

# Negotiating Quality Concerns in Higher Education amidst Disruptions



# Negotiating Quality Concerns in Higher Education amidst Disruptions

Edited by

Felix Maringe and Otilia Chiramba

**Cambridge**  
**Scholars**  
Publishing



Negotiating Quality Concerns in Higher Education amidst Disruptions

Edited by Felix Maringe and Otilia Chiramba

This book first published 2025

Cambridge Scholars Publishing

Lady Stephenson Library, Newcastle upon Tyne, NE6 2PA, UK

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

Copyright © 2025 by Felix Maringe and Otilia Chiramba and contributors

All rights for this book reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the copyright owner.

ISBN: 978-1-0364-4392-4

ISBN (Ebook): 978-1-0364-4393-1

# TABLE OF CONTENTS

|   |     |
|---|-----|
| Chapter 1 .....   | 1   |
| Understanding the Nature of Quality in Higher Education in Times<br>of Disruptions: A Conceptual and Theoretical Analysis<br>Otilia Chiramba  |     |
| Chapter 2 .....   | 27  |
| Policy and Practice Gaps in Quality in Times of Disruption: A Case<br>of the University of the Witwatersrand, Johannesburg<br>Ruksana Osman and Derrick Zitha   |     |
| Chapter 3 .....   | 65  |
| ‘Panic-gogy’ – COVID-19 Pandemic-Induced Emerging Pedagogies:<br>Perspective from African Universities<br>Emnet Tadesse Woldegiorgis  |     |
| Chapter 4 .....   | 90  |
| The Effects of COVID-19 on the Experiences of Academic Staff at a South<br>African University: Institutional Readiness, Resilience and Preparing<br>for the Future<br>Marcina Singh, Halima Namakula and Shireen Motala   |     |
| Chapter 5 .....   | 119 |
| Digital Technologies and Student Competences in Zimbabwean Higher<br>Education in the Post Covid-19 Era<br>John Manhivi, Simon Vurayai and Amasa P. Ndofirepi   |     |
| Chapter 6 .....   | 134 |
| Evaluating Communication Quality in a South African Higher Education<br>Institution During Disruption: Student Perspectives on a Social Media<br>Platform<br>N. Ndlovu, L. Tshuma, K. Theledi, N. Mnqonywa and I. Mamvura |     |

|  |     |
|--|-----|
| Chapter 7 .....  | 162 |
| Rating and Neoliberal Disruptions on the Quality of Academic<br>Scholarship: South African Universities beyond the Covid-19 Crisis<br>Phefumula Nyoni, Otilia Chiramba and Halima Namakula |     |
| Chapter 8 .....  | 190 |
| Mitigating Challenges and Threats to Quality Higher Education in Times<br>of Disruptions through Translanguaging Pedagogy<br>Erasmus Charamba and Omphile Marupi                           |     |
| Chapter 9 .....  | 212 |
| Rethinking Adult Community Education and Training Instructional<br>Strategies During Covid-19 Crisis<br>Kofi Poku Quan-Baffour and Tabita Quan-Baffour                                     |     |
| Chapter 10 .....   | 230 |
| Teacher Collaboration for Inclusion: Implications for University<br>Community Engagement in Teacher Professional Development<br>Wacango Kimani   |     |
| Chapter 11 .....   | 261 |
| Echoes of Transformation: Navigating Decolonisation through Staff<br>Perspectives, Experiences and Aspirations in South African Academia<br>Moffat Machiwenyika                            |     |
| Chapter 12 .....   | 289 |
| Quality In and Beyond Disruptions in Higher Education: Pillars and Strategies<br>for Navigating Current and Future Shocks in Higher Education<br>Felix Maringe                             |     |

# CHAPTER 1

## UNDERSTANDING THE NATURE OF QUALITY IN HIGHER EDUCATION IN TIMES OF DISRUPTIONS: A CONCEPTUAL AND THEORETICAL ANALYSIS

OTILIA CHIRAMBA  
(UNIVERSITY OF JOHANNESBURG)

### **Abstract**

Studies on quality higher education have emphasised the variable nature of the term quality. The concept is complex and cannot be defined or measured in absolute terms. The main purpose of this study is to explore and understand the complex and multifaceted concept of quality in higher education especially in times of disruptions. The study adopted organisational resilience and the theory of change as its theoretical framework to explore how institutions can effectively adapt and thrive amidst disruptions. The chapter adopted the literature review methodology to systematically analyse and synthesise existing research and theories relevant to the topic. The review includes studies published in peer-reviewed journals and renowned books from 2004 to 2024. A comprehensive search was done using databases such as PubMed, Google Scholar, and JSTOR. The results highlight the complexity and multifaceted nature of 'quality' in higher education, the importance of quality assurance mechanisms and the impact of global and national disruptions and strategies universities can deploy in order to maintain quality during disruptions. In the South African context, organisational resilience and change are crucial for ensuring quality higher education, aligning with national development goals, and effectively navigating the challenges that disrupt the higher education system. The paper ends with identifying and recommending strategies for higher

education institutions to build resilience and adapt to changes while maintaining and improving quality.

**Keywords:** disruptions; quality in higher education; organisational resilience; higher education

## Introduction

The nature of quality in higher education, especially in times of disruption, has become a critical area of inquiry. As the global landscape undergoes rapid changes due to various disruptions such as pandemics, technological advancements, and socio-political upheavals, understanding and maintaining the quality of higher education remains a complex challenge. Studies on quality higher education have highlighted the fluidity of the term ‘quality’. (Chinomona, Chinomona and Moloi, 2013; Garwe, 2014; Sosibo, 2014; Taheryar 2017; Gawhari, Sadaat, and Khamosh, 2021). The concept is a multi-faceted notion that cannot be defined or measured in absolute terms (Bloch, Fuglsang, Glavind and Bendtsen, 2023). The term quality is often used ambiguously in the higher education sector, with no clear consensus on its precise meaning. Part of the reason is that there are multiple stakeholders in education with diverse understandings of the meaning of quality. For example, students, lecturers, and leadership are bound to conceptualise the term differently due to the diverse positions that they hold.

Scholars have argued that the definition of quality in higher education is beyond stakeholder satisfaction because it also has political implications (Prisacariu and Shah, 2016; Keykha, Ezati, and Khodayari, 2022). In exploring academics' perceptions of quality in higher education, Mammen (2006) defined quality as the ability to actively address the needs of local contexts within South Africa. This involves utilising available resources effectively and efficiently to achieve the specific goals and purposes for which students are enrolled, while ensuring that students obtain qualifications that meet both national and international standards. Despite the fluidity of the term, aspects such as transformation, perfection, consistency, enhancing competitiveness, meeting expectations and standards are central in the conceptualisation of the term (Prisacariu and Shah, 2016).

Despite the significant attention given to shifts in class dissemination, changes in assessments, and pass rates during disruptions in higher education (Fomunyam, 2018; Masri and Sabzalieva, 2020; Adelowotan, 2021; Alhammadi, 2021; Mashilo and Selelo, 2021), there has been less

focus on understanding the quality of postgraduate research and community engagement during these times. Crucial aspects such as supervision, ethics, and fieldwork, which are essential determinants of quality, have suffered significantly amid COVID-19 and the technological shift.

University rankings, often perceived as indicators of quality in higher education, have pushed institutions towards prioritising quantity over quality, a trend that has been insufficiently interrogated. The demand for COVID-19 related research placed an enormous burden on researchers and research ethics committees, inundating them with applications and undue pressure. Biases in research emerged as COVID-19 related studies were prioritised. Similar challenges were observed globally; a United States-based study found that the urgent need for COVID-19 research created new ethical challenges, encompassing policy and regulatory issues, biases and misperceptions, institutional and inter-institutional conflicts, risks of harm, and pandemic-induced pressures (Sisk et al, 2022).

Fomunyan (2018) has argued that while many institutions pass quality assurance checks, significant quality shortfalls are still noted within these institutions. For instance, despite universities meeting quality checks, one of the driving forces behind the 2015/6 student protests was the demand for quality education. There are notable gaps in understanding the nature of quality in higher education during times of disruption. The specific impact on postgraduate research and community engagement, the tension between quantity and quality in response to external pressures such as pandemics, and the perspectives of key informants and leadership on quality assurance highlight areas requiring further exploration and critical assessment (Fomunyan, 2018).

The aim of this study is to explore and understand quality in higher education institutions. This involves investigating the intricate and multifaceted concept of quality in higher education, particularly during periods of disruptions.

Main research question:

How is the quality of higher education conceptualised, assured, and impacted during times of disruption?

Sub-questions

- What aspects are central to the conceptualisation of quality in higher education?

- How effective are the quality assurance mechanisms in meeting specified standards and stakeholder expectations during disruptions in South Africa?
- What strategies can higher education institutions adopt to build resilience and adapt to changes while maintaining or improving quality?

This literature review paper aims to explore the current state of research on the nature of quality in higher education in times of disruptions. The review covers studies published between 2004 and 2024 in peer-reviewed journals. This provides insight into how the quality of the South African higher education system has evolved ten years after the establishment of democracy. I conducted a comprehensive search using databases such as PubMed, Google Scholar, and JSTOR. Search terms included quality in higher education, quality higher education in times of disruptions, quality assurance in South African higher education. Filters applied included English language only.

## **Key Concepts and Variables**

### **Quality Higher Education**

Studies on Quality Higher Education (QHE) highlight the term 'quality' as inherently fluid (Chinomona, Chinomona, & Moloi, 2013; Garwe, 2014; Sosibo, 2014; Taheryar, 2017; Gawhari, Sadaat, & Khamosh, 2021). This concept is complex and cannot be defined or measured in absolute terms (Bloch, Fuglsang, Glavind, & Bendtsen, 2023). In the education arena, 'quality' is often used loosely without a clear consensus on its exact meaning, partly because multiple stakeholders—students, lecturers, and leadership—have diverse understandings of the term. Scholars argue that defining quality in higher education extends beyond stakeholder satisfaction due to its political implications (Prisacariu & Shah, 2016; Keykha, Ezati, & Khodayari, 2022).

Mammen (2006: 642) defines quality as the capacity to respond actively to local context needs within South Africa, using available resources efficiently to achieve pre-defined goals and enable students to obtain qualifications that meet national and international standards. Despite its fluidity, transformation, perfection, consistency, competitiveness, and meeting expectations and standards are central to the concept of quality.

## **Disruptions in Higher Education**

The rapidly changing and volatile world has disrupted social, economic, and political landscapes globally and nationally (Masri & Sabzalieva, 2020), and higher education has not been exempted. Maringe and Chiramba (2022) argue that disruptions create new opportunities and challenges, leading to either improvement or degradation. Disruptions can be global, such as the COVID-19 pandemic and technological advancements, or national, such as the 2015/2016 student protests in South Africa.

These disruptions impact various aspects of higher education, including teaching and learning, curriculum content, assessments, delivery, outcomes, and quality (Sahu, 2020). Substantial disruptions reveal the system's inequalities and inefficiencies (Maringe & Chiramba, 2022). For example, the COVID-19 pandemic and technological advancements highlighted economic and digital inequalities within South African universities. Green and McCann (2020) note that disruptive change creates unpredictability and uncertainty in outcomes. Re-examining quality is necessary in the era of online higher education (Sepúlveda-Parrini, Pineda-Herrero, Valdivia-Vizarreta & Rodríguez-Pérez, 2023). Corroborating this, Fomunyam (2018) and Sahu (2020) posit that the increasing use of information and communication technology (ICT) in higher education has heightened the demand for quality. Besides pandemics and technological advancements, student protests also disrupt higher education, with Fomunyam (2018) noting that one reason for the protests in South African universities is the demand for improved quality and value for money.

### **Stakeholder Perceptions on quality in higher education during disruptions**

Stakeholder perceptions of quality in higher education, especially during disruptions, vary significantly based on their roles and experiences (Mncube, Mutongoza & Olawale, 2021). Students often express concerns about the impact of disruptions on the quality of their education. During the COVID-19 pandemic, many students reported difficulties in adapting to online learning environments, citing issues such as lack of interaction with instructors, inadequate access to technology, and a sense of isolation (Ahmed & Opoku, 2022; Dhawan, 2020; Victor, 2024). Additionally, they worried about the credibility of online assessments and the overall learning outcomes (Gonzalez et al., 2020). Academic staff also faced significant challenges during disruptions. They had to quickly adapt their teaching methods to online platforms, often without adequate training or resources.

Many reported increased workloads and stress levels, which affected their ability to deliver high-quality education (Simamora et al., 2020; Watermeyer et al., 2021). Moreover, concerns about maintaining academic integrity and ensuring fair assessments were prevalent (Marinoni et al., 2020). University administrators had to balance maintaining educational quality with ensuring the health and safety of students and staff. They were tasked with making rapid decisions about campus closures, remote learning implementations, and financial management. Administrators recognized the potential long-term impacts of these disruptions on institutional reputation and student satisfaction (García-Morales et al., 2021).

Employers expressed concerns about the preparedness of graduates entering the workforce during periods of disruption (Hewitt, 2021). They worried that the shift to online learning might result in graduates lacking essential skills and practical experience. However, some also acknowledged the potential for graduates to develop new skills, such as digital literacy and adaptability, which are increasingly valuable in the modern workplace (Blackstock, 2021). Policymakers were concerned with ensuring equity in education during disruptions. They focused on addressing the digital divide, as students from disadvantaged backgrounds were disproportionately affected by the shift to online learning. Policies aimed at improving access to technology and supporting remote learning were prioritized to mitigate the negative impacts on educational quality (Paudel, 2021).

Quality in higher education is not an abstract concept but emerges through the dynamic interplay of perceptions and interests held by various stakeholders, shaped by specific theoretical perspectives. A survey conducted by Bloch et al. (2023) revealed that students, teachers, and managers largely share views on quality, emphasising practices that develop students' academic skills, their ability to apply these skills in practice, and the continuous improvement of teaching methods. However, differences also exist, particularly concerning the employability orientation in higher education.

### **Quality Assurance in South Africa**

Saidi (2020, 3) describes quality assurance as policies, processes, and mechanisms ensuring that specified standards or minimum requirements in education are met. Taheryar (2017: 16) defines it in higher education as "a process to build stakeholder confidence that the supply (inputs, processes, and outcomes) meets expectations or minimum requirements." The CHE (2021: 21) states that quality assurance involves evaluating and providing

evidence of institutions' measures to achieve their goals and purposes, delivering learning experiences that support students in attaining qualifications. Despite different definitions, central to the concept is meeting specified standards and expectations.

In South Africa, the Higher Education Act of 1997 assigns responsibility for quality assurance to the Council on Higher Education (CHE) through its sub-committee, the Higher Education Quality Committee (HEQC) (CHE, 2005; 2021). The Act mandates the CHE to advise the Minister of Higher Education on all matters related to promoting quality in higher education. The CHE employs a quality assurance system focusing on program and institutional levels, using program accreditation, national reviews, and institutional audits as key mechanisms (CHE, 2005).

Quality is a multidimensional concept influenced by historical context and defined based on various features and criteria (Prisacariu & Shah, 2016; Scharager, 2018; Keykha, Ezati, & Khodayari, 2022). Dziminska (2023) views quality as transformation, while Fomunyam (2018) highlights value for money, fitness for purpose, and transformation as benchmarks for quality assurance. Rankings of universities are often seen as reflections of quality, but they can include subjective measures with limitations and biases (Easley, Strawderman, Babski-Reeves, Bullington, & Smith, 2021). These varied perspectives on quality pose challenges in establishing a universally accepted standard, making it difficult to ensure consistency across different institutions and contexts.

## **Challenges in Higher Education**

Despite the importance of quality, higher education institutions face several challenges. Lecturers often lack basic skills and essential resources to facilitate quality teaching and learning effectively (Fomunyam, 2018). Additionally, quality benchmarks set by the CHE are frequently met on paper but not translated into practice. The 2015/2016 student protests in South African universities, partly driven by demands for improved quality and value for money, underscore this issue (Fomunyam, 2018).

Quality in education is highly contextual. In South Africa, defining quality education is challenging due to the country's diverse population and the incongruous nature of its education system (Spaull, 2013). The increasing use of information and communication technology (ICT) in education has also led to a higher demand for quality (Spaull, 2013; Sepúlveda-Parrini, Pineda-Herrero, Valdivia-Vizarreta, & Rodríguez-Pérez, 2023). The COVID-

19 pandemic necessitated a rapid shift to online and remote learning, accelerating the adoption of ICT in education.

### **Impact of COVID-19 on quality**

The COVID-19 pandemic significantly disrupted higher education, challenging institutions to manage the abrupt transition from face-to-face to online teaching and learning while maintaining quality (Sahu, 2020). This shift exposed and, in some cases, exacerbated existing inequalities in access to quality education, particularly in contexts like South Africa where the digital divide is significant (Adeniyi et al., 2024). The emphasis on ICT in education highlighted the need for quality online education and digital resources, further complicating the definition of what constitutes quality education in a diverse and unequal system. The scale and scope of COVID-19's impact on higher education were unprecedented, conceptualized as a wicked problem by Mathur (2020) and Moon (2020).

Understanding and enhancing quality in higher education especially in times of disruption require considering diverse stakeholder perceptions, contextual factors, and the dynamic nature of educational environments, particularly in response to rapid technological advancements and global crises. The pandemic underscored the necessity for adaptable and resilient educational frameworks that can effectively integrate technological advancements while addressing the immediate needs posed by global crises (Wangenge-Ouma & Kupe, 2022).

Furthermore, the shift to online learning has prompted a re-evaluation of quality assurance measures and pedagogical strategies to ensure that educational outcomes remain consistent and effective despite the mode of delivery (Shattuch, 2023). This re-evaluation emphasises the importance of continuous improvement and stakeholder engagement in sustaining high-quality education amidst ongoing and future disruptions. The next section explores the theoretical foundations of organisational resilience and organisational change to understand quality in higher education during disruptions.

### **Theoretical Underpinnings of Organisational resilience and change**

In the face of significant disruptions, maintaining quality in higher education requires a multifaceted approach grounded in established theories

of organisational resilience and change. Organisational resilience, as articulated by Bradley and Alamo-Pastrana (2022) and Duckek (2020), underscores the importance of an institution's capacity to withstand and adapt to unforeseen crises, ranging from pandemics to financial instability. This resilience is not merely about returning to a pre-crisis state but involves advancing and evolving, as emphasised by Bahadur et al. (2015) and Chiramba and Maringe (2022). Their insights suggest that higher education institutions must proactively anticipate, prepare for, and adapt to changes to not only survive but also to thrive.

On the other hand, theories of organisational change, including Lewin's Change Management Model and Rogers' Diffusion of Innovations, offer a framework for understanding how institutions can effectively implement new practices and technologies amidst disruption. Lewin's model highlights the necessity of unfreezing existing practices, transitioning to new methods, and refreezing these practices to ensure stability (Burnes, 2020). Meanwhile, Rogers' theory illustrates how innovations can be adopted and integrated through effective communication and understanding the adoption curve (Dale et al., 2021). Furthermore, Argyris and Schön's (1997) emphasis on double-loop learning underscores the importance of not just addressing immediate challenges but also revising underlying assumptions and strategies to foster long-term adaptability.

Combining these theories provides a robust strategy for maintaining and enhancing quality during disruptions. Organisational resilience offers the foundation for enduring crises, while change management theories guide the practical steps necessary for implementing and stabilising new practices. Together, they highlight the need for adaptability, strategic planning, and reflective learning to ensure that institutions not only navigate disruptions effectively but also emerge stronger and more resilient.

## **Organisational Resilience**

The capacity for organisations to withstand disruptions has been a topic of inquiry for decades. Bradley and Alamo-Pastrana (2022) emphasise that resilience is crucial when external environments generate unexpected crises, such as pandemics and technological change, as well as internal disruptions, such as the loss of key staff and poor financial performance. Duckek (2020) highlights that in highly volatile and uncertain times, organisations need to develop resilience capacity, enabling them to cope effectively with unexpected events, bounce back from crises, and even foster future success. A broader definition by Chiramba and Maringe (2022) shows that

organisational resilience refers to an institution's ability to anticipate, prepare for, respond to, and adapt to incremental change and sudden disruptions to survive and prosper.

Bahadur et al. (2015) emphasise that resilience is not just about bouncing back from challenges but also about transforming and growing stronger in the face of adversity. This theory integrates multiple dimensions of resilience, highlighting the importance of a holistic and proactive approach to managing risks and uncertainties. Similarly, Chiramba and Maringe (2022) emphasise the importance of proactive and strategic planning in building resilient organisations that can thrive in the face of adversity.

In the aftermath of COVID-19, several climate disasters, and successive instances of racial injustice, understanding and promoting organisational resilience has gained renewed urgency. Organisational resilience generally refers to an organization's ability to adapt to internal and external disturbances while maintaining its integrity, potentially evolving to better fit the environment (Weick and Sutcliffe, 2007; Witmer and Mellinger, 2016). Resilience theorists define it as resistance, recovery, adaptation, and anticipation (Duckek, 2020; Hepfer and Lawrence, 2022).

Resilience involves three key abilities:

1. **Bouncing Back:** The ability to return to a normal state after a crisis (Weick and Sutcliffe, 2007; Home and Orr, 2011; Duckek, 2020).
2. **Advancing:** The ability to thrive after a crisis, endorsing strategic offense (Lengnick and Beck, 2005; Lengnick, Beck, and Lendnick-Hall, 2011). Vogus and Sutcliffe (2007) define this as “the maintenance of positive adjustment under challenging conditions such that the organization emerges from those conditions strengthened and more resourceful.”
3. **Anticipating and Learning:** The ability to anticipate and learn from threats, suggesting that agile preparation and adaptive building capacities are integral to resilience in the face of shocks (Weick and Sutcliffe, 2007; Bradley and Alamo-Pastrana, 2022).

## **Organisational Change**

Organisational change theorists such as Lewin, Rogers, Argyris, and Schön, Schein, and Pettigrew, Ferlie, and McKee have significantly influenced organizational development (Batra, Duff, and Smith, 2014). Jacobs, Christe-Zeyse, and van Witteloostuijn (2013) highlight organizational

change as a major challenge since organisations are constantly evolving. They pinpoint three key observations:

1. Organisational change can violate organisational identity, potentially affecting legitimacy and performance.
2. A contingency perspective allows for the analysis of specific external and internal conditions that facilitate both change success and failure.
3. General patterns and mechanics apply to all change processes.

### **Exploring different theories of organisational change**

Lewin's Change Management theory, developed in the 1940s, is a framework for implementing organisational change that outlines three key stages (Phuong, 2022). The first stage, unfreeze, involves preparing the organisation to accept that change is necessary by breaking down the existing status quo and creating a sense of urgency. The second stage, transition, is where the organisation moves towards the desired new state by introducing new behaviours, processes, and ways of thinking, with critical support, communication, and time to help individuals transition smoothly. The final stage, Refreeze, solidifies the new state by establishing stability, ensuring the new ways of working are embedded and become the norm, and reinforcing the change through policies, procedures, and cultural shifts.

Lewin's theory emphasises the importance of preparation, transition, and consolidation in managing change effectively (Burnes, 2020; Phuong, 2022). This model, which involves unfreezing, changing, and refreezing, is particularly relevant during disruption. The need to unfreeze existing practices, adopt new strategies to cope with the disruption, and eventually stabilize these new methods is essential to maintaining quality.

Rogers' diffusion of Innovations theory explains how, why, and at what rate new ideas and technologies spread through cultures (Dale et al., 2021; Orr, 2002). It identifies five categories of adopters: innovators, early adopters, early majority, late majority, and laggards (Dale et al., 2021). The theory outlines key factors influencing adoption, including the innovation's relative advantage, compatibility with existing values and practices, complexity, trialability, and observability. Communication channels, social systems, and time also play crucial roles in the diffusion process (Dale et al., 2021). Rogers' theory helps in understanding how new ideas and innovations can be adopted during times of disruption. Organisations that effectively

communicate the benefits and implementation of new practices can enhance quality even amidst change.

Argyris and Schön's (1997) organisational learning theory focuses on how organisations adapt and evolve through learning processes. They introduced two key concepts, the first of which was single-loop learning which involves making adjustments to actions to correct problems without altering underlying policies or objectives (Argyris & Schön (1997)). It is akin to error detection and correction, focusing on improving existing processes. In contrast, double-loop learning entails a deeper level of learning that involves questioning and modifying the underlying assumptions, policies, and objectives that guide actions (Argyris & Schön (1997)). This approach leads to transformative changes in the organization's behavior and strategies.

The theory emphasises the importance of reflective practice and encourages organizations to not only address immediate issues but also to critically evaluate and revise their fundamental frameworks and beliefs for long-term improvement and adaptability. In disruptive times, the ability of an organisation to learn and adapt is critical. Argyris and Schön (1997) emphasise the importance of double-loop learning, where organisations not only address immediate problems but also reflect on underlying assumptions and processes.

In change theory, the change recipient's trust and willingness to change are viewed as key factors for a successful change process (Saetren and Laumann, 2017). Conversely, resistance to change is something management must overcome to complete the process. To foster trust and willingness, change theories provide tools such as highlighting discrepancies in the work situation and using persuasive communication.

Batras et al. (2014) suggest that change initiatives need to destabilise the status quo, implement the alternative, and restabilise the environment. The implementation process involves research and performs a learning function. Referencing theorists such as Argyris and Schön, as well as Pettigrew,

Pettigrew et al's (2014) Contextual Approach is a framework used to understand and analyze organisational change. This approach emphasizes the importance of considering the context in which change occurs, the content of the change itself, and the process by which change is implemented.

The key components of the theory understanding organisational change requires examining the interplay of several critical elements: context,

content, process, and their interrelatedness (Sminia, 2016). The outer context refers to the external environment in which an organisation operates, encompassing economic, political, and social conditions, as well as industry and market dynamics that influence the organisation. Conversely, the inner context pertains to the internal environment, including the organisation's culture, structure, internal politics, and available resources and capabilities (Sminia, 2016).

Content focuses on the specific changes being implemented, detailing the objectives, scope, and scale of the change initiatives, alongside the strategic decisions and actions intended to achieve the desired outcomes (Kezar, 2018). Process examines how change is facilitated, covering the steps, stages, and activities involved in planning and executing the change. This component also involves the roles of various stakeholders, leadership behaviours, communication strategies, and methods used to manage resistance and build support. Pettigrew et al's (2014) approach underscores the interdependence of context, content, and process, suggesting that effective organisational change necessitates a holistic understanding of these elements and their interactions. Successful change initiatives must be tailored to the specific context of the organisation, address the change content comprehensively, and be managed through a well-considered process (Funnell & Rogers, 2011).

This contextual approach is particularly useful for analysing complex organisational changes, as it provides a comprehensive framework that considers both the internal and external factors influencing change, as well as the specific details and implementation strategies of the change initiatives. It helps practitioners and researchers to develop a nuanced understanding of the dynamics of organisational change and to design more effective change management strategies. This approach underlines the importance of considering the broader context in which change occurs. During disruptions, understanding the external environment and internal dynamics can help in designing changes that sustain quality.

Overall, during times of disruption, the application of these organisational change theories becomes crucial in maintaining and improving quality. Disruptions often force organisations to reassess their operations, making adaptability and responsiveness key to sustaining quality. By integrating these models, institutions can develop robust strategies to navigate disruptions effectively, ensuring that they not only survive but also maintain or even enhance their quality. The emphasis on adaptability, learning,

culture, and context becomes vital in times of uncertainty, helping organizations to remain resilient and responsive to change.

## **Key insights**

### **Aspects central to the conceptualisation of quality in higher education during disruptions**

The conceptualisation of quality in higher education, especially during disruptions, shows various aspects that emphasize the complexity of maintaining and improving quality in higher education, especially in a rapidly changing world. Diverse perspectives from students, lecturers, and institutional leaders each bring unique insights and definitions to what constitutes quality (Chinomona et al., 2013; Garwe, 2014; Sosibo, 2014; Taheryar, 2017; Gawhari et al., 2021).

Quality in higher education also encompasses aspects such as transformation, perfection, consistency, enhancing competitiveness, and meeting expectations and standards (Bloch et al., 2023). Beyond these, the definition also includes political implications and the institutions' ability to respond to local contexts using available resources to achieve pre-defined goals (Mammen, 2006; Prisacariu and Shah, 2016; Keykha et al., 2022). Quality assurance is critical in maintaining educational standards. It involves policies, processes, and mechanisms designed to ensure that education meets specified standards or minimum requirements. Despite varying definitions, the core concept revolves around meeting set standards and expectations (Saidi, 2020; Taheryar, 2017; CHE, 2021).

Disruptions such as technological advancements, pandemics, and social movements significantly impact the quality of higher education. These disruptions often highlight existing inequalities and inefficiencies, necessitating a re-examination of quality in new contexts, such as online education (Masri and Sabzalieva, 2020; Sahu, 2020; Sepúlveda-Parrini et al., 2023).

The theoretical underpinnings of organisational resilience and change emphasize the ability of institutions to adapt and thrive amid disruptions, ensuring continuous improvement and maintaining quality (Bradley and Alamo-Pastrana, 2022; Duckek, 2020). In South Africa, the Higher Education Act and the Council on Higher Education (CHE) play crucial roles in quality assurance. They focus on program accreditation, institutional

audits, and developing quality assurance frameworks aligned with national development goals (CHE, 2005, 2021).

Challenges such as resource limitations, digital divides, and the legacy of segregation impact the quality of education. Ensuring equitable access to resources and support is essential for maintaining quality (Hedding et al., 2020; Ntombana et al., 2023). Additionally, understanding and addressing students' perceptions of quality and their engagement with educational processes are critical for enhancing educational experiences and outcomes (Fomunyan, 2018; Alhammadi, 2021).

Overall, to understand quality in higher education, it's crucial to explore how the concept has evolved and been interpreted across different dimensions. Quality is conceptualised variably by different stakeholders: students focus on learning outcomes and employability, faculty prioritises resources and support for research, employers assess graduates' workforce readiness, and accrediting bodies impose standards on curriculum and resources. Contextual factors such as geographical and institutional settings also shape perceptions of quality. Additionally, technological advancements, economic pressures, globalisation, and crises like pandemics challenge traditional models of quality, prompting institutions to adapt their practices. Continuous improvements are driven by evolving quality assurance mechanisms, stakeholder feedback, and innovative practices. Theoretical frameworks, including organisational resilience and change further influence the understanding and implementation of quality in higher education. Quality is therefore a dynamic and multifaceted concept, shaped by diverse perspectives and responsive to an ever-changing educational landscape.

### **Ensuring Quality Assurance in Higher Education: Challenges and Innovations**

Quality in higher education is seen as an investment that should enhance national development, individual wealth creation, and poverty alleviation (McMahon, 2009). The CHE in South Africa is a statutory body that employs a quality assurance system focusing on programme and institutional levels, developing frameworks that institutions must comply with (Mkuzangwe, & Mgutshini, 2019). However, disruptions in higher education pose challenges to maintaining quality assurance. Economic pressures, technological shifts, and socio-political changes require innovative models and forward-thinking leadership to ensure quality.

The COVID-19 pandemic, for instance, highlighted inequalities and forced a shift to online learning, challenging the maintenance of quality. Universities had to adapt quickly, but digital inequalities and lack of resources for disadvantaged students were significant issues. Despite efforts to provide data and devices to students, challenges like inconsistent electricity and poor network coverage in remote areas persisted. These issues underscore the need for resilient and adaptable quality assurance mechanisms that can address such disparities.

### **Strategies higher education institutions may adopt**

Higher education institutions can adopt more of several strategies grounded in theories of change and resilience to build resilience and adapt to changes while maintaining or improving quality during disruptions. Firstly, investing in the Organisational Resilience theory involves institutions developing mechanisms to quickly return to normal operations after a crisis. This encompasses creating comprehensive crisis management plans, investing in robust IT infrastructure for remote learning, and ensuring continuity in research and administrative processes (Weick and Sutcliffe, 2007; Home and Orr, 2011; Duckek, 2020). The emphasis in this theory is that institutions should not only aim to recover but also to thrive post-crisis. This can be achieved by leveraging crises as opportunities to implement innovative educational technologies, diversify funding sources, and enhance collaboration between academia and industry (Lengnick and Beck, 2005; Vogus and Sutcliffe, 2007). Institutions need to anticipate potential threats and learn from past experiences. This involves conducting regular risk assessments, fostering a culture of continuous improvement, and encouraging agile decision-making processes to quickly adapt to new circumstances (Weick and Sutcliffe, 2007; Bradley and Alamo-Pastrana, 2022).

Secondly, higher education institutions should invest in the Organisational Change theory (Alnaqbi, 2017). Institutions should follow Lewin's three-stage model to manage change effectively. First, they need to unfreeze existing practices by creating a sense of urgency about the necessity of change (Alnaqbi, 2017). Second, they should implement new behaviors and processes during the change (transition) phase with adequate support and communication (Donald, 2023). Finally, refreezing involves solidifying the new practices to ensure they become the norm and are sustainable in the long term (Alnaqbi, 2017). To facilitate the adoption of new ideas and technologies, institutions should communicate the relative advantages of these innovations, ensure compatibility with existing values and practices,

and provide opportunities for trial and observation (Donald, 2023, Rogers, 1962). This approach helps in gaining buy-in from all stakeholders, which is crucial during disruptive times.

Argyris and Schön's (1978) Organisational Learning model highlights the importance of both single-loop and double-loop learning in maintaining and enhancing quality in higher education. Single-loop learning involves refining existing processes, such as teaching methods and administrative workflows, to optimize performance. In contrast, double-loop learning challenges the underlying assumptions and policies guiding an institution's operations, leading to transformative changes in areas like curriculum design and research focus. By fostering a culture of reflective practice and critical evaluation, universities can adapt to disruptions and proactively shape their future, ensuring continuous improvement and relevance in meeting the evolving needs of students, staff, and society.

Pettigrew et al.'s (1992) Contextual Approach model emphasises that institutions should consider the broader context in which change occurs, including both external and internal factors. This involves understanding the economic, political, and social environment, as well as the internal culture, structure, and resources. Tailoring change initiatives to fit the specific context and managing the process through strategic communication and stakeholder engagement are crucial for successful implementation (Pettigrew et al., 1992).

## **Recommendations**

To enhance quality in higher education institutions must:

1. Develop robust strategies that connect organisational change and resilience. A detailed approach to resilience planning is essential, where institutions outline specific actions to manage various disruptions, such as pandemics, natural disasters, or financial crises. Regular updates and testing through simulations and drills ensure these plans remain effective and responsive to emerging challenges (Bradley & Alamo-Pastrana, 2022).
2. Invest in advanced technological infrastructure and equipping staff and students with the necessary skills to use these tools effectively ensures that teaching, learning, and research activities continue uninterrupted during crises. This not only maintains the quality of education but also strengthens the institutions' ability to adapt to unforeseen circumstances (Duckek, 2020).

3. Promote a culture of innovation is crucial for organisational change and resilience. Institutions that value and support innovation are better positioned to adapt to new challenges. By providing resources for experimentation, celebrating successful innovations, and learning from failures, these institutions foster an environment conducive to continuous improvement and sustained quality (Lengnick & Beck, 2005).
4. Clear and transparent communication is vital during periods of organisational change. Establishing reliable communication channels ensures that all stakeholders are kept informed and actively engaged in the change process, thereby enhancing trust and cooperation, which are essential for maintaining quality and resilience in higher education (Rogers, 1962).

By integrating these strategies based on theories of change and resilience, higher education institutions can build the capacity to withstand and adapt to disruptions while maintaining or even improving their quality. The focus on adaptability, learning, and strategic management ensures that institutions remain resilient and responsive in the face of uncertainty.

## Conclusion

This chapter has introduced the central theme of the book which is quality in higher education in times of disruptions. In the dynamic landscape of higher education, especially during disruptions, the conceptualisation of quality is a complex and evolving construct shaped by diverse stakeholder perspectives and contextual factors. Ensuring quality during times of change requires a multifaceted approach that integrates robust quality assurance mechanisms, resilience, and adaptability. Key insights reveal that quality in higher education encompasses transformation, consistency, competitiveness, and meeting set standards, while also considering political implications and institutional responsiveness to local contexts. Quality assurance plays a pivotal role in maintaining educational standards through policies, processes, and mechanisms designed to meet specified standards and expectations.

Disruptions such as technological advancements, pandemics, and social movements expose existing inequalities and inefficiencies, prompting a re-examination of quality within new contexts like online education. Theoretical foundations from organisational resilience and change emphasize the importance of institutions' ability to adapt and thrive amid

disruptions, ensuring continuous improvement. Quality in higher education during disruptions is a dynamic and multifaceted concept requiring a holistic approach that combines quality assurance, resilience, and adaptability. The authors examine various aspects of quality and how to maintain it during disruptions throughout the book. Chapter 12 synthesises the key themes discussed in the previous chapters. This chapter sets the stage for the book by addressing the conceptual definition of quality, and highlighted that integrating strategies grounded in theories of change and resilience, higher education institutions can enhance their capacity to withstand and adapt to disruptions, ultimately maintaining or improving their quality and contributing to national development, individual wealth creation, and poverty alleviation.

## References

- Adelowotan, M. 2021. Educational innovations for coping up with covid-19 situation in South African universities. *Eurasian Journal of Educational Research*, (95), 139-155.
- Adeniyi, Idowu Sulaimon, Nancy Mohd Al Hamad, Ololade Elizabeth Adewusi, Chika Chioma Unachukwu, Blessing Osawaru, Chisom Nneamaka Onyebuchi, Samuel Ayodeji Omolawal, Aderonke Omotayo Aliu, and Isiah Oden David. 2024 "E-learning platforms in higher education: A comparative review of the USA and Africa." *International Journal of Science and Research Archive* 11, no. 1: 1686-1697.
- Ahmed, V., & Opoku, A. (2022). Technology supported learning and pedagogy in times of crisis: the case of COVID-19 pandemic. *Education and information technologies*, 27(1), 365-405.
- Alhammadi, S. (2021). The effect of the COVID-19 pandemic on learning quality and practices in higher education—using deep and surface approaches. *Education Sciences*, 11(9), 462.
- Alnaqbi, A. K. (2017). *Leading and Communicating Transformational Change: A Case Study of a Higher Education Institution in UAE* (Doctoral dissertation, The British University in Dubai).
- Ang, W. H. D., Shorey, S., Hoo, M. X. Y., Chew, H. S. J., & Lau, Y. (2021). The role of resilience in higher education: A meta-ethnographic analysis of students' experiences. *Journal of professional nursing*, 37(6), 1092-1109.
- Bahadur, A., Lovell, E., & Pichon, F. (2016). *Effectiveness in Building Resilience: Synthesis report for Oxfam's Resilience Outcome Area*. Oxfam International.

- Batras, D., Duff, C., & Smith, B. J. (2016). Organizational change theory: implications for health promotion practice. *Health promotion international*, 31(1), 231-241.
- Blackstock, K. (2021). The role and potential of digital literacy in the workplace from the perspective of undergraduate marketing students and employers (Doctoral dissertation, University of Leicester).
- Bloch, C., Fuglsang, S., Glavind, J. G., & Bendtsen, A. K. (2023). Quality work in higher education: a multi-stakeholder study. *Quality in Higher Education*, 29(3), 340-357.
- Bradley, E. H., & Alamo-Pastrana, C. (2022). Dealing with unexpected crises: organizational resilience and its discontents. In *Responding to the Grand Challenges in Health Care via Organizational Innovation: Needed Advances in Management Research* (pp. 1-21). Emerald Publishing Limited.
- Burnes, B. (2020). The origins of Lewin's three-step model of change. *The Journal of Applied Behavioral Science*, 56(1), 32-59.
- CHE. (2005). *Towards a Framework for Quality Promotion and Capacity Development in South African Higher Education*. Pretoria: CHE.
- CHE. (2021). *A Quality Assurance Framework (QAF) for Higher Education in South Africa*. Pretoria: CHE.
- Chinomona, E., Chinomona, R., & Moloi, K. C. (2013). Elements of quality assurance at institutions of higher education: Vaal University of Technology in South Africa. *Mediterranean Journal of Social Sciences*, 4(14), 643-656.
- Chiramba, O., & Maringe, F. (2022). Organisational resilience as an urgent strategic goal in post-COVID-19 higher education in South Africa. In *Re-imagining educational futures in developing countries: lessons from global health crises* (pp. 39-63). Cham: Springer International Publishing.
- Cranfield, D. J., Tick, A., Venter, I. M., Blignaut, R. J., & Renaud, K. (2021). Higher education students' perceptions of online learning during COVID-19—A comparative study. *Education Sciences*, 11(8), 403.
- Dale, V., McEwan, M., & Bohan, J. (2021). Early adopters versus the majority: Characteristics and implications for academic development and institutional change. *Journal of Perspectives in Applied Academic Practice*, 9(2), 54-67.
- Dawood, Q., & Van Wyk, B. (2021). Postgraduate research during COVID-19 in a South African higher education institution: Inequality, ethics, and requirements for a reimagined future. *African Journal of Inter/Multidisciplinary Studies*, 1-12.

- Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. *Journal of educational technology systems*, 49(1), 5-22.
- Dodds, S., & Hess, A. C. (2020). Adapting research methodology during COVID-19: lessons for transformative service research. *Journal of service management*, 32(2), 203-217.
- Donald, M. (2023). How leaders can manage the disruption caused by the pandemic. *Emerald Open Research*, 1(4).
- Duchek, S. (2020). Organizational resilience: A capability-based conceptualization. *Business Research*, 13 (1), 215–246. DOI: <https://doi.org/10.1007/s40685-019-0085-7>.
- Dzimińska, M. (2023). How quality as transformation is manifested and enabled in a student vision of an ideal university: implications for quality management in higher education. *Quality in Higher Education*, 29(3), 323-339.
- Easley, J., Strawderman, L., Babski-Reeves, K., Bullington, S., & Smith, B. (2021). Perceived quality factors in higher education. *Quality in higher education*, 27(3), 306-323.
- Evenseth, L. L., Sydnæs, M., & Gausdal, A. H. (2022). Building organizational resilience through organizational learning: A systematic review. *Frontiers in Communication*, 7, 837386.
- Fomunyan, K. G. (2018). Deconstructing quality in South African higher education. *Quality Assurance in Education*, 26(1), 44-59.
- Funnell, S. C., & Rogers, P. J. (2011). Purposeful program theory: Effective use of theories of change and logic models (Vol. 31). John Wiley & Sons.
- García-Morales, V. J., Garrido-Moreno, A., & Martín-Rojas, R. (2021). The transformation of higher education after the COVID disruption: Emerging challenges in an online learning scenario. *Frontiers in psychology*, 12, 616059.
- Garwe, E. C. (2014). Quality assurance in higher education in Zimbabwe. *Research in Higher Education Journal*, 23.
- Gawhari, G. S., Sadaat, N. U., & Khamosh, A. (2021). A review of responsibilities and duties of faculty academic members, department, and faculty for ensuring the quality of higher education: A case of Afghanistan. *International Journal of Advanced Academic Studies*, 3(3), 108-119.
- González-Sanguino, C., Ausín, B., Castellanos, M. Á., Saiz, J., López-Gómez, A., Ugidos, C., & Muñoz, M. (2020). Mental health consequences during the initial stage of the 2020 Coronavirus pandemic (COVID-19) in Spain. *Brain, behavior, and immunity*, 87, 172-176.

- Greeff, M., Mostert, K., Kahl, C., & Jonker, C. (2021). The# FeesMustFall protests in South Africa: Exploring first-year students' experiences at a peri-urban university campus. *South African Journal of Higher Education*, 35(4), 78-103.
- Green, DD and McCann, JT. 2020. Mapping Disruption in Higher Education: The New Faculty Model. *American Research Journal of Business and Management*, 6 (1), 1-7.
- Hedding, W., Greve M, Breetzke GD, Nel W, and Van Vuuren BJ. 2020. COVID-19 and the Academe in South Africa: Not Business as Usual. *South African Journal of Science*, 116(7/8).
- Hemdi, A. 2021. Exploring the Experiences of Postgraduate Students in the Field of Special Education with Remote Online Teaching Amid COVID-19 Pandemic: A Mixed Methods Study. *Journal of Educational and Social Research*, 11 (5), 237-252.
- Hepfer, M and Lawrence, TB. 2022. The Heterogeneity of Organizational Resilience: Exploring Functional, Operational and Strategic Resilience. *Organization Theory*, 3, 1-29.
- Hewitt, K. 2021. The gap between hospitality graduates' preparedness and employer expectations post COVID-19 within the hospitality industry. University of Johannesburg (South Africa).
- Hofmeyr, K, Price, G, and Myres, K. 2021. The Impact of COVID-19 On Postgraduate Business Students. University of Pretoria: Gordon Institute of Business Science.
- Home, JF and Orr, JE. 2011. Assessing Behaviors that Create Resilient Organizations. *Employment Relations Today*, 29(4), 29–39
- Ikoni, O and Ogundele, MO. 2020. The Disruption of Novel Coronavirus (COVID-19) Pandemic and Quality of Higher Education in Nigeria. *Kampala International University Journal of Humanities*, 5 (2), 25-36.
- Jacobs, G, Christe-Zeyse, J and van Witteloostuijn, A. 2013. A Theoretical Framework of Organizational Change. *Journal of Organizational Change Management*
- Kezar, A. (2018). *How colleges change: Understanding, leading, and enacting change*. Routledge.
- Jegade, O. 2021. South Africa's Capacity to Deploy Fourth Industrial Revolution Technologies post-COVID-19. Pretoria: United Nations Industrial Development Organization.
- Keykha, A, Ezati, M and Khodayari, Z. 2022. Identification of the Barriers and Factors Affecting the Quality of Higher Education in Allameh Tabataba'i University from the Viewpoints of Faculty Members. *Quality in Higher Education*, 28 (3), 326-344.

- Lengnick-Hall, CA and Beck, TE. 2005. Adaptive Fit Versus Robust Transformation: How Organizations Respond to Environmental Change. *Journal of Management*, 31(5), 738–757.
- Lengnick-Hall, CA, Beck, TE, and Lengnick-Hall, ML. 2011. Developing a Capacity for Organizational Resilience through Strategic Human Resource Management Review. *Human Resource Management Review*, 21(3), 243–255.
- Mammen, KJ. 2006. Academics' Perceptions of 'Quality in Higher Education' and Quality Strategies. *South African Journal of Higher Education*, 20 (5), 639-654.
- Maringe, F and Chiramba, O. 2022. Disruptions in Higher Education: Mitigating Issues of Access and Success in the Covid-19 Pandemic. *South African Journal of Higher Education*, 36 (4), 6-20.
- Mashilo, MT and Selelo, ME. 2021. The Impact of Covid-19 on the Quality of Education in Institution of Higher Learning: An Exploratory Study in the University of Limpopo. *International Journal of Entrepreneurship*, 25 (4S)
- Masri, AE and Sabzalieva, E. 2020. Dealing with Disruption, Rethinking Recovery: Policy Responses to the COVID-19 Pandemic in Higher Education. *Policy Design and Practice*, 3 (3), 312-333.
- Mathur, AN. 2020. 'Strategies for Solving Wicked Problems of True Uncertainty: Tackling Pandemics Like Covid-19'. In IIMA Working Papers (WP 2020-04-03; IIMA Working Papers). Indian Institute of Management Ahmedabad, Research and Publication Department.
- Moon, MJ. 2020. 'Fighting against COVID-19 with Agility, Transparency, and Participation: Wicked Policy Problems and New Governance Challenges'. *Public Administration Review*, 80 (4): 651–656.
- Naidoo, J. 2020. Postgraduate Mathematics Education Students' Experiences of Using Digital Platforms for Learning within the COVID-19 Pandemic Era. *Pythagoras*, 41(1).
- Marinoni, G., Van't Land, H., & Jensen, T. 2020. The impact of Covid-19 on higher education around the world. *IAU global survey report*, 23(1), 1-17.
- Mkuzangwe, A. S., & Mgutshini, T. 2019. Interactions between Internal and External Quality Assurance in Higher Education Institutions in South Africa—A Case Analysis of Developmental Challenges Facing Academics.
- Mncube, V., Mutongoza, B. H., & Olawale, E. 2021. Managing higher education institutions in the context of COVID-19 stringency: Experiences of stakeholders at a rural South African university. *Perspectives in Education*, 39(1), 390-409.

- Ntombana, L, Gwala, A, and Sibanda, F. 2023. Positioning the #FeesMustFall Movement within the Transformative Agenda: Reflections on Student Protests in South Africa. *Education as Change*, 27(1), 1-18.
- Ojo, E and Onwuegbuzie, AJ. 2020. University Life in an Era of Disruption of COVID-19: A Meta-Methods and Multi- Mixed Methods Research Study of Perceptions and Attitudes of South African Students. *International Journal of Multiple Research Approaches*, 12 (1),20-55.
- Oluka, A, Musaiywa, M, and Nomlala, B. 2021. Understanding the Experience of Accounting Students during the COVID-19 Lockdown in South Africa. *International Journal of Innovation, Creativity and Change*, 15 (7), 637-649.
- Orr, G. 2003. *Diffusion of innovations*, by Everett Rogers (1995). Retrieved January, 21, 2005.
- Paudel, P. 2021. Online education: Benefits, challenges and strategies during and after COVID-19 in higher education. *International Journal on Studies in Education (IJonSE)*, 3(2).
- Phuong, M. T. (2022). Lewin's change management model and lecturers's job satisfaction. *Science & Technology Development Journal: Economics-Law & Management*, 6(2), 2348-2356.
- Prisacariu, A and Shah, M. 2016. 'Defining the Quality of Higher Education Around Ethics and Moral Values'. *Quality in Higher Education*, 22 (2), 152–66.
- Saetren, GB and Laumann, K. 2017. Organizational Change Management Theories and Safety- A Critical Review. *Safety Science Monitor*, 20 (1)
- Sahu, P. 2020. Closure of Universities Due to Coronavirus Disease 2019 (COVID-19): Impact on Education and Mental Health of Students and Academic Staff. *Cureus*, 12 (4), e7541
- Saidi, A. 2020. Enhancing Academic Success through the Involvement of Students in Quality Assurance and Promotion in Higher Education: A Synopsis. *South African Journal of Higher Education*, 34 (5), 1-19.
- Scharager GJ. 2018. 'Quality in Higher Education: The View of Quality Assurance Managers in Chile'. *Quality in Higher Education*, 24 (2), 102–16
- Sepúlveda-Parrini, P, Pineda-Herrero, P, Valdivia-Vizarreta, P and Rodríguez-Pérez, S. 2023. Examining the Quality of Online Higher Education in Chile from the Perspective of Equity. *Quality in Higher Education*, DOI: 10.1080/13538322.2023.2270398.
- Shattuck, K. (Ed.). 2023. *Assuring quality in online education: Practices and processes at the teaching, resource, and program levels*. Taylor & Francis.