

ANALYSIS OF THE GOVERNANCE FRAMEWORKS OF EDUCATIONAL PLANNING IN COMMERCIAL AND PUBLIC HIGHER EDUCATION INSTITUTIONS.

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ABSTRACT

This research aims to provide a better understanding of the different governance systems that regulate academic planning at public and private universities and how they impact institutional performance and strategic decision-making. In order to understand how various organizations' governance frameworks deal with issues including decision-making, stakeholder engagement, policy implementation, and resource management, this study use a comparative analytical approach. In order to gather this data, the researchers interviewed well-known academic administrators, reviewed relevant documents, and looked at how different institutions handled governance. Governance structures in public and private organizations are different, according to the findings. Public institutions, which are often more bureaucratic and hierarchical in structure, place a premium on state control and public accountability. Private organizations, in contrast, are known to have more malleable and responsive styles of leadership, with streamlined decision-making processes, a focus on institutional autonomy, and an eye on market reaction. Despite these differences, the goals of both types of schools are similar: to achieve academic excellence and to link educational institutions with strategic objectives. Governance this research elucidates the ways in which different forms of governance influence resource allocation, stakeholder participation, academic planning, and institutional effectiveness. Academic planning and overall performance may be enhanced by combining best practices from different frameworks, as recommended by the research for optimizing governance processes. This applies to both public and private institutions.

Keywords: Administration structures, educational strategy, higher learning, private organizations, public companies.

INTRODUCTION

Higher education institutions' interactions with stakeholders, strategic goal-setting, and resource distribution are all influenced by the effectiveness of their governance structures, which in turn affect academic planning processes. In higher education, where expectations for openness, efficiency, and innovation are on the rise, understanding the frameworks that govern academic planning is critical for enhancing institutional performance and achieving success in the long run. According to (Stensaker, 2023), academic planning departments at public and private universities are compared and contrasted in terms of their administrative

frameworks. Organizations in the private sector tend to utilize more adaptive and flexible forms of governance due to their market-driven objectives and more operational autonomy. Since these institutions are not as heavily regulated as their public sector counterparts, they are able to respond quickly to changing academic and market conditions. Public accountability and state rules, on the other hand, influence public organizations to have more formalized and hierarchical leadership structures. These systems, which often include many tiers of oversight and compliance with public rules, may influence academic decision-making. Through a comparative analysis, this study aims to illuminate the strengths and weaknesses of the regulatory regimes in both industries. The overarching goal is to learn how various forms of governance influence effective academic planning, stakeholder participation, and resource management. The results of the research provide insight into the effects of different forms of governance on student accomplishment and provide suggestions for improving existing practices; this information could be useful for both public and private colleges. By shedding light on the best practices for academic planning governance, this research hopes to help stakeholders, legislators, and institutional leaders better assist their institutions in meeting their educational goals and responding to the evolving demands of the higher education sector (Rodrigues et al., 2021).

BACKGROUND OF THE STUDY

The academic planning governance frameworks are crucial in determining the immediate and distant aims of educational institutions. Given the rapid evolution of educational demands, technological advances, and economic constraints, it is essential to understand the effects of different forms of governance on academic planning. Institutional goals, academic planning dynamics, regulatory frameworks, and stakeholder expectations are all impacted by governance systems. Good management has distinct opportunities and challenges in the public and commercial sectors of higher education. There is a complex network of regulations and requirements designed to hold accountable institutions that get most of their financing from the government (Levine, 2022). Such organizations often have complex governance structures with several tiers of oversight, well defined processes, and active engagement from all parties involved. This organizational structure aims to be transparent, fair, and in accordance with public policy goals, but it could make it harder to adapt rapidly to market changes and less nimble in general. Private organizations, on the other hand, are often more driven by market forces and their goals and less bound by state rules. Their more simplified and adaptable administrative structures reflect an emphasis on efficiency, innovation, and the needs of students and the market. One possible negative aspect of the more flexibility is that it may become more difficult to hold individuals responsible and ensure comprehensive stakeholder involvement. Familiarizing oneself with these governance frameworks could help in understanding academic planning best practices and growth possibilities. Even if previous studies have shown that

governance impacts institutional performance, it is still necessary to compare and contrast the ways in which different types of governance influence the planning processes that public and private organizations use. In order to fill this information gap, this research looks at the systems in place to manage academic planning in both fields. By illuminating the relative strengths of various frameworks and the challenges and possibilities they provide, the research aspires to assist higher education administrators in making more informed strategic choices on academic planning (Butler-Henderson & Crawford, 2020).

PURPOSE OF THE STUDY

Academic planning frameworks at public and private institutions will be compared and contrasted in this study. Through the prism of several governance systems, this research intends to investigate academic planning's processes and results. This research aims to shed light on these governance structures by investigating their decision-making processes, stakeholder participation, and policy implementation. These factors contribute to strategic development, resource allocation, and conformance with institutional goals. Private organizations are able to exercise more freedom and adaptability in their management, in contrast to public organizations that are often shaped by public responsibility and governmental regulations. These two sorts of models are compared and contrasted in this study. Through a comparison of the models and an examination of their benefits and drawbacks, the research illuminated the impact of each on academic planning.

LITERATURE REVIEW

The educational preparatory governing structures in higher education have a substantial influence on institutional strategy, learning standards, and overall performance. This study delves into the governance models used by both public and private universities to illuminate the ways in which these frameworks influence academic planning and decision-making. In this study, the researchers will examine both frameworks with the hope of shedding light on the shared and unique factors that impact institutional outcomes in the two fields. In a normal public university system, the administration, the board of trustees, and the state government all work together. Authorities at the state level often put stringent policy frameworks and legal requirements on these organizations, substantially impacting their operations. The way public institutions operate is greatly affected by the actions of state governments, who are in charge of funding and regulatory restrictions. More accountability mechanisms and a more structured approach to decision-making in accordance with legislative standards may follow. Public institutions are overseen and guided by boards of trustees, which are often filled by members chosen based on their political or social ties. These boards, which have the power to impact the institution's strategy and decisions, must strike a balance between the institution's autonomy and public responsibility. Under a shared governance model, faculty, staff,

and administration at public universities often collaborate on decision-making. In order to promote transparency and inclusiveness, this model calls for several stakeholders to come to an agreement, which might make decision-making more time-consuming. Private institutions are often supervised by boards of directors that include influential alumni, benefactors, and others. These boards have a lot of say over how funds are spent and long-term plans are made, so private organizations may be more flexible and responsive in their leadership. This consolidation of authority usually leads to a more agile response from the institution to new circumstances and challenges. There are noticeable differences in the regulatory environment, board composition, and decision-making processes between public and private institutions. Institutions in the public sector are subject to a greater variety of external accountability and supervision measures than their private sector counterparts. This legislative framework shapes their governance structures, which in turn causes more bureaucratic and formalized decision-making processes. The composition and responsibilities of the boards of directors of these two types of organizations are also distinct. Unlike private boards, which prioritize strategic planning and fundraising for the long term, public boards are more susceptible to pressure from inside the community and from political groups. Because of these differences, academic planning tasks are prioritized and executed differently by various types of institutions. The decision-making procedures further illustrate the distinction between the two sorts of organizations. Shared governance models include several stakeholders rather than centralized decision-making by executive leadership, which is the preferred method in many public organizations. Incorporating and responding quickly to these differences impacts intellectual planning and decision-making (Cao et al., 2023).

RESEARCH QUESTION

How does student engagement efforts affect private higher education institutions?

RESEARCH METHODOLOGY

RESEARCH DESIGN

The quantitative data analysis was performed using SPSS version 25. The odds ratio and 95% confidence interval were used to determine the degree and direction of the statistical association. The researchers established a statistically significant criteria at $p < 0.05$. A descriptive analysis was conducted to identify the main features of the data. Quantitative methods are often used to assess data acquired via surveys, polls, and questionnaires, together with data altered by computing tools for statistical analysis.

SAMPLING

A convenient sampling technique was applied for the study. The research relied on questionnaires to gather its data. The Rao-soft program determined a sample size of 1463. A total of 1600 questionnaires were distributed; 1557 were returned, and 57 were excluded due to incompleteness. In the end, 1500 questionnaires were used for the research.

DATA & MEASUREMENT

The investigation mostly used a questionnaire survey to collect data. Initially, participants were requested to provide fundamental demographic details. Subsequently, participants were instructed to evaluate several facets of the online and offline channels using a 5-point Likert scale. Numerous sources, particularly internet databases, provide secondary data.

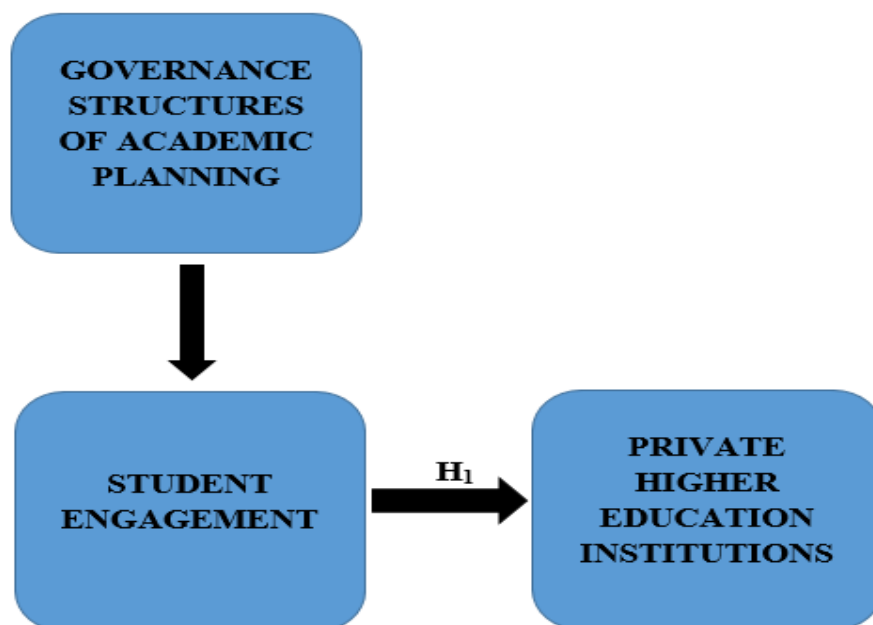
STATISTICAL SOFTWARE

The statistical analysis was conducted using SPSS 25 and MS-Excel.

STATISTICAL TOOLS

To grasp the fundamental character of the data, descriptive analysis was used. The researcher is required to analyse the data using ANOVA.

CONCEPTUAL FRAMEWORK



RESULTS

Factor Analysis: One typical use of Factor Analysis (FA) is to verify the existence of latent components in observable data. When there are not easily observable visual or diagnostic markers, it is common practice to utilise regression coefficients to

produce ratings. In FA, models are essential for success. Finding mistakes, intrusions, and obvious connections are the aims of modelling. One way to assess datasets produced by multiple regression studies is with the use of the Kaiser-Meyer-Olkin (KMO) Test. They verify that the model and sample variables are representative. According to the numbers, there is data duplication. When the proportions are less, the data is easier to understand. For KMO, the output is a number between zero and one. If the KMO value is between 0.8 and 1, then the sample size should be enough. These are the permissible boundaries, according to Kaiser: The following are the acceptance criteria set by Kaiser:

A pitiful 0.050 to 0.059, below average 0.60 to 0.69

Middle grades often fall within the range of 0.70-0.79.

With a quality point score ranging from 0.80 to 0.89.

They marvel at the range of 0.90 to 1.00.

Table1: KMO and Bartlett's Test

Testing for KMO and Bartlett's

Sampling Adequacy Measured by Kaiser-Meyer-Olkin .970

The results of Bartlett's test of sphericity are as follows: approx. chi-square

df=190

sig.=.000

This establishes the validity of assertions made only for the purpose of sampling. To ensure the relevance of the correlation matrices, researchers used Bartlett's Test of Sphericity. Kaiser-Meyer-Olkin states that a result of 0.970 indicates that the sample is adequate. The p-value is 0.00, as per Bartlett's sphericity test. A favorable result from Bartlett's sphericity test indicates that the correlation matrix is not an identity matrix.

Table 1: KMO and Bartlett's.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.970
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

The use of Bartlett's Test of Sphericity further validated the overall relevance of the correlation matrices. The Kaiser-Meyer-Olkin sampling adequacy is 0.970. Researchers identified a p-value of 0.00 via Bartlett's sphericity test. The researcher recognizes that the correlation matrix is not valid, since Bartlett's sphericity test yielded a significant result.

INDEPENDENT VARIABLE

Governance Structures of Academic Planning: What matters most in the process of developing, launching, and overseeing academic programs and policies are the institutional decision-making and organizational structures that control academic planning (Liu, 2020). In these groups, academic council members, faculty committee chairs, and administrative officials collaborate to achieve institutional goals, set strategic priorities, and allocate resources in a way that ensures academic success. Adherence to the institution's goal, adaptation to changing educational needs, and encouragement of innovation and improvement in academic offerings are the hallmarks of academic planning that is successful in its governance structures. Academic planning's governance structures are the procedures, rules, and frameworks that schools use to design, launch, and oversee their many academic programs and initiatives. The purpose of these frameworks is to guarantee that educational institutions function effectively and in harmony with national education policies, institutional objectives, and social demands by outlining the functions, duties, and powers of different parties involved. Academic planning that is well-governanced includes student involvement, research supervision, curriculum creation, policymaking, and fiscal management. Higher education institutions are held to a higher level of excellence, innovation is encouraged, and funds are distributed wisely among teaching, research, and institutional growth. To make sure that schools can adjust to new ways of teaching, new technologies, and global problems, governance systems put safeguards in place for openness, accountability, and participation in decision-making. In conclusion, academic planning governance structures are the backbone of education's strategic decision-making, allowing institutions to preserve academic integrity, long-term viability, and academic quality in an ever-changing educational environment (Chen et al., 2022).

FACTOR

Student Engagement: The term "student engagement" describes how invested and involved students are in their own education, both in and out of the classroom. It includes physical, mental, and emotional participation in classroom instruction, extracurricular activities, and relationships with teachers, classmates, and the school as a whole. Participating in class, working together on projects, and solving problems using their critical thinking abilities are all ways that engaged students

take responsibility of their education. Interactive teaching techniques, the incorporation of technology, and individualized learning approaches may enhance classroom engagement by making teachings more interesting and relevant to each student. A well-rounded education is the result of involvement in more than just classes; it also includes student groups, leadership positions, volunteer activities, and research projects. Institutions that put an emphasis on student involvement provide welcoming, encouraging, and intellectually challenging classrooms, which in turn boosts students' retention rates, grades, and happiness. In conclusion, student engagement is critical to educational achievement because it builds intrinsic drive, promotes more in-depth learning, and sets students up for success in their careers and in life (Green, 2023).

DEPENDENT VARIABLE

Private Higher Education Institutions: Colleges, universities, and other educational institutions that do not receive money or oversight from the government are known as private higher education institutions (PHEIs). Instead than receiving public funds via taxes, these schools are usually financed by private investments, endowments, contributions, and tuition. Typically with an emphasis on specialized subjects, research excellence, or industry-oriented education, private universities provide undergraduate, graduate, and professional degree programs. From liberal arts colleges and prestigious research universities to more practical and technical schools, PHEIs may take many forms and serve many purposes. To be able to respond faster to changes in educational and market needs, many private colleges place an emphasis on innovative teaching techniques, worldwide alliances, and curriculum design that is both flexible and innovative. Their reduced class numbers, state-of-the-art facilities, and extensive relationships with local businesses help students succeed academically and get better jobs after graduation. The role of private higher education in many nations is vital in increasing enrollment in high-quality public university programs, diversifying student bodies, encouraging healthy competition, and enhancing academic creativity. To make sure these schools are legitimate and following the rules of national higher education, they must also undergo quality assurance procedures, adhere to government laws, and undergo accreditation. Overall, private universities and colleges provide students more options for higher education, often with more independence and a stronger emphasis on a particular field of study, and they make important contributions to the academic environments on a national and international scale (Khalifa et al., 2023).

Relationship between Student Engagement and Private Higher Education Institutions: Because of their emphasis on individualized course design, cutting-edge pedagogy, and close collaboration between students and teachers, private higher education institutions (PHEIs) rely heavily on student participation to ensure their continued success. Students at PHEIs are more likely to actively participate in class discussions, get individualized academic help, and connect with one another on a

deeper level than at bigger public institutions because of the lower class numbers. Internships, practical experience, and real-world applications are common components of the curriculum at private schools and universities that aim to prepare students for careers in a variety of industries (Romanenko & Froumin, 2020). As a result of the increased relevance and direct connection between education and future employment chances, student engagement is enhanced via this practical approach to learning. Extracurricular activities, such as student groups, leadership programs, and research projects, as well as cutting-edge digital learning platforms are common in PHEIs and help to provide a more well-rounded education. A feeling of community, intrinsic drive, and academic achievement are all enhanced by the robust faculty mentoring and support services offered by private schools. To keep their students motivated throughout their study, private colleges often use student-centered learning models, innovative pedagogies, and individualized academic advice. In addition, several PHEIs place an emphasis on exchange programs and worldwide alliances, which provide students the opportunity to learn about other cultures and build their professional and academic networks. In conclusion, there is a close association between student participation and private universities. Higher retention rates, improved academic achievement, and enhanced job preparedness are the results of PHEIs' active implementation of measures to increase student engagement, motivation, and learning experiences. Their adaptability and dedication to providing a high-quality education foster an atmosphere where students are more inclined to actively participate, feel driven, and achieve academic and professional success (Kuldosheva, 2021).

Since the above discussion, the researcher formulated the following hypothesis, which was analyse the relationship between Student Engagement and Private Higher Education Institutions.

“H01: There is no significant relationship between Student Engagement and Private Higher Education Institutions.”

“H1: There is a significant relationship between Student Engagement and Private Higher Education Institutions.”

Table 2: H₁ ANOVA Test.

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	628	5945.517	2523.564	.000
Within Groups	492.770	871	2.356		
Total	40081.390	1499			

In this study, the result will be significant. The value of F is 2523.564, which reaches significance with a p-value of .000 (which is less than the .05 alpha level). This means the “H1: There is a significant relationship between Student Engagement and Private Higher Education Institutions” is accepted and the null hypothesis is rejected.

DISCUSSION

The methods used by public and private institutions to design academic strategies and programs are clearly related to the academic planning frameworks. In private organizations with centralized control, only a small group of managers and board members may make decisions. This convergence allows for a quicker reaction to market developments and an easier launch of new projects. Conversely, public institutions often use decentralized and multi-layered governance, which involves several stakeholders such as state boards, faculty committees, and regulatory organizations. This inclusive approach may result in more thorough and representative planning processes, but it may also slow down decision-making due to the requirement to balance different interests and follow legal norms. The governance structures impact these institutions' ability to innovate, adapt to changing educational demands, and sustain responsibility, which in turn shapes their strategic direction and effectiveness in delivering good education. These dynamics may provide light on how different types of governance affect institutional outcomes and the degree to which the higher education system can adapt to changing circumstances.

CONCLUSION

Public and private universities' academic planning governance structures vary in approach, reflecting the unique operational contexts and long-term objectives of each. While centralized governance may limit the engagement of certain stakeholders, it is beneficial for commercial organizations since it enables swift choices and flexible adjustments to new trends. Public institutions, on the other hand, have challenges from slower decision-making and legal constraints; but, their more decentralised and inclusive systems of governance ensure that many perspectives are thoroughly considered. In terms of academic program execution, innovation promotion, and meeting student demands, both systems have their benefits and drawbacks. Having a grasp of these governance dynamics is crucial for enhancing institutional performance and ensuring that academic planning caters to both internal and external demands.

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