The Effectiveness of Decision Making in the Educational Sector: "Benchmarking of Strategic Management of Colleges in Oman and UK"

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Abstract

The study aims to compare the decision-making processes in the educational institutions of Oman and the UK, considering their respective strategic management models to achieve this aim; the data regarding the decision-making was collected from the respective colleges of the UK and Oman. The target population was concerned departments' Dean, Directors, and HOD. About 14 responses were collected. Frequency and percentage of responses were identified. Three main themes were identified through thematic analysis of survey results, including information systems, internal and external threats management, and outstanding accomplishments of institutions. However, the small sample size (N=14) is the primary limitation restricting the study results. Results from a study between the UK and Oman showed differences in risk management and internal procedures. This study offers recommendations for bettering strategic management techniques and enhancing our awareness of decision-making processes in higher education. Furthermore, it highlights the need for a well-rounded strategy for making decisions that combines effectiveness with inclusion. Recommendations are offered to educational policymakers and administrators to improve strategic decision-making and entire institutional performance.

Key Words:

Introduction

Within the educational sector, decision-making plays a crucial role in fostering positive outcomes for teachers and students and ensuring the effectiveness of the whole education system (Mulford, 2003). The review of existing literature reveals that decision-making practices help in the optimal utilization of resources, ensure accountability, and, therefore, improve the final outcomes (Munna, 2021).

Research indicates that colleges, nowadays, are inclined towards taking data-driven and evidence-based decision-making (Wilcox, 2021). The study conducted by the American Association of Community Colleges (AACC) demonstrates the reliance of higher education institutions to inform decision-making. The data include the performance of students, community demographics, workforce, and retention rate (AACC, 2018). Furthermore, there is an assertion that result-focused decision-making in colleges includes collaboration between industry and community organisations, student support services, and program selection choices (AACC, 2018).

Equity and diversity are necessary in decision-making. This diversity is necessary when making decisions for program designs, resource allocation, recruitment and retention of students and staff, and providing them support services (Aspen Institute, 2018). Therefore, universities are highly reliant on technology to get data, which could

assist in making decisions by utilizing tools and software for analysis and making decisions (Nanda, 2022; Michael & Shuaieb, 2021; Power, 2015). In this regard, online platforms are employed to facilitate collaboration among stakeholders to assist in making informed decisions.

The results of a research conducted by National Foundation for Educational Research (NFER) in the UK showed a high dependency on data while making decisions that proves to be effective for resource allocation and ultimately affect student's development (NFER, 2017). Evidence-based practices are gaining importance in the UK education industry, providing evidence to support curriculum design, teaching practices, and strategies evaluation. (Education Endowment Foundation, 2020).

Accountability is also recognized as crucial in decision-making within the UK education sector, utilizing data and performance evaluation to ensure schools and educational providers are held responsible (CEY, 2018).

Problem statement

Oman's educational landscape is relatively unstable and underdeveloped compared to the UK's. Various factors contribute to these differences, including different management practices in the educational sector. However, the lack of research comparing the strategic management practices and decision-making process between Oman and the UK poses a significant research gap. Therefore, there is a need to investigate the strategic management practices in the educational sector of Oman and the UK. This research aims to fill the gap by gathering real-time data from college representatives of colleges of both countries. By comparing strategic managerial practices and decision-making approaches, this research could provide valuable knowledge that can enhance the decision-making process in the educational sector of Oman and the UK.

Research aims and objectives

This research aims to compare strategic decision-making processes and management practices in the UK educational sector. To achieve this aim, the following objectives have been devised:

To analyse and compare management practices in the educational sector of Oman and the UK, focusing on leadership style, resource allocation, and governance framework.

To investigate the factors that contribute to the effectiveness of decision-making.

To identify the strategic management practices that could enhance the development of educational institutions in both countries, encompassing areas such as curriculum design, technology integration, HRM, and partnership with industries and community organisations.

To provide evidence-based recommendations to improve management strategies and decision-making processes for educational institutions in Oman and the UK, keeping the specific challenges of the education system in mind.

Research Questions

This research intends to answer following research questions:

What is the difference between the management practices of educational institutes of Oman and the UK?

What are the strategic management practices through which educational institutions can enhance their progress and development?

Literature review

Oman, a country situated in the southeastern corner of the Arabian Peninsula, is one of the seven Muslim-majority Arab Gulf countries (Alkindi, 2006; Rajasekar and Khan, 2013). With an area of 309500 square kilometers, Oman is divided into 11 governorates comprising a of total 61 provinces (Al-Balushi, 2017). As of 4th

January 2017, the total population of Oman was reported to be 4,552,688, with 54% Omanis and 46% foreigners (Al-Balushi, 2017). Geographically, the country holds a very important position with the United Arab Emirates to the northwest, Saudi Arabia to the west, and Yemen to the southwest (Allen Jr, 2016). Since 1970, Sultan Qaboos has been the ruler of Oman with Muscat as serving capital city. Historically, before the 1970s, most of the Arab population used to live in tribal communities. Resultantly, informal education within an Islamic cultural context constituted the primary source of knowledge (Al-Lamki, 2009). These informal educational initiatives focused on improving Quranic and Arabic language proficiency, putting limitations on former schooling (Alkindi, 2006). Therefore, prior to the 1970s, there were only three schools in the whole of Oman, catering solely to males, with an enrolment of students less than 1,000 (Al Mahdy et al., 2018). In comparison, the United Kingdom has established an education system dating back to the 19th century. Higher education in the UK has undergone significant changes in the last four decades of the 20th century, including an overall increase in number of universities, changes in funding sources, and modifications in allocations of public funds (Haynes and Greenaway, 2003). Although public funding is reduced drastically but the compliance requirements have been rigorously practiced, including the establishment of systematic evaluations of teaching and research performance.

The review of previous literature showed a different management practice in the education sector of UK and Oman. The primary difference, as Kezar (2004) indicates, was in funding sector, training of staff, curriculum design. These differences reflect cultural, political, and economic situation of both countries and different educational priorities and objectives.

The national government in the UK contributes significantly to education management by setting rules, designing the national curriculum, and setting rules (House of Commons Education and Skills Committee, 2019). On the contrary, the educational sector in Oman is decentralized, providing more authority to schools and provincial educational agencies (Al-Hajri, 2018).

As the research indicates, the funding structure of both countries is significantly different. According to World Bank data, the percentage of GDP spent on funding education in both countries is as follows:

Year	Government expenditure on education in Oman	Government expenditure on education in UK
2020	-	5.5
2019	5.4	5.2
2018	5.2	5.2
2017	5.8	5.4
2016	-	5.4
2015	-	5.5

The funding structure in the UK is centralized and relies on government sponsorship (House of Commons of Education and Skills Committee, 2019). Although the funding situation is continuously evolving, still the government is the primary funding body. Research explored the impact of funding in conducted by Azmat (2017) explores the impacts of changes in higher education funding in England on student's performance (Azmat, 2017). The shift from state-funded undergraduate programs to considerable tuition fee results in poor performance and means-tested grants and loans. Whereas the funding system in Oman is private, with families and private enterprises providing the major funding for schools, colleges, and universities (Al-Hajri, 2018).

Not only the funding criteria, but the eligibility of teachers also plays an important role and there has been observed a drastic difference. According to UK's House of Commons of Education and Skills Committee, teachers must have a minimum bachelor's degree and training on professional development to get eligibility. In contrast, Oman's educational sector lacks pre-defined rules for the eligibility criteria of teachers, resulting in minimal training or on- the-job training (Al-Hajri, 2018).

There is limited research focusing on decision-making in Oman's educational system. The research analysed the decision-making methods of school principals in Oman. Effective decision-making in schools was correlated with enhanced school performance and student outcomes. Moreover, the research focused on data-informed decisions and the involvement of stakeholders in decision-making. In addition, the sense of responsibility among staff and the school's culture are considered significant factors that influence decision-making (Al-Shaikh & Al-Mahrouqi, 2019).

Methodology
Research design
The research aims to analyse the effectiveness of decision making in educational sector of UK and Oman. To achieve the aim, the qualitative methodological approach was employed. The research includes two phases. Firstly, an extensive literature review to identify the effectiveness of decision making in educational sector of Oman and the UK. This leads to the second phase of research which was an open-ended interview questionnaire.

Study area
The study focuses on laying out strategies for better management of colleges in the UK and Oman. The UK is in the European union and the educational sector there is developed. On the other hand, Oman is in the Arabian Peninsula, and colleges there are not well structured. This study evaluates the strategies and management of different colleges in Oman and the UK and implements the results on the colleges in Oman.

Data collection
Based on the literature review, the questionnaire was designed to identify strategic management practices in Oman Tourism Colleges and colleges in the UK. The questionnaire had different sections, including demographic profiles of respondents, their opinion on strategic planning and future orientation, risk management and opportunities, and the academic excellence of colleges in both countries. About 14 respondents were agreed to have an interview.

Target population
The data was collected from tourism colleges in Oman and the UK. The target population was the Deans, Directors, and Heads of departments. The questionnaire was designed and approved by sending an email with the objectives and questionnaire to each department's office. Once they confirmed, the interview was conducted online or in person, depending upon the feasibility of the respondents.

Data analysis
The study implements thematic analysis technique to answer the research questions and to identify relevant themes and the strategic management practices commonly employed in higher education system of Oman and the UK.

Ethical Consideration

The participants were provided with a consent form that contained all the details about the research's aims and objectives. To ensure the participants' anonymity and confidentiality, details about their personal identity were not gathered during the research. Additionally, all the participants were allocated and identified by a number to ensure their names would not be asked. The data gathered during the research was kept confidential and inaccessible to anyone except the researcher.

Results

The table indicates a thorough overview of the critical characteristics of respondents from the UK and Oman, including their gender, age, education, and occupation. 42.9% of the respondents from the UK were female, while 57.1% were men. According to the age, 28.6% of people were between the ages of 31 and 40, 35.7% were between the ages of 41 and 50, and 14.3% were beyond 50. Regarding education, 7.1% of people possessed undergraduate degrees, 42.9% postgraduate degrees, and 35.7% doctoral degrees. Regarding occupation, there were 14.3% Deans, 21.4% Assistant Directors, and 28.6% Directors and Heads of Departments. All respondents in Oman were men, with 21.4% falling into the 41–50 age range, 35.7% of those over 50, and 42.9% between 31 and 40. The occupations of all Omani respondents included Assistant Directors (21.4%), Directors (42.9%), and Deans (14.3%), and they all had postgraduate or doctoral degrees.

Characteristic	Frequency	Percentage
Gender		
Male	8	57.1%
Female	6	42.9%
Age		
31 to 40	4	28.6%
41 to 50	5	35.7%
Above 50	2	14.3%
Education		
Undergraduate	1	7.1%
Postgraduate	6	42.9%
Doctorate	5	35.7%
Occupation		
Directors	4	28.6%
Head of Department	4	28.6%
Assistant Directors	3	21.4%
Dean	2	14.3%

Theme 1: Strategic Planning and Future Orientation

The results will explore how much emphasis educational institutions in Oman and the UK put on long-term planning and flexibility in response to opportunities and difficulties in the future. The responses' analysis provided helpful details about the strategies used by educational institutions in both nations.

Theme 1, "Strategic Planning and Future Orientation," encompasses questions about the importance of strategic planning in higher education institutions, its impact on decision-making, and the need for continuous evaluation. Eight of the fourteen respondents from the UK said that their universities provide a competitive edge in

professional development. This advantage can be obtained using various strategies, such as annual staff development plans based on needs assessments, performance reviews, and observations. Furthermore, college-funded training programs and conferences help employees improve their knowledge and abilities, which benefits their performance. In comparison, only six of the fourteen Oman respondents identified the presence of staff development committees. However, some participants also emphasized the importance of having great industry connections, teamwork, and partnerships to enhance their competitive advantage.

Responses in the UK for future-oriented plans and strategies showed a proactive commitment to managing the future, with many institutions looking to be the top educators in their specialized disciplines. Usually, the plans are well-organized and in line with the desired goals of the country. A few strategies include extending academic programs, creating professional courses based on market demands, and increasing student enrolment and training possibilities. The fewer participants in Oman gave more in-depth answers, but those who did stress the importance of being competitive and relevant in the long run. Government initiatives, regulatory organizations, and the Ministry of Higher Education's focus on outstanding research and excellent instruction are some external influences pushing these strategies.

The UK colleges' long-term institutional plans demonstrated immense dedication to long-term development and advancement. The college's brand and marketing communications needed to be strengthened, industry relationships needed to be strengthened, programs needed to be expanded, and new ones needed to meet industry demands. Some institutions also attempted to become the top universities in the Middle East, strongly emphasizing staff professional development and research efforts. Respondents in Oman emphasized the need to compete favourably in the educational field, ensure sustainability and good governance, and expand vocational training. In contrast to the UK responses, Oman's responses could have been more comprehensive. UK institutions concentrate on long-term goals and clearly defined strategies in their strategic, integrated approach to future planning. While Oman institutions prioritize competitiveness and significance, they link strategies with national objectives and industry demands.

Theme 2: Risk Management and Improvement Opportunities

Theme 2, "Risk Management and Improvement Opportunities," revolves around identifying and mitigating internal and external risks within educational institutions and exploring areas for improvement in the management system. The findings will examine how Oman and UK colleges recognize and reduce internal and external risks and their competency with particular internal procedures. The study of the responses gained an interesting awareness of how these institutions manage risk management and their areas of competence. Colleges use various techniques in the UK to detect potential risks and take steps to reduce them. Responses emphasized using surveys, input from students and staff, and regular meetings to evaluate the seriousness of challenges and identify feasible alternatives.

A well-structured set of policies and procedures ensures that risk management is applied and managed effectively. Some institutions indicated that the number of students enrolled, and the quality of the teaching staff presented external risks. At the same time, the absence of essential management positions negatively impacted organizational quality as an internal risk. However, Oman's responses could have been more thorough, and only a small number of them mentioned using risk incorporation and a community at the university level to manage risks. Still, there needed to be more references to out-of-date managerial strategies and academic and human resources concerns.

The UK colleges' skill with internal procedures demonstrated their knowledge of numerous internal processes. Course development appeared as a key strength, with many respondents describing it as an area in which they develop. Significant references to marketing and student mentoring also show the institutions' attention on attracting students and offering assistance during their educational journeys. Research and financial management were recognized, and expertise areas that assisted the overall institutional performance were identified.

Responses in Oman showed a more comprehensive range of expertise, with respondents choosing all internal procedures. This suggests that Omani colleges are taking a more equitable approach to internal process management.

The analysis demonstrates that UK colleges' structured risk management methods strongly emphasize risk policies, meetings, and stakeholder participation. While they demonstrate balanced expertise across all internal operations, Omani institutions excel in particular areas like course creation and marketing. These results indicate the sector's positive attributes as well as its limitations.

Theme 3: Academic Excellence and Institutional Success

Theme 3, "Academic Excellence and Institutional Success," focuses on the achievements of the institutions, the factors contributing to their success, and the desired academic aspects for future success. The results highlight the significant achievements of educational institutions in Oman and the UK and the aspects influencing those achievements. The responses' thematic analysis offers insightful information about the main forces that encourage excellence in both nations.

The accepted significant accomplishments in the UK centre on graduating an essential percentage of students in tourism and hospitality-related professions, which increases the job market with skilled experts. Furthermore, the universities received awards for their commitment to community service and research and for regularly raising student achievement. Some institutions emphasized successful programs like Oman Chef, OTC graduation, and other corporate social responsibility initiatives.

In Oman, the achievements were mainly concentrated on maintaining high standards of instruction, attaining national and international accreditations, and forming collaborations and worldwide recognition.

Several elements have been pointed out as contributing to the success of the accomplishments in the UK. These include hiring qualified and experienced academics, proposing cutting-edge facilities and tools, and inspiring well-organized and cooperative management methods. Their success was also significantly supported by transparent management, clear procedures, and an emphasis on staff and student motivation.

While in Oman, elements prompting success were connected to close associations with the Ministry of Higher Education, a committed culture, knowledgeable professors, and effective management techniques. Strong collaborations, teamwork, and leadership contributed significantly to the institutions' successes.

The UK universities stressed the importance of academics' continual professional development through seminars and courses to keep up with educational modifications when investigating the academic characteristics essential for future institutional success. Clearly, stress was placed on increasing a stimulating learning environment that draws students in and stimulates self-directed and ultimate learning. In addition, it was assumed necessary to integrate high-tech teaching methods and update the curriculum to replicate market demands while confirming that teachers had solid educational backgrounds and experiences.

In Oman, the emphasis was on executing creative programs to stimulate growth and success and assimilating AI technology to the institution's advantage. It also highlighted how crucial it is to increase teachers' industrial experience and link student achievement to the business world. Following is the SWOT analysis of strategic management practices in Oman as reported by respondents:

Discussion

The study aims to understand the strategic management practices and decision-making processes of colleges in Oman and the UK and highlight key areas of strategic planning, risk management, and academic excellence. Educational institutions benefit a lot from the strategic planning process as it helps to establish a direction for the future, define concrete goals, provide the tools for the optimal use of resources and coordinate the work of the staff members. The study's findings showed the UK and Oman's mutual perception of incorporating strategic planning to boost teaching effectiveness and research activities and improve cooperation within academic institutions and local communities.

With a focus on effective decision-making, the study compared the strategic management of colleges in Oman and the UK. Strategic planning is necessary in the educational institutions as a primary driver for defining goals, resource allocation and distribution to achieve those goals. The findings showed that Oman and the UK value strategic planning in their colleges (Bayraktutan *et al.*, 2023).

Literature showed that strategic planning is necessary in the educational sector for effective teaching and research activities. Findings of current research highlighted the academic success and excellence as primary theme, emphasizing on achieving academic objectives to improve institutions' reputations (Hladchenko *et al.*, 2015). Moreover, strategic planning helps in identifying the internal and external risks (Mbanefo *et al.*, 2022).

Research conducted by Yaakob *et al.* (2019) stressed on strategic planning for regular evaluation. In addition to strategic planning, Nair *et al.* (2023) emphasized on innovative technology, the importance of introducing new programs and expanding academic offers to get competitive advantage and relevant.

Risk management is considered a crucial theme for institutions to make informed decisions. The research results showed that colleges in Oman and the UK recognizes the internal and external risks as important aspects and strive improve it (Siegel *et al.*, 2018). Research has highlighted the importance of managing these risks for continuous improvement. Research conducted by Mahardhika explored this from private institutions perspective. Institutions has understood the importance of risks and how they impact the efficiency and therefore developed techniques to overcome those hazards. This proactive approach toward risks is necessary to manage future risks and difficulties (Mahardhika *et al.*, 2023).

Leadership style and management also hold a significant importance in managing risks. Therefore, managerial bodies must consider evaluating the overall performance and quality of the institution. Effective planning in institutions can be helpful in identifying risk and managing it, emphasizing its importance in decision-making

(Audebrand *et al.*, 2010). The educational resilience is another crucial factor in risk management. Research conducted in Tanzania found areas for opportunities and growth by fostering strategic thinking and enhancing cooperation areas of improvement for educational resilience (Nnko *et al.*, 2023).

The internal procedures include research and budget allocated for it, training, and opportunities for upgrade. Successfully achieving success in these areas, institutions can be confident to handle risks and improve further (Bell *et al.*, 2018). The concept of acafemic excellence is crucial yet subjective. It mostly builds around accomplishments and mentoring plays an important role in this regard. Research by Amoli et al. (2016) stressed on growth through internal academic procedures such as mentoring. Efficient mentoring can enhance capacity and transfer information and overall academia performance. By carefully planning and strategizing academic goals, academic institutions can achieve their strategic objectives (Betancur *et al.*, 2022).

Similar to other colleges across the globe, colleges in Oman and the UK might have same idea that academic achievement depend on ranking (Parakhina *et al.*, 2017). Research by APavlichenko stressed on importance of exchange of internal information. It is necessary for teaching staff motivation including money management and designing course (Pavlichenko *et al.*, 2022). Recent research stressed on e-learning to enhance the quality of higher education and institutional performance (Alsuwaidi *et al.*, 2023). By prioritizing the academic criteria and upgrading their palms, educational institutions can improve their performance (Roy *et al.*, 2023).

Present research compared the strategic management practices employed in the colleges of Oman and the UK to have a thorough understanding of decision-making process in educational sector of both countries. It was observed that strategic management practices were given the prime importance. However, the decision-making process was different in educational sector of both countries. Omani institutions followed a centralized approach, and senior management holds a key role. On the other hand, key stakeholders including faculty, staff, and students, were included in the strategic decision-making process. The educational decisions might be affected by these differences in decision-making frameworks (Nuel *et al.*, 2021).

Secondly, the institutional culture, leadership styles, and availability of resources impact the decision-making in institutions. Colleges that have strong collaborative management and cooperation culture make better decisions (Stukalina *et al.*, 2014).

Furthermore, universities with financial resources and human resources make informed decisions. (Latorre-Medina et al., 2013). The comparison showed that UK has a decentralized decision-making process that give a chance to stakeholders to shift the situation. On the contrary, the centralized approach, as practiced by Oman's institutions avoid the delays and speed up the decision-making process. Bhopal et al. (2020) considered balance of centralized and decentralized decision making beneficial to make active and broad decisions without delays (Bhopal et al., 2020).

By being aware of the advantages and disadvantages of numerous decision-making strategies, educational institutions may speed up their strategic management processes and expand their effectiveness. Strongly emphasizing shared governance and stakeholder collaboration can result in better decision outcomes (Kayyali et al., 2023).

This research has some limitations regardless of the helpful findings presented. First, because the study's scope was restricted to colleges in Oman and the UK, it may not be related to how decisions are made in other nations or educational fields. It would be possible to gain a more comprehensive knowledge by extending the attention to integrating more wide-ranging geographic areas and academic institutions. Second, the research mainly depended on college students' self-reported data, which may have some prejudice or errors. Future studies can merge qualitative and quantitative methods for a more consistent and objective understanding.

Theoretical contribution

The main theoretical contribution made by this study is that despite being in different countries, namely Oman and the UK, it looked at the strategic management practices and decision-making processes in higher education institutions in both countries. Evaluating the significance of strategic planning, risk management, and academic prestige is one of the objectives of this study that contributes to the increased comprehension of how these factors

influence organizational effectiveness and success in the educational realm. Moreover, the comparison of centralized decisions in Oman and decentralized decisions in the UK reveals how decision-making frameworks affect the performance of these institutions.

Conclusion

Present research is carried out to investigate the efficiency of decision-making in colleges of Oman and the UK. By interviewing the key stakeholders, the study found different approaches to decision-making. Culture, leadership style, and access to resources impact the decision-making abilities and therefore impact the final outcome. Therefore, it was concluded that involvement of key stakeholders in decision-making process is necessary. By including the stakeholders in the decision-making process, institution must improve the efficiency of their strategic management. Furthermore, the research found a need of proper rules and regulations. This study offers various recommendations for improving decision-making in education going forward. It's imperative for educational institutions to prioritize strategic planning. Moreover, stakeholder cooperation, resource allocation, and staff development spending can all contribute to long-term institutional success. Based on the findings of this research, further research can be conducted for future advancements in strategic management methods in education by providing details on difference of decision-making environments in Oman and the UK.

Recommendations

Based on the results, it is recommended that educational institutions consider a balanced approach to making decisions and ensure the involvement of stakeholders to ensure diverse perspectives. Moreover, institutions must develop leadership training and prioritize strategic planning. Other than that, institutions of Oman can learn that innovation in instruction methods, investment in staff development, and high-quality research should be part of their strategic planning. Based on the results, it is recommended that Oman and the UK must embrace innovation in curriculum development to meet the continuously evolving needs of educational sector.

Oman must follow a decentralized decision-making approach and involve stakeholders in an inclusive decision-making process. For this, the decision-making framework must be reframed to include multiple stakeholders to make effective decisions. Moreover, there should be continuous professional development initiatives for teachers in Oman to deliver knowledge effectively. Besides that, the country must be inspired to use high-end technology in classrooms.

Practical examples of how educational institutions may include the findings in the policies and practices should be considered. For example, to ensure the participation of all the major players and balance the decision-making process, it is advisable to establish committees or advisory boards that will consist of representatives from university staff, faculty, students, and external stakeholders. These committees can be entrusted with evaluating the decisions made, presenting their feedback, and ensuring various views are considered before any significant policy and direction settlements.

Moreover, leadership training and strategic planning prioritization could be achieved by facilitating workshops or training dedicated to cultivating the administrative staff's and faculty's leadership skills. Such programs may be designed to tackle strategic visioning, change management, and decisive strategies, and leaders may receive the tools and information needed for an institution's success through them.

Furthermore, the implementation of the innovation in curriculum and instruction design can be initiated by the setting up of special task forces and laboratories which are assigned to investigate possible new ways of teaching, integration of technology into instruction as well as conducting research of methods best suited for the design of programmes. These facilities may stimulate a culture of innovation and continuous perfection within the college, resulting in its responsiveness to the dynamic demands of the educational world. Overall, by offering practical recommendations and feasible measures, educational institutions can transfer the findings into practical changes in their functioning, leading to higher educational effectiveness and impact.

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