Article:	**Effect of University Administrative and Academic Processes on Student Engagement: An Empirical Evidence from Pakistan**
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Effect of University Administrativeand Academic Processes on Student Engagement: An Empirical Evidence from Pakistan

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Abstract

Student engagement is among the emerging discourses in education research. It is a significant factor in students' academic success and involves the student and the university's contributions. The literature extensively reports the studies that establish and explore the relationship between academic processes and student engagement; however, administrative processes are less focused. This study empirically tested the effect of administrative processes (admission, facilities management, counseling, and governance) and academic processes (teaching, learning, assessment & feedback, research & development) on student engagement. A survey instrument comprising 73 items was used to collect the data from 368 students of two private universities in Lahore, Pakistan. Except for the demographic fields, all items were gauged over a 7-point Likert scale with 1-7 (strong disagreement to the strong agreement). The reliability score of the pilot was 0.96, and of the final data, 0.92. Descriptive statistics were applied to explain the demographic characteristics of the sample. Smart PLS was used to draw structure equation models (SEM) by computing Partial Least Square (PLS) regression scores. Results have predicted strong and positive relationships between administrative processes, academic processes, and student engagement. PLS-SEM showed that both administrative processes and academic processes almost equally affect student engagement. The discussion of results revealed that administrative processes, though equally important as academic processes, but previous research shows less focus on it. The study concluded that emotional engagement is the least focused area by the administration as well as academia. The study suggests the private universities in Lahore to focus on improving their focus on developing emotional engagement of their students to reap loyalty and organizational commitment of their students.

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Introduction

An organization is a social entity that existsto serve society (Appio et al., 2017). The organizational framework allows the people to increase specialization and labor division, use large-scale technology, manage the organizational environment, economize on transaction costs, and exert power and control, increasing the value the organization can create (Jones, 2010). No organization can exist without interacting with customers, suppliers, competitors, and other external environments (Bosch et al., 2016; Lakhal, 2014), and universities are not an exception.

Modern universities operate as organizations; these organizations are not just degree awarding institutes; they are workplaces. In these 21st century workplaces, everybody has to adjust to a rapidly changing environment with continually shifting demands and opportunities (Allen et al., 2016;Altbach et al., 2009; By et al., 2016;Kwiek, 2016, 2018). The societal, economic, worldwide, and technological changes have created an environment in which a successful organization must embrace new ways of getting their tasks done (Castells, 2011). Like any other organization, a university also runs integrating different activities to achieve the organizational vision and goals with competent staff, providing them all resources to perform their duties efficiently and effectively (Nieves & Haller, 2014; Harmon, 2015).

The organizational theory allows us to study various organizations either as a structure or function of the structure; however, the process view permits us to study organization both from a structural and functional perspective (Bratton,2020). Organizational processes could be broadly classified into work processes or operational and administrative processes depending on whether they are related to operations or decision making; the classification is based on similarities in inputs and outputs (Collinson, 2020). Universities are deemed formal structure characteristics, such as an informal network of authority and informal communication networks and opportunities for participating in the decision-making process (Veisi et al., 2012; Danzfuss, 2012; Dust et al., 2013). Therefore, universities need to design their structures corresponding to their vision, mission, and strategies to fulfill the mission in the broader context of internal and external working environment conditions (Garg and Krishnan, 2003; Campbell et al., 2004; Jiang, 2011; Hao et al., 2012; Ağar et al., 2012; Mehrabi et al., 2013).

Student engagement is among the emerging discourses in education research (Almarghani&Mijatovic, 2017; Tight, 2020). According to the results of the systematic literature review conducted by Victorino et al. (2019), student engagement has received more attention from researchers from various parts of the world since 2011. They have reported their findings based on several high-impact publications: USA (101), Canada (17), the UK (17), Australia (11), Taiwan (10), and China (5). Likewise, they have reported the number of high-impact publications discipline-wise: STEM (46), unidentified discipline group (41), Health (35), Arts, Humanities and Social Sciences (22), Business and Law (16), Education (11), and cross-disciplinary (15).

Student engagement is considered a significant factor in students' academic success involving the student and the university's contributions. The students contribute through their time and efforts in curricular and co-curricular activities; whereas, the universities allocate the human and other resources to flourish the teaching-learning process and provide administrative services to achieve the students' academic success (Wolf-Wendel et al., 2009; Kuh et al., 2007).Student engagement is generally based on five educational practices: 1) level of academic challenge, 2) active and collaborative learning, 3) student-faculty interaction, 4) enriching educational experiences, and 5) supportive campus environment (Quaye et al., 2019). The literature bifurcates student engagement into campus engagement and classroom engagement (Kuh, 2009). Campus engagement involves psychological and physiological engagement, whereas classroom engagement involves cognitive, emotional, and behavioral engagement (Victorino et al., 2019).

The literature extensively highlights student engagement as a primary factor of students' academic success.In universities, student engagement is a consequence of their academic and administrative processes. According to(Ciric& Jovanovic, 2016), the goal for engaging students is "to discover and harmonize the authentic objectives and interests of the students with the teaching goals."However, student engagement fosters self-direction, personal control of their behaviors, a need for significant interaction with the external environment, and a sense of success and competence (Levesque et al., 2004). The universities currently face straitened economic conditions that require them to attract, retain, satisfy, and successfully pass out the students for their continued existence, vis-à-vis developing them into productive citizens for society (Trowler, 2010).

Kuh (2009) has given three constituents of student engagement: behavioral engagement, emotional engagement, and cognitive engagement. Some researchers have conceptualized student engagement as a state of mind that is absorbed with

the flow of the activity being performed (Shernoff et al., 2014); few have presented it as "a holistic concept encompassing various states of being" leading to student success (Kahu, 2013). Another emerging view of student engagement explains the student as an associated part of the system comprising the teachers, fellow students, and the environment(Westman & Bergmark, 2019).
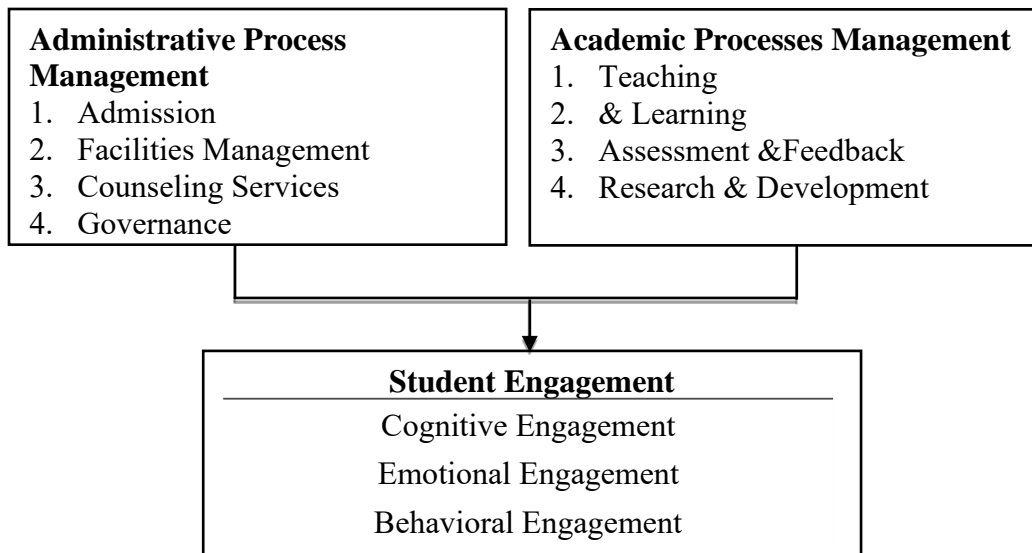
The core function of the university is teaching and learning in its conventional space, i.e., the classroom. However, the recent research on student engagement has identified that the environment beyond the classroom and general handling of students in other management offices also affectsstudents' well-being, satisfaction, and overall productivity (Ellis & Goodyear, 2016; Arif et al., 2013). Several organizational processes and factors have been studied as antecedents or indicators of stakeholders' satisfaction (Bosch et al., 2016). Therefore, it has become obligatory for all organizations to change for serving their clients' wants and expectations (Arif et al., 2013). Perceived organizational support, procedural and distributive justice, reward, and recognition are the organizational processes that are positively associated with employee commitment and student engagement (Saks, 2019; Naqvi & Hussain, 2015). Similar is the case with person-job fit, affective commitment, and psychological environment (Shuck et al.,2011). Higher Education Commission, Pakistan, made it obligatory for every university to maintain a QEC departmentfor regulation and continuous improvement of the administrative process quality to support student engagement(Arif et al., 2017).

A university comprises administrative and academic processes that work together to accomplish the common goals (Collins, 2016). A compromise on either of them affects the university as an organization and the student performance outcomes (Scott & Davis, 2015). The academic processes include teaching, learning, assessment and feedback, and research and development, whereas the university's administrative processes generally comprise three integral components: human resource management, service delivery, and facility management (Kim et al., 2018). The recent literature shows an increased number of studies on student engagement since 2011 (Bedenlier et al., 2020; Quin, 2017; Victorino et al., 2019). The literature highlights various antecedents of student engagement; however, the researchers have scantily discussed the academic and administrative processes together as student engagement antecedents.The administrative processes act as the enablers for the academic processes, enabling the universities to achieve service excellence and student engagement(Ashkenas et al., 2015; Ellis & Goodyear, 2016). This study is highly significant based on the literature gap as it provides a holistic view of student engagement antecedents. This study also conceptualizes

and explainsstudent engagement's antecedents in a relevantly simplistic and logical grouping: academic and administrative processes (Figure 1), which adds to its novelty. The literature also shows that the researchers seem to have overlooked the importance of conducting such studies in developing countries like Pakistan.

Figure 1

Conceptual Framework of the Study

Administrative Process Management	**Academic Processes Management**
1. Admission	1. Teaching
2. Facilities Management	2. & Learning
3. Counseling Services	3. Assessment &Feedback
4. Governance	4. Research & Development

Student Engagement

Cognitive Engagement

Emotional Engagement

Behavioral Engagement

Statement of the Problem

This study aims at studying the relationship of administrative processes including admission, facilities management, counseling services, and governance, as well as the academic processes including teaching, learning, assessment and feedback, and research and development on student engagement bifurcated into campus engagement and classroom engagement (Figure 1). Though this problem is highly relevant to all universities, this study presents the analysis based on data collected from the private sector universities in Lahore, Pakistan. This research poses the following research questions for empirical analysis and findings:

Research Questions and Related Hypotheses

Q1. What is the relationship between the university administrative   processes and student engagement?

H1a: administrative processes positively associated with cognitive engagement

H1b: administrative processes positively associated with emotional engagement

H1c: administrative processes positively associated with behavioral engagement

Q2. What is the relationship between university academic processes and student engagement?

H2a: academic processes are positively associated with cognitive engagement

H2b: academic processes are positively associated with emotional engagement

H3c: academic processes are positively associated with behavioral engagement

Q3. What is the difference between students' engagement across universities?

H3a: students' affective engagement differ across universities

H3b: students' cognitive engagement differ across universities

H3c: students' behavioral engagement differ across universities

Q4. What is the difference between students' engagement across gender?

H4a: affective engagement differ between male and female students

H4b: cognitive engagement differ between male and female students

H4c: behavioral engagement differ between male and female students

Methodology

The survey method was chosen to collect data from two private universities located in Lahore, Pakistan. Lahore is the capital of Punjab, an emerging metropolitan, known for its cultural multiplicity, archaeological inheritance, and iconic educational institutions. The universities in Lahore exhibit high diversity as they are highly attractive for students from all areas of the country based on their educational quality, employability, and urban culture. The literature shows that the survey method is a highly suitable method for studies that test the relationshipsamong more than two variables or studying the relationship of antecedents with the constructs (Forgasz et al., 2018; Heeringa et al., 2017). Both universities were selected conveniently; three schools of the universities, social sciences, information technology, and business management, were chosen purposively since they were the most thickly populated schools of both the universities. Students studying in the 6th and seventh semesters were taken as a cluster, and the students attending classes on the day of data collection constituted our target sample.

Instrumentation

The questionnaire consisted of four parts and seventy-three items; the first part gathered the sample's demographic characteristics. The second part collected the response of university students on university administrative processes. This part

comprises four sub-scales and twenty-four items gauged over a 7-point Likert scale (with 1 for strong disagreement to 7 for strong agreement). The third part constituted four sub-scales and twenty items for collecting university students'opinions about academic processes. The fourth part comprised of two sub-scales and twenty-nine items to measure student engagement. The first three parts of the survey instrument were designed by the researchers based on the relevant literature, whereas the items in the fourth part were adapted from the work of Gunuc and Kuzu (2015).

Pilot Testing

The experts evaluated and validated the questionnaire, and their suggestions were incorporated before subjecting it to data collection. A pilot was conducted to test the reliability and validity of the survey instrument. The data was collected from 65 students in this phase. Cronbach Alpha test was calculated to measure the instrument's reliability, which returned the value of 0.96, indicating it highly reliable.

Data collection

The questionnaire was printed and distributed among 400 students studying at the main campuses of two private sector universities in Lahore. The researcher approached the students in their classrooms with the permission of their respective university management. For each class, the researcher briefly explainedthe research, informed them about the confidentiality of the data, and asked them for their willingness. The printed questionnaires were distributed among the willing students only. During this exercise, 368 usable questionnaires were returned, marking the return rate of 92%. The data was manually entered into SPSS for analysis and results.

Data Analysis and Interpretation

The data was cleaned and organized before applying any tests. SPSS was used for descriptive analysis, while advanced statistical techniques were used with the help of PLS-SEM to visualize relationship models between organizational processes and student engagement.The descriptive statistics, including frequency and percentage, were calculated to describe the sample's demographic characteristics. Inferential statistics was applied to know the relationship between the variables and the university processes' effect on student engagement.

Results

Descriptive Analysis

Table 1

Demographic Characteristics of the Sample

Measure	Items	Frequency (n)	Percentage (%)
University	UUA	235	63.9
	UUB	133	36.1
	Total	368	100.0
Gender	Female	75	20.4
	Male	293	79.6
	Total	368	100.0
Educational Field	Social Sciences	83	22.6
	Information Technology	249	67.7
	Business Management	36	9.8
	Total	368	100.0

Table 1 has displayed the demography; the sample comprised both genders, male and female, with 235 (63.9%) and 133 (36.1%) respondents from each group. The sample comprises 75(20.4%) and 293 (79.6%) respondents from rural and urban backgrounds. The sample comprised respondents studying in various academic disciplines, e.g.,social sciences 83 (22.6%), information technology 249 (67.7%), and business management 36 (9.8%).

Factor Analysis

Table 2

Construct Reliability and Validity

Construct Reliability and Validity	Cronbach's Alpha CA	Standard Loading SA	Composite Reliability (CR)	Average Variance Extracted (AVE)
Administrative Processes	.890	.847	.885	.799

Construct Reliability and Validity	Cronbach's Alpha CA	Standard Loading SA	Composite Reliability (CR)	Average Variance Extracted (AVE)
Academic Processes	.816	.820	.813	.664
Behavioral Engagement	.833	.849	.870	.508
Cognitive Engagement	.868	.878	.890	.543
Emotional Engagement	.855	.875	.893	.585

Note: PLS Output

Table 2 shows that detail of CFA and final models. The overall Cronbach's Alpha of all variables was above .70, appropriate for the reliability index. The composite reliability index was above .70, and it is an acceptable index. The AVE value of all latent constructs was found to be higher than .50, which also acceptable.
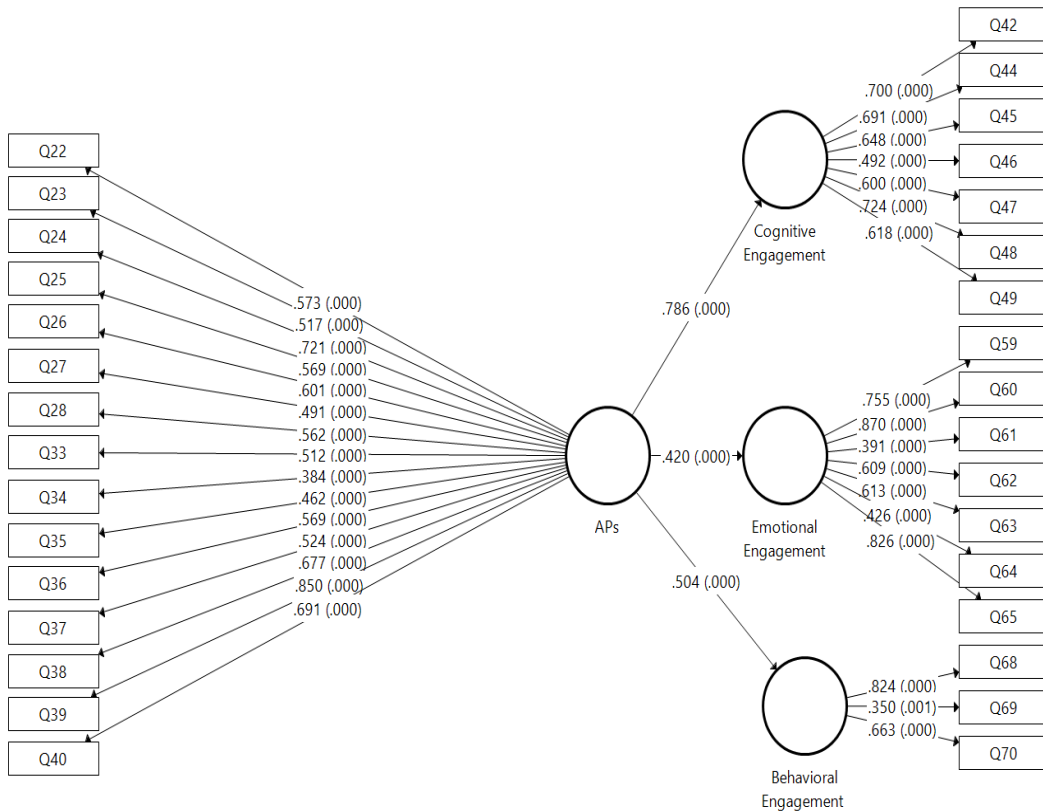
Table 3

Results of the Bootstrap Algorithm for Testing Path Significance Relationship Between Variables: Administrative Process with Cognitive, Emotional, And Behavioral Engagement

Path Coefficients	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Administrative Processes -> Cognitive Engagement	.78551	.78985	.02862	27.450	.000
Administrative Processes -> Emotional Engagement	.42029	.42675	.05849	7.185	.000
Administrative Processes -> Behavioral Engagement	.50393	.51366	.07225	6.974	.000

The bootstrap algorithm tested the significance of the path coefficients in PLS path analysis. The sub-samples number for bootstrap was 1000, which is widely used and accepted. The results show that all of the paths are significant (Table 3) in the final model (Figure 2).

Figure 2

Path Showing Relationship between Latent Variables

Note: PLS Output

In H1a, authors assumed that universities' administrative processes would significantly and positively influence students' cognitive engagement. As assumed, the findings in Table 3 and Figure 2 confirmed that universities' administrative processes significantly influenced students' behavior engagement ($\beta = 0.786$, T = 27.450, p < 0.000). Hence, H1a was strongly supported by analysis results.

Furthermore, in H1b, the authors assumed that universities' administrative processes would significantly and positively influence students' emotional

engagement. As assumed, the findings in Table 3 and Figure 2 confirmed that universities' administrative processes significantly influenced students' emotional engagement ($\beta = 0.420$, $T = 7.185$, $p < 0.000$). Hence, H1b was strongly supported by the analysis results.

Moreover, in H1c, the authors assumed that universities' administrative processes would significantly and positively influence students' behavioral engagement. As assumed, the findings in Table 3 and Figure 2 confirmed that universities' administrative processes significantly influenced students' behavioral engagement ($\beta = 0.504$, $T = 6.974$, $p < 0.000$). Hence, H1c was strongly supported by the analysis results.
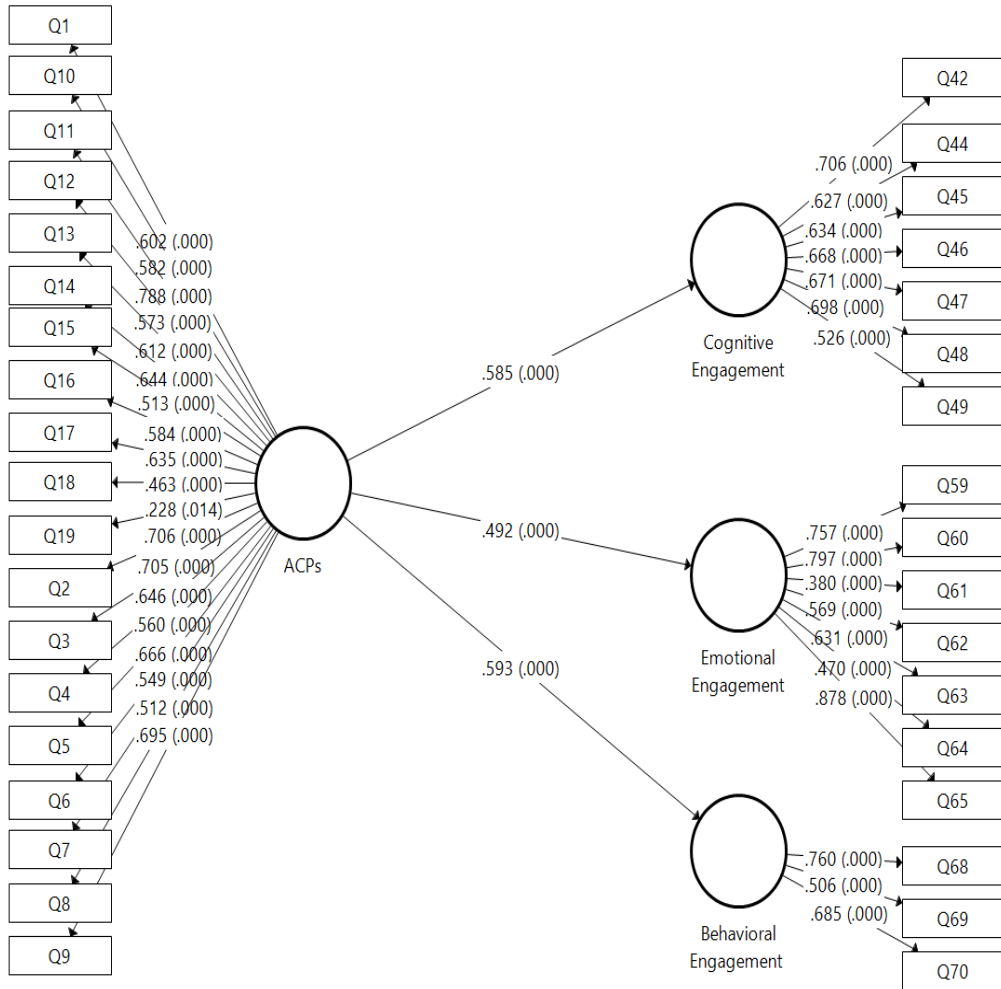
Table 4

Results of the Bootstrap Algorithm for Testing Path Significance Relationship Between Variables: Academic Process with Cognitive, Emotional, And Behavioral Engagement

Path Coefficient	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Academic Process -> Cognitive Engagement	.58466	.58780	.04787	12.212	.00000
Academic Process -> Behavioral Engagement	.59264	.59935	.04773	12.415	.00000
Academic Process - >Affective Engagement	.49171	.49931	.04308	11.413	.00000

The bootstrap algorithm tested the significance of the path coefficients in PLS path analysis. The sub-samples number for bootstrap was 1000, which is widely accepted and used. It is stated that all of the paths are significant (Table 4) in the final model (Figure 3).

Figure 3

Path Showing Relationship between Latent Variables

Note: PLS Output

In H2a, authors assumed that universities' academic processes would significantly and positively influence students' cognitive engagement. As assumed, the findings in Table 3 and Figure 2 confirmed that universities' administrative processes significantly influenced students' behavior engagement (β = 0.585, T = 12.212, p < 0.000). Hence, H2a was strongly supported by the analysis results.

Table 5

t-Distribution of University Students' Scores on the Affective, Cognitive and Behavioral Engagement

Factors		UNI	N	df	M	SE	95% Confidences Interval of the Difference		Levene's Test for the Equality of Variances	
							t-test for Equality of Means			
							Lower	Upper	F	Sig.
Affective Engagement	Equal Variance Assumed	A	235	245.393	4.5921	.13788	-.15355	.38961	25.039	.000
	Equal Variance not Assumed	B	133	366	4.2776	.14751	.02441	.60454		
Cognitive Engagement	Equal Variance Assumed	A	235	215.323	4.7197	.15990	-.00070	.62965	8.563	.004
	Equal Variance not Assumed	B	133	366	4.7773	.12743	-.30819	.19299		
Behavioral Engagement	Equal Variance Assumed	A	235	231.763	5.2062	.13473	-.32305	.20785	33.579	.000
	Equal Variance not Assumed	B	133	366	4.7403	.12597	.21820	.71365		

Table 6

t-Distribution of Female and Male Students' Scores on the Affective, Cognitive and Behavioral Engagement

Factors		F/M	N	df	M	SE	95% Confidences Interval of the Difference		Levene's Test for the Equality of Variances	
							Lower	Upper	F	Sig.
Affective Engagement	Equal Variance Assumed	F	75	366	4.9257	.02441	.02441	.60454	25.039	.000
	Equal Variance not Assumed	M	293	215.323	4.3640	-.00070	-.00070	.62965		
Cognitive Engagement	Equal Variance Assumed	F	75	366	5.0817	-.30819	-.30819	.19299	8.563	.004
	Equal Variance not Assumed	M	293	231.763	4.6531	-.32305	-.32305	.20785		
Behavioral Engagement	Equal Variance Assumed	F	75	366	5.2788	.21820	.21820	.71365	33.579	.000
	Equal Variance not Assumed	M	293	195.919	4.9761	.18745	.18745	.74441		

Furthermore, in H2b, the researchers assumed that universities' academic processes would significantly and positively influence students' emotional engagement. As assumed, the findings in Table 3 and Figure 2 confirmed that universities administrative processes significantly influenced emotional engagement of students ($\beta = 0.492$, T = 12.415, $p < 0.000$). Hence, H2b was strongly supported by the analysis results.

Moreover, in H2c, the authors assumed that university academic processes would significantly and positively influence students' behavioral engagement. As assumed, the findings in Table 3 and Figure 2 confirmed that universities' administrative processes significantly influenced students' behavioral engagement ($\beta = 0.593$, T = 11.413, $p < 0.000$). Hence, H2c was strongly supported by the analysis results.

t-test

A t-test was conducted to compute the mean difference between the scores on student engagement of the two universities, identified here as University A and University B.

The results demonstrated in Table 5 show that students' scores across the three levels of engagement, affective, cognitive, and behavioral, are statistically and significantly different between the two universities. The mean of University A students is higher on affective and behavioral engagement, whereas the mean of University B students is higher for cognitive engagement.

The results demonstrated in Table 6 show that students' scores across the three levels of engagement, affective, cognitive, and behavioral, are statistically and significantly different between the two genders. The mean of female students is higher on all levels of student engagement, affective, cognitive, and behavioral compared to their counterpart, the male students.

Discussion

Student engagement has proved to be quite enigmatic for researchers over the last decade (Maunze, 2020). Multiple definitions have puzzled the scholars, while discussions on the topic have been prolonged over time. Nevertheless, defining the nature and concept of student engagement in all its complexity has become increasingly tricky, whereas the volume of researchdelimiting the depth and breadth of the topic, theorizing and operationalization within empirical research is going on (Kahn, 2014; Kahu & Nelson, 2018; Zepke, 2018).

Studies on the administrative and academic process of universities have been scantly discussed in educational literature. This research first evaluated the relationship between administrative processes with student engagement. This research also investigated the relationship of academic processes with student academic engagement.

Firstly, we measured the relationship between administrative processes with student engagement. The results showed that administrative processes (admission, facilities management, counseling services, and governance)have a significant association with student engagement (behavioral engagement, cognitive engagement, and emotional engagement), supporting the research hypotheses H1a-H1c. Previous literature also supported the hypothesis that administrative processes have a relationship with student engagement (Horstmanshof & Zimitat, 2007). Similarly, Saks (2019) and Hanif et al. (2015) investigated future time orientation that predicts academic engagement among senior university students and found a positive relationship between the university process and student engagement. It is concluded that the administrative processes are antecedents of student academic engagement.

Secondly, the relationship between academic processes with student engagement was measured.The results showed that administrative processes (teaching & learning, assessment & feedback, research & development) are significantly associated with student engagement (behavioral, cognitive, and emotional engagement), supporting our research hypotheses H2a-H2c. The analysis results show that academic processes have an almost equally significant effect on student engagement, which extends Horstmansh of and Zimitat's (2007) argument. The lack of emotional engagement may have no impact on academic commitment but may cause serious issues with loyalty and organizational commitment; therefore, universities must work seriously on internal branding (Delfino, 2019).

It is apparent from the empirical results that changes in administrative processes and academic processes yield a positive change of almost equal level in student engagement in private sector universities in Lahore, Pakistan. The literature shows extensive research on academic processes as the antecedent of student engagement (Victorino et al., 2019; Almarghani & Mijatovic, 2017). The administrative processes, on the other hand, were given less attention,which is astonishing. The results relate that the administrative processes are highly essential to yielding higher student engagement, but the researchers and university management have highly ignored it. The myopic view of university processes has resulted in the development of theory in an imbalanced pattern that has not highlighted the university

administrative processes' significance before the policymakers and the practitioners. This study raises the need to review the previous logic based on the empirical findings and strongly emphasizes the importance of administrative processes to improve student engagement.

The t-tests to measure the difference of means regarding gender have been surprising as well. The females scored higher across all levels of student engagement; this finding is relatively new and needs further exploration. Similarly, University A students exhibited higher affective engagement translating into behavioral contrary to the University B students who bank upon cognitive engagement. Similar results were predicted in the previous research (Omar & Chaudhary, 2019; Omar & Arif, 2020), explaining that interpersonal relationships between the teacher and students enhance student engagement and success.

Conclusion

The findings of the study provide useful implications for academicians and practitioners. This research raises the argument on the relationship betweenuniversities' academic and administrative processes with student engagement (cognitive, emotional, and behavioral). Our results showa highly significant relationship between the research variables. All null hypotheses have been rejected, but the results are quite surprising.

The path analysis results confirmed that administrative processes significantly influenced students' cognitive, behavioral, and emotional engagement consecutively, whereas emotional engagement being the lowest and cognitive being the highest. Similarly, it was disclosed that academic processes significantly influenced students' behavioral, cognitive, and emotional engagement successively, whereas behavioral engagement being the lowest and cognitive being the highest. The emotional engagement stands at the lowest in both cases, with considerable differences in the means. Moreover, behavioral engagement is most influenced by the academic, that is, teaching and learning processes, while cognitive engagement is influenced more by administrative and leadership processes. According to the mean scores reflected in Tables 2 and 3, the strongest relationship ship is between administrative (leadership) processes and cognitive engagement, indicating how a process is designed or envisioned is much more important than how it is delivered (teaching and learning). However, both cases' weak emotional engagement may create loyalty and belongingness issues, a much sought-after student outcome for private universities.

Implications

The research has contributedto the body of knowledge by bringing in the empirical insights highlightingthe importance of administrative processes in student engagement, which was less emphasized in the previous research. This research bridged this gap and added new empirical findings to the literature.

The universities must get serious for better academic excellence delivery to enhance cognitive engagement, which seems impossible without a continuous review of academic processes. This review must be accomplished by acquiring regular, systematic, and comprehensive feedback from the stakeholders in a collaborative environment. The increasing importance of understanding students' learning behaviors necessitates reviewing the organizational processes that construct responsive learning environments (Kahu & Nelson, 2018).

Previous student engagement literature involves both student-related variables and institutional efforts (Kahn, 2014). Quaye et al. (2019) have noted that some scholars label a university'weak,' which allows students to engage independently, whereas the 'strong' university is the one, which not only provides service quality but holds itself responsible for providing diverse cultural perspectives for due engagement. The absence of institutional advising and support and proper management of beyond classroom processes may lead to student-disengagement (Russell & Slater, 2011).

The results of this study pave the guidelines for policymakers in higher education and university management. It highlights the administrative processes as a significant factor in student engagement, which seemed to be neglected previously. This research, however, supports the previous research that academic processes enhance student engagement. The policymakers and university management can take policy guidelines from this study to update their policy to improve their university processes and practices, especially related to students' emotional engagement.

This research guides the practitioners to improve their operations in their domain. They can revisit their practices with a fresh perspective of this study. The consequences of improving the administrative and academic processes to enhance student engagement may go beyond institutional excellence at the social and national level.

Recommendations for Further Research

This study investigated the relationship betweenadministrative and academic processes with student engagement; however, this research area needs more attention for in-depth study. Future research should investigate the effect of sub-

processes of administrative and academic processes on students' engagement. Studying the role of technology and social media, significantly due tothe Covid-19 pandemic, will add new perspectives to the body of knowledge. Besides, conducting holistic studies to test the antecedents and consequences of student engagement will also bring exciting results with significant implications.

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