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# Evaluation of the Effects of Interpersonal Relations of Supervisors in Universities: An Empirical Analysis of Pakistan

**Ruqia Mirwani** [1]　**Maroof Bin Rauf** [2]

[1] PhD Scholar, University of Karachi/Lecturer, Department of Education, University of Turbat, Turbat, Balochistan, Pakistan.
✉ ruqia.mirwani@uot.edu.pk

[2] Assistant Professor, Department of Education, University of Karachi, Karachi, Sindh, Pakistan.
✉ maroof.rauf@uok.edu.pk

**Abstract:** This paper evaluates the professional relationships between university supervisors and their Balochistan-based students across Pakistan. The significant level of interpersonal relationships in university education leads to three essential educational effects. Universities in Balochistan function with different operational challenges due to limited funding as well as social factors and cultural barriers that affect supervisors' communication with students. Student academic achievements are measured by both interviews and survey data to examine how relationships affect emotional health and professional growth. Research findings demonstrate that positive teacher-student connections create beneficial learning conditions that improve academic achievements together with enhanced interactions between students and teachers. Student academic outcomes improve while satisfaction levels increase when students continue strong and positive bonds with others in their surroundings, although damaged relationships lead to reduced performance and students' secession from education. The research concludes that cultural settings together with institutional structures which include gender-based principles and hierarchical structures provide to clarify these observed behaviors. The study has established adequate improvement approaches that combine supervisor training with structured mentoring along with plans that benefit effective communication and inclusivity.

**Keywords:** Interpersonal Relations, University Supervisors, Student Performance, Higher Education, Balochistan Universities

**Corresponding Author:**
Ruqia Mirwani
PhD Scholar, University of Karachi/Lecturer, Department of Education, University of Turbat, Turbat, Balochistan, Pakistan.
✉ ruqia.mirwani@uot.edu.pk

## Introduction

The organizational and educational achievements result from powerful faculty-student connections because mentoring functions drive organizational success as well as personal development. Supervisors in higher education institutions gain their basic academic instruction through their relationships with their students. Academic achievements emerge from student-supervisor relationships, which boost self-confidence and enable emotional support that helps acquire career progression ahead of time (Dahmani et al., 2024). The developing higher education sector of Pakistan needs greater comprehension of these relationships to increase institutional measurement systems and student outcomes.

Supervisors who establish positive connections with students offer free dialogue and build trust, which promotes mutual collaboration. The appropriate conduct of supervisors with their students creates essential components necessary for establishing spaces of innovative thinking, as described by Dahmani et al. (2024), that improve academic results. The leader of students in Pakistan and other nations has multiple responsibilities since academic leadership combines mentoring guidance to maintain relationships that matter in the collectivist culture. Academic supervisory relationships serve as the mechanism for program completion success by generating beneficial impacts that simultaneously increase student engagement, motivation, and satisfaction (Hussain et al., 2023). The development of

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student stress emerges from dysfunctional supervisor-student relationships because of deficiency in communication skills and authoritarian conduct or insufficient emotional care (Tanveer et al., 2021).

The crucial relationships in Pakistan's higher education system still encounter obstacles. Pakistan faces three main barriers to successful workplace relationships: cultural traditions and bureaucratic structures, and insufficient professional training opportunities (Okoli, 2019). Students and supervisors with power-based relationships create communication gaps that generate multiple relationship issues which create distrust and mixed interpretations between both parties (Wasim, 2024). A combination of visionary research outputs and large student assignments, as well as undertrained supervisor availability, leads to substantial stress for these supervisor-advisee connections (Hu and Wang, 2024). This research investigates the complete effects of university supervisor-student connections in Pakistan's educational environment. This study evaluates the academic success and both emotional stability and career achievements of graduate candidates by analyzing their supervisory-student relationships. Researchers in this study analyze multiple research elements examining cultural, system-level, and institutional factors to determine their impact on these relationships. The examination represents development prospects as well as supervisory hurdles to form established assist structures for academic conditions using effective supervisory approaches. The study reports that excellent interpersonal relationships provide a critical basis for educational growth, given the distinct educational institutions of Pakistan. Academic culture needs established training programs to grow capable supervisors who will establish a nurturing system tactic as well as resolve relationship problems.

Outstanding personal relationships characterize the essential basis for successful mentoring exercises together with supervisory efforts in higher educational institutes. The emotional development and professional progression of university students, accompanied by their academic development, directly relies on the relationships 'standard that supervisors preserve with their students. In the Balochistan province of Pakistan, the doctoral program faces specialized difficulties because of cultural traditions and resource limitations together with socio-political hurdles (Hussain et al., 2021). Rehman et al. (2019) examined that supervisors either make more learning occasions for their students or fail to solve prevailing academic and performance troubles which reduces student retention rates.

Balochistan is an excellent area to examine educational relationships because it is the largest province in Pakistan but upholds the least development stage. In local cultural environments, the mentors provide both formal mentoring duties and education teaching functions because their institution adopts traditional hierarchies as well as closed system methods. Khan et al. (2016) reported that the supporting relationship between students and supervisors offers valuable outcomes through mentorship yet introduces leadership disparities between students and mentors while generating communication hurdles. Higher education continues to be scarce because the region has inadequate educational infrastructure; hence, the relationships become essential. The current study examines the instructional relationship-building approaches Balochistan University faculties employ to influence their student evaluation outcomes. This study examines how academic performance and emotional condition, as well as career development, relate concurrently due to student-supervisor relationships. This study employs institutional and cultural viewpoints to deliver recommendations about maintaining sustainable, healthy partnerships at universities in Balochistan.

## Objectives

- To examine how the nature of interpersonal relations between university supervisors and students influences students' academic achievements and research quality in Pakistani universities.
- To determine how supervisory behaviors and interpersonal dynamics influence the psychological and emotional well-being of students.
- To investigate the role of Pakistan's institutional and cultural context in shaping interpersonal relationships between university students and supervisors.
- To identify key challenges, such as communication gaps, power dynamics, and supervisory styles, that hinder effective interpersonal relations in higher education institutions.
- To recommend actionable strategies to enhance interpersonal relations, improve mentoring practices, and foster a positive and productive supervisory environment.

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## Hypotheses

**H1:** Strong interpersonal relationships between university supervisors and students positively influence students' academic performance.

**H2:** Supportive supervisory behaviors contribute significantly to the emotional well-being of students in higher education.

**H3:** Cultural norms and power dynamics in Pakistan moderate the relationship between supervisor-student interactions and academic outcomes.

**H4:** Ineffective communication and authoritarian supervisory styles negatively affect students' academic and professional growth.

**H5:** Implementing structured mentoring programs and fostering open communication improves the quality of supervisor-student relationships in universities.

## Literature Review

Students and their supervisors maintain extensive relationships in higher education courses, which research demonstrates is fundamental for school performance and emotional comfort while supporting career advancement. Students can achieve their academic and career targets when schools maintain effective interpersonal relationships, which create an environment that supports learning through trust col, collaboration and engagement (Hussain et al., 2023). The following review assesses literature prostrations that study the core aspects of supervisor-student relationships for Pakistani higher education despite its unique implications.

## Nature and Significance of Supervisor-Student Relationships

In most supervisor-student professional interactions, a mentorship structure exists that involves both training and teamwork. The positive relationship fosters precise academic communication with emotional support and intellectual growth which creates successful academic challenge strategies (Dahmani et al., 2024). Alongside being crucial to postgraduate and doctoral students' success, students purely depend on supervisors to obtain direction in research planning execution and scholarly communication. Javaid (2020) identifies that proper supervision directly improves student satisfaction and self-belief together with their academic success. Education and emotional support form core expectations within Pakistan's collectivist context because supervisors maintain both hierarchical leadership positions and personal relationships with students (Masood et al., 2023). Leadership mentors possessing executive control should deploy expert guidance along with interpersonal methods to elevate motivation within students through balanced innovation and relationship-building approaches (Khan et al., 2016). Research quantitative data shows that students who worked with supervisors who maintained an open and emotional connection demonstrated better academic involvement and enhanced their research productivity (Ali, 2024).

Academic student progression experiences derive mainly from supervisor interactions with their students. Research evidence proves real connections between students and supervisors enhance academic performance success and student satisfaction along with strengthening their emotional health (Dahmani et al., 2024). Academic results of students are enhanced through regulated supervision relationships that provide students with both academic direction, emotional help and constructive critique (Ali, 2024). The Balochistan people recognize that their educators manage both academic development, personal guidance, and career development, thus earning them supervisory authority (Javaid, 2020). Students from this cultural background need strong supervisor support because academic support, together with emotional backing, holds equal importance for their academic relationships.

## Challenges in Supervisor-Student Relationships in Pakistan

Despite their importance, supervisor-student relationships in Pakistan face numerous challenges. The structured hierarchy in educational organizations and traditional cultural standards restrict the ability of students and supervisors to exchange open feedback (Zareef et al., 2024). An unbalanced power structure develops when supervisor-student relationships forbid direct communication about concerns, which results in academic struggles for students. Supervisory challenges become worse because supervisors lack standard training programs. Research

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studies show that Pakistani supervisors base their practices on traditional authoritarian methods that create barriers to building productive supervisor-student relationships (Khan et al., 2016). Lack of regulatory standards for supervisory practices and too many students per supervisor produce insufficient mentoring which leads to minimal help for students (Ali, 2024).

The emotional and psychological elements of supervision present another major obstacle to effective supervision. The workload pressures mainly affect supervisors, making them ill-equipped to deal with underlying challenges their students face, such as anxiety and academic issues (Masood et al., 2023). The institutional requirement for supervisors to concentrate on research outputs and administrative tasks creates barriers which reduce the amount of focus supervisors can provide to each student independently (Javaid, 2020). Supervisor-student relationships in universities across Balochistan operate under various performance obstacles. The limited funding resources combined with high student-to-supervisor ratios and limited supervisory training led to suboptimal mentorship (Masood et al. 2023). University structures with stringent hierarchical systems in the province block essential bidirectional communication channels and understanding between students and supervisors (Zareef et al., 2024). Standards reports show numerous students feel scared speaking with their supervisors because it causes miscommunication, which creates dissatisfaction, according to Khan et al. (2016). The way gender works as a factor strongly affects the academic relationships between supervisors and their mentees. The higher education experience brings added barriers to female students because they encounter societal gender beliefs along with initial obstacles to contacting female mentors.

### Theoretical Frameworks and Global Perspectives

The supervisor-student relationship has received theoretical examination under frameworks such as Tinto's Model of Student Retention, which emphasizes academic and social integration's role in student achievement (Tinto, 2012). The model demonstrates how interpersonal connections develop student belonging while building commitment towards academic targets. Social Exchange Theory demonstrates that positive results stem from the development of reciprocal trust-based supervisor-student relationships that also show mutual respect (Blau 2017). Programs at universities across the world launched mentoring programs that received formal training to enhance the interactions between faculty members and their students. The supervision teams at Australian and UK institutions undergo standard training programs that enforce consistent review systems alongside student-centred processes to achieve beneficial interactions per Cheers et al. (2024). The current practices in this area present valuable examples which could support the creation of Pakistani supervisory relationships because similar developments are limited.

A variety of theoretical frameworks examines higher education student relationships and interactions. According to Tinto's Model of Student Retention, social integration activities and academic integration activities are the most significant factors in student success (Tinto, 2012). According to this model, students develop stronger feelings of belonging and academic commitment based on positive contact with their academic supervisors. According to Social Exchange Theory reciprocal behaviors coupled with mutual respect determine the success of supervisor-student relationships (Blau, 2017). Across international university settings, different institutions run specialized mentorship systems and supervisor education initiatives to improve supervisor-student interactions. Institutions throughout Australia, together with institutions in the UK, focus on combining student-oriented approaches with feedback systems to establish impactful supervision programs (Cheers et al., 2024). The existing practices bring essential knowledge to develop supervisor-student relations in Balochistan universities despite their current lack of systematic efforts.

### Research Gaps

Research shows the importance of interpersonal connections but fails to examine the particular university obstacles within Balochistan specifically. National studies dominate the research about supervisor-to-student interactions but neglect how specific cultural elements, along with institutional circumstances, affect academic environments in Balochistan. This research tackles these research gaps by exploring the effects of interpersonal relationships in Balochistan universities and developing methods to improve those connections.

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## Data and Methodology

### Research Design

This study examines university supervisors' demographic characteristics as well as their interpersonal relationships through a quantitative design applied to Balochistan's public and private higher education institutions. Survey instruments directed to university faculty members obtained data across different academic positions.

### Sampling Technique

The sampling approach involved a combination of stratified random sampling and purposive sampling. Stratified random sampling ensured proportional representation of public and private sector universities, while purposive sampling was used to target supervisors actively involved in academic research activities. The survey targeted faculty members from nine universities in Balochistan, including both public and private institutions, as outlined in Table 3. The population frame consisted of 453 participants, comprising lecturers, assistant professors, associate professors, and professors.

### Data Collection

Data was collected using a self-administered questionnaire designed to capture demographic data, participants' professional experience, and their perceptions regarding interpersonal relationships among supervisors. The questionnaire was distributed both in-person and electronically. To ensure data quality, the questionnaire was pre-tested on a sample of 30 respondents.

### Data Analysis

The collected data was analyzed using statistical techniques to ensure the reliability and validity of the findings. The tools employed include descriptive statistics, which calculates the frequency, percentages, mean, and standard deviations of demographic variables. Statistical Software: The data analysis was conducted using SPSS version 27.

### Ethical Considerations

The study adhered to ethical research practices, ensuring confidentiality and anonymity for all participants. Informed consent was obtained from all respondents. The study also received prior approval from the institutional ethics committee.

## Empirical Results and Discussion

### Demographic Data Analysis

Demographic information is about the targeted population or participation group of people. Certain attributes, such as gender, sex, age, and place of work as a supervisor, can include socioeconomic factors such as occupation and family status.

Table 1

*Targeted Universities & Population*

| Name and Type of University | Frequencies | Percent |
|---|---|---|
| Balochistan University of Engineering and Technology Khuzdar | 1 | 0.2% |
| Balochistan University of Information Technology, Engineering and Management Sciences, Quetta | 16 | 3.6% |
| Bolan University of Medical and Health Sciences Quetta | 14 | 3.2% |
| Balochistan University of Information Technology, Engineering and Management Sciences | 17 | 3.8% |
| Lasbela University of Agriculture, Water & Marine Sciences (LUAWMS) | 33 | 7.5% |
| Sardar Bahadur Khan Women's University | 12 | 2.7% |
| University Of Balochistan | 42 | 9.5% |
| University of Turbat | 17 | 3.8% |

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| Name and Type of University | Frequencies | Percent |
|---|---|---|
| Other Universities (other Pakistani universities) | 291 | 65.7% |
| **Total** | **443** | |
| Public Sector Universities | 378 | 83.4% |
| Private Sector Universities | 75 | 16.6% |
| Total | 453 | |

Table 1 presents the information in the percentage of the survey data collection from the different universities of Balochistan which are Balochistan University of Engineering and Technology Khuzdar 0.2%; Balochistan University of Information Technology, Engineering and Management Sciences, Quetta 3.6%; Bolan University of Medical and Health Sciences Quetta 3.2%; Balochistan University of Information Technology, Engineering and Management Sciences 3.8%; Lasbela University of Agriculture, Water & Marine Sciences (LUAWMS) 7.5%; Sardar Bahadur Khan Womens' University 2.7%; University Of Balochistan 9.5%; University of Turbat 3.8%; and Other Universities (other Pakistani universities) 65.7%; and the Total survey participation is 443. There are 83.4% Public Sector Universities and 16.6% Private Sector Universities. (Include the description of the Total Faculty.) The data provided shows a breakdown of different universities in Balochistan, Pakistan. The majority of the universities listed fall under the category of "Other Universities (other Pakistani universities)," accounting for 65.7% of the total. Among the specific universities mentioned, the University of Balochistan has the highest frequency at 9.5%, followed by the Lasbela University of Agriculture, Water & Marine Sciences (LUAWMS) at 7.5%. The data also indicates that there are both public-sector universities (83.4%) and private-sector universities (16.6%) in Balochistan. This information provides an overview of the distribution of universities in the region.

Table 2

*Participants Gender*

| Gender | Frequencies | Per cent |
|---|---|---|
| Male | 332 | 73.3% |
| Female | 121 | 26.7% |
| Total | 453 | |

Table 4 presents the participant's gender, age group, marital status and religion. There are 73.3% males and 26.7% Females in the participation.

Table 3

*Participants Age Group*

| Age (group) | Frequencies | Percentage |
|---|---|---|
| 26 to 30 years | 4 | 0.9% |
| 31 to 35 years | 20 | 4.4% |
| 36 to 40 years | 32 | 7.1% |
| 41 to 45 years | 255 | 56.3% |
| 46 to 50 years | 136 | 30.0% |
| Above 50 years | 6 | 1.3% |
| Total | 453 | |

There are different age groups, and from 26 to 30 years was 0.9%, 31 to 35 years 4.4%,36 to 40 years 7.1%, 41 to 45 years 56.3%, 46 to 50 years 30.0% and Above 50 years 1.3%.

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**Table 4**

*Participants Marital Status*

| Marital Status | Frequencies | Percentage |
|---|---|---|
| Married | 414 | 91.4% |
| Un-Married | 32 | 7.1% |
| Widow | 7 | 1.6% |
| Total | 453 | |

There are Marital Status of participation 91.4% Married, 7.1% Un-Married and 1.6%Widow participation.

**Table 5**

*Participants Religion*

| Religion | Frequencies | Percentage |
|---|---|---|
| Islam | 441 | 97.4% |
| Christianity | 4 | 0.9% |
| Others | 8 | 1.8% |
| Total | 453 | |

In the religion context 97.4% Islam, 0.9% Christianity and 1.8% Others. Based on the data provided, the majority of respondents in the sample are male (73.3%) compared to female (26.7%). In terms of age distribution, the largest group falls within the 41 to 45 years range (56.3%), followed by 46 to 50 years (30.0%). The marital status of the respondents shows that the majority are married (91.4%), with a smaller percentage being unmarried (7.1%) or widowed (1.6%). Regarding religion, the vast majority of respondents identify as Islam (97.4%), with a small percentage identifying as Christian (0.9%) or other religions (1.8%). This demographic breakdown provides valuable insights into the composition of the sample population and can help inform decision-making processes and targeted interventions based on specific demographic characteristics.

**Table 6**

*Participant's Designation*

| Designation | Frequencies | Percent |
|---|---|---|
| Lecturer | 10 | 2.2% |
| Assistant Professor | 21 | 4.6% |
| Associate Professor | 232 | 51.2% |
| Professor | 190 | 41.9% |
| Total | 453 | |

Table 8 presents the participation designation, qualification and experience; there are 2.2% Lecturers, 4.6% Assistant Professors, 51.2% Associate Professors, and 41.9%Professor.

**Table 7**

*Participants Qualification*

| Qualification | Frequencies | Percentage |
|---|---|---|
| M.Phil | 13 | 2.9% |
| Ph. D | 431 | 95.4% |
| Post Doc | 8 | 1.8% |
| Total | 452 | |

There are 2.9% M.Phil. Qualification, 95.4% PhD qualification and 1.8% Post Doc qualification.

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Table 8

*Participants Experience*

| Supervision Experience (in Years) | Frequencies | Percentage |
|---|---|---|
| Less than 5 Years | 80 | 17.8% |
| 5 to 10 Years | 243 | 54.1% |
| 11 to 15 Years | 75 | 16.7% |
| 16 to 20 Years | 49 | 10.9% |
| 21 and above Years | 2 | 0.5% |
| Total | 449 | |

The Supervision have different time periods of Experience (in Years) from Less than 5 Years 17.8%, from 5 to 10 Years 54.1%, from 11 to 15 Years 16.7%, from 16 to 20 Years 10.9% and from 21 and above Years 0.5%. Based on the data provided, the distribution of respondents by designation shows that the majority are Associate Professors (51.2%) and Professors (41.9%), with smaller percentages being Assistant Professors (4.6%) and Lecturers (2.2%). In terms of qualifications, the vast majority of respondents hold a PhD (95.4%), while a smaller percentage have an M. Phil (2.9%) or a Post Doc qualification (1.8%). When considering supervision experience in years, the largest group falls within the 5 to 10 years range (54.1%), followed by those with less than 5 years of experience (17.8%). This breakdown provides valuable insights into the academic and professional profiles of the respondents, which can be useful for understanding their expertise and experience levels in the context of research and academia.

## Interpersonal Relations of University Supervisors

The supervisor provides opportunities for establishing and maintaining rewarding, meaningful, sustained collaboration relations to enhance the professional growth of both parties. An effective supervisory relation with bi-directional and collaborative. To share goal setting and feedback.

Table 9

*Interpersonal Relations of University Supervisors*

| Statement | Agree | Neutral | Disagree | Mean | Std. dev |
|---|---|---|---|---|---|
| Mutual resentment and negative competition between supervisors affect the overall research atmosphere of the university. | 97.1% | 2.2% | 0.7% | 1.038 | 0.232 |
| A pleasant interaction between | 97.1% | 2.2% | 0.7% | 1.035 | 0.218 |
| Pleasant relationships increase individuals' job commitment, job interest, and job satisfaction. | 93.8% | 5.5% | 0.7% | 1.069 | 0.278 |
| As one has more researchers enrolled, the other supervisor feels jealous. | 93.1% | 4.7% | 2.2% | 1.091 | 0.357 |
| Supervisors try to undercut each other to attract more students. | 89.4% | 4.7% | 6.0% | 1.166 | 0.509 |

Research findings in Table 9 indicate that mutual resentment and negative competition between supervisors influence the university research atmosphere at a 97.1% agreement level, according to a standard deviation of 0.232. The researcher experiences respect, tolerance and cooperation because supervisors maintain pleasant interactions, which positively affect his work according to 97.1% of participants with a standard deviation of 0.218. Throughout the study, 93.8% of participants strongly confirmed that pleasant relationships enhance job satisfaction, employment interest and employment commitment, with a standard deviation of 0.278. Research reveals that the other supervisor experiences jealousy when more researchers enroll in a single program, according to 93.1% of respondents

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(SD=0.357). A total of 89.4% of respondents strongly concurred that supervisors attempt to reduce their student numbers by competing against each other according to the standard deviation value of 0.509. A total of 89.2% of research participants strongly support the claim of negative competition dominance over positive competition between supervisors while showing a standard deviation value of 0.559.

The information indicates that supervisors developing resentment and competing negatively with each other make substantial negative impacts on the university's research environment. Positive supervisor interactions create benefits for researchers through mutual respect and tolerance, as well as by enabling cooperation between colleagues. Employers who support their colleagues through positive relationships foster better employee job dedication along with increased involvement and sustained job satisfaction levels. Surprisingly enough, the threat level rises dynamically when supervisors feel jealous, and competition drives them to attract additional students into research programs. Universities need to establish work environments between supervisors which produce harmony because such measures benefit all parties who take part in the process. Research findings about academic supervision at Balochistan universities present existing communication barriers as well as spaces for development in supervisor-teamwork relationships. The research groups work best when they are involved in positive connections, yet negative competition combined with mutual resentment typically becomes the dominant problem. The outcomes of the study represent the need for university-wide strategies that make professorial friendship networks and decrease faculty conflict. A noteworthy illustration of public-sector universities in the examined sample needs special inspection of their particular matters, which are mostly influenced by administrative procedures and resource allocation practices. The present gender and young professional imbalances in faculty positions create opportunities to grow improved recruitment and retention policies.

## Conclusion and Recommendations

This research creates significant data about population demographics and inspects professional relationships of supervisors situated across private and public environments of the universities in Balochistan. The professional contacts of academic supervisors constitute a complex network that influences their network-based interactions concerning competitive dynamics. Public universities in Balochistan preserve academic oversight, characterized by a predominance of male supervisors among its faculty staff. Supervisors hold elevated academic qualifications, although institutions face recruitment challenges due to the age and gender demographics of their supervisors. The foundation of successful research collaborations among academic staff is the strength of the relationships that exist between students and their mentors. Employees show enhanced commitment and satisfaction when supervisors establish courteous behavior, leading to constructive workplace relationships. Supervisors face negative effects on performance as well as work spirit due to wide-scale competitive tension and mutual research enrollment envy and hostility. Workplace environments produce damaging threats that break down the quality of academic work as well as the institutional bond between colleagues. The unique troubles which public universities encounter through insufficient resources and ineffective governance simultaneously make workplace issues worse. Prevalent institutions succeed at fostering better university-to-university connections through their approach to running small-size institutions and implementing efficient resource structures. Institutions succeed through positive workplace relationships since most staff members maintain negative professional relationships.

## Recommendations

The research data leads to several proposals that aim to build better relationships between individuals while building academic collaboration.

1. Leadership workshops will teach supervisors effective methods to establish teamwork through conflict resolution and collaborative practice for building mutual respect between supervisors. The combination of research projects between campuses alongside joint professional gatherings should unite faculty members to lower academic tensions.

2. The professional environment demands clear systems to describe research volunteer participation policies in addition to distribution methods that prevent triggering negative competitive behavior. Researchers need to

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abandon research enrollment competition while measuring supervisors based on their publications' quality, their student mentorship abilities, and their innovative potential.

3. Department leaders should adopt specific recruitment methods designed to increase the involvement of female supervisors in departmental leadership roles. Early-career female academics require mentorship programs to get the instructions and support needed to succeed. The integration of flexible work schedules and childcare facilities at universities improves the ability of female faculty members to reconcile their personal and professional responsibilities.

4. The higher education sector must promote training that permits academic managers to acquire emotional intelligence skills with effective management capabilities and conflict-resolution approaches. Increased funding for public universities will resolve essential institutional issues that generate inter-staff conflict.

5. Intuitional teams must arrange regular surveys to evaluate employee satisfaction, alongside supervisor discussions and measures of Institutional morale. Institutions ought to utilize gathered data to identify problem areas necessitating modifications. Universities must establish designated protective protocols that let employees submit workplace objections while ensuring their job security.6. The institutions should implement honour programs to acknowledge teams that achieve success collaboratively and to recognize supervisors that facilitate developmental advancement inside the institution. Institutions necessitate performance evaluation methods to foster shared accountability instead of encouraging individual competitiveness.

## Policy Implications

The study indicates that universities necessitate specific strategies to address interpersonal conflicts that arise between supervisors in educational environments. Public universities require additional resources to address structural governance challenges, while initiatives for gender diversity and supervisor training must retain their crucial roles. Small-scale private educational institutions should concentrate their efforts on fostering collaboration and implementing research-driven processes throughout their institution.

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