

Critical Literature Review:

Conflict Between Administrators and Academics in Higher Education and Conflict Resolution

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Executive Summary

This report aims to explain the understanding of the literature review and provide a preliminary literature review on conflicts between administrators and academics in higher education and existing conflict resolution methods or mechanisms. There will be divided into three parts. The first part is to introduce critical literature review including the definition, purpose, significance, and the content. The second part presents 100 annotated bibliographies in the form of table. Clearly record the literature have read by marking useful information and keywords. And the third part is an overview of the literature review work during these three months. Using a narrative review approach, the literature is summarised in the definition of terms, prevalence of conflict in higher education, conflict and causes between administrators and academics, and conflict resolution methods or mechanisms. This study decides to use stakeholder theory for conflict analysis and draws up an overview map of university stakeholders. Scholars have done relatively mature research on the conflicts and causes between higher education administrators and academics. By analyzing commonalities, it is feasible to find key conflicts and causes between managers and academics. However, there is little research on the actual practical effects and feedback of established conflict resolution mechanisms. Most of the literature focuses on the analysis of conflict causes, and the part of conflict resolution suggestions is relatively intuitive and superficial. Based on this research gap, the research question is set as: How to optimise the conflict resolution methods or mechanisms in Chinese higher education. Due to the lack of time

for literature review and the subjectiveness of narrative reviews method, the next stage of literature review will focus on reviewing the evaluation of existing conflict resolution methods or mechanisms effects, and they are classified and summarised according to China and the world to supplement the comprehensiveness and objectivity of the information.

Part 1.

With the continuous optimisation of research technology in the academic field, the speed of knowledge production is accelerating. In 2021, the number of articles published in scientific databases ScienceDirect had reached more than 16 million per month, involving the outcomes of more than 25 million researchers (Van Dinter, et al., 2021). This poses new challenges to the literature review. Due to the substantial increase in the volume of academic publications, researchers need to spend more time on literature screening and integration, and find information related to their own research fields from a wide range of academic contributions. Rigorously deciding which review approach to use to collect literature more effectively becomes particularly important (Barry, et al., 2022). Therefore, this part will focus on explaining the definition, purpose, and content of a literature review to provide a quick overview for future researchers.

1.1 The Definition of Literature Review

Literature review is a method of systematically collecting, evaluating and synthesizing existing literature in a related field (Liu and Chen, 2019). Referencing previous relevant research literature is an important step in all disciplines and research projects (Zhao, 2020; Snyder, 2019). Knopf (2006) illuminates that a literature review summarises and analyses a range of writing works on a particular topic. Snyder (2019) also indicates that researchers collect and integrate previous relevant research data based on research questions in a certain field. It helps researchers connect research topics to existing

knowledge, thus creating a solid foundation for new research. Greetham (2021) added that literature reviews provide background sources for new contributions, allowing researchers to demonstrate the originality of their research questions from literature reviews.

1.2 The Purpose of Literature Review

Greetham (2021) pointed out that literature reviews serve two purposes: one is to help researchers identify gaps in knowledge, thereby giving them the opportunity to create new contributions. Researchers illustrate what new advances their research can make in a field by critically evaluating and synthesizing established theories, concepts, and beliefs (Liu and Chen, 2019). The other is to show readers the relevance of their work to research done by others (Greetham, 2021). By presenting how a study builds on previous research, it emphasises that the study is credible and well documented (Van Dinter, et al., 2021). Unlike Greetham, Snyder (2019, pp.334) proposed three purposes of literature review:

“a. Evaluate the validity/accuracy of theory or evidence in a field.

b. Provide an overview of a problem or research question.

c. Engage in theory development.”

Assessing the validity of a theory is about what collective evidence researchers want to find during a literature review (Snyder, 2019). An overview of a research question can be broken down into three situations: assessment of the state of knowledge on a topic, identification of gaps in research, and critical discussion of a particular issue (Snyder,

2019). Theory development provides a basis for establishing a new conceptual or theoretical framework, while clearly delineating the timeline of theoretical development (Barry, et al., 2022).

1.3 The Significance of Literature Review

Literature review plays an important role in academic research. Most of the early work of scholars when doing research is to review the literature.

Literature review assists researchers in understanding the current state of the research field. By sorting out and analysing the existing works, researchers can have a comprehensive understanding of important viewpoints, theoretical frameworks, research methods and outcomes in the research field (Jesson, et al., 2011). Meanwhile, researchers are prevented from duplicating research on the same or similar problems (Cooper, 1989), thereby improving the efficiency of academia. This is why one of the purposes of a literature review is to uncover problems and gaps in the research field. Greetham (2021) explained that when evaluating and combining existing research, scholars gradually discover the limitations and deficiencies of existing works, and identify problems and directions that require further research. A literature review thereby helps researchers to further detail their research questions. On the other hand, the importance of literature review is to provide researchers with reference and guidance on research methods and design. Through the analysis and comparison of existing research methods and designs, they can know about the current research trends and commonly used methods. On this basis, they can choose appropriate methods for

their own research, and even add innovative designs (Mulrow, 1994). In general, literature review can be used as a basis for academic argumentation to promote the progress and development of knowledge in the research field (Snyder, 2019).

1.4 The Content of Literature Review

1.4.1 Methods of Literature Review

When doing literature review, researchers use different terms, such as narrative review, meta-analysis, rapid review, etc. These different terms reflect the differences in the analytical methods used for the literature (Liu and Chen, 2019). This section will introduce some common literature review methods, or it can also be considered as a type of literature review.

Narrative review is a traditional and most common way of reviewing existing literature, and some scholars call it traditional literature review (Jesson, et al., 2011). It aims to present a coherent narrative and understanding of the specific field of study, discussing key concepts, theories and findings in the literature (Snyder, 2019). Researchers may selectively ignore certain studies to prove their points with some subjective qualitative interpretations (Liu and Chen, 2019).

Systematic reviews follow a rigorous and predefined requirements to identify, select and critically evaluate relevant studies (Rosenthal and DiMatteo, 2001). It involves systematic literature searches, clear criteria for study inclusion or exclusion, and structured synthesis of study results. Paré and Kitsiou (2017) emphasise that strict inclusion criteria can limit subjectivity and bias. Unlike narrative reviews, systematic reviews aim to provide an unbiased and comprehensive summary of the available

evidence for a particular research question.

Meta-analysis is a type of pooled estimate that combines data from multiple studies to find effect sizes or associations between variables (Rosenthal and DiMatteo, 2001). It involves statistical summarisation of results across studies to improve statistical power and produce more accurate conclusions (Whittemore and Knafl, 2005). Meta-analysis is often used in systematic reviews and provide a quantitative synthesis of research findings (Liu and Chen, 2019).

Scoping reviews aim to map existing literature onto a broad research topic or question, including gray literature (Paré and Kitsiou, 2017). It builds on a systematic review method, with including broader research designs and focusing on summarising key themes, concepts and gaps in the literature.

Integrative reviews synthesise evidence from different sources, such as empirical research and theoretical articles (Snyder, 2019), to provide a comprehensive understanding of the research topic. It aims to integrate findings to generate new insights or propose theoretical models (Paré and Kitsiou, 2017). Whittemore and Knafl (2005) argue that Integrative review is the broadest review method, allowing for the inclusion of both experimental and non-experimental studies.

Critical reviews involve an objective assessment and critique of the literature, focusing on the strengths, weaknesses and limitations of existing research. Critical reviews attempt to reflect on research done in a particular area of interest (Paré and Kitsiou, 2017). It aims to assess the rigor, validity and reliability of research methods and to identify gaps or areas requiring further investigation (Paré and Kitsiou, 2017).

Liu and Chen (2019) divide literature review methods into two categories: narrative research (i.e., narrative reviews), and research Synthesis which include meta-analysis, integrative reviews, critical reviews, rapid reviews and so on. Snyder (2019) summarised the methods of literature review as systematic, semi-systematic and integrative. Systematic literature reviews are mainly used to synthesise and compare evidence on data and are suitable for quantitative research (Snyder, 2019). Semi-systematic literature reviews are often effective in outlining research areas and tracking theoretical developments (Zhao, 2020). It helps researchers contribute in understanding the state of knowledge, historical overviews, research milestones, etc. The integrative approach is to critique and integrate existing research (Zhao, 2020). Researchers generally use it to classify knowledge and establish theoretical frameworks, usually for qualitative research (Snyder, 2019).

1.4.2 Steps to Conduct a Literature Review

When conducting a literature review, researcher first needs to critically evaluate the research hypotheses, methods, and conclusions in the literature, then synthesise ideas from different sources and reveal new insights or new ways to solve problems (Greetham, 2021). Based on the this, Snyder (2019, pp. 336) provides a four-step guide on how to write a literature review:

“(1) Designing the review,

(2) Conducting the review,

(3) Analysis,

(4) Writing up the review.”

In the design stage, two aspects need to be considered: how to select topics of interest to readers, which will determine the impact of the research; and how to determine the scope of the research, which will determine the number of literature reads and the problems to be solved (Zhao,2020; Snyder, 2019).

Zhao (2020) also opines that completing a complete literature review requires four steps. The first, third and fourth steps are basically the same as Snyder 's. In the second step, Zhao's description is to select the texts and theories related to the review. Greetham (2021) emphasised the need to formulate necessary search strategies, such as right databases, right keywords or phrases and right time ranges. Snyder (2019) recommended conducting a pilot test prior to a formal literature search. Search terms and criteria were tested on smaller samples, with multiple adjustments to ensure review quality (Snyder, 2019).

1.5 Conclusion

Doing academic research is inseparable from literature review. Different literature review types point to different techniques, each with unique strengths and limitations. Researchers need to choose the appropriate method according to their own research questions and the characteristics of the collected literature data. It is to achieve the purpose of comprehensively and objectively reviewing the literature in this research field as much as possible (Liu and Chen, 2019).

(Word Count : 1608)

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literature reviews: A systematic literature review', Information and software technology, 136, pp. 106589–. Available at: <https://doi.org/10.1016/j.infsof.2021.106589>.

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Zhao, Q. (2020) Pay attention to the significance of literature review and the value. China social proceedings. Available at: <https://doi.org/10.28131/n.cnki.NCSHK.2020.005092>.

Part 2.

NO	Author	Year	Type	Title	Aim/Objective	Notes	Key Words
1	Abdullah., Khan, S. I., Saleem, M. M. & Ahmad, N.	2022	Article	Analysis of Procedural Justice and Its Association with University Teachers' Level of Job Satisfaction	investigate the effects of Procedural Justice on Teaching Faculty's Job Satisfaction	Control theory: individuals seek control over their efforts outcomes. Participate but bad outcome VS Not participating but favorable outcome. Causes of dissatisfaction: highly correlated with procedural fairness. Suggestions	procedural justice; job satisfaction
2	Razmaitė, D. and Dagsys, D.	2014	Article	Are the Requirements for Teacher's Competence set by University Administration and Students Similar?	the Requirements for teacher's competence set by university administration and students, and whether these requirements are similar.	the conflict may arise from the definition of teacher requirements. The university management is based on the relevant national higher education regulations, and the requirements for teachers are at the national level. Social scientists define teacher requirements as a theoretical or scientific research result. However, students set psychological expectations for teachers' teaching, technical and other abilities.	academics ability requirements
3	Kathryn Rai and Rajinder Singh	2021	Article	Conflicts in Schools: Causative Factors and Resolution Strategies	reviewing and assembling the research findings of different researchers on the factors that cause conflicts in schools and the strategies adopted by schools for conflict resolution.	structural factors: the nature of organisation, resources, exercise of authority, workload, jurisdictional ambiguities personal factors: one's ability and skills, individual differences, perceptions, opinions, personal problems solutions: 5 ways	conflict cause; conflict resolution ;
4	Aliyu, A. A., Singhry, I. M., Adamu, H. A. R. U. N. A., & AbuBakar, M. A. M.	2015	Article	Ontology, epistemology and axiology in quantitative and qualitative research: Elucidation of the research philosophical misconception.	Explain the content of ontology, epistemology and axiology in qualitative and quantitative research	Definition of paradigm; The definition of ontology, epistemology and axiology; Paradigm classification: constructivism, postmodernism, criticism; Qualitative and quantitative applications of paradigms	ontology ; epistemology ; axiology ;
5	Bryman, A.	2003	Book	Quantity and quality in social research	Introduction to qualitative and quantitative research	The nature of quantitative and qualitative research; Comparison of quantitative and qualitative research	quantitative ; qualitative
6	Chapleo, C., & Simms	2010	Article	Stakeholder analysis in higher education: A case study of the University of Portsmouth	A specific understanding of stakeholders and the nature of university stakeholder management	Using a British university as a case study - Interview; Outline the stakeholders in higher education	stakeholder
7	John W. Creswell & J. David Creswell	2018	Book	Research design : qualitative, quantitative and mixed methods approaches	Comparison of qualitative, quantitative, and hybrid methods of research design	key authors in qualitative and quantitative research ; detailing research methods and applications	quantitative ; qualitative
8	Creswell, J. W., & Poth, C. N.	2016	Book	Qualitative inquiry and research design: Choosing among five approaches	Guidance: Design qualitative research and data collection according to research philosophy	Five qualitative approaches introduction	Five qualitative approaches
9	Davidson, J., & Wood, C.	2004	Article	A conflict resolution model	A large number of experimental studies on students and school-age children. Conflict resolution outcomes improved significantly after receiving training in the listening, assertiveness and problem-solving skills identified in the model.	Listening, build confidence and problem-solving skills help resolve conflict	conflict resolution
10	Denzin, N. K., & Lincoln, Y. S.	2008	Book	Introduction: The discipline and practice of qualitative research	historical moments, politics, decolonization projects, research methods, paradigms, and communities of interpretive scholars	Introduce Qualitative research method and paradigm	qualitative
11	Drew, G.	2010	Article	Issues and challenges in higher education leadership: engaging for change', Australian educational researcher	By conducting semi-structured interviews with a group of senior leaders at an Australian university, this paper explores their perceptions of the key issues and challenges facing them at work	Conflicts in higher Education from the perspective of Administrators	conflicts
12	Emerson, K. et al.	2009	Article	Environmental conflict resolution: Evaluating performance outcomes and contributing factors	An empirical study of an assessment framework for conflict resolution	Provide reference for evaluating the effectiveness of conflict resolution methods, focusing on three outcomes: agreement, agreement quality, and improved working relationship. The effective participation of all parties and the skills of mediators have become key factors	conflict resolution

13	Fitzner, K.	2007	Article	Reliability and validity a quick review	Provides a brief review of the reliability and validity tests	Several types of reliability and validity tests are defined and easy-to-use checklists are provided for research purposes	reliability and validity
14	Freeman, R. E.	2010	Book	Strategic management: A stakeholder approach	Stakeholder theory and approach are introduced	The main author of stakeholder theory ; A preliminary understanding of the basis of stakeholder theory. Get started	stakeholder theory
15	Freeman, R. E., Harrison, J. S., Wicks, A. C., Parmar, B. L., & De Colle, S.	2010	Book	Stakeholder theory: The state of the art.	Further development and update of stakeholder theory	The use of stakeholder theory, ethics, and social responsibility. Reflections on the limitations of available theoretical frameworks	stakeholder theory
16	Grandy, G.	2018	Book	An introduction to constructionism for qualitative researchers in business and management	Introducing the philosophy, paradigm and method of qualitative research	Positivism, pragmatism, interpretivism, mixed approach,	qualitative
17	Laplume, A. O., Sonpar, K., & Litz, R. A.	2008	Article	Stakeholder theory: Reviewing a theory that moves us	An overview of the development of academic stakeholder theory from 1984 to 2007	Five themes of theoretical stakeholders; Criticism of theory	stakeholder theory
18	Hao, W.	2014	Article	Research on the relationship between college teachers and administrators from the perspective of conflict theory	Analyzing the conflicts between administrators and academics in higher education; The malpractice of management system and the countermeasure of conflict resolution	the conflicts between administrators and academics in higher education ; conflict resolution	conflict cause; conflict resolution ;
19	Hogan, J.	2014	Article	Administrators in UK higher education: who, where, what and how much?	Who are the 'administrators' in UK higher education? The definition administrator is explored	An understanding of role and the definition of administrators in higher education	Administrators
20	Hu Chidi	2005	Article	Stakeholder Analysis in Higher Education	Introduce the stakeholders of the university	Refer to the university stakeholders	stakeholder
21	Huang, H	2013	Article	Analysis and Coping Strategies of Occupational Conflict between College Teachers and Administrative Staff	Analyze and resolve the professional conflicts between academics and administrators in universities	conflicts between academics and administrators and causes	conflict cause; conflict resolution ;
22	Hussain, M. A., Elyas, T., & Nasseef, O. A.	2013	Article	Research paradigms: A slippery slope for fresh researchers	To provide research paradigm guidance for researchers: interpretivism, positivism, criticism	An introduction to research paradigms, basic	paradigm
23	Imenda, S.	2014	Article	Is there a conceptual difference between theoretical and conceptual frameworks?	Explain the difference between theoretical and conceptual frameworks	Explain the definition of theoretical framework; Definition of conceptual framework; purpose and significance	conceptual framework ; theoretical framework
24	Lewis, S.	2015	Article	Qualitative inquiry and research design: Choosing among five approaches	Five approaches of qualitative research are introduced	Five approaches Define and explain, pros and cons	Five qualitative approaches
25	Li, W.	2020	Article	Ambivalence thinking method: management of conflict relationship between college teachers and administrators	Use the contradiction thinking method to find the opposite needs of conflict relationship, objectively view the positive and negative sides of demand, think about the steps to achieve the positive side and avoid the negative side, and properly manage the conflict relationship	Key conflict causes and conflict resolution	conflict cause; conflict resolution ;
26	Lock, I., & Seele, P.	2015	Article	Quantitative content analysis as a method for business ethics research	Discusses the applicability and limitations of quantitative content analysis in studying ethical issues of business ethics	Self-reflection of quantitative research	qualitative
27	Mackenzie, N., & Knipe, S.	2006	Article	Research dilemmas: Paradigms, methods and methodology	Discussion of research methods and paradigms	Definition of research paradigm; Post-positivism; Interpretivism/Constructivism;	paradigm
28	Marić	2013	Article	Stakeholder analysis of higher education institutions	Based on the literature, identify key parameters for stakeholder analysis and their implementation in the higher education sector	It has reference significance for the stakeholders of design university	Stakeholder
29	Maxwell, J. A.	2012	Book	Qualitative research design: An interactive approach	The framework and conceptual framework of qualitative research design are introduced. Design of research questions;	Key authors in the field of qualitative research	qualitative; conceptual framework
30	Mitchell, R. K., Agle, B. R., & Wood, D. J.	1997	Article	Toward a theory of stakeholder identification and salience: Defining the principle of who and what really counts	Contributes to stakeholder identification and significance theory based on the fact that stakeholders possess one or more of the following three relational attributes: power, legitimacy, and urgency	Stakeholder types, theories and identification	Stakeholder

31	Ndum, V. E., & Okey, S. M.	2013	Article	Conflict management in the Nigerian university system	Examines conflict management in higher education institutions, with specific reference to universities in Nigeria. Identified some causes of conflicts and ways to manage them.	Conflict causes and conflict resolution	conflict cause; conflict resolution ;
32	Peng, R.	2015	Doctoral thesis	Research on the Conflict between Management Power and Teachers' Rights in Public Universities	Conceptual analysis of the conflict between management power and teachers' right in public colleges and universities, content and causes of the conflict, and conflict resolution	Conflicts: funding, scientific research and communication rights, personnel, reward and punishment systems, wages, benefits, democratic management	conflict cause; conflict resolution ;
33	Pritchard, D	2023	Book	What is this thing called knowledge?	Epistemology, the definition, types, sources and social dynamics of knowledge are introduced in detail	Epistemology	Epistemology
34	Qiu, B.	2017	Article	Research on the Conflict Mechanism of Harvard University's "Summers-style" Governance	The contradiction and conflict between administrative power and academic power in universities	Admit the existence of conflict, conflict is attributed to power differences. Conflict resolution	conflict cause; conflict resolution ;
35	Roberts, P., & Priest, H.	2006	Article	Reliability and validity in research	Demonstrate the rigor and credibility of quantitative and qualitative research	An introduction to the rigor and credibility of quantitative and qualitative research	Reliability and validity
36	Rocco, T.S., & Plakhotnik, M.S.	2009	Article	Literature Reviews, Conceptual Frameworks, and Theoretical Frameworks: Terms, Functions, and Distinctions	Discuss the differences and similarities between theoretical and conceptual frames and their relationship to manuscripts	To help researchers conceptualize their research	Conceptual Frameworks; Theoretical Frameworks
37	Cheldelin, S. I., & Druckman, D.	2008	Book	Conflict	An introduction to conflict: negotiation, informal roles, mediation and arbitration, problem solving, facilitation and counselling	A deeper understanding of conflict, but not in the realm of higher education	conflict; conflict resolution ;
38	Schneckenberg, D., & Wildt, J.	2006	Article	Understanding the concept of ecompetence for academics	focus will be on eCompetence development models for academic staff	Definition and competency requirements for academic staff	academics ability requirements
39	Sellani, R.J. and Harrington, W.	2002	Article	Addressing administrator/faculty conflict in an academic online environment	The emergence of online teaching allows administrators and teachers to work together to solve common problems	Discuss the conflicts between administrators and academic staff in specific areas	conflict; conflict resolution ;
40	Smith, K.	2006	Article	The conflicts and contradictions of working in a mass higher education system	Specifically inquiring about staff support students' experiences, describing the experience of the higher education system, a system of conflict and contradictions, thus providing teachers' views on the nature of mass higher education in the UK	The format of the interview. The conflicts between administrators and academics and the ideas from the perspective of academic staff are listed	conflict; conflict resolution ;
41	Ramsbotham, O., Miall, H., & Woodhouse, T.	2011	Book	Contemporary conflict resolution	Introduce definitions and concepts of conflict resolution; Understanding of modern conflict; Prevention of violent conflict; Ending the conflict;	A very detailed introduction to contemporary conflict and conflict resolution, but no for HE	conflict; conflict resolution ;
42	Srnka, K. J., & Koeszegi, S. T.	2007	Article	From words to numbers: how to transform qualitative data into meaningful quantitative results	Systematic classification of qualitative-quantitative combination research designs and support for generalization models. We provide guidelines for its implementation and provide a blueprint for systematically converting interviewees' words into numbers that can be used for further (statistical) analysis	A guide to quantitative research methods	quantitative
43	Sun, L., & Cui, Y.	2019	Article	Analysis of Stakeholder Relationships in Higher Continuing Education	A review of the literature on university stakeholders introduces several important stakeholder classifications	It has reference significance for drawing out the stakeholders of universities.	stakeholder
44	Thanasegaran, G.	2009	Article	Reliability and Validity Issues in Research	The validity and reliability of instruments are valid studies. This paper attempts to explore these concepts and some problems related to measurement	Reliability and Validity definition; The validity and reliability of instruments	Reliability and Validity
45	Wahyuni, D.	2012	Article	The research design maze: Understanding paradigms, cases, methods and methodologies	This paper introduces the logical choices available in the research methods. This makes it possible to draw correct inferences to answer various research questions posed by accounting researchers.	A useful reference for considering qualitative case study design	paradigm; qualitative

46	Wallensteen, P.	2015	Book	Understanding conflict resolution	Understanding conflict resolution; The basis for conflict resolution; The complexity of conflict resolution	An introduction to conflict resolution in society	conflict resolution
47	Wang, W	2014	Doctoral thesis	Research on the Inclusive Mechanism of University Academic Power and Administrative Power	Power relations in higher education; Inclusion theory; Establish an inclusive mechanism	Inclusion mechanism is an interesting approach to conflict resolution in universities	conflict; conflict resolution ;
48	Warters, W. C.	1995	Article	Conflict management in higher education: A review of current approaches	A summary overview of conflict management mechanisms used in higher education	Traditional Ways, common ways and development of conflict management mechanisms	conflict resolution
49	Watson, N. T., Watson, K. L., & Stanley, C. A.	2017	Book	Conflict management and dialogue in higher education: A global perspective	The importance of conflict management; Definition of conflict; The nature of conflict in higher education; Training in personal skills for conflict resolution	The meaning of conflict resolution; Conflict resolution reference	conflict; conflict resolution ;
50	Watty, K.	2003	Article	When will Academics Learn about Quality?	Discussion of the quality of higher education	The importance of administrators and academic staff to the quality of education is explained	HE quality
51	Weyrauch, T., Herstatt, C., & Tietze, F.	2020	Article	The objective-conflict-resolution approach: A novel approach for developing radical and frugal innovation	Objective Conflict Resolution (OCR)	Design conceptual framework for the method of inspiration	Conceptual framework
52	Xuan, L., He, M., Xu, T., & Maalla, A.	2022	Article	Research on Management Model of Private Colleges and Universities from the Multiple of Stakeholders	The stakeholder model of higher education is discussed	It can guide the stakeholders of higher education	stakeholder
53	Yu, G., & Yin, J.	2023	Article	Evaluation Community: Research on the Construction of New Relationships in Higher Education Quality Evaluation Based on Stakeholders	To discuss and analyze higher education stakeholders as a community	list stakeholders of higher education	stakeholder
54	Zhou, L.	2006	Doctoral thesis	Research on University Organizational Conflict	The role conflict of universities is discussed from the perspective of social mission of universities	It mainly analyzes the conflicts in colleges and universities without focusing solely on administrative personnel and academic personnel	conflict; conflict resolution ;
55	Ackermann, F., & Eden, C.	2011	Article	Strategic management of stakeholders: Theory and practice	It explores how the senior management team can improve the robustness of its strategy by focusing on important concepts emerging from stakeholder literature	It provides conflict reasons for power and interest difference	stakeholder theory
56	Friedman, A. L., & Miles, S.	2002	Article	Developing stakeholder theory	A model is proposed which combines stakeholder theory with a realist theory of social change and differentiation.	Emphasize why it is important to distinguish between different stakeholders	stakeholder theory
57	Rahim, M. A.	2002	Article	Toward a theory of managing organizational conflict	This paper explores a theoretical framework for managing organizational conflict, including conflict types, conflict management strategies, and concepts of conflict management.	conflict types, conflict management strategies, and concepts of conflict management.	conflict; conflict resolution ;
58	Thomas, K. W., & Kilmann, R. H.	2008	Article	Five conflict management styles at a glance	This literature introduces five styles of conflict management, including competition, compromise, cooperation, avoidance, and compromise	Provide ideas for conflict resolution	conflict resolution ;
59	Fisher, R., & Ury, W.	1981	Book	Getting to yes: Negotiating agreement without giving in	Provides a method of consultation and negotiation designed to help people reach consensus in conflict without having to give up their own interests.	Consultation and negotiation of conflict resolution	conflict resolution ;
60	Blake, R. R., & Mouton, J. S.	1984	Article	The fifth edition of the managerial grid	This paper introduces the "management grid" model, which describes the different behavior styles of managers in conflict handling.	This paper introduces the "management grid" model, which describes the different behavior styles of managers in conflict handling.	Management style affects the development of conflict

(Word Count : 1318)

Part 3.

3.1 Introduction

In 2021, the Chinese government formally incorporated improving the quality of higher education in the social development plan at the national level and set it as one of the long-term goals for 2035 (The State Council of the People's Republic of China, 2021). This means that higher education will be the focus of the next decade. The administrators and academics of universities are two groups directly related to the quality of education. University administrators need to formulate their own education quality goals in accordance with national policy documents, and set a series of evaluation indicators to control and supervise quality (Yu and Yin, 2023). Academics are both executors of teaching work and contributors to discipline knowledge. Its teaching quality and scientific research level play a key role in improving the quality of higher education (Hu, 2005). However, conflicts inevitably arise when two groups with different needs, motivations, interests, etc. cooperate with each other in an organisation (i.e., a university) to accomplish a specific task (Rai and Singh, 2021). Inappropriate handling of conflict can easily lead to conflict exacerbation, and sometimes the problem can become acute, such as strikes, demonstrations, protest preaching and violent riots (Ndum et al., 2013). This will seriously affect the students' course progress and learning experience, which is contrary to the goal of high-quality education. Based on the background of this problem, this research attempts to gain a deeper understanding of the conflict between administrators and academics in

universities through literature review. This part first briefly introduces the research aim, and then gives term definitions to frame the scope of literature search. Finally, a narrative review method is used to conduct a literature review on three relevant aspects: concept of conflict, conflict between university administrators and academics, and conflict resolution, while supporting evidence for the study's theory.

3.2 Key Aim

This study seeks to understand the main conflicts between administrators and academics, and to evaluate existing conflict resolution in China higher education.

To achieve the research aim, it is split into several sub-questions for literature review:

- (1) Is there a conflict between administrators and academics in higher education?
- (2) If yes, what are the conflicts among them and the reason?
- (3) What conflict resolution methods or mechanisms exist in higher education? How's the effect?

3.3 Definition of Key Terms

In order for readers to better understand the narrative in this part, first explain the main and frequently used terms to avoid discussion ambiguity.

3.3.1 Higher Education

UK higher education follows secondary and further education towards qualifications awarded by nationally recognised bodies, including diplomas, certificates or other nationally recognised qualifications (Quality Assurance Agency, 2022). The National

Careers Service (2022) broadly defines the age of higher education students as being over 18 years old. Higher education in China refers to education implemented after the completion of senior secondary education, including junior college education, undergraduate education and postgraduate education (Ministry of Education of the People's Republic of China, 1998). Higher education implementation institutions include universities, independently established colleges, junior colleges, scientific research institutions approved by the Education Administrative Department of the State Council, and other higher education institutions (Ministry of Education of the People's Republic of China, 1998). There are many higher education institutions. For the convenience of discussion, this study regards universities as the main places of higher education.

3.3.2 Higher Education Administrators

Higher education administrators encompass individuals occupying managerial, professional, technical, or general support roles within higher education institutions (Hogan, 2014). Their responsibilities focus on essential functions vital to the university's operation, such as admissions, student services, finance, and facility procurement, other than teaching and academic research (Hogan, 2014). For the purpose of this study, the term "administrators" includes not only top-level administrators, principals, or policymakers but also encompasses all university staff engaged in the aforementioned activities.

3.3.3 Higher Education Academics

Higher education academics are individuals who are involved in teaching and

conducting academic research within higher education institutions (Schneckenberg and Wildt, 2006).

3.3.4 Conflict

According to Watson et al. (2017), conflict can be defined as a situation where there is a lack of agreement or consistency in opinions, goals, values, or interests among various individuals or groups.

3.3.5 Conflict Resolution

Wallensteen (2015) provided clarification on conflict resolution, stating that it involves reaching an agreement between parties to address their main conflict. This agreement necessitates acknowledging the ongoing presence of the other party and the cessation of any actions against them. He also emphasised that conflict resolution should occur subsequent to the occurrence of conflicts (Wallensteen, 2015).

3.4 The Prevalence of Conflict in Higher Education

In the development of human history, conflicts have always existed (Jeong, 2008). Jeong (2008) also mentioned that in addition to physical violence, non-violent forms of conflict also commonly arise in the pursuit of different values and scarce resources. In social interaction, conflict exists where opposing interests influence relationships with others (Wall Jr and Callister, 1995). Zhou (2006), Rai and Singh (2021) perceive the university as a social organisation comprising individuals who collaborate to accomplish specific tasks. Due to variations in knowledge, values, abilities, experiences, needs, and motivations, conflicts naturally arise within an organisation (Rai and Singh,

2021). These conflicts come from disparities in responsibilities, powers, and goals between two groups that hold different perspectives and interests (Zhou, 2006). Yu and Yin (2023) analyse the conflict between administrators and academics from a stakeholder perspective, defining university academics as not only directly involved in teaching but also scientific researchers in their respective fields (Yu and Yin, 2023). Conversely, university administrators are primarily responsible for establishing educational quality goals and performance indicators for teaching and research output, as outlined in government policy documents (Yu and Yin, 2023). In the pursuit of their respective interests, conflicts in value orientation usually have between the two groups (Muthanna and Sang, 2018). Wang (2014) highlights multiple stakeholders as power entities. Academics possess academic power and administrators wield administrative power which is a result of the university's expansion in scale and function (Wang, 2014). Given the differing power dynamics, conflicts easily arise between administrators and academics (Muthanna and Sang, 2018). The conflict between administrators and academics is a common phenomenon (Wang, 2014), with researchers holding various perspectives on its impact. Zhou (2006) argues that such role conflict can potentially harm the university's functioning. While other researchers adopt a more optimistic viewpoint, considering conflict as neutral and its impact on organisations dependent on people's attitudes towards it (Wang, 2014). Rai and Singh (2021) assert that conflicts can have negative effects but are not inherently detrimental. Conflicts in value orientation can provide opportunities for the further development of higher education (Yu and Yin, 2023). Resolving conflicts, rather than avoiding them, has become a

prominent concern among researchers in this field. Rai and Singh (2021) illustrate that conflict resolution is finding fair and acceptable solutions to resolve conflicts. To address conflicts among various stakeholders in higher education, it is crucial to find a balance of interests (Yu and Yin, 2023). Wang (2014) emphasises that a key aspect of problem-solving is conducting in-depth analysis of the causes and environmental factors contributing to conflicts and proposing feasible countermeasures, which forms the research direction of this study.

3.5 Conflict between Administrators and Academics in Higher Education

A university is commonly understood as a place dedicated to teaching and disseminating advanced knowledge. Academics constitute the primary contributors to higher education, responsible for teaching and conducting research. As universities expand in scale and functions, numerous administrative tasks emerge alongside teaching and research (Wang, 2014). Consequently, administrators play a vital role in higher education. However, the differing goals, needs, and other factors give rise to evident conflicts between administrators and academics within the university setting (Ndum and Okey, 2013). According to Li (2018), these conflicts are a direct consequence of the existing differences. Li (2018) presents a comprehensive table outlining the various differences between administrators and academics (Figure 1). Each difference has the potential to generate a conflict individually, or multiple differences may combine and contribute to conflicts, with these differences being

interconnected.

Figure 1: Differences between Administrators and Academics (Li, 2018)

	Administrators	Academics
Role Difference	University administration professionals	Discipline professionals
Goal Difference	Post responsibilities and system authorization	• Verify experience • Create knowledge • Develop scholarship
Value Difference	• Save costs • Improve management efficiency	• Academic democracy and academic freedom • Achieve academic development and progress in disciplinary affairs
Institutional Difference	Well-organized and well-structured	Lack of academic power system
Operational Difference	Administrative directives achieve control over administrative affairs	Decision-making academic issues by democratic consultation
Nature Difference	Centralized, top-down administrative authorization creates binding force	Slackness, top-down academic influence of scholars produces binding force

Based on the initial review of the literature, researchers have primarily focused on conflicts related to the differences outlined in Figure 1. Among these differences, the following three aspects have been discussed more frequently and can be considered as key sources of conflict:

3.5.1 Value Conflicts

Conflicts arise from value differences resulting from variances in roles, goals, and orientations within the higher education context. Administrators and academics have distinct roles, responsibilities, and expectations in the university, leading to divergent thinking patterns and principles (Huang, 2013). Ndum and Okey (2013) discuss the concept of perceived goal incompatibility, i.e., conflicting interpretations and

perceptions of the same phenomenon increase the likelihood of conflict. Academics strive for academic freedom, desiring autonomy, a conducive teaching environment, and flexibility in their research domains (Huang, 2013). Autonomy, as described by Ndum and Okey (2013), refers to a group's control over certain activities deemed within its own jurisdiction or a means of protecting itself from external control. Conversely, administrators prioritise the survival and advancement of universities, emphasising the influence and contributions of activities on institutional construction and development, considering overall organisational interests and policy-level considerations (Hao, 2014; Li, 2018). This utilitarian approach of administrative management conflicts with the pure teaching and research pursuits of academics (Hao, 2014; Huang, 2013). Administrators often perceive academic autonomy as potentially fostering self-interest among academic groups (Li, 2018). Academics, in their pursuit of academic research, professional recognition, and disciplinary interests, are seen as neglecting the overall university development and passively resisting the management system (Li, 2018). From the academics' standpoint, universities place significant importance on teaching and scientific research but often rely on simplistic quantitative indicators for evaluation, lacking rationality and adopting a utilitarian orientation (Huang, 2013). Considering the overall institutional landscape, administrators exert pressure on academics through disciplinary measures, assessments, rewards, and punishments, which can dampen academics' enthusiasm and initiative (Hao, 2014).

3.5.2 Power Conflicts

Power conflicts encompass institutional differences, operational differences, and nature

disparities. Academic power emphasises academic autonomy, self-discipline, and self-management, while administrative power indicates hierarchical obedience and management between superiors and subordinates (Hao, 2014). Administrators wield relatively centralised power, adhering to established rules and regulations, effectively managing the complexities of internal university affairs and external relationships, thereby enhancing management efficiency (Li, 2018). Administrators possess a comprehensive understanding of the university's overall situation and play a coordinating role in various tasks to ensure smooth daily operations (Li, 2018). However, academics perceive administrators as overly focused on controlling aspects of management (Hao, 2014). Academics prioritise humanistic care and multicultural compatibility (Huang, 2013). The bureaucratic nature of administrative systems lacks personalised interactions and humanistic care, leading academics to feel "controlled," encroaching upon their academic freedom and generating dissatisfaction (Hao, 2014). Academics expect administrators to serve the functions of supporting teaching and research, considering administrative work as subservient to these pursuits (Huang, 2013). Ndum and Okey (2013) point out that the administrative style significantly influences the severity of conflicts within universities, with elements of authoritarianism and dogmatism exacerbating tensions. Additionally, the boundaries between administrative power and academic power are blurred, with both spheres interfering with each other and overstepping their authority (Huang, 2013).

Power conflicts manifest as communication issues. Due to the concentration of administrative power, communication predominantly follows a top-down approach

(Huang, 2013). Administrators, influenced by hierarchical thinking, primarily receive and follow instructions from leaders, displaying limited service orientation and seldom engaging in discussions or soliciting input from academics (Huang, 2013). Insufficient or ineffective communication between administrators and academics leads to subjective emotions, non-cooperative attitudes, and escalating conflicts, exacerbated by information delays and distortion (Li, 2018). The involvement and needs of academics often receive insufficient attention in university management (Huang, 2013).

Power conflicts also impact management operations. Bureaucratisation and a culture of accountability impose numerous regulations on academics, diverting their time away from academic research and student engagement (Smith, 2006). This shift results in academics investing effort into administrative tasks such as documentation, form-filling, email correspondence, and audits (Smith, 2006). Excessive regulations can curtail autonomy, diminish enthusiasm, create goal misalignments, and ultimately lead to conflicts (Ndum and Okey, 2013). Strict procedural boundaries impede teaching flexibility, leaving academics with a diminished sense of fulfillment in administrative duties (Smith, 2006).

3.5.3 Resource Allocation Conflicts

Resource allocation conflicts arise as an extension of value conflicts and power conflicts. The allocation of limited resources, such as research funding, teaching resources, facilities, and staff compensation, as well as welfare services, poses significant demands within a university (Ndum and Okey, 2013). Li (2018) emphasises the interdependence between administrators and academics in their collective pursuit

of the university's mission, requiring continuous collaboration and communication to share public resources. The concentration of administrative power can easily result in an imbalance of interests, with administrators, particularly those in management positions, having greater opportunities to access projects and awards (Li, 2018). Unfair or inadequate resource allocation can give rise to conflicts, particularly in the distribution of housing subsidies, wages, bonuses, and other benefits (Hao, 2014). Ndum and Okey (2013) highlight that any significant failures in areas such as finances, student support, academic programs, personnel, and reward systems can trigger unrest. In some cases, conflicts intensify when resource allocation involves vital interests (Hao, 2014). Conflicts may manifest as strikes, demonstrations, boycotts, and even violent riots (Ndum and Okey, 2013).

3.6 Conflict Resolution

After analyzing the causes of conflicts, researchers have provided corresponding suggestions that align with value conflicts, power conflicts, and resource allocation conflicts. Some common approaches to conflict resolution are summarised here, while further research in this area is ongoing.

To address value conflicts and power conflicts, Wang (2014) proposed the establishment of an inclusive mechanism that consists of an administrative decision-making system, an academic deliberation system, a democratic management system, and a decision-making execution system. The inclusive mechanism aims to promote joint governance, emphasizing equal status and equal opportunities for administrators

and academics to participate. It serves as an effective way to maintain multiple interests and foster a harmonious environment (Wang, 2014).

Negotiation and communication serve as fundamental methods for resolving conflicts. Establishing constructive communication processes and channels, allowing parties involved in a conflict to express their grievances systematically, can assist universities in managing and addressing numerous conflicts (Ndum and Okey, 2013). Open and transparent dialogue enables administrators and academics to share their perspectives, needs, concerns, and work towards mutual understanding and solutions.

The inclusion of third-party mediation introduces a neutral perspective and professional resolution, facilitating agreement between administrators and academics (Warters, 1995). This third party can be an internal entity, such as a human resources department or a conflict resolution committee, or an external mediator or professional organisation. Establishing dedicated committees or working groups to handle conflicts is a common approach (Warters, 1995). These groups consist of representatives from various stakeholders who can conduct research, gather evidence, make recommendations, and foster dialogue and collaboration among administrators and academics.

Implementing clear policies and procedures for managing and resolving conflicts is crucial (Peng, 2015). These policies and procedures standardise the conflict resolution process, clarify the distribution of responsibility and authority, and provide administrators and academics with guidance and a foundation for resolving conflicts. They ensure fair and consistent handling, establishing an impartial and reliable framework for conflict resolution.

Providing conflict resolution training to administrators and academics in higher education is an effective strategy (Rai and Singh, 2021). This training helps individuals understand the nature of conflicts, learn techniques and strategies for conflict resolution, and equips them with tools for cooperation and coordination. By enhancing their conflict resolution capabilities, administrators and academics can reduce conflicts and effectively manage any conflicts that may arise.

3.7 Stakeholder Theory

This study aims to understand the conflicts between administrators and academics, with a specific focus on the relevance of stakeholder theory in defining conflict.

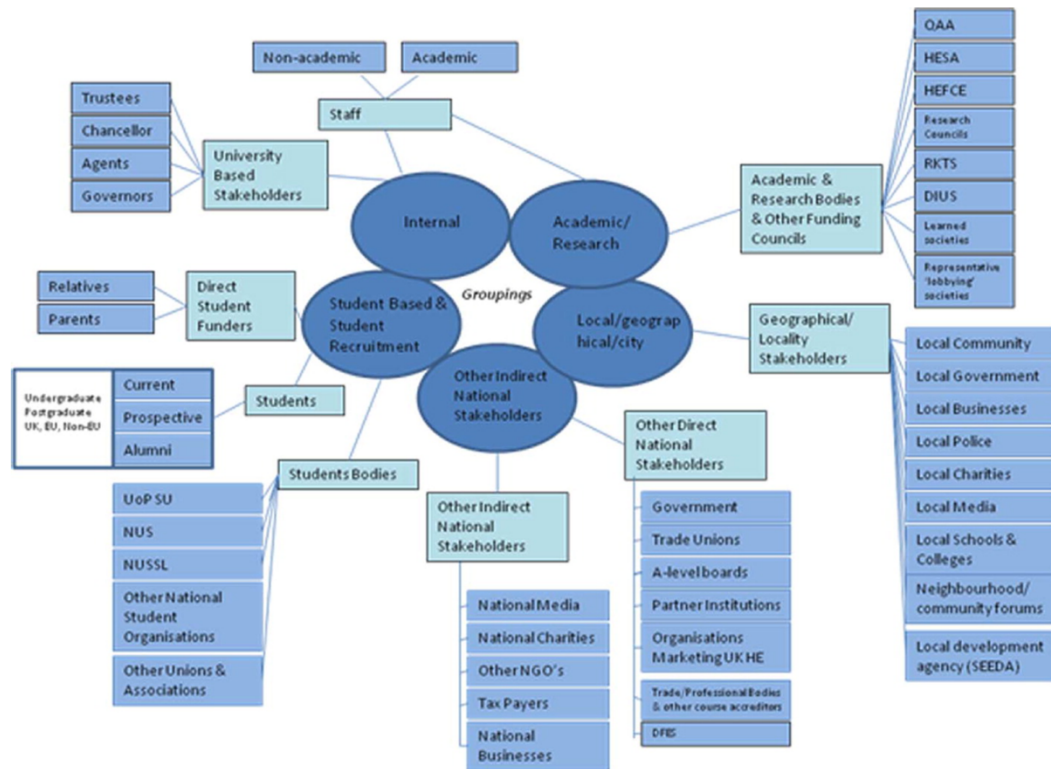
Stakeholder theory, pioneered by R. Edward Freeman in 1984 and further developed in subsequent research, holds great significance in understanding conflicts. Stakeholders refer to individuals, groups, or entities that possess an interest in an organisation's decisions or activities (Freeman, 2010). They can be either internal stakeholders such as employees, management, and shareholders, or external stakeholders such as customers, suppliers, government bodies, and social groups. Freeman et al. (2010) introduced the concept of stakeholders into strategic management thinking, emphasizing that an organisation's success depends not only on internal management and operations but also on effectively managing and balancing relationships with various stakeholders. Stakeholders can have both positive and negative impacts on an organisation, underscoring the importance of managers recognizing and respecting their needs, expectations, and interests (Laplume et al., 2008).

When applying stakeholder theory, several key steps are involved, including stakeholder identification, analysis of their needs and interests, and assessment of their importance and influence for resource allocation and decision-making considerations (Freeman, 2010). However, due to limited resources and conflicting interests, achieving an ideal equitable distribution is often unattainable. Misunderstandings or perceptions of unfairness can lead to conflicts among stakeholders. Therefore, managers should not only identify the stakeholders and their needs but also engage in active communication and collaboration to prevent conflicts or effectively resolve any that arise (Freeman, 2010). Moreover, stakeholder theory emphasises the continuous monitoring and evaluation of evolving stakeholder needs, prompting corresponding adjustments and responses (Freeman, 2010).

This study focuses on the stakeholders of universities, which are social public service organisations. According to Yu & Yin (2023), higher education involves multiple stakeholders, including government, university administration at various levels, academics, students, parents, and employers. The relationships between these stakeholders introduce complexity into university management (Drew, 2010). One of the early researchers to introduce stakeholder theory to university management was Henry Rosovsky, who classified stakeholders into four levels based on their importance to the university (Hu, 2005). The first level comprises academics, students, and administrators, including key positions such as chairman, principal, vice-principal, director, and dean. In American universities, administrators have significant control (Rosovsky, 1991). The second level consists of the board of directors, alumni, and

donors who formally make major policy decisions (Rosovsky, 1991) and are deeply concerned about the university's reputation. However, being external to the university, they may not have the same level of influence or concern for the university's development as the first level stakeholders (Hu, 2005). The third level involves partial owners who become stakeholders of the university under specific conditions, such as the government, bankers, regulators of university rules and regulations, and review committees for academic activities. The fourth level represents peripheral stakeholders such as citizens, communities, and the media. Although students are significant stakeholders, Hu (2005) explains that their limited duration of stay in the university necessitates decision-making authority beyond their scope. Universities, as academic organisations, primarily rely on knowledge resources, granting academics with knowledge resources the right to lead (Hu, 2005). Sun and Cui (2019), based on Mitchell et al.'s (1997) taxonomy theory, categorised university stakeholders into deterministic stakeholders (students, academics, administrators, employers) and prospective stakeholders (alumni, donors, parents, government, bankers, other universities, the public). Through qualitative research at the University of Portsmouth, Chapleo and Simms (2010) conducted interviews with 13 individuals in various roles, resulting in groupings and types of stakeholders illustrated in Figure 2. This diagram provides a more detailed list of potential stakeholders.

Figure 2: Groupings and types of stakeholders (Chapleo and Simms, 2010)



On the other hand, Marić (2013) offers a simplified categorisation of higher education stakeholders, distinguishing them as primary and secondary stakeholders (Figure 3).

Figure 3: Stakeholder analysis of the higher education institutions (Maric, 2013)

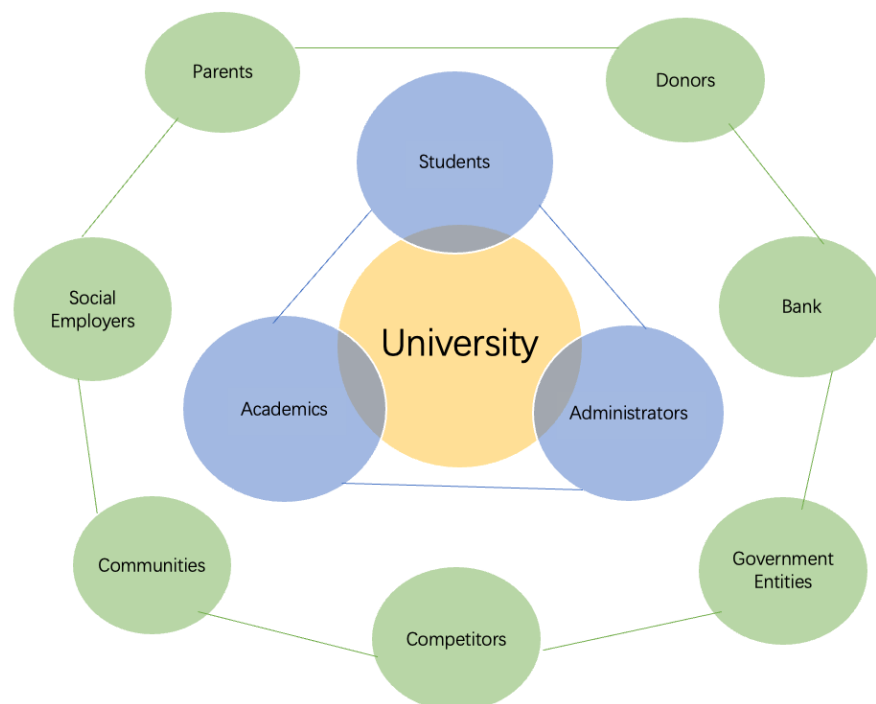
Identification of stakeholders/users	Primary	Secondary	Outcome
Government	✓		The financial support of the national strategy
Ministry of Science and Education	✓		The financial support of the national strategy
The Education and Teacher Training Agency		✓	Evaluation and monitoring of the criteria for excellence
Faculties	✓		High level of knowledge is required
Students		✓	Satisfaction with study conditions, the level of required knowledge
Employees		✓	Satisfaction with working conditions, commitment
Competitors		✓	Knowledge transfer, collaboration Fair Competition
Society	✓		A balanced society Transfer of knowledge

When examining the quality of higher education, Watty (2003) focused on specific stakeholders, including government, quality agencies, administrators, and academics.

This selective approach does not undermine the significance of other stakeholders but rather aims to concentrate on the perspectives of these four groups when addressing the issue of education quality. As a result, the spectrum of higher education stakeholders is extensive, and researchers can choose to address specific concerns based on their research questions rather than exhaustively discussing all stakeholders.

Stakeholder theory assists researchers in identifying and analyzing the causes of conflict, offering valuable insights for conflict resolution and the enhancement of internal management. By incorporating Henry Rosovsky's (1991) four-level categorisation of university groups and Mitchell, R's (1997) classification of university stakeholders, this study presents a broad stakeholder overview of higher education (Figure 4) to address the research question.

Figure 4: An overview of the University's stakeholders



3.8 Conclusion

During the initial review of relevant literature, scholars from China, the UK, and the international academic community have conducted extensive research on the conflict between higher education administrators and academics, highlighting its common occurrence. While researchers have presented different conflict phenomena based on specific contexts, they generally align with the distinctions depicted in Figure 1. Consequently, by identifying these commonalities, it is possible to identify key conflicts between administrators and academics.

This study adopts stakeholder theory as the theoretical framework, which has been widely applied in higher education research and is supported by a wealth of references. Building upon this foundation, the research will expand beyond administrators and academics to encompass other stakeholders closely associated with them. By employing stakeholder theory, the study aims to examine their impact on conflict generation and resolution.

Regarding existing conflict resolution methods and mechanisms, the literature gathered thus far predominantly focuses on suggestions derived from analyzing conflict causes. Consequently, the recommendations provided tend to be somewhat intuitive and superficial. Few studies have explored the practical effectiveness and feedback of established conflict resolution mechanisms. In an ongoing literature review, this study will continue to examine works evaluating existing conflict management or resolution mechanisms to address this knowledge gap and determine their validity.

In the previous literature review work, Chinese and British or international scholars

have done relatively mature research on the conflict between higher education administrators and academics, and they have a consistent understanding of the common existence of conflict. Although researchers have proposed different conflict phenomena according to specific backgrounds, they basically conform to the differences in Figure 1. Therefore, it is feasible to identify key conflicts between managers and academics by analyzing commonalities.

This study runs through the stakeholder theory as a research theoretical framework. The application of the theory in higher education is also well established, supported by a wealth of references. In the follow-up research of this study, managers and academia will be the most important stakeholders, and the stakeholders closely related to them will be extended. Using stakeholder theory, discuss their influence on conflict generation and conflict resolution.

Regarding the existing conflict resolution methods and mechanisms, the currently collected literature is basically a suggestion given after analyzing the causes of the conflict. These literatures focus on analyzing the causes of conflicts, so the recommendations are relatively intuitive and superficial. There is little research on the actual effects and feedback of established conflict resolution mechanisms. In an ongoing literature review, this study will continue to consult literature assessing existing conflict management or resolution mechanisms to determine the effectiveness of this gap.

Based on the initial signs of this literature gap, this study will draft the research question: How to optimise the conflict resolution methods or mechanisms in Chinese higher

education? By selecting a Chinese university as a research case, interviews and in-depth observations are used to evaluate the effect and feedback of existing conflict resolution methods or mechanisms, and to propose optimisation or improvement suggestions.

The work of this literature review has only been carried out for about three months, and there are some missing contents and confusing structures. At the same time, as elucidated by Liu and Chen (2019), narrative review methods are prone to subjective literature conclusions. Researchers tend to gather evidence that supports their own views. In further literature review work, this study will integrate the existing conflict resolution methods or mechanisms of higher education through China and the world separately to consider the influence of different national conditions and social cultures. The section on the validity and reliability of the information will also be added to present the literature evidence more comprehensively and objectively.

(Word Count : 3997)

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