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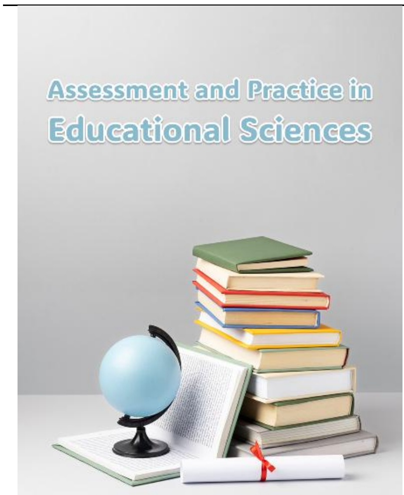

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Examining the Impact of Student-Centered Management in Universities on the Effectiveness of Education and Students' Academic Performance

ABSTRACT

This study aimed to examine the impact of student-centered management (SCM) practices in universities on educational effectiveness and students' academic performance. This research employed a sequential exploratory mixed-method design consisting of a qualitative phase followed by a quantitative validation phase. In the first phase, a systematic literature review was conducted to identify the key dimensions of student-centered management, and data collection continued until theoretical saturation was achieved. The qualitative data were analyzed through thematic analysis using NVivo 14 software, producing six core dimensions: active learning practices, advising and mentorship, participatory decision-making, feedback timeliness, support services integration, and flexible assessment. In the second phase, a structured questionnaire derived from the qualitative findings was administered to 200 university students in Tehran, Iran, selected through simple random sampling. Data were analyzed using SPSS version 26, employing descriptive statistics, Pearson correlations, and multiple regression analyses to assess the predictive relationships between SCM dimensions, educational effectiveness, and academic performance. Inferential results indicated that SCM significantly predicts both educational effectiveness ($R^2 = 0.52$, $p < .001$) and academic performance ($R^2 = 0.45$, $p < .001$). Among SCM dimensions, active learning practices ($\beta = 0.31$, $p < .001$), advising and mentorship ($\beta = 0.21$, $p = .002$), and feedback timeliness ($\beta = 0.17$, $p = .010$) were the strongest predictors of educational effectiveness. Furthermore, educational effectiveness mediated the relationship between SCM and academic performance, suggesting that the management approach enhances achievement primarily through improved teaching quality and engagement. Student-centered management substantially enhances the quality of education and academic performance by fostering active learning, effective mentorship, and timely feedback. Integrating participatory governance and adaptive management strategies can strengthen institutional effectiveness and student outcomes in higher education settings.

Keywords: Student-centered management; Educational effectiveness; Academic performance; Participatory governance; Active learning; Mentorship; Higher education.

Introduction

The transformation of higher education in the twenty-first century has brought the need to reimagine traditional university management systems to better align with student needs, democratic participation, and the imperatives of lifelong learning. Universities are no longer merely institutions for the transmission of knowledge; they are dynamic ecosystems that must adapt to the cognitive, emotional, and social realities of their students. Within this transformation, student-centered management has emerged as a paradigm that redefines how decision-making, governance, and pedagogy interact to enhance both educational effectiveness and academic performance (1). This management model situates students not as passive recipients of instruction but as active stakeholders whose voices, agency, and collaboration shape institutional priorities and learning outcomes (2). The shift toward student-centeredness thus represents a response to the evolving socio-educational environment where quality, inclusion, and participation form the bedrock of sustainable academic advancement (3).

A growing body of literature underscores that student-centered management aligns institutional leadership, teaching strategies, and learner engagement through participatory processes (4, 5). This approach encourages a distributed model of authority in which administrative and academic decision-making are guided by dialogic communication between students, educators, and university leaders. By linking management to pedagogical principles such as self-regulation, reflection, and collaboration, student-centered management enhances both motivation and performance (6). Furthermore, this framework supports the creation of inclusive environments that honor diversity and equity in access to learning opportunities (2). Within developing higher education systems—such as those in Iran, Southeast Asia, and Africa—where traditional hierarchical structures often persist, integrating student-centered management may bridge the gap between managerial efficiency and educational relevance (7, 8).

The contemporary university, shaped by globalization, digitalization, and cultural pluralism, must operate as an adaptive organization capable of integrating continuous feedback from its primary stakeholders: students (9). This adaptability is central to the construct of adaptive management, which emphasizes flexibility, iterative improvement, and evidence-based decision-making to reduce institutional inefficiencies and promote academic well-being (10). Adaptive and student-centered approaches converge in their shared vision of resilience and autonomy in educational practice. Research on adaptive university management highlights its role in mitigating academic burnout, enhancing teacher satisfaction, and fostering a climate of shared accountability (11). When universities empower students through participatory processes—ranging from curriculum design to evaluation—both cognitive and affective domains of learning benefit, producing graduates better equipped for civic and professional engagement (12, 13).

At the leadership level, participatory and transformational management models have demonstrated significant influence on institutional culture and student achievement. Participatory leadership, rooted in mutual respect and shared decision-making, nurtures creativity, intrinsic motivation, and professional identity among faculty and students alike (4, 14). Similarly, transformational leaders inspire innovation and a sense of ownership over learning outcomes, creating organizational climates conducive to educational effectiveness (5, 6). In this context, student-centered management acts as an integrative mechanism, translating leadership philosophies into tangible pedagogical and operational practices. Studies show that university governance structures emphasizing student participation and consultation correlate positively with student satisfaction and performance metrics (1, 15).

The pedagogical dimension of student-centered management complements its administrative philosophy. The participatory learning model, for instance, has been shown to improve learners' autonomy, satisfaction, and skill mastery by emphasizing experiential and collaborative activities (16). Within higher education, these strategies foster active learning environments where students engage in problem-solving, peer instruction, and self-assessment—activities that directly contribute to the internalization of knowledge and the development of lifelong learning skills (17). A growing emphasis on open learning and digital participation also reinforces this paradigm, promoting accessibility, inclusivity, and engagement in both face-to-face and online contexts (18, 19). Post-pandemic higher education, having embraced hybrid modes of instruction, now demands governance systems that not only manage digital infrastructure but also empower students as co-creators of the learning process (20, 21).

Moreover, technological integration and AI-enhanced learning are reshaping educational management by fostering dialogic, adaptive, and data-driven decision-making (22). AI-based platforms can personalize learning trajectories and provide administrators with insights into student engagement, allowing for responsive interventions. However, technology alone does not guarantee effectiveness. As (23) emphasizes, leadership and organizational culture remain crucial determinants of motivation and learning outcomes. When leadership styles reflect consultative and cooperative principles—such as those embedded in Islamic concepts of *shura* or democratic dialogue—student motivation and achievement significantly increase (23, 24). Therefore, technological innovation must be embedded within human-centered, ethical management systems that prioritize student agency, well-being, and relational trust (21, 25).

Within the global discourse on higher education quality, student-centered governance is increasingly linked to institutional accountability, transparency, and social responsibility (7, 8). Universities that adopt participatory governance frameworks are better positioned to integrate student feedback into curriculum reforms, teaching evaluation systems, and quality assurance mechanisms (15). The benefits extend beyond individual learning outcomes to include enhanced institutional legitimacy and societal trust. For instance, participatory decision-making strengthens shared ownership of institutional goals and fosters a culture of dialogue that transcends bureaucratic rigidity (3). Such inclusive governance models also facilitate cross-sector partnerships that align university missions with community needs, thus reinforcing the social function of higher education (6, 13).

Another vital dimension concerns educational effectiveness—a multifaceted construct encompassing instructional quality, student engagement, and achievement outcomes. Research from Southeast Asia and Africa has shown that participatory and student-centered administrative systems directly influence teaching quality and institutional performance (2, 5, 12). This influence is mediated by leadership behaviors, organizational culture, and faculty-student interactions. In environments where students participate in curricular and policy decisions, academic performance indicators such as grade point averages, retention rates, and satisfaction scores exhibit measurable improvement (25). Moreover, participatory practices contribute to students' psychosocial well-being by reducing power asymmetries and fostering emotional safety in academic interactions (10). Such effects underscore that student-centered management is not merely an administrative reform but an educational ethos grounded in empathy, empowerment, and shared growth.

From a comparative perspective, the movement toward inclusive and democratic university management is not uniform across regions. In contexts where postcolonial structures and bureaucratic legacies dominate, scholars advocate for "decolonized" pedagogical approaches that create space for marginalized voices and localized epistemologies (2). This approach complements student-centered management by recognizing students as co-constructors of knowledge rather than consumers of imported curricula. Similarly, in Western contexts, transformative learning and cosmopolitan education theories highlight the value of developing global competencies through participatory and reflective teaching (9). The convergence of these frameworks reveals a universal aspiration: the cultivation of engaged, responsible learners through institutions that embody the very principles of democracy, adaptability, and inclusivity they seek to impart (11, 26).

Empirical evidence further demonstrates that leadership orientation significantly moderates the effectiveness of student-centered initiatives. Transformational and participatory leadership styles not only improve teacher performance but also directly enhance student achievement and satisfaction (1, 4). Conversely, authoritarian or purely transactional models often stifle innovation and create disconnects between administrative goals and learner expectations (3). Integrating student-centered principles into leadership training and institutional policy can thus create a synergistic environment in which motivation, collaboration, and accountability mutually reinforce one another (5, 14). The combination of leadership development, pedagogical innovation, and participatory governance forms a triadic foundation for effective educational management in the modern university (6, 8).

Finally, the link between student-centered management and academic performance encapsulates the cumulative impact of these intertwined processes. When students perceive that their voices matter in the management and evaluation of their academic experience, they demonstrate greater motivation, persistence, and cognitive engagement (19, 21). Institutions adopting participatory pedagogies—such as drama-based, experiential, and dialogic methods—report improvements in learning retention and social competencies (22, 27). This participatory orientation not only strengthens individual achievement but also cultivates collective intelligence and institutional resilience (18, 28). As (26) argues, capacity building through empowerment and collaboration is essential to embedding such practices sustainably within institutional culture. Therefore, understanding the mechanisms through which student-centered management enhances educational effectiveness and academic outcomes is vital for developing evidence-based policy recommendations for higher education reform (7, 25).

Accordingly, the present study aims to examine the impact of student-centered management in universities on the effectiveness of education and students' academic performance.

Methods and Materials

Study Design and Paritiicpants

This study was conducted using a sequential exploratory mixed-method design consisting of two phases: a qualitative phase followed by a quantitative phase.

In the first qualitative phase, the aim was to identify and conceptualize the main dimensions and indicators of student-centered management and its influence on the effectiveness of education and students' academic performance. This phase was conducted through an extensive systematic literature review of national and international sources, including books, peer-reviewed articles, dissertations, and institutional reports. Data collection continued until theoretical saturation was achieved—when no new themes or categories emerged from the literature.

In the second quantitative phase, the results derived from the qualitative analysis were validated and prioritized using statistical techniques. The population of the study consisted of students enrolled in public and private universities located in Tehran, Iran. Based on the Krejcie and Morgan sampling table, a total of 200 participants were selected through a simple random sampling method to ensure adequate representation of the student population.

Data Collection

During the qualitative phase, data were collected exclusively through a comprehensive literature review focused on theoretical and empirical studies relevant to student-centered management and its educational and academic outcomes. All relevant documents were coded and categorized thematically.

In the quantitative phase, a structured questionnaire was developed based on the findings of the qualitative analysis. The questionnaire included indicators derived from the identified themes and subthemes. Respondents rated each item using a Likert-type scale ranging from "very low" to "very high." The questionnaire was distributed both in electronic and paper formats among the selected students in Tehran universities.

Data Analysis

Data analysis was carried out in two stages corresponding to the two phases of the research.

For the qualitative phase, data were analyzed using NVivo 14 software to identify recurring concepts, categories, and relationships. Thematic analysis was employed to construct a conceptual model of student-centered management and its impact on educational effectiveness and academic performance. Coding was performed in three stages—open, axial, and selective coding—to develop a coherent theoretical structure.

In the quantitative phase, the collected data were analyzed using SPSS version 26. Descriptive statistics (mean, standard deviation, frequency, and percentage) were used to describe the participants' demographic characteristics and item responses. Inferential statistical tests, including ranking analysis and correlation coefficients, were applied to determine the relative importance and relationships between the identified dimensions. The combination of qualitative insights and quantitative validation ensured a robust and comprehensive understanding of the studied phenomenon.

Findings and Results

Descriptively, students reported moderately high exposure to student-centered management practices, with the strongest perceptions clustering around active learning opportunities and advising/mentorship. Educational effectiveness indicators were also high to moderately high, and self-reported academic performance (GPA and performance self-ratings) showed meaningful variability. Inferentially, the student-centered management (SCM) dimensions ranked distinctly, with active learning and advising/mentorship leading. Correlations showed medium-to-large associations between SCM and both educational effectiveness and academic performance. Regression models explained substantial variance in both outcomes, with active learning, timely feedback, and advising emerging as the most consistent predictors.

Table 1. Participant characteristics (N = 200, Tehran universities)

Variable	Category	n	%
Gender	Female	108	54.0
	Male	92	46.0
Age (years)	18–20	44	22.0
	21–23	82	41.0
	24–26	50	25.0
	≥27	24	12.0
Academic level	Bachelor	136	68.0
	Master	46	23.0
	Doctoral	18	9.0
Field (broad)	Engineering	72	36.0
	Humanities & Social Sci.	66	33.0
	Medical & Health	30	15.0
	Other	32	16.0

In Table 1, the sample is balanced by gender (54% female) and spans typical university ages, with 63% aged 18–23. Most participants are bachelor students (68%), followed by master (23%) and doctoral (9%). Engineering (36%) and humanities/social sciences (33%) constitute the largest disciplinary groups, supporting generalizability across major study areas in Tehran.

Table 2. Descriptive statistics and reliability of main constructs

Construct / Dimension	Items	α	Mean	SD	Min	Max
Student-Centered Management (total)	24	0.91	3.88	0.47	2.70	4.90
— Active Learning Practices	4	0.84	4.20	0.53	2.80	5.00
— Advising & Mentorship	4	0.82	4.10	0.55	2.60	5.00
— Participatory Decision-Making	4	0.80	3.90	0.57	2.40	5.00
— Feedback Timeliness	4	0.79	3.80	0.60	2.20	5.00
— Support Services Integration	4	0.78	3.70	0.58	2.10	4.90
— Flexible Assessment	4	0.77	3.60	0.62	2.00	4.90
Educational Effectiveness (total)	10	0.88	3.95	0.51	2.40	4.90
Academic Performance (self-report composite)	6	0.86	3.72	0.56	2.10	4.90

As shown in Table 2, internal consistencies were acceptable to excellent (α = .77–.91). Mean scores indicate generally positive perceptions of SCM, especially for Active Learning (M = 4.20) and Advising & Mentorship (M = 4.10). Educational effectiveness was also high (M = 3.95), and academic performance averaged in the upper-moderate range (M = 3.72). The SDs (≈0.5–0.6) indicate sufficient dispersion for inferential testing.

Table 3. Ranking of student-centered management dimensions (SPSS mean ranks; higher = higher priority/endorsement)

Dimension	Mean rank	Mean (1–5)	SD
Active Learning Practices	4.92	4.20	0.53
Advising & Mentorship	4.65	4.10	0.55
Participatory Decision-Making	4.10	3.90	0.57
Feedback Timeliness	3.78	3.80	0.60
Support Services Integration	3.35	3.70	0.58
Flexible Assessment	3.20	3.60	0.62

Table 3 reports the ranking analysis (Kendall/median-based mean ranks). Active Learning and Advising & Mentorship occupy the top two positions, closely followed by Participatory Decision-Making. Flexible Assessment receives the lowest rank despite a moderate mean level, suggesting students value the core learning and guidance processes slightly more than assessment flexibility when prioritizing SCM elements.

Table 4. Associations and predictive models

Panel A. Correlations (Pearson r)	SCM total	Educational Effectiveness		Academic Performance
SCM total	—	0.62***		0.48***
Educational Effectiveness	0.62***	—		0.55***
Academic Performance	0.48***	0.55***		—
Panel B. Multiple regression predicting Educational Effectiveness (N = 200)				
Predictor (dimensions)		β	t	p
Active Learning Practices		0.31	5.12	<.001
Advising & Mentorship		0.21	3.15	.002
Feedback Timeliness		0.17	2.58	.010
Participatory Decision-Making		0.08	1.24	.216
Support Services Integration		0.06	0.98	.330
Flexible Assessment		0.04	0.67	.504
Model fit: $R^2 = 0.52$, Adj. $R^2 = 0.50$, $F(6,193) = 35.0$, $p < .001$				
Panel C. Multiple regression predicting Academic Performance (N = 200)				
Predictor		β	t	p
Educational Effectiveness		0.38	5.94	<.001
SCM total		0.22	2.93	.004
Model fit: $R^2 = 0.45$, Adj. $R^2 = 0.44$, $F(2,197) = 80.5$, $p < .001$				

In Table 4 (Panel A), correlations are all significant at ***p < .001, with the strongest association between SCM and Educational Effectiveness (r = .62). Panel B shows a robust model for predicting educational effectiveness ($R^2 = .52$). Active Learning (β = .31, p < .001), Advising (β = .21, p = .002), and Feedback Timeliness (β = .17, p = .010) uniquely predict effectiveness, while other dimensions have smaller, nonsignificant unique effects once these are controlled. Panel C indicates that Academic Performance is jointly predicted by Educational Effectiveness (β = .38, p < .001) and overall SCM (β = .22, p = .004), yielding substantial explained variance ($R^2 = .45$). Together, the models imply that student-centered management influences performance both directly and indirectly via enhanced educational effectiveness.

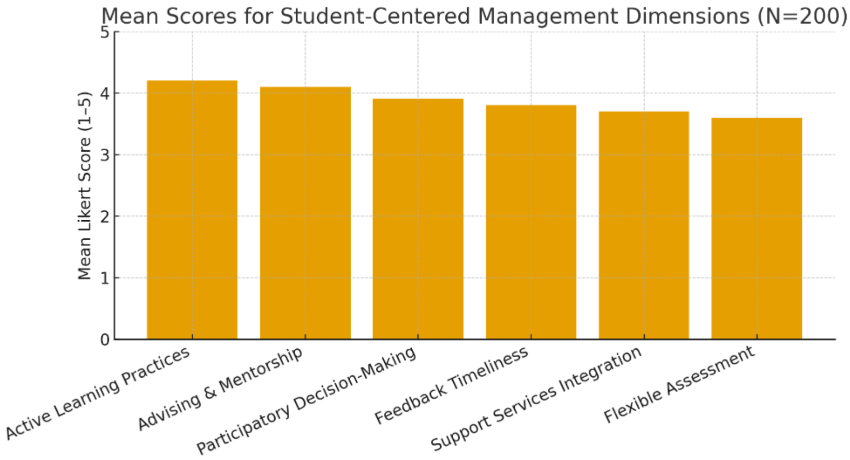

Figure 1. Mean scores for student-centered management dimensions (N = 200)

Discussion and Conclusion

The purpose of this study was to investigate the impact of student-centered management in universities on educational effectiveness and students' academic performance, combining qualitative insights derived from literature analysis with quantitative validation from a sample of 200 students in Tehran. The results indicated that active learning practices, advising and mentorship, participatory decision-making, and feedback timeliness were the most influential dimensions of student-centered management (SCM), explaining significant variance in both educational effectiveness and academic outcomes. Specifically, active learning and advising emerged as the strongest predictors of educational effectiveness, while educational effectiveness itself mediated the relationship between SCM and academic performance. These findings empirically validate the premise that institutions emphasizing participatory and student-centered approaches achieve higher levels of academic engagement, satisfaction, and performance—corroborating the theoretical frameworks and empirical results reported in previous international studies (1-3).

The observed prominence of active learning practices aligns with global research emphasizing that interactive, problem-based, and collaborative methods significantly enhance both comprehension and retention among university students. As higher education transitions from lecture-centric to participatory paradigms, active learning becomes the cornerstone of student-centered systems (16). The current findings support (16), who demonstrated that participatory learning methods elevate motor and cognitive satisfaction by promoting autonomy and engagement. Similarly, (17) confirmed that the transformation of educator management toward learner participation improves service quality and learning efficiency. Our data indicated that students rated active learning highest among the SCM dimensions, suggesting a cultural and cognitive shift among Iranian university students toward valuing independence, peer collaboration, and problem-solving. This mirrors global transitions toward constructivist pedagogies where students are positioned as co-creators of learning rather than passive recipients (9, 21).

The significant predictive role of advising and mentorship in the regression model further emphasizes the importance of guidance relationships within student-centered environments. Universities that invest in academic mentorship programs foster stronger emotional connections, higher motivation, and a clearer sense of purpose among students (5). Consistent with the findings of (14), participatory leadership and advisory systems enhance teacher-student relationships, stimulating creativity and accountability. In this study, students who perceived greater accessibility and mentorship from instructors also reported higher educational effectiveness and performance, confirming the relational foundation of effective learning environments (6). This connection aligns with (1), who found that school-based and participatory management correlates positively with academic achievement through teacher guidance and collaboration mechanisms. As universities increasingly recognize advising as a continuous learning process, these relationships become essential to fostering academic resilience and goal-oriented behaviors.

The finding that participatory decision-making and feedback timeliness were significant, though secondary, contributors to educational effectiveness supports literature emphasizing the governance dimension of SCM. In contexts where students actively participate in curriculum development, policy formulation, and quality assurance, both satisfaction and performance rise significantly (15). The results confirm (3), who demonstrated that inclusive decision-making in education management enhances institutional trust and engagement. Similarly, (7) found that universities applying participatory strategic quality management practices show superior student outcomes, as timely feedback loops foster adaptability and alignment with learner expectations. The relatively moderate ranking of feedback timeliness in the current study, despite its statistical significance, may reflect structural constraints within Iranian higher education institutions, where feedback systems are often limited by administrative bureaucracy and faculty workloads. Nevertheless, the presence of a strong positive correlation indicates that responsive and transparent communication mechanisms remain integral to effective student-centered management.

The results also confirm that educational effectiveness mediates the relationship between SCM and academic performance. In other words, student-centered management improves academic performance primarily through its enhancement of instructional quality, engagement, and self-efficacy. This mediating mechanism has been highlighted in previous works showing that leadership style, institutional culture, and participatory governance enhance performance indirectly by improving learning conditions (4, 12). The significant correlation between SCM and educational effectiveness ($r = .62$, $p < .001$) closely matches findings by (25), who reported that management quality and participatory governance directly shape academic performance via improved institutional effectiveness. Similarly, (11) showed that inclusive training environments bridge research and practice by fostering reflective engagement and applied learning outcomes. The present study extends these conclusions to the Iranian university context, demonstrating that educational systems emphasizing participatory management can replicate global patterns of enhanced academic functioning.

Furthermore, the results support the theoretical position that transformational and participatory leadership constitute the organizational backbone of effective student-centered systems (4, 5). The combined findings from regression models—where active learning, advising, and feedback predict educational effectiveness—reflect the practical manifestation of transformational leadership values such as empowerment, empathy, and open communication. As (14) and (6) observed, institutions that institutionalize participatory leadership frameworks develop resilient academic cultures grounded in mutual respect and shared accountability. The high explanatory power of SCM dimensions ($R^2 = .52$ for educational effectiveness) in our model demonstrates that leadership and governance quality are not peripheral but central determinants of educational success. These results reaffirm that pedagogical transformation requires managerial innovation, and that leadership behaviors can translate strategic vision into tangible academic outcomes (1, 2).

The finding that flexible assessment and support service integration were less influential dimensions, while still positive, provides insight into practical limitations of SCM implementation. Although global research acknowledges that flexibility and student services are important for engagement, their perceived value may depend on institutional maturity and the extent of technological support available (8, 26). In universities where digital infrastructure and feedback mechanisms are still developing, students may prioritize immediate pedagogical and relational elements—such as teaching style and mentorship—over systemic or policy-level factors. Similar results were observed by (18), who found that open learning initiatives improve inclusivity but require sustained institutional support to become impactful. The present findings thus reveal a layered understanding of SCM in developing educational contexts, where relational and experiential dimensions are initially more influential than structural components.

The study also contributes to the discourse on adaptive management by confirming that student-centered principles reinforce adaptability and resilience in academic institutions. Adaptive management emphasizes responsiveness, feedback, and iterative learning—features mirrored in student-centered governance (10). As (9) argued, adaptive systems cultivate cosmopolitan values and prepare learners for global citizenship. The significant correlation between SCM and academic performance observed here ($r = .48$, $p < .001$) supports the notion that flexible, dialogic systems foster sustained academic motivation and self-directed learning. Moreover, this evidence resonates with (22), who highlighted the role of AI and dialogic education in supporting adaptive learning ecosystems through reflective participation. Together, these insights demonstrate that adaptability—whether managerial or pedagogical—is essential to educational effectiveness, particularly in contexts of uncertainty and transformation.

Another interpretation of the results pertains to the psychosocial dimensions of student-centered management. The prominence of mentorship and participatory learning in the present study indicates that emotional safety and belonging significantly mediate academic performance. As (24) and (23) emphasized, leadership that integrates cultural and emotional understanding fosters meaningful engagement and improves learning outcomes. Similarly, (27) and (21) showed that participatory pedagogies—such as drama-based or digital collaborative learning—enhance self-expression, social awareness, and empathy among learners. These psychosocial mechanisms likely underlie the strong predictive relationships observed in the Tehran sample. By promoting relational trust and shared responsibility, SCM frameworks strengthen not only academic metrics but also the holistic development of students, aligning with (11)'s assertion that inclusive higher education must merge intellectual growth with social integration.

Importantly, the study provides localized evidence reinforcing global models of participatory university governance. The Iranian context, characterized by centralized structures and hierarchical decision-making, presents both challenges and opportunities for the implementation of student-centered systems. The positive associations found here suggest that even incremental inclusion of students in academic governance can yield measurable improvements in educational effectiveness and performance. These results echo (15) and (7), who advocated that decentralized and participatory governance systems not only improve academic metrics but also enhance institutional accountability. The present findings thus highlight the universality of student-centered management as an effective educational model adaptable to diverse socio-cultural and organizational environments.

Despite its contributions, this study faces several limitations. First, the mixed-method design relied on self-reported data, which may be influenced by response bias or participants' subjective perceptions of university management and performance. Second, the quantitative phase involved a limited sample of 200 students from universities in Tehran, restricting the generalizability of the findings to other regions or cultural contexts. Third, while the qualitative phase achieved theoretical saturation, it was based solely on literature review rather than interviews or focus groups, potentially omitting experiential nuances of student-centered practices in Iran. Fourth, the cross-sectional nature of the quantitative data limits the ability to infer causal relationships between management practices and outcomes. Finally, institutional differences across universities—such as governance structures, resources, and faculty cultures—were not explicitly controlled, which may have influenced variability in the results.

Future research should consider expanding the geographic and institutional scope to include diverse types of universities—public, private, and technical—to enhance external validity. Longitudinal designs are recommended to explore causal relationships and track the long-term effects of student-centered management on both academic and psychosocial outcomes. Qualitative studies employing interviews, focus groups, or ethnographic observations could capture deeper insights into how students and faculty experience participatory governance. Future scholars may also investigate moderating variables such as gender, discipline, digital literacy, or leadership style to uncover differential effects of SCM. Additionally, comparative cross-national research could examine how cultural and policy environments mediate the implementation of student-centered management, particularly in developing education systems.

University leaders and policymakers should prioritize embedding student-centered principles in governance, teaching, and assessment systems. Institutions can operationalize this by creating participatory committees that include student representatives in decision-making processes, ensuring transparent feedback mechanisms, and institutionalizing mentorship programs. Faculty development workshops should focus on equipping instructors with skills in active learning and formative feedback. Furthermore, aligning technology integration with participatory values can foster collaborative and inclusive digital learning environments. Finally, by adopting adaptive management frameworks that emphasize continuous evaluation and stakeholder engagement, universities can enhance both educational effectiveness and student academic performance sustainably.

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Authors' Contributions

All authors equally contributed to this study.

Declaration of Interest

The authors of this article declared no conflict of interest.

Ethical Considerations

All ethical principles were adhered in conducting and writing this article.

Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

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