

Exploring Student-Administration Relations in Educational Institutions: A Multifaceted Analysis

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Abstract

Through an in-depth investigation, this article explores the intricate relationship between students and administration in educational institutions. In order to comprehend the mechanisms that shape a vital relationship, the study looks into a variety of aspects, including communication, resource allocation, leadership, conflict resolution, and student empowerment. To obtain the research objectives, the researcher distributed 60 Likert scale structured questionnaires directly to the students in the 10 different colleges for the data collection. The data were collected from March 10 to April 25 2023. The survey research design was used. The collected data was analyzed using the SPSS 20 and excel software to determine the results. The statistical tools correlation and regression were used to analyze the data. The findings provided insights into the effectiveness of communication channels, equity in resource distribution, leadership impact on student engagement, conflict resolution strategies, and student empowerment initiatives. Thus, this investigation enhances our comprehension of the intricate relationships between students and administration, assisting in developing more encouraging and inclusive learning environments.

Keywords: Communication theory, intricate relationship, multifaceted analysis, resource allocation

1. Introduction

The interaction between students and administrators is a crucial thread that runs through the foundation of the educational experience in the complex weaving that is the educational system. This interaction is far from one-dimensional; it includes a complex web of variables that profoundly affect how students learn and how their environment is perceived. This study

enters into the complex and multidimensional dynamics of student-administration relations inside educational institutions as we continue on our exploration of the journey.

It is necessary for there to be good communication among all employees, good human resources, support for a sufficient infrastructure, including internet connection and computer hardware, and support from the leadership. If you look at the reality, not every member of the administrative staff at schools is capable of doing their responsibilities well. Administrative consistency and regularity are necessary because this is one of the key elements in the learning process (Hermawan, Rohman, & Saputra, 2022). The quality of professionalism of the management team, or the knowledge, skills, and talents of its staff members, enhances the work and interface with students in a university (Mocean, 2019). The admissions procedure, instructional activities, processing of results, and performance evaluation are all part of student administration (Cheri & Abdullahi, 2018). Higher education institutions are no different because they depend on their students for revenue, which is why they are seen as the institution's lifeblood. Students have similar expectations as other clients have regarding the quality of the service or product, they will receive (Nell & Cant, 2014). Intriguingly, however, despite the increased administrative duties that many academics shoulder, the reality is that they still heavily depend on student administration to support their research and teaching as well as to give them direction on the policies, practices, and compliance standards relating to safety, occupational health, and equity (Shanahan & Bhindi, 2004). A new idea of quality in faculty student administration is formed through discussion and diagrammatic representation of the relationships between the conceptions (Gerber P. S., 2004).

Academic interactions include more than just what happens in the classroom; they also include the administrative choices, rules, and infrastructure that support the overall educational system. Through an examination of important factors like communication, resource allocation, leadership, dispute resolution, and student empowerment, this study aims to clarify the intricacies present in this relationship. The present study tries to identify the basic mechanisms that regulate and guide the interactions between students and administrators through the use of knowledge from a variety of fields, including communication theory, organizational behavior, and educational psychology.

Due to the fast growth of educational institutions, issues are also becoming more widespread. Therefore, in order to organize and manage the needs of these educational institutions, expert professionals are required to solve these challenges. An alternative solution to these educational issues is education administration, which manages the delivery of education. The goal of educational administration is to prepare students to tackle problems and difficulties that are becoming more complex (Amrullah & Nanihah, 2022). Counseling and guidance services have developed into a crucial administrative component of the educational system, completing life in the classroom, at school, as well as outside of school, with the purpose of addressing the physical, emotional, social, vocational, and academic needs and issues of

students/pupils. Academic counseling, orientation programs, study habit induction, conferences, excursions, and speeches are just a few of the assistance programs utilized to address the educational needs of students (Anho, 2018). Our study of the interactions between the state, university, and students will be informed by two case studies: one on the growth of college student's awareness of their rights and grievances, and the other on administrative changes to student services (Ross, Zhang, & Zhao, 2017).

By doing this in-depth examination, researchers hope to deepen their knowledge of the complex interaction between students and administrators. In conclusion, this study holds the possibility of not only shedding light on the underlying causes but also encouraging the development of learning settings that are encouraging, welcoming, and supportive of holistic student progress.

Conceptual Framework

A conceptual framework is a roadmap for researchers, scholars, and analysts to guide their research or analysis by defining the key variables, relationships, and assumptions that are relevant to the subject of study.

A conceptual framework is nothing more than a simplified version of a theory and is composed of assertions that link conceptual concepts to factual data. Theories and conceptual frameworks are developed to describe or explain abstract events that occur in circumstances that are similar (Rudestam & Newton, 1992). The concept of theory, or the ability to analyze and grasp research findings within a conceptual framework that "makes sense" of the facts, can help identify a field whose purpose is the methodical study of certain phenomena (May, 1993). Like the theory it depicts, a concept map is a representation of the region you wish to study rather than the subject itself. It is a visual representation of your current working hypothesis and what you think is happening with the subject of your investigation (Maxwell, 1996).

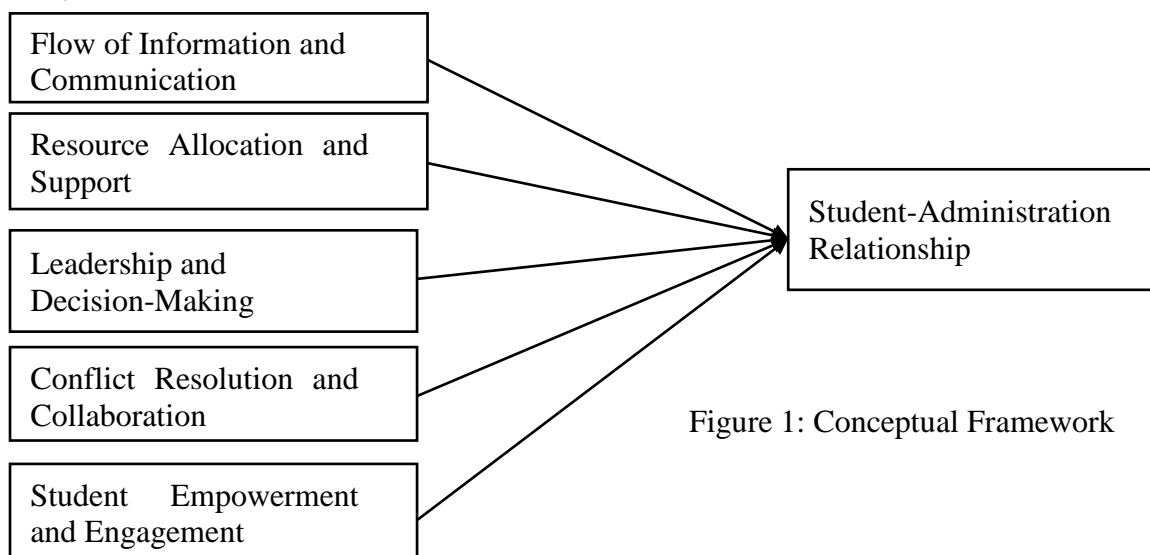


Figure 1: Conceptual Framework

Flow of Information and Communication (FIC)

The key element of ties between the administration and students is effective communication. This aspect, which is based on communication theories, is concerned with how information is shared between students and the administration. It looks at the methods of communication used, how well messages are communicated, and how easily information is available.

Selimi, Dimos, & Kondea (2022) found that lecturers are very satisfied with the way they communicated directly regarding their feedback and feel that neither parents nor the neighborhood are actively involved in school life. An educational institution's ability to function effectively may be driven by the establishment of an efficient communication system. The study extends to the body of knowledge on communication's role in educational organization effectiveness. To connect the communication component to every facet of school performance, it emphasizes the dynamics of the teachers' association to the fullest extent feasible.

The word "information flow" refers to the flow of information within the educational system. It is the transmission of knowledge from a variable x to a variable y in a theoretical framework. In addition to looking at the means of communication, it also looks at the mutually shared meaning that enables communication (Kougias, Seremeti, & Kalogeras, 2012). Sonnenwald (2023) argued that cooperation during the design and building process is founded on the idea that communication is a key component.

Resource Allocation and Support (RAS)

The administration's dedication to the welfare and development of students is demonstrated through the distribution of resources and support services. It explores whether students think resources are distributed fairly and whether support services are tailored to the needs of different student populations. The replies provided insight into how resource allocation affects student involvement and satisfaction.

Wang (2018) examined the central planner's resource allocation issue by deciding how to allocate resources based on performance. Policymakers, university administrators, scholars, and members of the public must carefully consider how resources are allocated in higher education. Liefner (2003) examined the macro- and micro-level effects of different funding and allocation strategies on colleges. According to a theoretical approach to this issue, performance-based funding tends to result in improvements but can also have unforeseen consequences. The allocation of resources has affected how academics and managers behave in higher education, especially in terms of their levels of activity, the nature of their work, and how they handle risks.

Student Empowerment and Engagement (SEE)

Empowering students to actively engage in shaping their educational journey is a key aspect of the student-administration relationship. Grounded in educational psychology, this dimension assesses how the administration supports student agency, recognizes achievements, and encourages participation in institutional activities. It analyzes students' perceptions of their ability to influence decisions and actively contribute to the institution's growth.

Salleh & Adulpakdee (2012) revealed that employing Islamic principles like shura, halaqa, and using the Quran and Hadith to guide people out of conflict was the best way to resolve disputes. In order to promote a positive working environment in the era of globalization, it is hoped that the findings of this study will be useful to principals, teacher-administrators, educational leaders, teachers, and all other groups or individuals in educational organizations, particularly the principals and teachers of Islamic and public schools in Thailand.

Leadership and Decision-Making (LDM)

Institutional culture and the student experience are influenced by leadership within the administration. This component, which focuses on leadership theories, examines several leadership philosophies, including authoritarian, democratic, and transformative. It looks into the impact of leadership on the way decisions are made, how much students participate in extracurricular activities, and how empowered they feel.

Public and private colleges have different leadership and decision-making philosophies. All six types of TL-behavior varied, but the following three tactics stood out as being crucial in both public and private universities: Defining a vision, promoting acceptance of group objectives, and establishing high performance standards are the first three steps. According to the research's findings, Pakistan's public and private universities both employ transformative and participatory leadership and decision-making techniques (Zulfqar, Valcke, Devos, Tuytens, & Shahzad, 2016).

Conflict Resolution and Collaboration (CRC)

Conflicts are inherent in any relationship, including student-administration interactions. Drawing from conflict resolution theories, this dimension examines the presence of conflicts, the methods employed for resolution, and the resultant impact on student-administration dynamics. The open-ended responses elucidate the nature of conflicts that arise and the administration's strategies for managing them, revealing the extent to which collaboration is prioritized.

A fascinating relationship between CMS and unfavorable effects. The faculty seemed to dislike competing and avoiding methods the most because they resulted in bad outcomes. Institutions of higher education are completely distinct from conventional businesses. For educational institutions, policies, methods, and approaches deemed suitable for other

organizations may prove ineffective. When compared to earlier research conducted by conventional companies, every single one of our outcomes is completely distinct and unusual (Din, Khan, & Bibi, 2012). As a result, when formulating plans and policies, educational administrators must exercise caution. This study offers educational administrators the chance to learn more about the CMS and its effects on HEIs. Mukhtar, Islam, & Siengthai, (2011) study was conducted to highlight the significance of student-faculty conflict in higher education and to determine how it affects organizational outcomes. Within the chosen public universities in Pakistan, a structured questionnaire survey was conducted, and replies came from both the teachers and the students. To gather data and information from the sample universities, convenience sampling and random sampling techniques were utilized. The results show that war has an impact on educational quality, which is directly tied to the country's development of its human resource capacity.

Student-Administration Relationship (SAR)

The relationship between students and the administration is the framework's main focus. Understanding the numerous elements that go into creating this dynamic interaction is based on this concept. The relationships between expectations, communication, support, and collaboration are reflected in the perceptions, experiences, and interactions that students have with the college administration.

The different opinions about quality held by major stakeholders (those interested in, having an impact on, or using) in faculty student administration at an Australian university and provides a means for doing so. A qualitative phylogeographic study approach was used to conduct 42 in-person interviews with important stakeholders, including students, parents, administrative staff, academic staff, executive officers, domestic partners, offshore partners, and a careers adviser. To demonstrate how stakeholders view quality, eight concepts were developed from the data. By discussing and illustrating the connections between the notions using diagrams, a new idea of quality in faculty student administration is established (Gerber & Rod, 2016). The relationship between university excellence overall and student administration quality. It highlights the demand for an all-encompassing strategy to boost student administration quality at Australian universities. As a result, the challenge for quality enhancement is to first learn about stakeholders' conceptions of quality before creating processes and procedures for quality improvement that are compatible with those conceptions within the framework of a "learning organization." Additionally, it argues that "authentic leadership" in the context of changing organizational culture will determine long-term success in the field of quality improvement (Shanahan & Bhindi, 2004).

2. Problem Statement

"Exploring Student-Administration Relations in Educational Institutions: A Multifaceted Analysis" undertakes a comprehensive examination of the intricate and evolving connections between students and administrative bodies within the context of educational institutions. This

multifaceted exploration encompasses a wide array of factors, including the communication channels that facilitate interaction, the allocation of resources to support student needs, leadership styles and decision-making processes, conflict resolution strategies, student empowerment initiatives, and the depth of student engagement in institutional matters. Through this in-depth analysis, the research seeks to unravel the complexities of these relationships, shedding light on the key determinants that influence the quality and effectiveness of student-administration interactions. Ultimately, this study aims to provide valuable insights into how these multifarious dynamics impact the overall educational experience, institutional development, and the holistic success of educational institutions. By better understanding and optimizing these relations, this research contributes to the enhancement of the educational environment and its outcomes for all stakeholders involved.

3. Research Objectives

The general objective of the study is to identify and determine the effectiveness of different components to shape the relationship between student and administration. The study has the following particular aims to investigate and examine:

- i. To investigate the various dimensions (like as communication, resource allocation, leadership, conflict resolution, and student empowerment) that shape the relationship between students and administration in educational institutions.
- ii. To examine the impact of different dimensions in shaping student-administration relations.

4. Research Questions

- i. What are the different dimensions that shape the relationship between students and administration in educational institutions.
- ii. How does communication channels, resource allocation, leadership, conflict resolution strategies, and student empowerment impact in shaping student-administration relations?

5. Methods and Materials

The survey research design was used to collect data from the different university colleges of Kathmandu. And only the quantitative method was used in this research. The respondents of the research were merely the students of the different colleges. There were 10 different colleges in Kathmandu used as the research area. There were 60 students as the respondents and provided them Likert scale questionnaires i.e. from strongly disagree (1) to strongly agree (5) for the data collection to each other. For the purpose of the analysis, completed questionnaires were employed. The data was collected, providing them a questionnaire set in the class room visiting by the researcher himself. Each questionnaire contains 16 statements. Generally, the questionnaires were distributed in the morning class from 6.30 am to 11.30 am. They took 5-10 minutes to fill up all the questionnaires. The SPSS software was used to analyze the acquired data using the correlation and regression tools (Chaudhary, 2023). This software helped the researcher to analyze the data through the statistical tools i.e. correlations and regression to determine the researcher's objective of the study.

The ethical consideration was considered in this research what was mentioned on the top of questionnaires. This data has been used in the research only. It has not been disclosed to anybody. No any respondents were compelled to fill up the questionnaire. They were also promised to claim on the researcher if the consideration was terminated. The information provided by the respondents was the fully kept confidential by the researcher.

6. Findings and Conclusions:

6.1 Findings

The study's conclusions were drawn by utilizing frequency distribution to analyze the data in alignment with its objectives. The findings of the study are:

Table 1

Correlations of Various dimensions that shape the relationship between students and administration in educational institutions

Variables		RAS	SEE	FIC	LDM	CRC	SAR
RAS	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	60					
SEE	Pearson Correlation	.532**	1				
	Sig. (2-tailed)	0					
	N	60	60				
FIC	Pearson Correlation	-0.179	.265*	1			
	Sig. (2-tailed)	0.171	0.041				
	N	60	60	60			
LDM	Pearson Correlation	0.052	.374**	.440**	1		
	Sig. (2-tailed)	0.695	0.003	0			
	N	60	60	60	60		
CRC	Pearson Correlation	-0.098	0.216	.536**	.296*	1	
	Sig. (2-tailed)	0.457	0.098	0	0.021		
	N	60	60	60	60	60	
SAR	Pearson Correlation	.505**	.792**	.601**	.644**	.584**	1

Sig. (2-tailed)	0	0	0	0	0	0
N	60	60	60	60	60	60

** . Significantly correlated at the 0.01 level (2-tailed).
 * . Significantly correlated at the 0.05 level (2-tailed).

Relation 1: Resource Allocation Support (RAS) vs. Students-Administration Relationship (SAR):

- Pearson Correlation: 0.505 (significant at the 0.01 level, two-tailed).
- Interpretation: A moderately strong and positive correlation exists (0.505) between Resource Allocation Support (RAS) and Students-Administration Relationship (SAR). This suggests that when there is better resource allocation support, it is associated with a more positive relationship between students and administration.

Relation 2: Student Empowerment Engagement (SEE) vs. Students-Administration Relationship (SAR):

- Pearson Correlation: 0.792 (significant at the 0.01 level, two-tailed).
- Interpretation: There is a very strong positive correlation (0.792) between Student Empowerment Engagement (SEE) and Students-Administration Relationship (SAR). This indicates that higher student empowerment and engagement are strongly associated with a better relationship between students and administration.

Relation 3: Flow of Information and Communication (FIC) vs. Students-Administration Relationship (SAR):

- Pearson Correlation: 0.601 (significant at the 0.01 level, two-tailed).
- Interpretation: There is a positive and moderate correlation (0.601) between Flow of Information and Communication (FIC) and Students-Administration Relationship (SAR). This suggests that when there is effective communication and information flow, it is associated with a better students-administration relationship.

Relation 4: Leadership and Decision-Making (LDM) vs. Students-Administration Relationship (SAR):

- Pearson Correlation: 0.644 (significant at the 0.01 level, two-tailed).
- Interpretation: There is a strong positive correlation (0.644) between Leadership and Decision-Making (LDM_4) and Students-Administration Relationship (SAR_6). This indicates that effective leadership and decision-making positively influence the students-administration relationship.

Conflict Resolution and Collaboration (CRC) vs. Students-Administration Relationship (SAR):

- Pearson Correlation: 0.584 (significant at the 0.01 level, two-tailed).
- Interpretation: There is a strong positive correlation (0.584) between Conflict Resolution and Collaboration (CRC) and Students-Administration Relationship

(SAR). This implies that the ability to resolve conflicts and collaborate positively affects the students-administration relationship.

In summary, the results suggest that several factors, including Resource Allocation Support, Student Empowerment Engagement, Flow of Information and Communication, Leadership and Decision-Making, and Conflict Resolution and Collaboration, are all significantly and positively correlated with the quality of the Students-Administration Relationship. These findings imply that improving these factors within an educational or organizational context can lead to better relationships between students and administration.

Table 2

Regression Analysis of Effectiveness of Various Dimensions in Shaping Student-Administration Relations

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	1.000 ^a	1.000	1.000	.00000

a. Predictors: (Constant), CRC, RAS, LDM, FIC, SEE

ANOVA

Model		Sum of squares	df	Mean of squares	F	Sig.
	Regression	2992.983	5	598.597	.	
1	Residual	.000	54	.000		
	Total	2992.983	59			

a. Dependent Variable: SAR

b. Predictors: (Constant), CRC, RAS, LDM, FIC and SEE

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. error	Beta	t	Sig.
	(Constant)	9.139E-015	.000		.	.
	RAS	1.000	.000	.398	.	.
	SEE	1.000	.000	.331	.	.
1	FIC	1.000	.000	.296	.	.
	LDM	1.000	.000	.277	.	.
	CRC	1.000	.000	.310	.	.

a. Dependent Variable: SAR

Table 2 shows the model summary, ANOVA and Coefficient table indicating the dependent variable - SAR and the independent variables – RAS, SEE, FIC, LDM and CRC. The provided information includes a model summary and coefficients for analyzing how various factors

impact the development of student-administration relations. With a perfect R-squared value of 1.0, the model demonstrates that the predictors RAS, SEE, FIC, LDM, and CRC have a strong impact on the dependent variable SAR, explaining all of the data's variation. The regression model is significant, as shown by the ANOVA table, which has a total of squares value of 2992.983 and a mean of squares value of 598.597. The coefficients table demonstrates that, with standardized coefficients ranging from 0.277 to 0.398, all predictors have a favorable effect on SAR.

6.2 Conclusion

Based on the results, the following conclusions can be drawn regarding the topic of exploring student-administration relations in educational institutions:

The relationship between students and administration is vital in determining the focus and efficacy of educational institutions. It entails the administration and coordination of numerous aspects of resource allocation and support, student empowerment and engagement, information flow and leadership and decision-making, conflict resolution, and collaboration for the relationship between students and administration. Financial limitations, teacher shortages and turnover, as well as the difficulties of policy changes and execution, are just a few of the elements that contribute to the emergence of new problems in educational administration.

- There may be disagreements about academic achievement between students and faculty, as well as over speech, resources, and other concerns between student organizations and the university.
- Considering the psychological aspects of teacher-student relationships is important because they have a big impact on how well students learn.
- Effective conflict resolution strategies can help to prevent and manage conflicts between students, teachers, and administrators, and promote a culture of respect, understanding, and cooperation.

Effective educational leaders make their institutions into efficient institutions that uphold and promote the performance of teachers and administrators and improve student outcomes.

In conclusion, exploring student-administration relations in educational institutions is a multifaceted analysis that requires consideration of various factors, including educational administration, emerging issues, conflicts, teacher-student relationships, conflict resolution strategies, and effective educational leadership. Further research is needed to investigate these factors and their impact on student-administration relations and student outcomes.

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