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The impact of administration practices on student engagement in Nepalese colleges

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Abstract

This paper investigates the intricate relationship between students and administration within academic settings, focusing on a comprehensive study conducted in Kathmandu, Nepal. The research examines several factors influencing this relationship, including leadership, communication, resource allocation, dispute resolution, and student empowerment. A survey research design was employed, gathering data from students across ten university colleges using Likert scale questionnaires. The data were analyzed using Excel and SPSS software, specifically employing correlation and regression analysis to interpret the results.

The findings provide significant insights into the effectiveness of communication channels, equity in resource distribution, the impact of leadership on student engagement, conflict resolution methods, and initiatives for student empowerment. Results indicate that positive resource allocation and strong student engagement significantly enhance student-administration relationships. Additionally, effective communication and leadership, along with robust conflict resolution strategies, contribute to a harmonious academic environment.

This study underscores the importance of fostering these factors to improve interactions and relationships within educational settings. By applying the principles of People's Multi-Party Democracy (PMPD), which emphasizes inclusivity, representation, social justice, and civic engagement, the study advocates for a more empowered institutions that can contribute to sustainable development. The findings highlight key areas for policy development and strategic implementation aimed at optimizing the dynamics between students and administration in academic institutions across Nepal.

Keywords: Resource Allocation; Communication Effectiveness; Student Engagement; Administrative Practices; Educational Outcomes

1 Introduction

In the intricate web of Nepal's educational system, the relationship between students and administrators is a crucial thread that significantly impacts learning outcomes and student perceptions of their environment. This relationship is influenced by a complex network of factors, including effective communication among staff, robust human resource management, and adequate infrastructure support, all of which are essential for fostering a conducive learning environment. Leadership support plays a vital role in ensuring that administrative responsibilities are executed effectively. However, inconsistencies in the performance of administrative staff highlight the need for regularity and reliability in administration as key elements in the learning process (Hermawan, Rohman, & Saputra, 2022). The professionalism of the management team—including their knowledge, skills, and talents—enhances their interactions with students (Mocean, 2019). In higher education institutions, student administration encompasses critical processes

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such as admissions, instructional activities, result processing, and performance evaluation (Cheri & Abdullahi, 2018). These processes are vital since higher education institutions rely heavily on students for revenue, making them integral to the sustainability of these institutions. Consequently, students expect high-quality services and educational products (Nell & Cant, 2014). Despite the increased administrative responsibilities that many academics face, they continue to depend on student administration to support their research and teaching efforts (Shanahan & Bhindi, 2004). Thus, the relationship between students and administration is central to the effective functioning of educational institutions. Discussions and diagrammatic representations of these relationships contribute to developing a new concept of quality in faculty-student administration (Gerber, 2004). This study delves into the intricate and multifaceted dynamics of student-administration relations within educational institutions in Nepal. By examining key factors such as communication, resource allocation, leadership, dispute resolution, and student empowerment, the study aims to identify the fundamental mechanisms that regulate and guide interactions between students and administrators. Through this comprehensive analysis, the research seeks to enhance understanding and foster the development of more effective and supportive educational environments in Nepal. Moreover, this study aligns with the principles of People's Multi-Party Democracy (PMPD), which serves as a foundational framework for promoting democratic governance in Nepal.

1.1 Statement of Problem

The relationship between students and administration in Nepalese colleges is a critical factor that influences educational outcomes and student engagement. Despite the recognized importance of effective communication, equitable resource allocation, strong leadership practices, and active student empowerment, many academic institutions in Nepal struggle to foster a supportive and inclusive environment. This inadequacy can lead to diminished student satisfaction, lower engagement levels, and ultimately hinder academic success. Current administrative practices often fail to address the complexities of student-administration relationships, resulting in communication breakdowns and inequitable distribution of resources. Leadership within these institutions may lack the necessary skills to effectively engage with students, leading to a disconnect that undermines the educational experience. Furthermore, there is insufficient emphasis on empowering students to participate actively in decision-making processes that affect their academic lives. Research indicates that enhancing these relationships through structured communication channels, fair resource allocation, and robust leadership can significantly improve student engagement (Mishra, A.K., 2022). However, there remains a gap in empirical studies specifically examining how these factors interact and influence one another within the context of Nepalese higher education. Moreover, ways for aligning educational practices with the principles of People's Multi-Party Democracy (PMPD). Thus, this study aims to investigate the impact of administration practices on student engagement in Nepalese colleges by addressing these complexities and identifying effective strategies for improvement. Understanding these dynamics is essential for developing policies that optimize student-administration relationships and enhance overall educational outcomes in Nepalese higher education institutions.

1.2 Conceptual Framework Theoretical Framework

The theoretical framework for "A Comprehensive Study of the Relationships Between Students and Administration in Academic Institutions in Nepal" is grounded in several established theories from communication theory, organizational behavior, educational psychology, and conflict resolution. These theories provide a robust foundation for understanding the complex dynamics between students and administration in educational settings.

1.2.1 Communication Theory

Transactional Model of Communication: This model emphasizes the bidirectional nature of communication, where both the sender and receiver are active participants. Effective communication between students and administrators is crucial for a well-functioning educational institution.

- **Information and Communication Flow (ICF):** Effective discourse is a critical component of relationships between students and administrators. It focuses on the exchange of information, examining the effectiveness of communications and the techniques employed.

1.2.2 Organizational Behavior

- **Resource Allocation Theory:** This theory explores how resources are distributed within an organization and its impact on performance and satisfaction. In educational institutions, equitable resource allocation supports student engagement and satisfaction.

- **Allocating and Supporting Resources (ASR):** This component investigates whether students believe resources are allocated equitably and support services meet their needs, exploring the relationship between resource allocation and student happiness.

1.2.3 *Educational Psychology*

- **Student Empowerment Theory:** This theory emphasizes the importance of empowering students to take an active role in their education. Empowered students are more likely to engage and achieve academic success.
- **Engaging and Empowering Students (EES):** This dimension evaluates how the administration promotes student agency, honors accomplishments, and fosters involvement in school-related activities.

1.2.4 *Conflict Resolution Theory*

Cooperation and Conflict Resolution (CCR): This dimension examines the existence of conflicts, the techniques used to resolve them, and their impact on the dynamics between the administration and students. Effective conflict resolution is essential for maintaining a positive relationship.

1.2.5 *Leadership Theory*

- **Transformational Leadership Theory:** This theory focuses on leaders who inspire and motivate followers to achieve their full potential and contribute to the organization's success. Effective leadership in educational institutions can significantly impact student engagement and satisfaction.
- **Governance and Juvenile Justice (GJJ):** This component examines leadership theories and their impact on decision-making, student participation, and the overall institutional culture.

1.3 **Conceptual Framework**

The conceptual framework is a visual representation of the relationships between the key variables identified in the theoretical framework. It guides the research by outlining the main concepts and their interconnections.

1.3.1 *Information and Communication Flow (ICF):*

- **Variables:** Communication effectiveness, access to information, communication techniques.
- **Hypothesis:** Effective communication positively influences the relationship between students and administration.

1.3.2 *Allocating and Supporting Resources (ASR)*

- **Variables:** Resource allocation, support services, student satisfaction.
- **Hypothesis:** Equitable resource allocation leads to higher student satisfaction and engagement.

1.3.3 *Engaging and Empowering Students (EES)*

- **Variables:** Student empowerment, participation in decision-making, recognition of accomplishments.
- **Hypothesis:** Increased student empowerment and participation enhance the relationship between students and administration.

1.3.4 *Governance and Juvenile Justice (GJJ)*

- **Variables:** Leadership style, decision-making processes, student involvement.
- **Hypothesis:** Effective leadership and inclusive decision-making positively impact student-administration relations.

1.3.5 *Cooperation and Conflict Resolution (CCR)*

- **Variables:** Conflict resolution strategies, frequency of conflicts, cooperation.
- **Hypothesis:** Effective conflict resolution strategies improve the relationship between students and administration.

1.3.6 *Relationship between Students and Administration (RSA)*

- **Variables:** Overall quality of interactions, student perceptions, administrative effectiveness.

- **Hypothesis:** Positive interactions and perceptions of administrative effectiveness enhance the overall relationship.

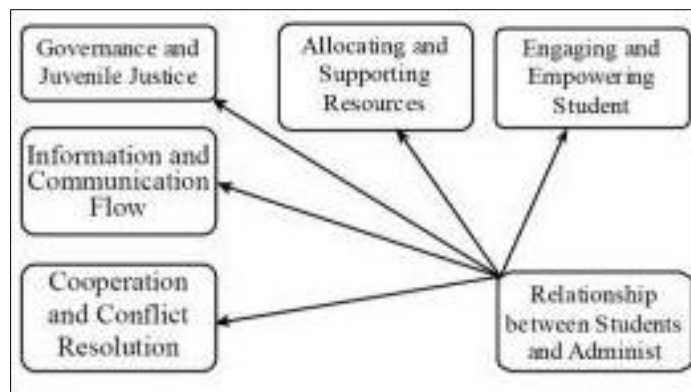


Figure 1 Conceptual Framework

Conceptual Framework for "A comprehensive Study of the Relationships between Students and Administration in Academic Institutions in Nepal"

Here's the conceptual framework for "A Comprehensive Study of the Relationships Between Students and Administration in Academic Institutions in Nepal." The arrows represent the hypothesized relationships between the key variables, contributing to the overall relationship between students and administration.

1.3.7 *The framework includes the following components:*

- ICF: Information and Communication Flow
- ASR: Allocating and Supporting Resources
- EES: Engaging and Empowering Students
- GJJ: Governance and Juvenile Justice
- CCR: Cooperation and Conflict Resolution
- RSA: Relationship between Students and Administration

This visual representation provides a structured approach to investigating the factors influencing student-administration relationships in Nepal's educational institutions.

1.3.8 *Research Objectives*

The main objective of the study is to comprehensively investigate and assess the various factors, including leadership, student empowerment, communication, resource allocation, and conflict resolution, that influence interactions between students and administrators in educational settings.

2 Research Methods and Materials

This study employed a survey research design to investigate the relationships between students and administration in academic institutions across Kathmandu. The research utilized a quantitative approach to gather and analyze data from students.

- **Sampling and Participants:** The study was conducted across ten university colleges in Kathmandu, Nepal. A sample of sixty students participated in the study, selected using convenience sampling methods. Participants were chosen based on their availability and willingness to participate in the survey.
- **Data Collection Instrument:** The primary data collection instrument was a structured questionnaire designed using a Likert scale format. The questionnaire consisted of statements related to various dimensions influencing student-administration relationships, such as leadership, resource allocation, communication, conflict resolution, and student empowerment.
- **Data Collection Procedure:** Questionnaires were distributed to students during specified times, typically in the morning session between 10:30 AM and 2:30 PM. Each participant was given sufficient time, typically ten

to fifteen minutes, to complete the questionnaire in their respective classrooms or designated areas within the colleges.

- **Data Analysis:** The collected data underwent statistical analysis using the SPSS (Statistical Package for the Social Sciences) software. The analysis focused on employing correlation and regression analyses to explore relationships among variables. Correlation analyses were used to examine the strength and direction of relationships between different dimensions influencing student-administration interactions. Regression analysis was employed to assess the predictive power of selected variables on the quality of these interactions.
- **Ethical Considerations:** Ethical considerations were rigorously followed throughout the study. Participants were informed about the purpose of the study and their voluntary participation. Confidentiality of responses was ensured, and data collected were used solely for research purposes without any disclosure to unauthorized persons. Participants were assured that their responses would not affect their academic standing or future opportunities within the institution.

This methodology provided a systematic approach to exploring and understanding the multifaceted relationships between students and administration in academic institutions in Kathmandu, Nepal.

3 Results and Discussion

The study employed frequency distribution and correlation analysis to explore the factors influencing the relationship between students and administration in educational institutions in Kathmandu, Nepal. The main findings are summarized as follows

Table 1 Correlations of Various Dimensions Shaping the Relationship between Students and Administration

Variables	ASR	EES	GJJ	LDM	CCR	RSA
ASR	1					
EES	0.532**	1				
GJJ	-0.18	0.270*	1			
LDM	0.052	0.374**	0.440**	1		
CCR	-0.098	0.216	0.536**	0.296*	1	
RSA	0.505**	0.792**	0.601**	0.644**	0.584**	1

The relationships between various factors influencing the dynamics between students and administration can be quantitatively assessed using correlation analysis. This statistical method measures the strength and direction of the linear relationship between two variables, providing insights that can inform educational policy and practice. The following sections delve into specific correlations observed in the context of educational administration, focusing on Allocating and Supporting Resources (ASR), Student Empowerment Engagement (EES), Governance and Juvenile Justice (GJJ), Leadership and Decision-Making (LDM), and Conflict Resolution and Collaboration (CCR).

3.1 Allocating and Supporting Resources (ASR) vs. Relationship between Students and Administration (RSA)

- Pearson Correlation: 0.505** (significant at the 0.01 level, two-tailed).
- Interpretation: The correlation coefficient of 0.505 indicates a moderately strong positive correlation between ASR and RSA. This suggests that improved allocation and support of resources are associated with more favorable relationships between students and administration. This finding aligns with the premise that resource availability can enhance student experiences and perceptions of administrative support, fostering a more collaborative educational environment.

3.2 Student Empowerment Engagement (EES) vs. Relationship between Students and Administration (RSA)

- Pearson Correlation: 0.792** (significant at the 0.01 level, two-tailed).
- Interpretation: A correlation of 0.792 reflects a very strong positive correlation between EES and RSA. This indicates that higher levels of student empowerment and engagement are closely linked to better relationships with administration. The results imply that when students feel empowered, their interactions with administrative bodies improve, which is critical for fostering a supportive educational atmosphere.

3.3 Governance and Juvenile Justice (GJJ) vs. Relationship between Students and Administration (RSA)

- Pearson Correlation: 0.601** (significant at the 0.01 level, two-tailed).
- Interpretation: The correlation coefficient of 0.601 signifies a moderate positive correlation between GJJ and RSA. Effective governance practices, particularly those related to juvenile justice, appear to positively influence the relationship between students and administration. This finding underscores the importance of governance frameworks that are responsive to student needs, potentially enhancing trust and cooperation.

3.4 Leadership and Decision-Making (LDM) vs. Relationship between Students and Administration (RSA)

- Pearson Correlation: 0.644** (significant at the 0.01 level, two-tailed).

Interpretation: A correlation of 0.644 indicates a strong positive correlation between LDM and RSA. Effective leadership and decision-making processes are crucial for establishing better relationships between students and administration. This suggests that participatory leadership styles may facilitate more effective communication channels, thereby improving student-administration relations.

3.5 Conflict Resolution and Collaboration (CCR) vs. Relationship between Students and Administration (RSA)

- Pearson Correlation: 0.584** (significant at the 0.01 level, two-tailed).
- Interpretation: The correlation coefficient of 0.584 reflects a strong positive correlation between CCR and RSA, indicating that effective conflict resolution strategies and collaborative practices positively influence relationships with administration. This highlights the necessity for institutions to implement robust conflict resolution mechanisms that promote dialogue and understanding among all stakeholders.

The results of the study indicate that several factors significantly and positively correlate with the quality of the relationship between students and administration in educational institutions. Enhancing these factors—such as resource allocation, student empowerment, effective communication, leadership, and conflict resolution—can lead to improved interactions and relationships within educational settings. These findings underscore the importance of implementing strategies that foster these elements to enhance overall educational outcomes and student satisfaction in academic institutions in Kathmandu, Nepal.

Nepal's higher education system has made strides in recent years, yet it faces numerous challenges. According to Mishra and Jha (2023), the emergence of quality assurance and accreditation mechanisms is essential for enhancing educational standards. These frameworks are designed to ensure that institutions meet specific criteria that promote academic excellence and accountability. However, the implementation of these systems has been inconsistent, often hindered by inadequate resources and a lack of trained personnel.

The **National Education Policy 2020** emphasizes the need for a more inclusive and equitable educational system, aiming to improve access to quality education across diverse populations (Government of India, 2020: Mishra & Jha, 2023). This policy aligns with the principles of People's Multi-Party Democracy (PMPD), which advocates for inclusivity, representation, and social justice within educational governance. Such alignment is crucial for creating an educational environment that empowers all students.

Effective administration is pivotal for the successful implementation of educational policies and practices. Mishra (2023a) highlights that digital academic operations can enhance administrative efficiency by streamlining processes such as admissions, grading, and communication with students. This technological integration is vital for addressing the increasing demands placed on educational institutions. Moreover, strong leadership within academic administration is necessary to foster a culture of collaboration and support among faculty and students. Mishra (2023b) argues that leadership should focus on empowering students through participatory governance models that encourage student involvement in decision-making processes. This empowerment not only enhances student satisfaction but also fosters a sense of ownership over their educational experiences.

Despite these advancements, several challenges persist within the administrative framework of Nepalese higher education. The lack of effective communication channels between students and administration often leads to misunderstandings and dissatisfaction among students (Mishra & Nepal, 2022). Furthermore, equitable resource allocation remains a significant issue; many institutions struggle to provide adequate facilities and support services due to financial constraints. The findings from Mishra (2023c) emphasize the need for comprehensive training programs for administrative staff to improve their skills in managing student affairs effectively. This training should encompass areas such as conflict resolution, student engagement strategies, and the implementation of quality assurance measures.

4 Conclusion

The insights garnered from this analysis underscore the necessity for educational institutions to prioritize the enhancement of key relational dynamics between students and administration. By investing in **Resource Allocation Support**, schools can ensure that students have access to the necessary tools and environments conducive to effective learning. This not only improves academic outcomes but also fosters a sense of belonging among students, which is critical for their overall well-being. Moreover, promoting Student Empowerment Engagement is vital for cultivating an atmosphere where students feel valued and heard. Engaged students are more likely to develop positive relationships with their peers and educators, leading to a collaborative school culture that enhances academic performance. The strong correlation between EES and RSA indicates that empowering students can significantly improve their interactions with administration, thereby creating a more harmonious educational environment. The flow of information and communication between students and administration must also be prioritized. Transparent communication fosters trust and understanding, which are essential for addressing student concerns effectively. When students feel informed about policies and decisions affecting their education, they are more likely to engage positively with administrative bodies. Leadership plays a transformative role in shaping the educational landscape. Effective leadership not only influences decision-making processes but also sets the tone for the institutional culture. Leaders who adopt inclusive practices can bridge gaps between administration and students, ensuring that all voices are represented in decision-making processes. This collaborative approach enhances trust and respect within the school community. Furthermore, implementing effective Conflict Resolution strategies is crucial for maintaining positive relationships within educational settings. Conflicts are inevitable in any organization; however, how they are managed can significantly impact student perceptions of administration. Institutions that prioritize collaborative conflict resolution foster an environment where students feel safe expressing their concerns, ultimately leading to improved relationships. In conclusion, enhancing these key elements—Resource Allocation Support, Student Empowerment Engagement, Flow of Information and Communication, Leadership and Decision-Making, and Conflict Resolution—can substantially improve student-administration relationships. The alignment of these practices with People’s Multi-Party Democracy (PMPD) not only promotes inclusivity but also ensures that all students have equitable access to quality education. As educational institutions strive for excellence, prioritizing these relational dynamics will be instrumental in achieving improved educational outcomes and fostering a thriving academic community where every student feels empowered to succeed.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

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