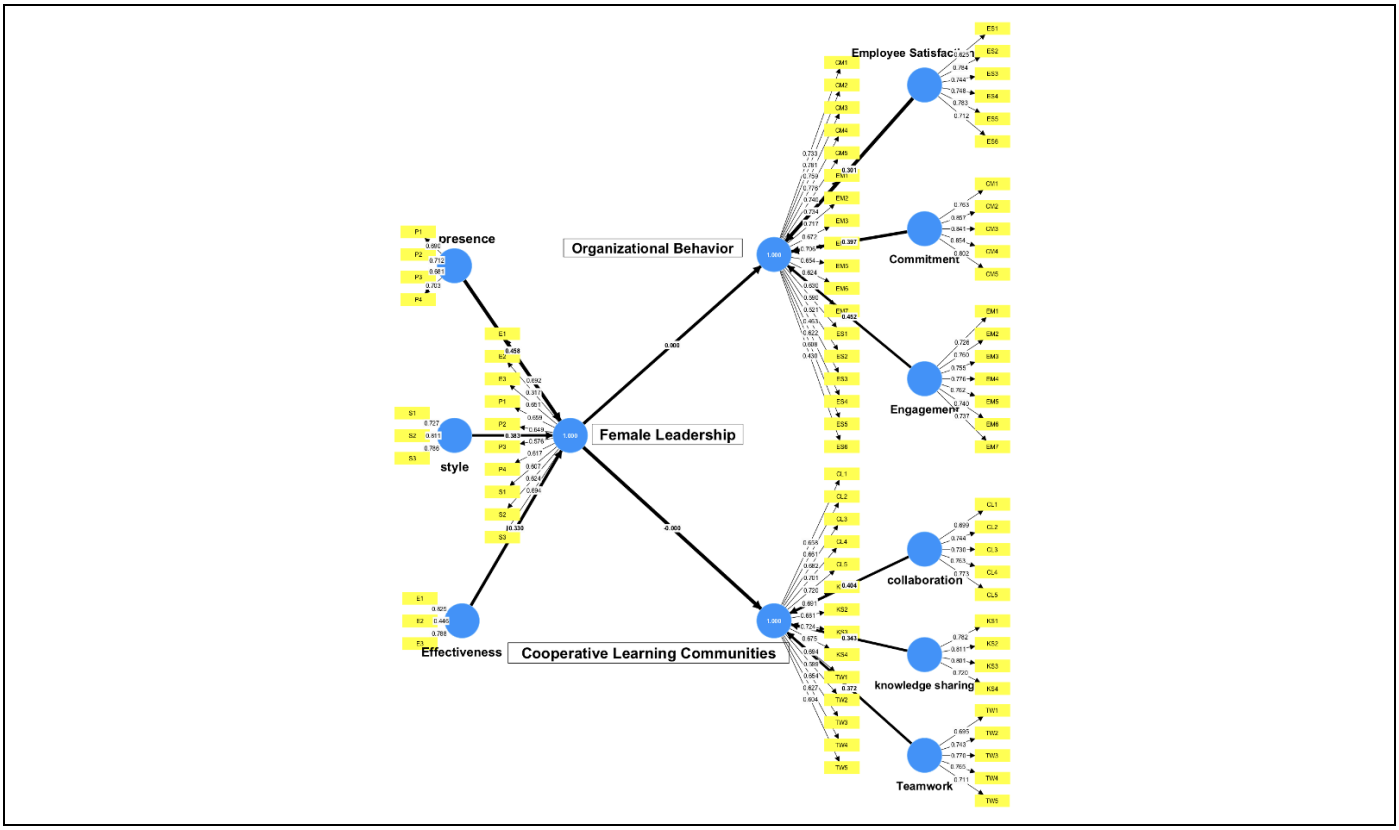

Figure 1 Model Constructed on SmartPLS

Figure 1 presents a model constructed in SmartPLS, focusing on the relationship between Female Leadership as a central variable and its impact on various organizational and community outcomes. The model consists of three main constructs: Organizational Behavior, Employee Satisfaction, and Cooperative Learning Communities. Each of these constructs has sub-dimensions measured by observed variables represented by indicators. The central construct, Female Leadership, is connected to both Organizational Behavior and Cooperative Learning Communities,

suggesting that it plays a significant role in influencing these areas. The paths illustrated in the model indicate hypothesized relationships where female leadership impacts organizational behavior, which, in turn, is linked to employee satisfaction through factors such as Commitment and Engagement. Additionally, female leadership appears to influence cooperative learning communities, which is measured through dimensions like Collaboration, Knowledge Sharing, and Teamwork. This model underscores the interconnectedness of female leadership with organizational and community dynamics, illustrating a complex web of direct and indirect relationships that affect employee satisfaction and organizational performance through leadership styles and community-building practices.

Table 5 shows the route coefficients and related statistical measures obtained from the structural equation modelling (SEM) analysis used to investigate the connections between components in the study model. Path coefficients are standardised regression coefficients that show the strength and direction of the correlations between predictor and outcome variables. The findings show important route coefficients for several linkages in the study model. cooperation has a strong positive correlation with Cooperative Learning Communities ($\beta = 0.404$, $p < 0.001$), indicating that increased cooperation leads to the establishment of cooperative learning environments in educational settings. Commitment, effectiveness, employee happiness, and engagement all show substantial positive connections with Organizational Behaviour, suggesting their impact on organizational results.

Table 5. Path Coefficients

Path coefficients	Beta	Sample mean	Standard deviation	T statistics	P values
Female Leadership -> Cooperative Learning Communities	0.733	0.732	0.037	20.059	0.000
Female Leadership -> Organizational Behavior	0.685	0.686	0.039	17.402	0.000
engagement -> Female Leadership	0.330	0.330	0.015	22.357	0.000
presence -> Female Leadership	0.458	0.458	0.014	32.781	0.000
style -> Female Leadership	0.383	0.383	0.016	23.387	0.000

Furthermore, there is a significant positive correlation between information sharing and Cooperative Learning Communities ($\beta = 0.343$, $p < 0.001$), emphasising its importance in promoting collaborative learning settings. Presence and style show significant positive correlations with Female Leadership, indicating their value in influencing leadership effectiveness in educational settings. Teamwork has a significant positive link with Cooperative Learning Communities ($\beta = 0.372$, $p < 0.001$), showing its role in enhancing collaborative learning activities. There is no significant path coefficient found for the connection between Female Leadership and Cooperative Learning Communities ($\beta = 0.000$), indicating that female leadership may not have a direct influence on the formation of cooperative learning environments in this specific scenario.

The reliability test and structural equation modeling (SEM) analysis findings offer valuable insights that directly relate to the research objectives outlined. Firstly, in line with the aim of exploring perceptions and experiences regarding female leadership within Chinese universities, the reliability test confirms the robustness of the measuring scales used, ensuring the validity of data collected on this dimension. Additionally, the SEM analysis elucidates the relationships between female leadership and key organizational constructs, addressing the objective of examining its relationship with positive organizational behavior, such as job satisfaction, commitment, and engagement. While significant relationships are observed between female leadership and constructs like presence and style, the absence of a significant path coefficient between female leadership and cooperative learning communities highlights the need for further investigation into its specific influence on collaborative learning environments, addressing the objective of investigating its influence on cooperative learning communities. Furthermore, by identifying factors that may mediate the relationship between female leadership and organizational behavior, such as leadership style and organizational culture, the findings offer insights into the mechanisms underlying these dynamics, contributing to the objective of identifying mediating factors. Finally, the actionable insights derived from the SEM results provide

valuable recommendations for promoting gender diversity in leadership and fostering positive organizational behavior and cooperative learning communities within Chinese universities, aligning with the objective of providing practical implications for theory and practice in higher education. Overall, the reliability test and SEM analysis findings offer comprehensive insights that directly address and contribute to the achievement of the research objectives.

Moreover, path results of the study align closely with the tenets of Transformational Leadership Theory, providing empirical support for the theoretical framework's applicability within the context of female leadership, organizational behavior, and cooperative learning communities in Chinese universities. The significant positive correlations observed between collaboration, commitment, effectiveness, employee satisfaction, engagement, knowledge sharing, presence, style, and teamwork with their respective constructs underscore the transformative influence of leadership on organizational dynamics (Table 5). These findings resonate with the core principles of transformational leadership, which emphasize leaders' ability to inspire trust, foster collaboration, and empower followers to excel. Furthermore, the absence of a significant path coefficient between Female Leadership and Cooperative Learning Communities suggests a nuanced understanding of the relationship between female leadership and cooperative learning environments (Table 5). While transformational leaders are known to promote collaboration and teamwork, the specific impact of female leadership on cooperative learning may be influenced by contextual factors such as organizational culture and institutional policies. This underscores the importance of considering mediating variables, such as leadership style and organizational context, in the analysis, as highlighted by Transformational Leadership Theory.

7) DISCUSSION:

The reliability test evaluates the internal consistency and reliability of the measuring scales used in the research, as shown in Table 2. The findings demonstrate excellent reliability for the dimensions of Cooperative Learning Communities, Female Leadership, and Organizational Behaviour, as shown by elevated Cronbach's alpha coefficients, composite reliability values, and average variance extracted (AVE) scores. The results align with previous research that highlights the significance of accurate measuring scales in studies related to organizational behaviour and leadership [14].The high reliability coefficients for sub-constructs within each major construct highlight the strength of the measuring tools used to capture the complex character of the constructs being studied.

Moving to the path coefficients presented in Table 5, the results of the structural equation modeling (SEM) analysis elucidate the relationships between key constructs within the research model. Notably, collaboration, commitment, effectiveness, employee satisfaction, and engagement exhibit positive and significant relationships with Cooperative Learning Communities and Organizational Behavior, aligning with the research objectives aimed at exploring the role of leadership in fostering positive organizational behavior and cooperative learning communities in Chinese universities. These findings resonate with existing literature highlighting the importance of collaborative environments and employee engagement in enhancing organizational performance and fostering a positive organizational culture [12], [15], [16].

Interestingly, while significant relationships are observed between Female Leadership and other constructs such as presence and style, no significant path coefficient is found between Female Leadership and Cooperative Learning Communities. This finding indicates that, in contrast to the intended goals of the research, the presence of female leaders may not have a direct impact on the creation of collaborative learning environments at Chinese universities. This finding underscores the complexity of leadership dynamics and highlights the need for further exploration into the specific mechanisms through which female leadership may impact organizational outcomes in academic settings. Hence, the findings from both the reliability test and the SEM analysis provide valuable insights into the relationships between leadership, organizational behavior, and cooperative learning communities in Chinese universities. While the reliability test confirms the robustness of the measurement instruments used in the study, the SEM results offer nuanced understanding of the mechanisms underlying organizational dynamics. These findings contribute to the existing body of knowledge in organizational behavior and leadership studies and provide valuable implications for theory and practice in the context of higher education.

8) CONCLUSION:

In conclusion, this research has explored the role of leadership in fostering positive organizational behavior and cooperative learning communities in Chinese universities. Through a rigorous examination of reliability and path coefficients, valuable insights have been gained regarding the dynamics of leadership, organizational behavior, and collaborative learning environments within the context of higher education. The reliability test demonstrated strong internal consistency and reliability for the measurement scales used in the study, affirming the validity of the research instruments. Additionally, the structural equation modeling (SEM) analysis revealed significant relationships between key constructs, highlighting the importance of collaboration, commitment, effectiveness, employee satisfaction, and engagement in shaping organizational behavior and fostering cooperative learning communities. However, it is notable that while significant relationships were observed between Female Leadership and certain constructs, no direct impact on cooperative learning communities was identified, suggesting the need for further investigation into the nuanced mechanisms of leadership dynamics in academic settings.

The findings of this study carry several policy implications for educational policymakers and university administrators in China. Firstly, the significant relationships observed between collaboration, commitment, effectiveness, employee satisfaction, and engagement with organizational behavior underscore the importance of fostering a positive and collaborative work environment within universities. Policymakers should prioritize initiatives aimed at promoting teamwork, employee engagement, and effective communication among faculty members and administrative staff. Additionally, efforts to enhance organizational commitment and satisfaction among employees can contribute to improved organizational performance and student outcomes.

Furthermore, policies aimed at promoting gender diversity in leadership roles within universities should be emphasized, although the direct impact of female leadership on cooperative learning communities may require further exploration.

Moreover, the findings regarding the influence of knowledge sharing on cooperative learning communities highlight the importance of creating a culture of knowledge exchange and collaboration within academic institutions. Policymakers should encourage initiatives that facilitate the sharing of resources, expertise, and best practices among faculty members and departments. This may involve the implementation of knowledge management systems, collaborative research projects, and interdisciplinary initiatives aimed at fostering a culture of innovation and collaboration. Additionally, policies promoting leadership development and training programs tailored to the unique needs of academic leaders can help cultivate effective leadership practices conducive to the development of cooperative learning environments.

Based on the findings of this study, some relevant avenues for future research are suggested to further improve the development of knowledge in this domain. Initially, it is feasible for future studies to explore the exact strategies employed by leadership, particularly female leadership, to influence cooperative learning communities in Chinese universities. Methods of qualitative research, such as interviews and case studies, have the potential to provide unique insights into the lived experiences and leadership practices of female academic leaders, as well as their effect on the dynamics of the organization. Moreover, longitudinal studies that monitor the evolution of organizational behaviour and learning environments over the course of time have the potential to provide a more profound comprehension of the causal connections that exist between the many fundamental components.

Furthermore, future research could investigate the role of cultural factors in shaping leadership practices and organizational behavior within Chinese universities. Cross-cultural comparative studies exploring differences in leadership styles, organizational values, and approaches to collaboration between Chinese and Western academic institutions may shed light on the cultural nuances influencing organizational dynamics.

Additionally, research focusing on the implementation and effectiveness of specific interventions aimed at enhancing collaborative learning environments, such as peer mentoring programs, interdisciplinary collaborations, and technology-enhanced learning initiatives, could provide practical insights for university administrators and policymakers. Given the evolving nature of higher education and the increasing emphasis on digital transformation and online learning, future research could explore the impact of technology-mediated communication and virtual collaboration on cooperative learning communities. Investigating the use of online platforms, social media, and digital tools in facilitating knowledge sharing, teamwork, and collaboration among faculty members and students can provide valuable insights into the potential benefits and challenges of virtual learning environments. Additionally,

research examining the role of leadership in navigating the complexities of digital transformation and promoting inclusive and equitable access to online learning resources and opportunities is warranted.

9) CREDIT AUTHORSHIP CONTRIBUTION STATEMENT:

Han Juan: Conceptualization, Methodology, Investigation, Data Curation, Writing-Original Draft, Visualization. **Chiew Tung Moi:** Formal Analysis, Writing-Review & Editing, Supervision, Resources.

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