

UNIVERSITY MANAGEMENT PRACTICE: A RESTORATIVE APPROACH TO THE DWINDLING QUALITY OF UNIVERSITY EDUCATION IN DEVELOPING COUNTRIES

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Abstract

The study investigates how university management practices could be applied as a novel and restorative strategy to improve the declining quality of university education in developing countries. A survey questionnaire was employed as a research tool in February-December 2022, and participants (n = 505) were selected from the total population, which comprised both management, administrative, and academic/non-academic staff of the selected universities from among the six geopolitical zones in Nigeria, using a simple random technique. The study applied Spearman's rank-order correlation coefficient and Kruskal-Wallis tests for statistical hypothesis testing. Based on Spearman's rank-order correlation coefficient results, hypothesis H1 was rejected, and a favorable, moderate, and statistically significant relationship between students' academic performance and university management practice has been confirmed. At the same time, hypothesis H2 was confirmed using the Kruskal-Wallis test, and there is no statistically significant difference between students' academic performance and the university's geopolitical location. The study concludes that an efficient democratic management practice positively affects the overall quality output of university education. The study is unique because the principles of the University Education Quality Improvement Model (UEQI model) were applied to improve the status quo.

Keywords

Management practice; Students' academic performance; University education quality; Developing countries.

Introduction

Since the 21st century has steadily transformed into a paradigm of high-quality education for national and multifaceted growth, it is critical to counteract the declining university education quality trend in developing nations. Despite the longstanding dedication to quality and excellence, university administrators in developing nations have recently debated how to manage or enhance quality internally. However, using terms like quality management, quality assurance, quality improvement, quality control, and quality assessment to refer to all or a portion of the institutional process of concentrating on quality issues may need to be clarified. On a global scale, various nations adopt one or more terms over others to describe their unique processes. (Luxton, 2005, p. 8)

However, there is a possibility of declaring a learning crisis in the developing world due to the alarming rate at which the quality of university education is deteriorating. Many school

systems fail to consistently produce the most fundamental literacy and numeracy skills (World Bank, 2018; UNESCO, 2013). There is an urgent need to consider the possible positive impacts of the quality of university education (QUE) on nations' socio-economic growth and development, most notably in developing countries. However, the economic consequences of improving education quality are poorly understood but potentially significant (Nestour et al., 2022, p. 2).

Universities' management practices or leadership styles can influence students' outcomes. The tactics and demeanor can affect students' performance and output and, by extension, the entire organization. Most people concur that university management who successfully tap into staff strengths and mobilize personnel behind team objectives will produce better performance results than those who withhold feedback or offer minor assistance to team members. In simple terms, Gallup's research concludes that managers contribute up to 70 percent of the variation in employee engagement and can influence how employees are committed to their jobs, positively or negatively (Gallup, 2023). University management must create a conducive and enabling environment to facilitate QUE improvement and achieve maximum student output. For maximum effectiveness, quality management decisions, especially identifying quality objectives, should be linked to the institutional strategic plan (Luxton, 2005, p. 8).

Educational management is a broad term used to describe a management process whereby the education system's administration combines human and material resources to plan, supervise, and implement structures to execute an education system (Bush, 2007). The cordial relationship between educational management strategies and the quality of university education boosts university students' performance. Effective management techniques translate to QUE, improving the student's academic performance. The culture of paradigm shifts fostered by university education management is crucial in encouraging faculty and other staff members to develop habitual professional development training to improve their performances.

The administrative and managerial strategies employed by university vice-chancellors/presidents, including other top-ranking university officials, may have a direct association with the effectiveness of their organizations in terms of impact on students' academic development. At this point, it is essential to evaluate the level of degradation in the quality of university education in developing countries, as this could be traceable to the management strategy adopted by the specific university. This study, therefore, strives to explore available options for improving the status quo.

The UEQI model principles were applied to improve the status quo. Based on the literature, the UEQI model recommended a democratic management style, which calls for other group members to participate more actively in decision-making. The democratic management style means that employees and other members of the university administration are allowed to contribute their ideas to the university's daily operations freely.

1 Research Objective, Questions and Hypotheses

The study's main objective is to investigate how university management practice could be utilized to restore the declining quality of university education in developing countries. However, the study answers the following research questions:

1. How does university management practice influence the quality of university education in developing countries?
2. Is there a relationship between students' academic performance and the university's geopolitical location?

The following testable statistical hypotheses were formulated based on the study's objectives:

Hypothesis H₁

H₀: No statistically significant difference exists between students' academic performance and university management practice.

H₁: A statistically significant relationship exists between students' academic performance and university management practice.

Hypothesis H₂

H₀: No statistically significant difference exists between students' academic performance and the university's geopolitical location.

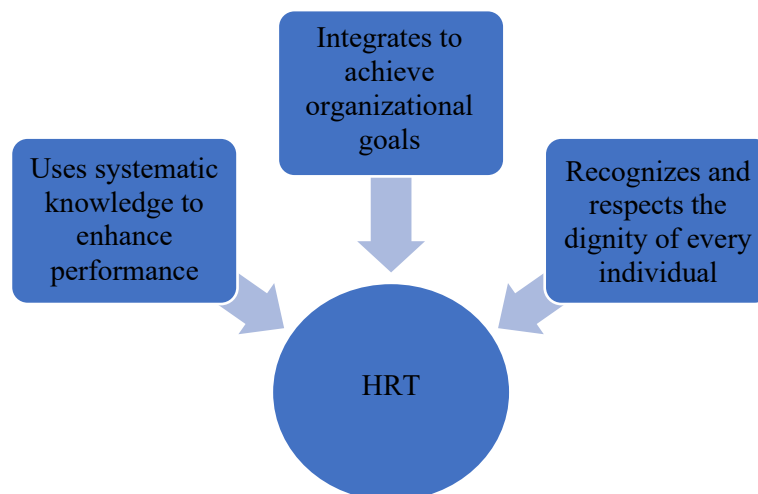
H₁: A statistically significant relationship exists between students' academic performance and the university's geopolitical location.

2 Theoretical Background

In analyzing the relationship between management practices and quality improvement of university education, this study adopted the Human Relation Theory of Educational Management (HRT). The HRT, based on a behavioral approach, focuses on the social psychology of human beings as a focal point for managing organizations such as the university (Cooley, 2016, p. 1). It acknowledged that people's viewpoints, attitudes, and expectations significantly affect their work performance. Elton Mayo, an Australian psychologist from Harvard University in the 1920s, who conducted a series of experiments now known as Hawthorne Studies or Experiments, propounded the HRT. According to Bruce and Nyland (2011, p. 398), the main conclusions of the Hawthorne studies, which were carried out between 1924 and 1932, are generally interpreted as showing that workers will react favorably to non-monetary incentives and be inspired to boost their productivity once their irrationalities are eliminated or lessened.

2.1 Components of Elton Mayo's Human Relation Theory

Fig. 1 shows the components of Elton Mayo's Human Relation Theory (HRT).



Source: (Cooley, 2016, p. 1)

Fig. 1: Components of Elton Mayo's Human Relation Theory

According to Cooley (2016, p. 1), HRT has three main components that emphasize the importance of the individual within the work environment. This theory considers individual

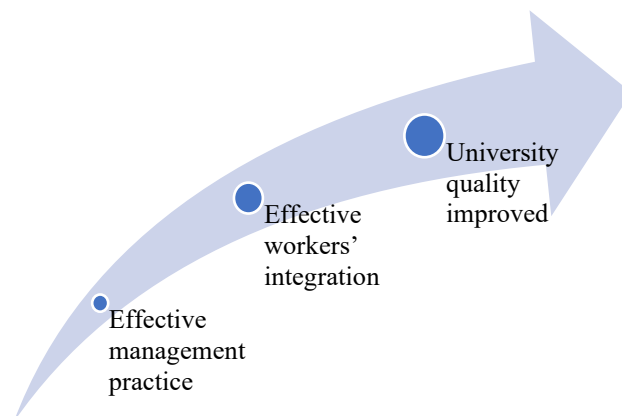
characteristics when maximization of output is the focus. It also postulates that workers are far more driven by interpersonal elements like attention and friendship than by monetary incentives or external elements like humidity, lighting, and other elements. However, Bhakuni (2010, p. 10) summarized the key highlights of HRT in the following way:

1. Due to people's complexity, various factors can influence behaviors.
2. Employees are prone to change when allowed to participate.
3. Team relations influence job performance and output.
4. Managers should understand that each employee has unique needs, and no solution will satisfy them all.
5. People need to find meaning in their work because they need to be motivated by more than just money.

This study adopted the HRT since it suggests that the workplace is a social system where several factors influence an employee's productivity. It demonstrated how meaningful relationships are to human productivity. Managers and employers must possess many abilities to successfully implement a workplace culture that prioritizes human relations (Bhakuni, 2010, p. 11). Since raising the standard or quality of university education is crucial, university management must focus on these psychological factors to effect the required changes.

2.2 The Conceptual Framework of the Study

Fig. 2 shows the study's conceptual framework, highlighting an upward progression as effective management practice can increase workers' integration and collaboration.



Source: Own

Fig. 2: The conceptual framework of the study

Working as a team is predicted to be a step in the right direction that could facilitate the easier and faster attainment of organizational goals. Improving the quality of university education depends solely on how workers discharge their jobs and the working relationships within and amongst workers during the decision-making and implementation process.

3 Literature Review

3.1 Concept of Quality University Education

Defining quality seems challenging, as quality is a vague concept with diverse interpretations based on various stakeholders' perspectives (Bobby, 2014; Campbell & Rozsnyai, 2002). According to Welzant et al. (2015, p. 4), four groups of stakeholders must be considered when defining quality in the context of university education. They are providers (e.g., funding bodies and the community, taxpayers), users of products (e.g., students), users of outputs (e.g., employers), and employees of the sector (e.g., academics and administrators (Srikanthan

& Dalrymple, 2003). In conclusion, Bobby (2014) states that an effort should be made to create a quality culture in university education where all stakeholders are involved in the discussion to ensure that various needs and perspectives are represented. According to Biggs (2001), Bobby (2014), and Haworth & Conrad (1997), quality in the context of this study and university education is defined as institutional products and services that positively influence student learning (affective, cognitive, and psychomotor domains). The standard of instruction given determines how effective a learning process is. Raising educational levels can help break the cycle of poverty and reduce inequality. A high-quality education contributes to developing a more peaceful and civic society and a healthy and sustainable way of life.

In the same view, universities have historically competed for recognition as providers of high-quality education, with achievement levels of graduating students and subsequent graduate success serving as two indicators of that quality (Luxton, 2005, p. 6). According to this study, all students should have access to a top-notch education because this right is already well-established in international legal instruments and the Universal Declaration of Human Rights, most of which are the outcome of UNESCO and the United Nations' efforts. The governments of developing nations, along with other recognized institutions, should ensure that all citizens, regardless of race, religion, or background, have access to free, high-quality education. Because education enables individuals to maximize their social and economic potential, it is crucial to include it as one of the essential public services. People can develop all their traits and skills through education to reach their full potential as contributors to society. According to Kumpulainen et al. (2018), education structure refers to how educational programs are carried out and institutions are managed under the direction of a capable leader to lessen difficulties.

3.2 Students' Performance as an Indicator of QUE

From students' academic performance viewpoint, a set of metrics known as quality measures how well students engage in activities that develop their knowledge, skills, and abilities in order to become self-sufficient or find gainful employment, e.g., increased critical thinking skills (Bogue, 2002; Cheng & Tam, 1997; Harvey & Green, 1993; Harvey & Knight, 1996; Haworth & Conrad, 1997; Iacovidou et al., 2009). On the other hand, student achievement in various academic subjects is measured by academic performance. In contrast, educators frequently use standardized test scores, graduation grades, and classroom performance to gauge student achievement. Academic performance continues to be one of the critical factors to consider when evaluating the quality of education; it is the student's capacity to articulate what they have learned in class orally or in writing (Ohanyelu, 2021, p. 106). Students are usually assigned grades or marks to reflect their academic success based on predetermined standards by teachers or examination bodies such as the National Examination Council (NECO), the University Matriculation Examination (UME), the Joint Admission and Matriculation Board (JAMB), and the West African Examination Council (WAEC). Students' academic performance is often the primary indicator used to evaluate the quality of university education. In the same view, Ohanyelu (2021, p. 106) observed that educational quality progressively improves as student academic achievement increases.

The cumulative grade point average (CGPA) is used in Nigerian universities to evaluate the academic performance of their students. The Nigeria University Statistics Digest shows that only 4,032 (1.7%) of the 236,925 graduates of the Nigerian University system in 2018 earned a first-class grade. According to the above record, less than 2% of all 2018 graduates had a CGPA between 4.5 and 5.0 (NUC, 2019, p. 95). Whether or not these figures suggest that university education is of a high caliber is up for debate.

3.3 Management Practices

According to Likert (1947), psychologist Kurt Lewin conducted a study outlining the three primary management styles and their respective effects on team members in 1939. The study also revealed that different team management styles produce different outcomes for leaders. The three core management styles identified are:

- Authoritarian (autocratic): *Make decisions without consulting your team members.*
- Participative (democratic): *Involve team members in the decision-making process.*
- Delegative (laissez-faire): *Allow team members to set their goals and deadlines.*

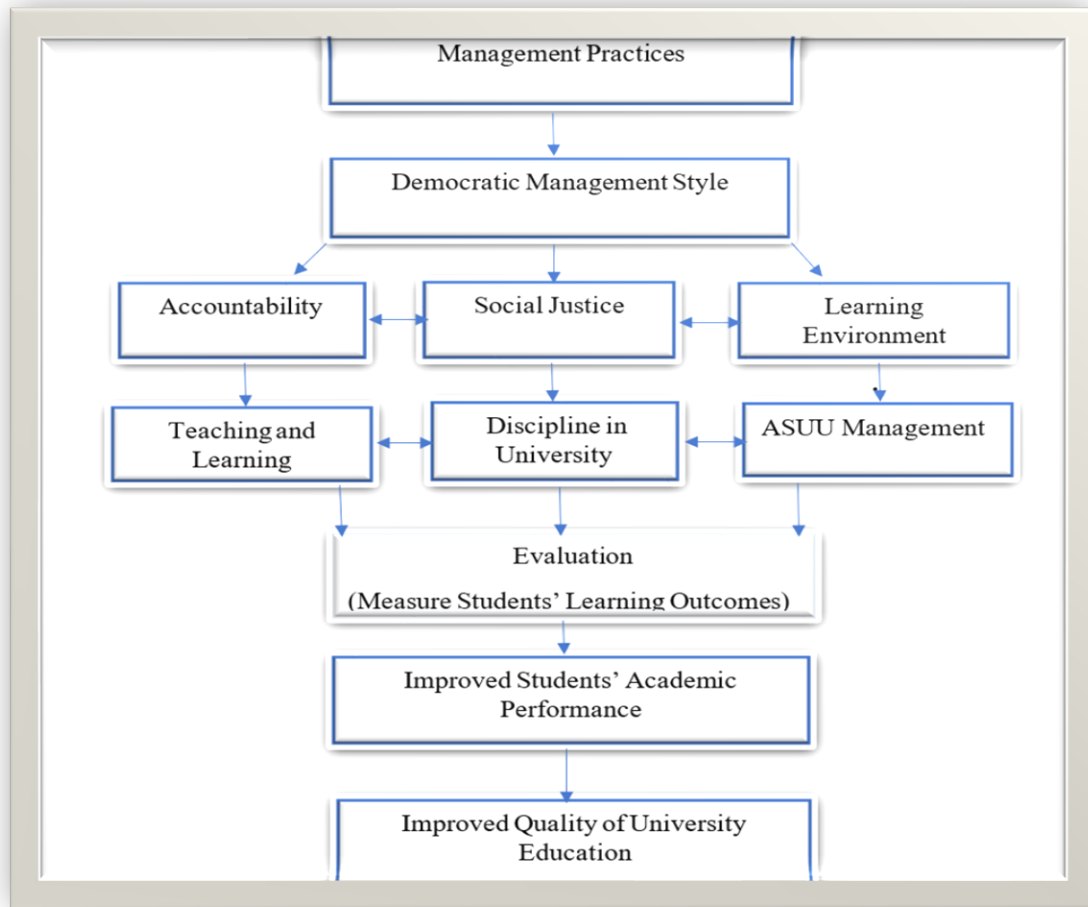
It is crucial to consider the type of management style the university implements to improve the quality of university education in developing countries. This is because management practice is a prerequisite for a sound management system. According to Houlihan (2020, p. 9), a study was conducted on the three styles and how the participants reacted to the three management styles under review with an intriguing outcome to determine the best approach. This study found that groups with autocratic leaders experienced hostility thirty times more frequently than groups with democratic leaders. In addition, aggression was eight times more common, and intriguingly, it was directed at other participants rather than the autocratic leader. Furthermore, the research found that most participants liked the democratic leader more than the autocratic leader, with a high number also liking the laissez-faire leadership approach more than the autocratic leader (Houlihan, 2020, p. 9). Concisely, the OECD (2008) summarized that it is widely assumed that university leadership directly influences the effectiveness of teachers' and students' achievement outcomes.

However, this study adopted democratic management practice because it offers numerous advantages over other types of management practice.

4 The Role of the UEQI Model in Improving the QUE in Developing Countries

As identified in Ohanyelu (2023, p. 148), the UEQI model aims to provide university administrations in developing nations with the best management guidelines. To achieve the best possible quality of university education, planning, organizing, implementing, and evaluating modalities for university management practices should be restructured, or management practices in the university system should be linked to low QUE in developing nations (Ohanyelu, 2023, p. 148). Consequently, university administration and other relevant parties with management responsibilities should implement the UEQI model by applying its principles following their respective university policies and regulations.

Fig. 3 shows a cutting-edge educational innovation created expressly to supplement the antiquated administrative practices in most universities in developing nations. UEQI Model's overarching objective is to act as a model for raising the caliber of higher education in developing nations.



Source: Own

Fig. 3: The UEQI model

The abbreviation ASUU in Fig. 3 means Academic Staff Union of Universities.

4.1 Five Steps of the UEQI Model

Fig. 4 shows the five steps of the UEQI model.



Source: Own adaptation of figure from Ohanyelu, (2023, p. 149)

Fig. 4: Five steps of the UEQI model

Step 1: Management Practices

This highlights the importance of adopting the best management practices that could help improve universities' management potential (democratic management style).

Step 2: Activities

- (a) **Accountability** refers to accepting responsibility for one's actions.
- (b) **Social Justice** means fair distribution of resources, treating all students and staff equitably so that they feel safe and secure (physically and psychologically).
- (c) **Learning Environment** includes spaces where students feel free, safe, and supported in their pursuit of knowledge, as inspired by their immediate surroundings.

Step 3: Expectations

- (a) **Teaching and Learning:** These processes enable thought and behavior change and can be done formally or informally, inside or outside the classroom.
- (b) **Discipline** in the University is an organized enforcement of standards to reduce disruptions and maximize learning.
- (c) **ASUU Management:** Some activities of the ASUU are an umbrella body of all teaching members of universities in Nigeria.

Step 4: Evaluation

This step assesses the success or failure of the entire process.

Step 5: Outcome

Successfully implementing the highlighted principles of the UEQI model should improve students' academic performance.

Implementing the UEQI model is a cyclical process that illustrates how management practice can positively influence university management by providing the best management tools and skills necessary to achieve the best result. This outcome reflects university students' improved academic performance.

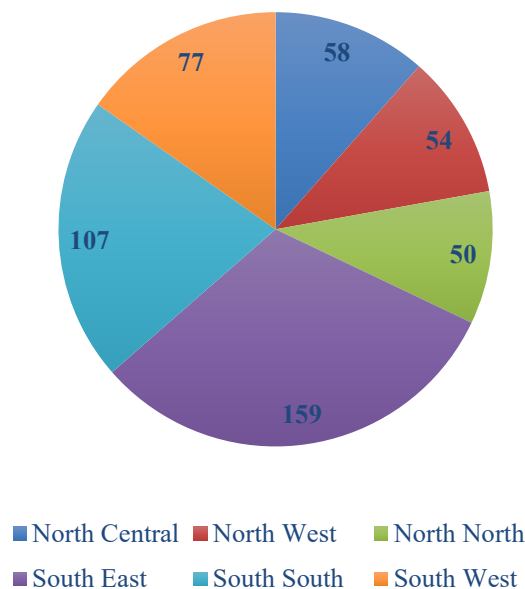
5 Methodology of the Study

A correlational research design was applied to test hypotheses H1 and H2 statistically. The primary purpose was to confirm or reject relationships between student academic performance, university management practice, and university location variables. For this reason, Spearman's rank-order correlation coefficient, Kruskal-Wallis test, and Pearson's chi-square test of independence were used. These statistical methods have been chosen to establish the strength and direction of the two ranked variables and determine whether two or more independent variables differ statistically. The basic design in correlational design involves collecting data on two or more variables in a sample and computing a correlation coefficient. The author used a correlation study design to characterize and quantify the strength of the relationship between two or more variables or score sets, which is also supported by other researchers (Creswell, 2012). Simply put, correlation is a statistical measure of the degree to which two variables are related. The strength of a relationship between two variables can be objectively described using the correlation coefficient. It becomes evident and straightforward to comprehend when expressed as a precise number.

A paper questionnaire distributed to the respondents in a face-to-face format in February-December 2024 served as the instrument for data collection. The questionnaire was developed based on a few items selected from the 2008 OECD Teaching and Learning International Survey (TALIS) and the Validation of a Classroom Management Questionnaire for Pre- and in-Service Teachers (Díaz et al., 2018, pp. 282–285; Ebimiere et al., 2020). The questionnaire consisted of 34 questions using the following 5-point Likert scale:

- 1 = strongly disagree,
- 2 = disagree,
- 3 = undecided,
- 4 = agree,
- 5 = strongly agree.

The survey sample consisted of 700 respondents from the selected universities from among the six geopolitical zones in Nigeria chosen by a simple random technique. A total of 505 participants, 323 men (64%) and 182 women (36%), completed the questionnaire. The return rate of the questionnaire was 72.1%. Consequently, the return of the questionnaire was 72.1%. One hundred fifty-one respondents (30%) are between 40 and 49 years old, while 8% are 60 or older. A total of 319 respondents (63%) are married. Twenty-one respondents (4.2%) represent student union officials, while 336 respondents (66.5%) are employed full-time. Moreover, 178 respondents (35.2%) have 1-9 years of work experience. Additionally, most survey participants (39.8%) have obtained a master's degree, including an MBA or other professional certifications, while 31% are Ph.D. holders and only 13% are professors. In addition, 220 respondents (44%) are academics, while 231 respondents (46%) are non-academic staff. The respondents' geographical distribution among Nigeria's six geopolitical zones is presented in Fig. 5.



Source: Own

Fig. 5: *The Respondents' Geographical Distribution among Nigeria's Six Geopolitical Zones*

Fig. 5 shows that the southern zones have more survey participants than the northern zones. One possible explanation is that Southern Nigeria has more universities and students than Northern Nigeria. Furthermore, compared to North respondents, South respondents finished their survey considerably more quickly. However, no particular explanation for this discrepancy in survey responses could be found.

6 Research Results

The study investigated university management practices and how they could be used to improve the QUE to address the declining standard of university education in developing nations. The study's overarching goal is to present university management practice as a

crucially innovative tactic capable of improving the QUE in developing nations. The following tests were carried out and analyzed using the IBM SPSS 27:

1. the frequency of the participants' views about democratic management style.
2. Spearman's rank-order correlation coefficient analysis between university management practices and students' academic performance.
3. Kruskal-Wallis test between students' academic performance and university's geopolitical location.

Tab. 1 shows the descriptive statistics of the frequency distribution of the data occurrence.

Tab. 1: *Descriptive statistics of the respondents*

Classification criterion	Maximum value	Mean of the criterion	Standard deviation
Age	5.00	2.81	1.169
Gender	2.00	1.36	0.481
Marital status	5.00	2.28	0.957
Employment status	4.00	1.48	0.794
Work experience (in years)	5.00	2.08	1.040
Academic status	5.00	2.72	1.144
Job category	4.00	1.74	0.819
University geolocation	6.00	3.8594	1.538

Source: Own

The central tendency records the data's distribution center, while the data set's variability records the degree of dispersion. Tab. 1 highlights the distribution of participants' demographics used in the study.

6.1 Frequency of the Participants' Views about Democratic Management Style

Tab. 2 shows the frequency and percentage of survey participants' views about the democratic management style in universities.

Tab. 2: *The frequency of the survey participants' views about the democratic management style in universities*

Response Options	Number of Responses	Percentage of Responses
Strongly disagree	29	5.7
Disagree	127	25.1
Undecided	25	5.0
Agree	145	28.7
Strongly Agree	179	35.4

Source: Own

As Tab. 2 confirms, about 64.1% of the respondents, like the democratic management style, agree with it and would recommend it to their universities.

6.2 Spearman's Rank-Order Correlation Coefficient Analysis between University Management Practices and Students' Academic Performance

Tab. 3 shows Spearman's rank-order correlation test between university management practice and students' academic performance, see H_1 in Section 1.

Tab. 3: *Spearman's rank-order correlation coefficient for two selected variables*

Spearman's Rank-Order Correlation Coefficient (rs)	University Management Practices	Students' Academic Performance
University management practices	1	-
Students' academic performance	0.54*	1

* The correlation is significant at the 0.01 level.

Source: Own

As shown in Tab. 3, Spearman's rank-order correlation coefficient indicated a positive, moderate, and statistically significant relationship at $r_s = 0.54$, $n = 505$, and the P -value < 0.001 for variables „students' academic performance“ and „university management practices“. This suggests that the null hypothesis H_0 is rejected (see H_1 in Section 1), and solid management practices prioritizing students and effective management strategies improve students' academic results.

6.3 Kruskal-Wallis Test between Students' Academic Performance and University's Geopolitical Location

The Kruskal-Wallis test determines if there is a difference in students' academic performance based on the university's geopolitical location. Six geographical locations in Nigeria were involved: South-South, South-West, South-East, North-North, North-West, and North-Central. The Kruskal-Wallis indicates a non-significant difference between the variables — consequently, the null hypothesis H_0 has been confirmed (see H_2 in Chapter 1). No statistically significant differences (Pearson's chi-square test of independence = 6.34, the P -value = 0.075, degrees of freedom = 5) were found among the six categories of participants. This implies that the geopolitical location of students at the university does not significantly impact their learning outcomes.

7 The Practical Significance of Statistical Findings

- (a) The democratic management style is preferred because it encourages workplace values, teamwork, engagement, and creativity.
- (b) The cohesiveness of democratic management positively affects students' academic performance, which helps form the necessary management structure for improving the quality of university education.
- (c) There is no meaningful correlation between a university's geopolitical zone and its students' academic achievement; one university's geopolitical location does not ensure its students will academically outperform students from other geopolitical zones.
- (d) A positive, moderate, and statistically significant relationship exists between university management practice and students' academic performance.

7.1 Data Analysis and Discussion

The study explored how management practices at universities could be used to improve the deteriorating QUE in developing nations. The primary conclusions were that

- (a) Students' academic performance and university management practices had a positive, moderate, and statistically significant relationship, and
- (b) no statistically significant difference in students' academic performance across university geopolitical locations.

Students' successful learning is greatly influenced by the management techniques employed, accepted, and implemented in educational institutions (Baum, 2003). In the same view, Bok (2009) emphasizes that an ideal management strategy actively supports keeping a close eye on all institutional activities to ensure that resources are used appropriately and in the best interests of the students. Universities and other pertinent educational institutions use this approach, providing students with suitable and comfortable learning environments and helping them achieve their academic learning objectives. According to the university organizational chart, the line of authority in Nigerian universities runs from the visitor (the President of the Country) through the Pro-Vice-Chancellor, the Vice-Chancellor. Because of this configuration, the university management system's appointment and promotion procedures attest to the popularity of the democratic management style.

In the Nigerian context, a university's location is ascertained based on its position in the Nigerian geopolitical zone. In this respect, university locations are dispersed according to the six geopolitical zones. However, the location could be urban, rural, or metropolitan. The Kruskal-Wallis test assessed the degree of relationship between students' academic performance across university's geopolitical location. The result shows a non-significant relation, indicating that students' academic performance is independent of the university's location. It, therefore, suggests that university location does not influence students' academic performance.

Given its influence on national development, the significance of a top-notch university education cannot be overstated. Quality education is a valid tool for scientific discoveries, national development, and the transformation of a larger society (Thom-Otuya & Inko-Tariah, 2016, p. 106). According to the literature and data obtained in the study, student academic performance is an assessment platform to determine the effectiveness of university policies and how university managers carry out responsibilities that directly or indirectly affect students' learning outcomes. The association between university management practice and students' academic performance is moderately positive but statistically significant. Academic success is crucial for students to become qualified graduates who will lead the nation's future workforce and be in charge of its social and economic development (Ali et al., 2009, p. 82).

Given the results of the statistical testing of hypotheses H_1 and H_2 , it is reasonable to agree that university managers ought to embrace a democratic management approach that aims to foster innovation among their faculty and students. This is due to the proactive efforts to gather feedback and viewpoints from other employees, which would encourage discussion and participation in the decision-making process.

Conclusion

The relationship between educational management practices and university education quality propels students' achievement because high QUE results from effective management strategies, which invariably improve students' academic performance. Enhancing the standard of higher education is exclusively dependent on how employees carry out their duties and the level of collaboration between employees regarding formulation and execution. A novel model was developed to help university managers manage difficulties and maintain quality. In order to help universities in developing nations organize, plan, implement, and evaluate university policies toward achieving the highest possible quality of university education, this study presented the UEQI model. The UEQI model provides the basis for developing, implementing, and achieving the university's objectives, bringing the standards of the core management functions into action (Ohanyelu, 2023, p.152). The principles of the UEQI model should be applied by university managers and other stakeholders tasked with managing their respective institutions in compliance with the established policies and procedures.

One of the important limitations of this survey was a smaller research sample than anticipated by the author. The reasons were the long distances between data collection sites and the reluctance of some respondents to fill out the questionnaire on time due to workload or other personal reasons. As a result, it took more time to transcribe the primary survey data into IBM SPSS 27. Notwithstanding these limitations, this study could help university administrators and managers, parents, government agencies and parastatals, educational policymakers, curriculum developers, researchers, faculty, the National Universities Commission, Federal Ministries of Education, and students to strategically implement a target-oriented management practice that centers on improving the quality of university education and student learning outcomes. The author considers the possibility of providing a similar survey in another developing country in the future to determine whether the results gathered would be the same as those obtained in Nigeria.

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PRAXE ŘÍZENÍ VYSOKÝCH ŠKOL: OZDRAVNÝ PŘÍSTUP KE SNIŽUJÍCÍ SE KVALITĚ VYSOKOŠKOLSKÉHO VZDĚLÁVÁNÍ V ROZVOJOVÝCH ZEMÍCH

Studie zkoumá, jak by bylo možné uplatnit postupy řízení univerzit jako novou a ozdravnou strategii ke zlepšení klesající kvality univerzitního vzdělávání v rozvojových zemích. Jako výzkumný nástroj byl v období únor-prosinec 2022 použit dotazník a účastníci (n = 505) byli vybráni z celkové populace, která zahrnovala jak management, tak administrativní a akademické/neakademické pracovníky vybraných univerzit ze šesti geopolitických zón v Nigérii, a to pomocí jednoduché náhodné techniky. Pro testování statistických hypotéz byl použit Spearmanův korelační koeficient pořadí a Kruskalův-Wallisův test. Na základě výsledků Spearmanova korelačního koeficientu pořadí byla hypotéza H1 zamítnuta a byl potvrzen příznivý, mírný a statisticky významný vztah mezi studijními výsledky studentů a praxí řízení univerzit. Současně byla pomocí Kruskal-Wallisova testu potvrzena hypotéza H2 a mezi studijními výsledky studentů a geopolitickou polohou univerzity neexistuje statisticky významný rozdíl. Studie dochází k závěru, že efektivní praxe demokratického řízení pozitivně ovlivňuje celkovou kvalitu výstupů vysokoškolského vzdělávání. Studie je jedinečná, protože ke zlepšení současného stavu byly použity principy modelu zvyšování kvality univerzitního vzdělávání (model UEQI).

PRAXIS DES HOCHSCHULMANAGEMENTS: EIN RESTAURATIVER ANSATZ FÜR DIE SCHWINDENDE QUALITÄT DER HOCHSCHULBILDUNG IN DEN ENTWICKLUNGSLÄNDERN

In der Studie wird untersucht, wie Hochschulmanagementpraktiken als neue und restaurative Strategie zur Verbesserung der sinkenden Qualität der Hochschulbildung in Entwicklungsländern eingesetzt werden könnten. Als Forschungsinstrument wurde von Februar bis Dezember 2022 ein Fragebogen verwendet, und die Teilnehmer (n = 505) wurden aus der Gesamtpopulation ausgewählt, die sowohl das Management, die Verwaltung als auch das akademische/nichtakademische Personal der ausgewählten Universitäten aus den sechs geopolitischen Zonen Nigerias umfasste, wobei ein einfaches Zufallsverfahren angewendet wurde. In der Studie wurden der Spearman-Rangkorrelationskoeffizient und der Kruskal-Wallis-Test zur statistischen Hypothesenprüfung verwendet. Auf der Grundlage der Ergebnisse des Spearmanschen Rangkorrelationskoeffizienten wurde Hypothese H1 verworfen und eine günstige, mäßige und statistisch signifikante Beziehung zwischen den akademischen Leistungen der Studierenden und der universitären Managementpraxis bestätigt. Gleichzeitig wurde Hypothese H2 mit Hilfe des Kruskal-Wallis-Tests bestätigt, und es gibt keinen statistisch signifikanten Unterschied zwischen den akademischen Leistungen der Studierenden und dem geopolitischen Standort der Universität. Die Studie kommt zu dem Schluss, dass sich eine effiziente demokratische Managementpraxis positiv auf die Gesamtqualität der Hochschulbildung auswirkt. Die Studie ist einzigartig, weil die Grundsätze des Modells zur Verbesserung der Qualität der Hochschulbildung (UEQI-Modell) angewandt wurden, um den Status quo zu verbessern.

PRAKTYKA ZARZĄDZANIA UNIWERSYTETEM: PODEJŚCIE NAPRAWCZE DO MALEJĄCEJ JAKOŚCI EDUKACJI UNIWERSYTECKIEJ W KRAJACH ROZWIJAJĄCYCH SIĘ

W badaniu zbadano, w jaki sposób praktyki zarządzania uniwersytetami mogą być stosowane jako nowatorska i naprawcza strategia poprawy spadającej jakości edukacji uniwersyteckiej w krajach rozwijających się. Kwestionariusz ankiety został wykorzystany jako narzędzie badawcze w lutym-grudniu 2022 r., a uczestnicy (n = 505) zostali wybrani z całej populacji,

która obejmowała zarówno kadre kierowniczą, administracyjną, jak i akademicką/pozaakademicką wybranych uniwersytetów spośród sześciu stref geopolitycznych w Nigerii, przy użyciu prostej techniki losowej. W badaniu zastosowano współczynnik korelacji rang Spearmana i testy Kruskala-Wallisa do testowania hipotez statystycznych. W oparciu o wyniki współczynnika korelacji rang Spearmana, hipoteza H1 została odrzucona, a korzystny, umiarkowany i statystycznie istotny związek między wynikami akademickimi studentów a praktyką zarządzania uniwersytetem został potwierdzony. Jednocześnie hipoteza H2 została potwierdzona za pomocą testu Kruskala-Wallisa i nie ma statystycznie istotnej różnicy między wynikami akademickimi studentów a położeniem geopolitycznym uniwersytetu. W badaniu stwierdzono, że skuteczna demokratyczna praktyka zarządzania pozytywnie wpływa na ogólną jakość kształcenia uniwersyteckiego. Badanie jest wyjątkowe, ponieważ zasady modelu poprawy jakości kształcenia uniwersyteckiego (model UEQI) zostały zastosowane w celu poprawy status quo.