The Influence of Knowledge Management on Internal Quality Assurance in Higher Education Institutions

Everest Turyahikayo

Department of Public Administration and Management, Uganda Management Institute, Kampala, Uganda

Email address:
everestdidas@yahoo.co.uk

Abstract: Several studies reveal that knowledge management is crucial in enabling institutions gain and maintain a competitive advantage. Yet, institutions must leverage their internal quality assurance mechanisms as a prerequisite for gaining and maintaining an edge over competitors. Based on this revelation, the paper set out to examine how knowledge management can be used to build strong internal quality assurance framework in HEIs basing on institutional theoretical perspective. Using an in-depth literature review, it was revealed that knowledge of external stakeholders should constitute part of the knowledge used in developing quality assurance policies. In addition, HEIs will also identify internal knowledge sources that enhance designing of quality assurance mechanisms that satisfy normative prescriptions. Moreover, HEIs that embrace mimetic isomorphism by copying and incorporating best practices from other institutions will likely improve the teaching, staff development and pedagogical quality. These institutional logics act in the best interest of the HEIs by providing critical linkages for knowledge management-internal quality assurance nexus.

Keywords: Knowledge Management, Quality Assurance, Higher Education Institutions, Institutional Logics, Isomorphism

1. Introduction

Several studies have confirmed that knowledge management is crucial in enabling institutions gain and maintain a competitive advantage [43]. Higher Education Institutions (HEIs) especially universities are popularly known for knowledge generation through teaching and research [7, 40, 48, 54]. Yet, HEIs continue to grapple with internal quality assurance challenges amidst knowledge accumulation through research and practice [1, 15, 16, 58]. The research question is; what is the influence of knowledge management on the internal quality assurance in HEIs? In answering this question, the article bases on the review of recent literature.

2. Methodology

This article relied on literature review as a research method [2] to facilitate the analysis and synthesis [3] of scholary studies on knowledge management and internal quality assurance in HEIs. This study is not a systematic review but was carried out with good judgment in line with the research question. Moreover, a number of other scholars have used the same method to investigate organizational phenomena such as the future of work [4], destruction of Art [5] and gamification of education and learning [6]. Using *Andor,* a resource database in the Tampere University library, over 61 articles from some of the top journals were accessed. The most accessed journals as indicated in citations and references were from sage publications, Wiley & Sons ltd, Taylor and Francis, Springer, Elsevier and Inderscience. A number of search words were used in order to access the journal articles. These were; knowledge management, knowledge sharing, quality assurance, higher education institutions, institutional theory, institutional logics and isomorphism.

3. Knowledge Management in Higher Education Institutions

Knowledge is defined as justified true belief [9] or simply contextualized information [34]. There has been a tendency to confuse knowledge with information yet the later is simply

an input into the former [7]. Knowledge exists in two forms namely tacit and explict. Tacit knowledge has been described as inimitable, uncodifiable and difficult to measure [34]. Tacit knowledge relates to 'know how' as opposed to 'know what'[9]. On the other hand, explicit knowledge is embedded in documents such as research reports, published articles and organizational policies [59]. Explict knowledge largely deals with 'know what' aspects as opposed to 'know how'. Although several studies tend to focus more on explicit knowledge in HEIs because it is observable [50], HEIs also generate tacit knowledge since their employees are not only recruited basing on 'technical know what' but also have to demonstrate that they possess, create and apply the 'know how'.

The conceptualization of the two knowledge forms imply that scientific studies conducted by HEIs are not in themselves knowledge unless such studies have been contextualized. Contextualization relates to combining information available in research studies with interpretation, beliefs, reflection and intuition [59]. On its own therefore, a study output cannot constitute knowledge unless it has been subjected to contextualization. In general terms, knowledge management refers to the systematic analysis, planning, creating, capturing, storing and utilizing knowledge within the HEIs [8].

Knowledge management in HEIs is not created for its own sake but rather to produce high quality graduates, improve innovation and creativity [34]. As already indicated in the introduction, HEIs are considered knowledge creation giants through research. This knowledge should ideally be entrenched in HEIs operations so as to accomplish institutional goals [10]. To what extent is this knowledge contextualized and integrated into the internal quality assurance management of HEIs?

4. Internal Quality Assurance in Higher Education Institutions

There is no agreed position as to what constitutes quality in higher education [11]. However, quality as a relative concept [33] has been defined as a standard of excellence [12] aimed at fitness for purpose and transformation [13]. In HEIs, quality could mean a standard upon which the core mandate of HEIs such as teaching, research and community engagements are judged. The better performance of these functions lead to client satisfaction [14]. From the foregoing, quality assurance can be conceptualized as a process by which a set of mechanisms are established aimed at continuous improvement in teaching, research and community work in HEIs [15]. There is a belief among scholars that quality is aimed at meeting the needs and expectations of the customer [8] arguing that whereas a satisfied client shares his feelings with one or two people, a dissatisfied client shares his negative feelings with nine to ten people [16]. This belief can make sense only if customers are aware of what quality is, in its concrete sense. Otherwise,

they might settle for less or even expect too much.

Previous research shows that quality assurance in HEIs should be the responsibility of everybody [12]. Yet, lecturers are at the centre of implementing quality assurance mechanisms. This explains why focus has been put on developing the quality of lecturers since they determine the quality of university graduates as well as research output [17]. Lecturers are at the centre of knowledge generation, sharing with students and among themselves. They use the same knowledge to serve their communities through research and consultancy [18]. In this article, the discussion on quality assurance has taken the pedagogical direction aimed at discovering how knowledge generated in HEIs informs teaching, research and community work.

5. Theoretical Framework

Knowledge management and quality assurance interact a in larger institutional framework. The HEIs exist in internal and external pronounced environments [50]. In order to examine the link between knowledge management and quality assurance in HEIs, this article relies on the new institutional theory as prescribed by [19]. The neo-institutional theory often simply referred to as 'institutional theory' [26] has been used to understand institutional phenomena such as knowledge management and quality assurance linkages in terms of isomorphism and legitimacy imperatives [19].

Isomorphism refers to the institutional scripts that lead to institutional legitimacy [20]. Legitimacy is gained when stakeholders perceive an institution as possessing quality features similar to those of superior institutions [21]. In the case of HEIs, the similarity of the features is in terms of curriculum, research policies and internal quality assurance arrangements [25]. The link between knowledge management practices and quality assurance frameworks in HEIs is influenced by three institutional logics or simply isomorphic forces namely, coercive isomorphism, normative isomorphism and mimetic isomorphism [20, 22].

Coercive isomorphism results from formal and informal pressures exerted on HEIs by other organizations upon which they are dependent [20]. HEIs are dependent on a number of external institutions such as regulatory bodies, governments ministries that monitor and fund them as well as professional bodies [22]. As the discussion will show later, the degree of isomorphic coercion exerted through coercive isomorphism determines how HEIs will use their knowledge for an effective quality assurance framework [21].

Normative isomorphism as another institutional logic manifests itself in the way professional bodies put pressure on HEIs to comply with prescribed professional norms [22]. Normative isomorphism is based on the belief that HEIs exist in social contexts in which rules prevail in respect of appropriate conduct [23]. It can be argued that knowledge management and quality assurance are obliged to subscribe to the normative professional environment where HEIs derive legitimacy [15]. Such normative environment defines

the conditions and methods of their work so as to establish a common philosophy and to legitimate professional autonomy.

Institutional theory further reveals that mimetic isomorphism relates to the pressure of uncertainty in which HEIs may adopt and imitate behaviours of other institutions. Such behaviours are entrenched in the teaching, research and community engagement activities [22]. Quite often, new and young HEIs tend to imitate older institutions so as to resemble them [25]. There is a likelihood of knowledge fusion from the superior powerful HEIs to the emerging institutions. Other aspects likely to be copied and pasted relate to curriculum for new courses and administrative practices which impact on quality assurance.

Several criticisms have been labelled against the institutional theory with some scholars claiming that its 'creaking under the weight of its own theoretical apparatus' [26]. Some scholars have indicated that power structures and struggles inherent in HEIs can potentially create or destroy them [19, 27]. Other criticisms relate to the fact that the theory focusses more on the similarities between HEIs yet differences also exist [28]; the contested claim that HEIs conform blindly to the external institutional patterns with no rationality [20]; failure of the theory to understand HEIs as separate entities with dynamic capabilities and unique goals to accomplish [22, 23], without necessarily appealing to the institutional logics. Notwithstanding the criticisms, the three institutional logics help us understand how knowledge management influences internal quality assurance in HEIs as the procceding discussion will show.

6. Knowledge Management - Internal Quality Assurance Nexus in HEIs

Looking at the previous research, one discovers that by implication, institutional logics explained in the theory shape the influence of knowledge management on internal quality assurance in HEIs. Yet in most cases, studies do not expressly state so. What is clear in the literature is that quality assurance frameworks in HEIs largely depend on knowledge management practices especially knowledge creation, capture, storage, sharing and utilization [29, 50, 59]. Such studies have been devoid of theoretical perspectives. Thus, the task ahead of showing how the institutional perspective informs knowledge management and quality assurance in HEIs is not a simple one. Yet, there is no better alternative theory for the task.

Coercive Isomorphism, Knowledge Management and Internal Quality Assurance in HEIS

Before delving into the discussion on how coercive isomorphism enhances our understanding of the influence of knowledge management on internal quality assurance in HEIs, it is importance to appreciate the purpose of quality assurance in HEIs. Such a purpose relates to safeguarding interest of external and internal stakeholders [30]. This explains the need for continuous improvement in teaching, research and community engagement [12, 33]. Thus, HEIs

are likely to adopt and incorporate not only knowledge generated internally through meetings and other interactions but external knowledge as well. The ideas and views of external stakeholders should constitute part of the knowledge used in developing quality assurance policies. Moreover, external stakeholders especially government, parents and employers [32] have more interest in the quality assurance of HEIs since they are directly affected by the quality of graduates [17].

Isomorphic coercive pressures also emerge from public policies such as policies on quality, funding, and access to higher education [31]. It is common that most HEIs are regulated by government agencies that set external quality standards [59]. In the same vein, governments fund public HEIs and may grant tax exemptions to private HEIs. This makes HEIs fulfil conditions set by the governments [32]. Such conditions relate to student admissions, courses to be taught, student and staff numbers, and other programs that should meet government requirements [61]. The accountability obligations imposed by public policy imply that HEIs will apply knowledge in quality assurance frameworks in ways intended to fulfil external accountability [13, 33]. We cannot rule out the possibility of compromising quality if external demands are unrealistic, especially in terms of funding political research projects that do not make sense to the HEIs and the epistemic community.

Previous studies have also revealed that external coercive pressures have penetrated top management governance structures. Governance boards appointed by government comprised of former politicians who lacked knowledge in HEIs [56], and who served their own political interests. In this scenario, knowledge management and quality assurance did not matter as long as individual and external political interests were met. In this case, coercive isomorphism in form of political influence on the governance of HEIs implies that much of the generated knowledge in HEIs may not be used to develop strong quality assurance frameworks. Hence, this works negatively on the quality of teaching and quality of graduates. In the end it affects employability of graduates [32].

Another source of coercive isomorphic pressure emanates from power struggles. Stakeholders who wield much power will always dictate the direction in which the HEIs will move. Moreover, academics may not enjoy their academic freedom in cases where power struggles condition them to act contrary to quality standards and beliefs [12]. At the end of the day, wielders of power and influence who probably determine salaries of the academics will influence quality related decisions [55]. Although scholars such as [50, 56] claim that environment driven by power struggle pushes HEIs to integrate knowledge in quality assurance frameworks so as to overcome such difficulties, one wonders how possible this can be fulfilled. Rather, HEIs and especially academics in the absence of their academic, will be preoccupied with blame games in case of poor quality standards [16] and perhaps result into endless strikes by lecturers and students as witnessed in some public

universities in Uganda.

Normative Isomorphism, Knowledge Management and Internal Quality Assurance in HEIS

Normative pressures stem from external professional bodies which impose norms on HEIs [34]. Such norms stem from various sources such as legal institutions, engineers and educational bodies which may dictate to HEIs their quality assurance standards [35] especially aimed at maintaining ethical and professional values [30]. Moreover, HEIs claim to enjoy professional autonomy and academic freedom that make them 'bottom heavy' [55]. Some scholars have claimed that HEIs ought to tune their quality assurance standards to suite the template provided by these norms [36]. To this end, HEIs are under obligation to improve their knowledge management practices to respond to the normative logics [7]. Ideally, HEIs will seek the appropriate knowledge from the external normative forces. They will also identify internal knowledge sources that enhance designing quality assurance mechanisms that satisfy normative prescriptions [39]. This requires HEIs to be proactive in not only focusing on compliance to the normative logics but also harness opportunities likely to come from collaborations with professional bodies [37].

It has been claimed that normative isomorphism promotes socially acceptable value systems within the HEIs [36]. For this to happen, institutions ought to establish the quality culture in which common values, beliefs, expectations and commitment to quality improvement are entrenched [1]. In building the quality culture, institutions tend to plan and execute knowledge creation activities through research [38]. Literature about the integration of knowledge resources into quality culture is scarce. However, normative pressures push the academics into teaching and publishing [38] which in the end increases not only the institutional but also individual reputation [39, 40]. In building the quality culture for the enhancement of teaching, research and publications, the role of knowledge management is critical. First, HEIs must demonstrate that previous quality practices that have not worked must be dropped. This necessitates assessing best practices obtained from internal and external environment. Second, knowledge generated through research and publications by the academics should be fully utilized by the HEIs to improve operations of those institutions.

Mimetic Isomorphism, Knowledge Management and Internal Quality Assurance in HEIS

Mimetic isomorphism manifests itself in attempts by HEIs to resemble other institutions through copying and imitation of quality assurance standards, practices and operations. Mimetic pressures work on institutions in a recursive relationship. In this case, HEIs are in constant search for workable and useful quality assurance inputs [41]. Mimetic isomorphism imposes pressures on emerging HEIs to consciously or unconsciously observe how HEIs are integrating their knowledge resources into the quality assurance framework [7]. It is common to hear students, parents, academics and employers demand that HEIs adopt certain facets of quality assurance from other institutions [15].

Today, increased online networking has laid bare knowledge available in other similar HEIs and increased the rate at which knowledge creation and sharing takes place [42, 32, 43]. Institutions that embrace copying and incorporating best practices tend to improve their teaching, staff development and pedagogical quality [11]. Knowledge management is critical in enhancing this quality.
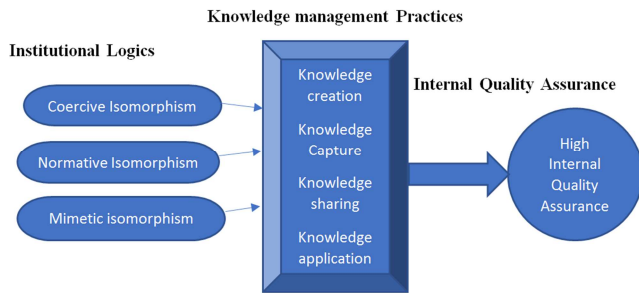
The drive towards massification of education in HEIs tends to push institutions to increase student enrolments to extend services to many customers as much as possible. According to [44], most HEIs have begun to invest efforts towards internationalization of teaching and learning in a bid for massification. This implies mimetic isomorphism does not only inform massification by way of generating massifying inputs, but also provides knowledge insights from local and international networks of students, parents, researchers and firms as feeds for HEIs academic programmes to ensure quality [45]. This argument is also supported by [46] who demonstrates that organizations can achieve their massification and internationalization goals by promoting knowledge sharing, flexibility, and adaptation to change for quality assurance.

Knowledge management continues to influence quality assurance of HEIs through online mimetic pressures. Such online platforms as Facebook [48] and twitter [39, 47] tend to enhance the search for knowledge from the online sources in HEIs. Such knowledge is in form of online posts by teachers regarding lecture information, examination guidelines as well as documented quality assurance policies and practices [48]. In the same vein, mimetic forces penetrate HEIS through what [47] terms institutional networking. Especially in public HEIs, academics are usually facilitated to engage in seminars at the national, regional and international fora [10]. It is easy to notice mimetic effects through sharing best practices that have worked in other HEIs [46].

The paper has so far demonstrated that the institutional theory under its coercive, normative and mimetic logics put pressure on HEIs to adopt and entrench quality assurance culture using the knowledge management practices. It has been implied that much as pressure from the three institutional logics tends to push HEIs to act in the interest of external stakeholders, through such logics HEIs are able to access from stakeholder's useful knowledge management practices for the enhancement of quality assurance systems and policies. Hence, the logics act in the best interest of the HEIs by providing critical linkages for knowledge management-quality assurance nexus. The conceptual model below demonstrates how such linkages manifest themselves in HEIs.

The model shows that institutional logics namely coercive, normative and mimetic exert reasonable force on institutional knowledge management practices. The four key practices in this case are knowledge creation, capture, sharing and application. The preceding analysis demonstrated the nature of interaction between these external pressures and knowledge management in institutions to influence internal quality assurance. Using interpretative and hermeneutic

reflections, the discussion below interrogates the utility of such a linkage in terms of designing and sustaining internal quality assurance framework.

Figure 1. Isomorphic Linkages between Knowledge Management and Internal Quality Assurance.

7. Discussion and Implications

On their own, HEIs may not harness knowledge resources for quality assurance. Whilst the prevalence of institutional logics is visible in most HEIs, it is true that institutions have capacity to use knowledge management practices to design and implement quality assurance framework. This is done through shared meanings that underpin the need for quality culture [49]. So, whereas, external coercive pressures impose stakeholder expectations some of which may be unrealistic [39], HEIs are busy building internal quality assurance systems, improving education and training as well as developing future leaders internally [61]. Amidst institutional logics, most HEIs tend to initiate and open regional and internal research collaborations for knowledge acquisition, application and continuous improvement [42, 13]. On the other hand, the efficacy of the institutional theoretical provisions can be seen in the external support advanced to HEIs in form of financing and regulation. Most HEIs are grappling with internal challenges that make it hard for them to stand on their own. Some of the challenges relate to inadequate infrastructure leading to student overcrowding and insufficient numbers of lecturers [11] making the self-improvement drive difficult [33]. On the basis of this, HEIs cannot depend solely on the internal knowledge resources for building strong quality assurance environment [50].

The demand and drive for academic freedom and professional autonomy is ubiquitous in HEIs. In as much as all institutions whether public or private must adhere to the provisions of the public policy regulations, the social institutional contexts in which such policies are adopted and implemented is superior and differs across HEIs [51]. Research shows that HEIs within a country may not adhere to the external rigid and restrictive regulations from government [52]. This explains why most HEIs will try to find the best way to perform their core functions [1] even when external coercive forces impose harsh conditions on them [11]. In case of HEIs unable to reach out to other institutions through internal collaborations, internal mechanisms are in place some of which may be developed by individual lecturers to improve teaching, learning and assessment practices [55]. One of such mechanisms is student involvement in developing and updating syllabi [53]. However, it has been argued in previous studies that HEIs tend to be conservative especially in terms of teaching methods, assessment and research [52]. There is a tendency for some academics to rely on old teaching and research methods using materials that are never updated [54, 56] as well as failure to manage online teaching [47, 8]. Thus, academic freedom inspired by institutional vision and mission may not suffice in using the available knowledge to design quality assurance mechanisms. Rather, HEIs need to learn from other institutions, professional bodies and other stakeholders as provided for by the institutional logics.

In HEIs, lecturers have a choice to either publish or perish. This choice is driven by three forces namely, career advancement, intrinsic satisfaction and external normative prescriptions from professional bodies [55]. Only normative pressures form part of the current theoretical narrative. The remaining two forces are not dependent on the institutional theoretical dictates. In fact, threats to individual lecturers regarding publications do not come from the external environment but are entrenched in the general administrative structures [8]. Such threats relate to heavy administrative workloads heaped on the professors thereby denying them time to engage in research and publication [45]. In support of this assertion, more scholars have indicated that knowledge workers in HEIs are driven by the desire to perform their professional work yet non-core duties infringe on their professional autonomy and academic freedom to publish as a way of professional development [55, 56, 11]. Scholars have advised HEIs to reduce administrative roles of the academics [45] as well as cut the teaching workload [43] in order to enhance publication needs as part of professional development of the academics. Notwithstanding the above observations, further findings in this study have revealed that the academics are entangled in a web of primitive competitions for the limited resources to publish [34]. This problem inhibits quality assurance in HEIs since knowledge sharing is adversely affected. It would appear that prescriptive institutional logics have to be invoked so as to guarantee normative intentions and standards of the professional community [57]. The implication of this undertaking is that most solutions to quality assurance challenges in research and publications in HEIs will emanate from both the external and internal sources. This is because coercive, normative and mimetic forces are inevitable while using knowledge management practices to design strong and lasting internal quality assurance framework.

The debate about whether external stakeholders such as regulatory bodies from government can successfully exert coercive pressures on HEIs is far from over. Several scholars have indicated that most ministries of education do not have enough capacity to supervise and give regular support to all HEIs [58, 16]. This explains why internal self-reviews help to improve quality assurance rather than rely on external agencies [46, 59]. Even in cases were external pressure

imposes less useful ideas, HEIs tend to be selective while internalizing the kind of knowledge to apply. After all, there is no guarantee that when knowledge is shared it will be applied to overcome challenges of quality assurance nature [8]. The usual practice is that HEIs will seek knowledge usable in managing quality assurance [29]. However, HEIs face some challenges which they may not solve internally. There is common belief among the epistemic community that HEIs are organized anarchies [60]. Some of the reasons given for this description is that HEIs lack clear goals and priorities and are ever entangled in power struggles [22]. There are regular fights stemming from senior-junior relationships, each side fighting for recognition and relevance. Evidence reveals that most HEIs have a centralized financial management system. Procurement approvals initiated by the faculty are subject to heavily bureaucratized approval processes [58, 36]. This coupled with poor governance of knowledge and other resources [1] account for the continued decline in the quality of HEIs [61]. Even where it is common knowledge that academic staff perform the core mandate of HEIs, management support is always inadequate [11] leading to constant chaos and crisis [60]. Impliedly, the conceptual model proposed in figure one would have a desired utility in some unique circumstances warranting external stakeholder engagement [38].

8. Limitations and Recommendations

This study set out to find out the influence of knowledge management on internal quality assurance in HEIs. Two limitations can be identified from the discussion. First, the obvious conceptual nature of the paper and the resulting model do not have support of empirical evidence. Second, the discussion has taken a global dimension without any restriction to a geographical constituency. One would perhaps love to know how knowledge and internal quality assurance in HEIs interact under a developed-developing economies dichotomy. The limitation arising from the conceptual narrative has been neutralized by including in the study the most recent empirical and theoretical publications. Most of these publications are from some of the top ranked journals globally as mentioned in the methodology. However, future researchers interested in this same phenomenon may take it up from here in pursuing an empirical path. The author is cognizant of the fact that HEIs face almost similar challenges since they are all organized anarchies [60]. While acknowledging the second limitation, this factor should be put into consideration as well. That notwithstanding, future researchers may wish to investigate the phenomenon taking into consideration geographical and other aspects.

9. Contribution

To the best knowledge of the author, this is one of the few conceptual papers to examine the influence of knowledge management on internal quality assurance in HEIs using the institutional theoretical perspective. Most previous scholars have tended to ignore the use of theory in attempting to explain how knowledge as a resource may be harnessed to improve internal quality assurance in HEIs. The paper contributes to the existing literature and understanding of how HEIs can use institutional theory to harness knowledge resources for better internal quality assurance systems.

10. Conclusion

The critical role of institutional theory in explaining the influence of knowledge management on internal quality assurance in HEIs cannot be under-estimated. Institutional logics specifically coercive, normative and mimetic isomorphism provide a theoretical understanding of this link. This paper sets the debate in motion towards the realization that improving internal quality assurance is not an exclusive responsibility of HEIs but for external stakeholders as well [31]. It is a recognition that HEIs do not have to focus solely on internal knowledge generation but also include knowledge captured from external sources through bench marking of best practices and lesson leant [8] as the mimetic isomorphism provides. Importantly, HEIs need to make commitments to their academic staff whose work is key in teaching and learning by demonstrating the best corporate governance practices [35, 39] and continuous self-reviews [14] but also remain focused on the expectations of regulatory bodies from which coercive forces emerge.

References

[1] M. Dzimińska, J. Fijałkowska, and Ł. Sułkowski, "Trust-based quality culture conceptual model for higher education institutions," *Sustain.*, vol. 10, no. 8, 2018.

[2] A. Nag, S. C. Mukhopadhyay, and J. Kosel, "Literature review," *Smart Sensors, Meas. Instrum.*, vol. 33, pp. 17–81, 2019.

[3] A. Shakori, A. Vokhlacheva, and P. Farzanehkari, "Prevention of burnout among nursing staff: A literature review," p. 40, 2018.

[4] T. Balliester and A. Elsheikhi, "The Future of Work: A Literature Review," *Res. Dep. Work. Pap.*, no. 29, 2018.

[5] J. Pappas-Kelley and J. Pappas-Kelley, "The destruction of art," *Solvent form*, 2018.

[6] J. Majuri, J. Koivisto, and J. Hamari, "Gamification of education and learning: A review of empirical literature," *CEUR Workshop Proc.*, vol. 2186, pp. 11–19, 2018.

[7] R. Picher and A. Pausits, "Information and knowledge management at higher education institutions," *Manag. Inf. Syst.*, vol. 6, no. 2, pp. 008–016, 2011.

[8] S. Košir, "The Role of Knowledge Management and Internal Communication for a Better Quality Assurance in Higher Education Institution," *Lit. Inf. Comput. Educ. J.*, vol. 5, no. 3, pp. 1641–1648, 2016.

[9]   P. T. R, "Review of Knowledge Management in Higher Education," *Int. J. Sci. Res.*, vol. 4, no. 11, pp. 2062–2065, 2016.

[10]   S. Bibi and A. Ali, "Knowledge sharing behavior of academics in higher education," *J. Appl. Res. High. Educ.*, vol. 9, no. 4, pp. 550–564, 2017.

[11]   T. McCowan, "Quality of higher education in Kenya: Addressing the conundrum," *Int. J. Educ. Dev.*, vol. 60, no. November 2017, pp. 128–137, 2018.

[12]   S. Ntim, "Embedding quality culture in higher education in Ghana: quality control and assessment in emerging private universities," *High. Educ.*, vol. 68, no. 6, pp. 837–849, 2014.

[13]   L. Nabaho, J. N. Aguti, and J. Oonyu, "Making Sense of an Elusive Concept: Academics' Perspectives of Quality in Higher Education," *High. Learn. Res. Commun.*, vol. 7, no. 2, pp. 25–45, 2017.

[14]   M. C. Butter, E. M. Aguilera, M. G. B. Quintana, L. J. Pérez, and E. S. Valenzuela, "Quality assurance for postgraduate programs: Design of a model applied on a university in Chile," *Int. Rev. Res. Open Distance Learn.*, vol. 18, no. 1, pp. 266–292, 2017.

[15]   G. Prakash, "Quality in higher education institutions: insights from the literature," *TQM J.*, vol. 30, no. 6, pp. 732–748, 2018.

[16]   M. Sharabi, "Managing and improving service quality in higher education," *Int. J. Qual. Serv. Sci.*, vol. 5, no. 3, pp. 309–320, 2013.

[17]   C. M. Ogbodo, S. I. Efanga, J. M. Nwokomah, and E. Management, "Strengthening The Internal Quality Assurance Mechanisms In The University," vol. 4, no. 3, pp. 551–558, 2013.

[18]   A. Peterson, H. Dumont, M. Lafuente, and N. Law, "Understanding innovative pedagogies: Key Themes To Analyse New Approaches To Teaching And Learning," *OECD Educ. Work. Pap.*, no. 172, pp. 0_1, 3-5, 8-134, 2018.

[19]   K. A. Munir, "A Loss of Power in Institutional Theory," *J. Manag. Inq.*, vol. 24, no. 1, pp. 90–92, 2015.

[20]   E. A. Rusch and C. Wilbur, "Shaping Institutional Environments: The Process of Becoming Legitimate," *Rev. High. Educ.*, vol. 30, no. 3, pp. 301–318, 2007.

[21]   K. Dutta, "Dynamic Isomorphism and Decision Maker Attributes," *Syst. Pract. Action Res.*, vol. 29, no. 4, pp. 355–377, 2016.

[22]   J. Martínez-Ferrero and I. M. García-Sánchez, "Coercive, normative and mimetic isomorphism as determinants of the voluntary assurance of sustainability reports," *Int. Bus. Rev.*, vol. 26, no. 1, pp. 102–118, 2017.

[23]   R. Suddaby, "Can Institutional Theory Be Critical?," *J. Manag. Inq.*, vol. 24, no. 1, pp. 93–95, 2015.

[24]   W. B. Jr, D. Riordan, and M. Riordan, "Institutional theory in college restructuring: myth or reality?," *J. Case Stud. ...*, pp. 1–13, 2011.

[25]   E. Karataş Acer and N. Güçlü, "An Analysis of the Expansion of Higher Education in Turkey Using the New Institutional Theory," *Educ. Sci. Theory Pract.*, vol. 17, no. 6, pp. 1911–1933, 2017.

[26]   M. Alvesson and A. Spicer, "Neo-Institutional Theory and Organization Studies: A Mid-Life Crisis?," *Organ. Stud.*, vol. 40, no. 2, pp. 199–218, 2019.

[27]   H. Willmott, "'institutional work' for what? Problems and prospects of institutional theory," *J. Manag. Inq.*, vol. 20, no. 1, pp. 67–72, 2011.

[28]   T. Editors, "Has institutional theory lost its way?," *J. Manag. Stud.*, vol. 51, no. 7, pp. 1204–1205, 2014.

[29]   P. Pradabpech, C. Chantarasombat, and A. Sriampai, "Development of Knowledge Management Model for Developing the Internal Quality Assurance in Educational Opportunity Expansion Schools," *Int. Educ. Stud.*, vol. 8, no. 9, pp. 162–170, 2015.

[30]   E. Ofosu, S. K., Fredua-Kwarteng, "Exploring internal quality assurance practices at Ghana College of Physicians and Surgeons (GCPS) ," *Eur. J. Educ. Soc. Sci.*, vol. 3, no. 1, pp. 10–27, 2018.

[31]   S. Cardoso, M. J. Rosa, and B. Stensaker, "Why is quality in higher education not achieved? The view of academics," *Assess. Eval. High. Educ.*, vol. 41, no. 6, pp. 950–965, 2016.

[32]   M. Seyfried and M. Ansmann, "Unfreezing higher education institutions? Understanding the introduction of quality management in teaching and learning in Germany," *High. Educ.*, vol. 75, no. 6, pp. 1061–1076, 2018.

[33]   I. Gvaramadze, "From quality assurance to quality enhancement in the European higher education area," *Eur. J. Educ.*, vol. 43, no. 4, pp. 443–455, 2008.

[34]   O. Al-Kurdi, R. El-Haddadeh, and T. Eldabi, "Knowledge sharing in higher education institutions: a systematic review," *J. Enterp. Inf. Manag.*, vol. 31, no. 2, pp. 226–246, 2018.

[35]   M. Esop and C. Timms, "Relevance of organisational support on academics' affective commitment and turnover intentions," *J. Appl. Res. High. Educ.*, vol. 11, no. 1, pp. 118–128, 2019.

[36]   K. Rodman, R. Biloslavo, and S. Bratož, "Institutional Quality of a Higher Education Institution from the Perspective of Employers," *Minerva*, vol. 51, no. 1, pp. 71–92, 2013.

[37]   M. Farrukh, J. W. C. Lee, and I. A. Shahzad, "Intrapreneurial behavior in higher education institutes of Pakistan," *J. Appl. Res. High. Educ.*, vol. 11, no. 2, pp. 273–294, 2019.

[38]   L. H. Chillara, D. Sahoo, and A. Ponnam, "Determinants and outcomes of faculty consulting from management teachers' perspective," *J. Appl. Res. High. Educ.*, vol. 9, no. 2, pp. 211–225, 2017.

[39]   D. Masoumi and B. Lindström, "Quality in e-learning: A framework for promoting and assuring quality in virtual institutions," *J. Comput. Assist. Learn.*, vol. 28, no. 1, pp. 27–41, 2012.

[40]   P. van den Bos, "Changing concerns of beginning Dutch university teachers," *J. Appl. Res. High. Educ.*, vol. 9, no. 4, pp. 509–520, 2017.

[41]   J. B. Rennick, "Learning that Makes a Difference: Pedagogy and Practice for Learning Abroad," *Teach. Learn. Inq. ISSOTL J.*, vol. 3, no. 2, p. 71, 2015.

[42]   E. Ossiannilsson, Z. Altinay, and F. Altinay, "8. Transformation of Teaching and Learning in Higher Education towards Open Learning Arenas: A Question of Quality," *Open Educ. Int. Perspect. High. Educ.*, no. May 2019, pp. 159–178, 2016.

[43] M. Yasir, A. Majid, and M. Yasir, "Nexus of knowledge-management enablers, trust and knowledge-sharing in research universities," *J. Appl. Res. High. Educ.*, vol. 9, no. 3, pp. 424–438, 2017.

[44] E. Efimenko, A. Roman, M. Pinto, F. Remião, and P. Teixeira, "Enhancement and Recognition of Teaching and Learning in Higher Education," *J. Eur. High. Educ. Area*, no. 2, pp. 99–118, 2018.

[45] K. Dittrich, "Quality assurance: What it was, is, and should be," *Places Engagem.*, no. May 2019, pp. 142–146, 2019.

[46] S. M. Riad Shams and Z. Belyaeva, "Quality Assurance Driving Factors as Antecedents of Knowledge Management: a Stakeholder-Focussed Perspective in Higher Education," *J. Knowl. Econ.*, 2017.

[47] K. E. Henrickson, "Do online instructor lessons complement on-campus teaching?," *J. Appl. Res. High. Educ.*, vol. 8, no. 1, pp. 119–130, 2016.

[48] K. Hull and J. E. Dodd, "Faculty use of Twitter in higher education teaching," *J. Appl. Res. High. Educ.*, vol. 9, no. 1, pp. 91–104, 2017.

[49] M. Elken and B. Stensaker, "Conceptualising 'quality work' in higher education," *Qual. High. Educ.*, vol. 24, no. 3, pp. 189–202, 2018.

[50] G. Moss, K. Kubacki, M. Hersh, and R. O. D. Gunn, "Knowledge Management in Higher Education : A Comparison of Individualistic and Collectivist Cultures Author (s) : Gloria Moss , Krzysztof Kubacki , Marion Hersh and Rod Gunn Source : European Journal of Education , Vol . 42 , No . 3 , Doctoral Education ," vol. 42, no. 3, pp. 377–394, 2018.

[51] A. Veiga, M. J. Rosa, D. Dias, and A. Amaral, "Why is it difficult to grasp the impacts of the Portuguese quality assurance system?," *Eur. J. Educ.*, vol. 48, no. 3, pp. 454–470, 2013.

[52] D. Donina and S. Hasanefendic, "Higher Education institutional governance reforms in the Netherlands, Portugal and Italy: A policy translation perspective addressing the homogeneous/heterogeneous dilemma," *High. Educ. Q.*, vol. 73, no. 1, pp. 29–44, 2019.

[53] D. Robinson, B. M. Schaap, and M. Avoseh, "Emerging themes in creative higher education pedagogy," *J. Appl. Res. High. Educ.*, vol. 10, no. 3, pp. 271–282, 2018.

[54] E. W. L. Cheng, C. W. M. Yu, L. S. Sin, and C. S. M. Ma, "Stakeholders' roles in field experience: some empirical evidence," *J. Appl. Res. High. Educ.*, vol. 10, no. 4, pp. 556–569, 2018.

[55] V. L. O'Donnell, "Organisational change and development towards inclusive higher education," *J. Appl. Res. High. Educ.*, vol. 8, no. 1, pp. 101–118, 2016.

[56] V. Ros and A. Oleksiyenko, "Policy Misalignments and Development Challenges in the Cambodian Academic Profession: Insights from Public University Lecturers," *High. Educ. Policy*, vol. 31, no. 1, pp. 19–35, 2018.

[57] D. Fung, "Introducing the Connected Curriculum framework," *Connect. Curric. High. Educ.*, no. May 2019, pp. 4–19, 2018.

[58] G. Vernez, S. Culbertson, L. Constant, and R. Karam, "Developing a School Quality Assurance System," *Initiat. to Improv. Qual. Educ. Kurdistan Reg.*, no. May 2018, pp. 27–47, 2016.

[59] S. Namdev Dhamdhere, "Importance of knowledge management in the higher educational institutes," *Turkish Online J. Distance Educ.*, vol. 16, no. 1, pp. 162–183, 2015.

[60] D. J. Teece, "Managing the university: Why 'organized anarchy' is unacceptable in the age of massive open online courses," *Strateg. Organ.*, vol. 16, no. 1, pp. 92–102, 2018.

[61] A. Yirdaw, "Quality of Education in Private Higher Institutions in Ethiopia: The Role of Governance," *Sage Open*, vol. 6, no. 1, 2016.