Changed Knowledge Sharing System and Innovation Intention Towards Continuous Quality Improvement in One University System

Niño Philip L. Perculeza

Abstract

The occurrence of the pandemic has drastically changed the whole world on its effect on different organizations, most especially on the educational system which yields a greater famishment for continuous quality improvement. Thus, the changed knowledge sharing system and innovative intention is one of the key factors for such. This study aimed to assess the changed knowledge sharing system and innovative intention toward continuous quality improvement in one university system in the Philippines. This descriptive study was participated by 261 faculty members of five schools of a university system. It made use of a modified questionnaire as its primary data gathering instrument, having an excellent remark of its 0.925 Cronbach's Alpha. The needed data were encoded, tallied, and interpreted using different statistical tools such as frequency distribution, ranking, weighted mean and F-Test, Shapiro-Wilk Test, Spearman rho, and were further analyzed and interpreted through PASW version 26 using 0.05 alpha levels. From the results, it was concluded that there has been a strong response from the university towards the Changed Knowledge Sharing System, its teachers possess a strong innovative intention. Further, there is a strong positive presence of continuous quality improvement practices regarding the different processes of the university system. Moreover, there is a high relationship regarding the changed knowledge sharing system, innovative intention, and continuous quality improvement. Various recommendations were posted by the researcher including a continuous quality improvement plan.

Suggested Citation:
Perculeza, N.L. (2023). Changed Knowledge Sharing System and Innovation Intention Towards Continuous Quality Improvement in One University System. *Industry and Academic Research Review,* 4 (1), 177-191.

About the author:
Doctor of Philosophy in Management, Lyceum of the Philippines University – Batangas; Department Chair, Social Sciences -High School Department, Lyceum of the Philippines University – Batangas; Faculty Member, College of Business Administration and High School Department, Lyceum of the Philippines University – Batangas; Civil Society Organizations Facilitator, USAID.

*This paper is presented at the 4th International Conference on Multidisciplinary Industry and Academic Research (ICMIAR)-2023

Introduction

The occurrence of the pandemic has surprised the whole world on its effect to the educational system. As lockdowns were implemented, the schools and universities were temporarily closed. To ensure continuity of instructions, alternative arrangements have been made for class, examination, and student's assessment; thus, the knowledge sharing system has changed. It was the first time for all the students to attend a pure online class which landed to some problems like limited access to devices and in transition of knowledge sharing system.

The shift to knowledge sharing system could directly affect the quality improvement of instruction and processes provided by each school. With this, a great leap to innovation has become a strategic priority that gives emphasis on new processes, delightful services, and innovative products (Caniels & Veld, 2019). This innovation intention typically includes exploration of opportunities and the generation of new ideas, which are creativity-related behavior. This also include behaviors directed towards implementing change, applying new knowledge or improving processes to enhance personal and/or performance.

The number of students studying in different tertiary education institutions around the world is getting bigger and bigger which calls for a greater emphasis on quality education among higher institutions of learning. However, there are several challenges being faced by HEIs when it comes to management of quality assurance.

With the challenges being faced by educational institutions, it is timely to address the quality needs of schools; whereas, the intention of the management, together with their instructors, in progressive innovation is equally highlighted. In this situation, as establishing a new method of teaching-learning, it becomes important to know the perspectives of the teachers on how willing they are to embrace innovation.

Further, the outcome of the study will be a vital material for each institution's processes. Being a part of an organization which strongly aims to provide and assure quality in every aspect of their practices, it is but relevant for the researcher to measure these aspects. Each center of learning is dedicated to holistic quality improvement as they are also emphasized in different CHED memorandum orders (CMOs) in Teacher Education curricular programs. A continuous quality improvement plan could also assist the restructuring of every university's work instructions and existing programs, ensuring that quality is frequently evaluated; likewise, policies and procedures will also be refined to reinforce quality performance.

Methodology

Design

Due to the nature of the study, the researcher decided to employ a descriptive research design. Ritchie, J., et. al. (2018) have mentioned that the researcher will be able to observe a massive population and make required conclusions about the variables by using the descriptive method.

Participants

The study's participants are instructors who have experienced the transition of knowledge sharing system of a certain school system of a higher educational institution (HEI) in the Philippines. Categorically, they came from the different colleges and are teaching in the numerous programs provided by the said institution.

The participants of the study are the 261 instructors of a private higher educational system in the Philippines. This sample size will be computed from a population 810 respondents. Based on such population, the sample size has a response distribution of 0.50, a confidence level of 0.95 and a 0.05 margin of error.

Instrument

The instrument has three parts containing the three variables of the research: changed knowledge sharing system, innovative intention, and continuous quality improvement.
For the changed knowledge sharing system, the indicators were adopted from "Measuring the Students' Perception towards Changed Knowledge Sharing System during the Pandemic: A Case on Public Universities of Bangladesh" by Rahmann, et al. (2022). The said variable had five constructs: learning environment, satisfaction level, technical efficiency, mental health, and institutional efforts. The researcher will use a 4-point Likert-type scale ranging from strongly agree to strongly disagree.

It also used the innovative work behavior scale developed by Dahiya and Raghuvanshi (2020). The said part consists of 20 items categorized into five: opportunity exploration, idea generation, information investigation, idea championing, and idea implementation and application. Using a 4-point Likert-type scale, the respondents answered questions ranging from strongly agree to strongly disagree.

The last part, which discusses the Continuous Quality Improvement was adopted from Rodriguez (2022)'s study on Assessing the Practices on Continuous Quality Improvement among Teacher Education Institutions in Basilan, Philippines with the following dimensions:

academic program review, benchmarking, accreditation, and SWOT Analysis. The respondents will be answering among the range of highly evident to not evident.

Based on the reliability test, there has been an excellent consistency on the instrument, exhibiting a 0.925 Cronbach's Alpha value. This was validated by the excellent remarks from Innovative Intention (0.936) and Continuous Quality Improvement (0.958), and a good remark from Changed Knowledge Sharing System (0.827). This guarantees that the instrument at hand passed reliability index test.

Procedure

After the proposal and approval of the topic and instrument, the researcher directly proceeded to the Higher Educational Institution. For the first visit, the researcher requested for the total number of employees who participated in the study and sought for permission in conducting such research. Further, the researcher, after taking the consent of the employees, facilitated the answering of the questionnaire. After obtaining the information, the data were further analyzed for the researcher to gather sufficient data and information from related researches, books, articles from the library, other educational institutions, and the internet.

Data Analysis

The needed data were encoded, tallied and interpreted using different statistical tools such as ranking, weighted mean and F- Test. The above mentioned tools were used based on the objectives of the study. The result of Shapiro-Wilk Test may that p-values of two variables are less than 0.05 which would mean that the data set is not normally distributed. Likewise, Spearman rho could be used to test the significant relationship between responses on the indicators. All data were treated using statistical software, PASW version 26 using 0.05 alpha levels.

Ethical Consideration

The research observed ethical considerations such as voluntary participation and informed consent. These principles were followed to guarantee that all human subjects are choosing to participate of their own free will and that they have been fully informed regarding the procedures of the research project and any potential risks. With these, ethical standards also protected the confidentiality and anonymity of the subjects.

Findings

Institutional efforts are essential in the promotion of lifelong learning. They offer a unique capacity to develop skills and foster knowledge, and the potential to mobilize educational resources and provide learning opportunities for diverse populations. It implies a fundamental shift from educating young students to encouraging learners from various backgrounds to enter higher education at different ages and stages of their personal and professional lives.

Institutional quality continues to be extensively researched. A significant body of research contends that while poor institutions frequently impede development, effective institutions foster the growth of learners. The effectiveness and professionalism of lifelong learning at higher education institutions can be improved through quality assurance methods.

A learning environment somehow helps students pay attention and concentrate better, facilitates meaningful learning experiences, boosts student achievement, and inspires them to use more advanced thinking abilities. But this does not apply to everyone; some learners are not dependent on the environment when they're learning. It is more important for them to focus on learning rather than paying attention to their surroundings.

Among the indicators mentioned above, idea generation obtained the highest weighted mean. Since idea generation is an important aspect of creativity. For teachers, this is an essential skill that can help them develop engaging lessons and activities for their students. By generating new ideas, teachers can create innovative and effective teaching methods that keep students motivated and engaged in the learning process. Also, they can develop innovative solutions that address the needs of their students and the educational environment. This idea can help them stay current with the latest trends and best practices in education.

Furthermore, idea championing got the lowest weighted mean but was also interpreted as agree. This indicated that idea championing can be a motivating factor for teachers, even if idea generation is more important to them. By promoting new ideas and advocating for change, they can feel a sense of purpose and passion for their work. This can lead to greater engagement and enthusiasm for teaching, which can ultimately enhance the learning experience for their students.

Among the dimensions under continuous quality improvement, accreditation obtained the highest weighted mean of 3.72 which is interpreted as highly evident. This ensures that an educational institution or program meets established standards of academic excellence. Accreditation is also important for employers who want to ensure that job candidates have

received a quality education. Employers may look for candidates who have graduated from accredited institutions or programs, as this provides assurance that the candidate has the necessary skills and knowledge to be successful in the job.

Benchmarking got the lowest weighted mean but was also interpreted as highly evident. This can help educational institutions set performance targets. By comparing their performance against industry standards and best practices, institutions can set realistic targets for improvement. By identifying best practices and industry standards, institutions can improve their offerings and differentiate themselves from competitors.

Technical Efficiency has been shown to be Highly Significant in the four variables of Academic Program Review, Benchmarking, Accreditation, and SWOT Analysis as a consequence of the p-value being less than 0.05 level.

In terms of accreditation, data collection, recording, and storage are essential for preserving the knowledge required to meet the objectives. In accordance with this, the benefits of technology's assistance are due to its attributes. Additionally, the instructors' fundamental record-keeping abilities will be a significant assistance in pinpointing areas that require development. The staff members will be able to gather the internal actions completed by the company that may be used again soon thanks to their degree of technological literacy and skill.

Academic Program Review has a high significant relationship with idea generation, idea championing and idea implementation and application. The goal of reviewing academic program is to steer the development of academic programs on an ongoing basis.

Conclusion

1. There are evident efforts in response to the changed knowledge sharing system.

2. Teaching personnel of the university systems generally possesses innovative intention.

3. There is a strong presence of continuous quality improvement practices regarding the different processes of the university system.

4. There is a high relationship regarding changed knowledge sharing system, innovative intention, and continuous quality improvement.

5. A program that will help promote continuous quality improvement was devised from a given framework.

References

Abdurrahmansaryah, A., Sugilar, H., Ismail, I., & Warna, D. (2022). Online learning phenomenon: From the perspective of learning facilities, curriculum, and character of elementary school students. *Educ. Sci*., 12(8), 508. https://doi.org/10.3390/educsci12080508

Ahmed, M. U., Hassan, M. M., & Ahmed, N. (2017). Data analysis for continuous improvement: A review of techniques. *International Journal of Quality & Reliability Management*, 34(5), 593-610. https://doi.org/10.1108/IJQRM-12-2014-0181

Alavi, S. B., & Namazi, M. (2019). The Role of Benchmarking in Improving Quality and Performance of Higher Education. *Higher Education Quarterly*, 73(4), 383-397. https://doi.org/10.1111/hequ.12176

Al-Bashir, M. (2016). The Value and Effectiveness of Feedback in Improving Students' Learning and Professionalizing Teaching in Higher Education. *Journal of Education and Practice*, 7 (16), 38.

Al-Samarraie, H. & Hurmuzan, S.H. (2018). A Review of Brainstorming Techniques in Higher Education. *Thinking Skills and Creativity*, 27, 78-91. https://doi.org/10.1016/j.tsc.2017.12.002

Alpert, L., & Green-Rogers, Y. (2019). *The CQI Process: Using the Plan-Do-Study-Act Cycle to Improve Outcomes*. University of Chicago.

Anderson, N., Potočnik, K., & Zhou, J. (2019). Innovation and creativity in organizations: A state-of-the-science review, prospective commentary, and guiding framework. *Journal of Management*, 40(5), 1297–1333. https://doi.org/10.1177 /0149206314527128

Baer, M., & Frese, M. (2018). Innovation is not enough: Climates for initiative and psychological safety, process innovations, and firm performance. *Journal of Organizational Behavior*, 24(1), 45–68. https://doi.org/10.1002/job.179

Barhoush et al., (2019). A Review of Brainstorming Techniques in Higher Education. *Thinking Skills and Creativity*, 27, 78-91. https://doi.org/10.1016/j.tsc.2017.12.002

Basar, et al. (2021). The Effectiveness and Challenges of Online Learning for Secondary School Students. *Asian Journal of University Education (AJUE), 17(3).*

Baterna, R. A. & Pajaganas, J. B. (2020). Implementation of the Commission on Higher Education Memorandum Order No. 20 Series of 2013: Basis for enhancing the quality

of teacher education programs. *International Journal of Scientific & Technology Research*, 9(1), 281-285.

Bureau of Indian Education (2022). *Strategic Transformation of Education Plan and the eLMS*.

Caniëls, M. C., & Veld, M. (2019). Employee ambidexterity, high performance work systems and innovative work behaviour: How much balance do we need? *The international journal of human resource management*, 30(4), 565-585.

Chandasiri, O. (2020). The COVID-19: Impact on Education. *Journal of Asian and African Social Science and Humanities*, 6, 37-42.

Chang, H. H., & Lee, M. H. (2017). A study on the collaborative innovation of leading universities. *Journal of Open Innovation: Technology, Market, and Complexity*, 3(4), 20.

Ching, G.S (2018). Higher Education Accreditation in the Philippines. *International Journal of Research Studies in Management*. 2, 63-74.

Choi, S. L., Goh, C. F., Adam, M. B., & Tan, O. K. (2016). The impact of human resource management practices and corporate sustainability on organizational ethical climates: An employee perspective. *Journal of Business Ethics*, 134(3), 407-419.

Chowdhury, S. (2021). *Coronavirus: The Policy Decision to Open an Educational Institution, how to Ensure Security*. BBC Bangla.

De Jong, J. P., & Den Hartog, N. (2007). How leaders influence employees' innovative behaviour. *European Journal of Innovation Management*, 10(1), 41-64.

Dervitsiotis, K. (2018). *Continuous Improvement: The Importance of Documentation and Data Collection*. Quality Digest. https://www.qualitydigest.com/inside/quality-insider-article/continuous-improvement-importance-documentation-and-data-collection.html

Digital Class Educational World. (n.d.). *Online Teaching Methods and Pedagogy*. Date Retrieved: April 9, 2023 from https://www.digitalclassworld.com/blog/online-teaching-methods-and-pedagogy/

Diaz, E. (2019). *What Is Your Definition of Quality?* Geneva Business News. https://www.gbnews.ch/what-is-your-definition-of-quality

Evans, J., & Lindsay, W. (2020). *Managing for Quality and Performance Excellence*. Cengage.

Elam, M. R., & Stratton, R. K. (2019). Improving student achievement: The impact of instructional delivery methods on student success. *Journal of Education and Learning*, 8(2), 1-12.

Filser, M. et al., (2020). Opportunity Recognition: Conversational Foundations and Pathways Ahead. *Entrepreneurship Research Journal*, 13(1), 1-30. https://doi.org/10.1515/erj-2020-0124

Fomba,, B.K., Talla, D.F. & Ningaye, P. (2022). Institutional Quality and Education Quality in Developing Countries: Effects and Transmission Channels. *Journal of the Knowledge Economy*, 14, 86–115 (2023). https://doi.org/10.1007/s13132-021-00869-9

Freeman, G. (2019). *What Is Quality Management and Why Does It Matter*? Quality Magazine. https://www.qualitymag.com/articles/95237-what-is-quality-management-and-why-does-it-matter

Garvin, D. A., Levesque, L. C., & McGuire, T. J. (2016). Understanding and improving higher education. *Harvard Business Review*, 94(3), 106-114.

Gray, J. A., & DiLoreto, M. (2016). The Effects of Student Engagement, Student Satisfaction, and Perceived Learning in Online Learning Environments. *International Journal of Educational Leadership Preparation*, 11, 9819.

Hamann, R., Kühn, M., & Orlitzky, M. (2018). Best practices adoption and firm performance: A configurational approach. *Journal of Business Research*, 84, 205-213.

Hammond, M. M., Neff, N. L., Farr, J. L., Schwall, A. R., & Zhao, X. (2011). Predictors of Individual-Level Innovation at Work: A Meta-Analysis. *Psychology of Aesthetics Creativity and the Arts*, 5(1), 90-105.

Hou, A. Y. C., Zhang, J., Justiniano, D., Lu, G., & Jun, G. (2020). Internal and External Quality Assurance of Higher Education in the Asia-Pacific Region. In *Global Trends in Higher Education Quality Assurance,* 168-224. Brill Sense. https://doi.org/10.1163/9789004440326_008

India Today Web Desk. (2022). Effects of online education on mental and physical health. Retrieved Date: April 9, 2023 from https://www.indiatoday.in/education-today/featurephilia/story/effects-of-online-education-on-mental-and-physical-health-1854320-2021-09-18

Jacob, O. N., Abigeal, I., & Lydia, A. E. (2020). Impact of COVID-19 on the Higher Institutions Development in Nigeria. *Electronic Research Journal of Social Sciences and Humanities*, 2, 126-135.

Janssen, O. (2004). How fairness perceptions make innovative behavior more or less stressful. *Journal of Organizational Behavior*, 25, 201-215.

Janssen, O., Vliert, E., & West, M. (2020). The bright and dark sides of individual and group innovation: A special issue introduction. *Journal of Organizational Behavior*, 25(2), 129–145. https://doi.org/10.1002/job.242

Jansen, J., & Christie, H. (2017). The role of data collection in curriculum development. *Journal of Curriculum and Teaching*, 6(2), 9-18.

Janssen, O., van den Bosch, F. A. J., & Volberda, H. W. (2015). Exploratory innovation, exploitative innovation, and ambidexterity: The impact of environmental and organizational antecedents. *Journal of Management*, 41(5), 1281-1307.

Jugend, D. et al., (2020). Public Support for Innovation. *Technological Forecasting and Social Change,* 156.

Kahveci, T. C., Uygun, Ö., Yurtsever, U., & İlyas, S. (2018). Quality Assurance in Higher Education Institutions Using Strategic Information Systems. *Procedia-Social and Behavioral Sciences*, 55, 161-167. https://doi.org/10.1016/j.sbspro.2012.09.490

Karakus, G. (2021). A Literary Review on Curriculum Implementation Problems. *Shanlax International Journal of Education*, 9(3), 201-220. https://doi.org/10.34293/education.v9i3.3983

Kaya, H. (2020). Investigation of the effect of online education on eye health in Covid-19 Pandemic. *International Journal of Assessment Tools in Education*, 7(3), 488-496.

Khan, M. A., Vivek, Nabi, M. K., Khojah, M., & Tahir, M. (2021). Students' Perception towards E-Learning during COVID-19 Pandemic in India: An Empirical Study. *Sustainability*, 13, 57. https://doi.org/10.3390/su13010057

Kissi, E., Aigbavboa, C. & Babon-Ayeng, P. (2023). Identifying the key areas for benchmarking towards the improvement of small and medium scale enterprises (SMEs) construction firms in developing countries: the case of Ghana. *International Journal of Productivity and Performance Management*, 72(9), 2518-2537. https://doi.org/10.1108/IJPPM-01-2022-0031

Kovanović, V., Joksimović, S., Gašević, D., & Siemens, G. (2017). Analytics of the effects of video use and instruction to support reflective learning. *Journal of Computing in Higher Education*, 29(1), 1-20. https://doi.org/10.1007/s12528-016-9125-6

Kubala, K. (2023). How to Manage Depression as a Teacher? Date Retrieved: April 9, 2023 from https://www.healthline.com/health/depression/teacher-depression

Mahapatra, S. K. (2021). Online formative assessment and feedback practices of ESL teachers in India, Bangladesh and Nepal: A multiple case study. *The Asia-Pacific Education Researcher*, 30(6), 519-530.

Maryanti, M. et al., (2022). The Influence of Work Environment, Work Enthusiasm and Rewards on Work Discipline. *Dinasti International Journal of Management Science*. 3(6): 1069-1078.

Mailizar, Almanthari, A., Maulina, S., & Bruce, S. (2020). Secondary School Mathematics Teachers' Views on E-Learning Implementation Barriers during the COVID-19 Pandemic: The Case of Indonesia. *Eurasia Journal of Mathematics, Science and Technology Education*, 16, 1860. https://doi.org/10.29333/ejmste/8240

McGowan. V.F. (2019). The state of academic program review guidelines and instrumentation in Public institutions. *Administrative Issues Journal*, 9.

Miron-Spektor, E., Ingram, A., Keller, J., Smith, W. K., & Lewis, M. W. (2018). Microfoundations of organizational paradox: The problem is how we think about the problem. *Academy of Management Journal*, 61(1), 26-45.

Noh, M., & Choi, H. J. (2018). Importance of accreditation in continuous quality improvement in higher education. *Journal of Educational Evaluation for Health Professions*, 15, 30. https://doi.org/10.3352/jeehp.2018.15.30

Niu, H. J. (2014). Is Innovation Behavior Congenital? Enhancing Job Satisfaction as a Moderator. *Personnel Review*, 43(2), 288-302.

Park, J. Y., & Lee, H. (2020). A Study on the Improvement of Educational Quality Management in Schools. *Journal of Educational Research and Development*, 18(2), 129-157.

Pérez-Pérez, M., Serrano-Bedia, A. M., & García-Piqueres, G. (2020). An Analysis of Factors Affecting Students' Perceptions of Learning Outcomes with Moodle. *Journal of Further and Higher Education*, 44, 1114-1129. https://doi.org/10.1080/0309877X.2019.1664730

Piletic, P. (2018). *Lower Costs are Making more Students Prefer Online Education*. Date Retrieved: April 7, 2023. https://elearningindustry. com/students-prefer-online-education-lower-costs-making

Pisano, G.P. (2015). You need an innovation strategy. *Harvard Business Review*, 93(6), 44-54.

Powell, K. C., & Davis, E. A. (2018). The Effects of Accreditation on Quality Indicators in Higher Education. *Innovative Higher Education*, 43(5), 337-348. https://doi.org/10.1007/s10755-018-9438-6

Prieto, I. M., & Pérez-Santana, M. P. (2014). Managing innovative work behavior: The role of human resource practices. *Personnel Review*, 43(2), 184-208.

Putra, P., Liriwati, F. Y., Tahrim, T., Syafrudin, S., & Aslan, A. (2020). The students learning from home experience during covid-19 school closures policy in Indonesia. *Jurnal Iqra*, 5(2).

Ramamoorthy, N., Flood, P. C., & Slattery, T., Sardessai, R. (2005). Determinants of Innovative Work Behaviour: Development and Test of an Integrated Model. *Creativity and Innovation Management*, 14, 142-150.

Rashid, S., & Yadav, S. S. (2020). Impact of COVID-19 Pandemic on Higher Education and Research. *Indian Journal of Human Development*, 14, 340-343. https://doi.org/10.1177/0973703020946700

Ritchie, M. D., & Van Steen, K. (2018). The search for gene-gene interactions in genome-wide association studies: challenges in abundance of methods, practical considerations, and biological interpretation. *Annals of translational medicine*, 6(8).

Rodriguez, J., Valenzuela, M., & Ayuyao, N. (2018). TQM Paradigm for Higher Education in the Philippines. *Quality Assurance in Education*, 26, 101-114. https://doi.org/10.1108/QAE-12-2015-0048

Salloum, S. A., Al-Emran, M., Shaalan, K., & Tarhini, A. (2019). Factors Affecting the E-Learning Acceptance: A Case Study from UAE. *Education and Information Technologies*, 24, 509-530. https://doi.org/10.1007/s10639-018-9786-3

Schwab, S., Wimberger, T., & Mamas, C. (2019). Fostering social participation in inclusive classrooms of students who are deaf. *International Journal of Disability, Development and Education*, 66(3), 325-342.

Scott, S. G. & Bruce, R. A. (1994). Determinants of innovative behavior: a path model of individual innovation in the workplace. *Academy of Management Journal*, 37(3), 580-607.

Seyfried, M., & Pohlenz, P. (2018). Assessing Quality Assurance in Higher Education: Quality Managers' Perceptions of Effectiveness. *European Journal of Higher Education*, 8, 258-271

Sharna, K. (2023). *Role of Internet in Education* from https://www.theasianschool.net/blog/role-of-internet-in-education/#:~:text=It%20helps%20the%20students%20with,resources%20online%20through%20the%20Internet.

Shvardak, M. (2021). SWOT-analysis as a strategic management tool of the quality training of the future educational institution. *Ilkogretim Online - Elementary Education Online*, 20 (1), 958-967. https://doi.org/10.17051/ilkonline.2021.01.96

Singh, G., & Means, B. (2019). The effectiveness of technology integration in the classroom: A meta-analysis. *Journal of Educational Computing Research*, 57(2), 178-205.

Shrestha, E., Mehta, R. S., Mandal, G., Chaudhary, K., & Pradhan, N. (2019). Perception of the Learning Environment among the Students in a Nursing College in Eastern Nepal. *BMC Medical Education*, 19, 382. https://doi.org/10.1186/s12909-019-1835-0

Srinivasan, A., & Kurey, B. (2019). Creating a Culture of Quality. *Harvard Business Review*, 92, 23-25.

Tang, Y., Shao, Y. F., & Chen, Y. J. (2019). Assessing the mediation mechanism of job satisfaction and organizational commitment on innovative behavior: The perspective of psychological capital. *Frontiers in Psychology*, 10, 2699. https://doi.org/10.3389/fpsyg.2019.02699

Tierney, P., & Farmer, S. M. (2019). Creative self-efficacy: Its potential antecedents and relationship to creative performance. *Academy of Management Journal*, 45(6), 1137–1148. https://doi.org/10.2307/3069429

Usman, Y.D. & Madudili, C.G. (2019). Evaluation of the Effect of Learning Environment on Student's Academic Performance in Nigeria. Date Retrieved: April 7, 2023. https://files.eric.ed.gov/fulltext/ED602386.pdf

Walsh, L. L., Arango-Caro, S., Wester, E. R., & Callis-Duehl, K. (2021). Training Faculty as an Institutional Response to COVID-19 Emergency Remote Teaching Supported by Data. *CBE life sciences education*, 20(3), ar34. https://doi.org/10.1187/cbe.20-12-0277

Wang, S., & Wang, Y. (2017). Continuous quality improvement in higher education institutions: A review and synthesis of the literature. *Quality Assurance in Education*, 25(4), 456-471. https://doi.org/10.1108/QAE-03-2016-0014

Wanner, T., & Palmer, E. (2018). Formative self-and peer assessment for improved student learning: the crucial factors of design, teacher participation and feedback. *Assessment & Evaluation in Higher Education*, 43(7), 1032-1047.

Williams, R. L., & Chellman, D. (2019). Collaborative Teacher Teams: Discussing Student Data to Improve Learning Outcomes. *Kappa Delta Pi Record*, 55(4), 176-180. https://doi.org/10.1080/00228958.2019.1657901

Yılmaz, B., Yıldırım Sönmez, H., & Töman, U. (2021). Documenting student teachers' practicum experience: A systematic literature review. *International Journal of Curriculum and Instructional Studies*, 11(1), 45-58.

Zheng, G. W., Siddik, A. B., & Masukujjaman, M. (2020). Attitudes and Effects of the COVID-19 Pandemic on University Students in Bangladesh. *Revista Argentina de Clínica Psicológica*, 29, 1837-1847.