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A Structural Equation Modelling of Organizational Culture and Total Quality Management at the Islamic University in Uganda

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Abstract

This study aimed at examining the influence of organisational culture (OC) towards total quality management (TQM) at the Islamic University in Uganda. The study's research Objectives were; examine whether the hypothesized model of organizational culture and total quality management fit the data. To establish whether the items for measuring organizational culture and Total quality management fit the model? To find out whether organizational culture construct statistically influence total quality management practices as perceived by staff at Islamic University in Uganda? To arrive at the intention of this study, a quantitative research design was employed, and a cross-sectional survey technique was used to attain data from 372 randomly chosen respondents. Data analysis was done using structural equation modelling. The findings of the study reflected that; the questionnaire items for OC and TQM fitted the data whereby CMIN was 1852.328, CMIN/DF 3.750, RMSEA .086, CFI .782 and DF 494.Further analysis to establish the influence of OC towards TQM reflected that CFI was .906, RMSEA .070, CMIN/DF 2.798, CMIN 506.362 AND DF 181; thus, the model fits the data. The influence of OC towards TQM was obtained at a .94 coefficient with a p-value of .000. The factor loadings for both constructs OC and TQM and their sub-constructs deemed reasonable at above 0.70. Thus, proving the model and theory worthy of employment in the management of HEIs so as to produce quality graduates with quality skills for addressing the 21st century challenges. More studies can be done using longitudinal surveys and other data analysis techniques to establish whether the results will differ. Lastly, it is recommended that leaders and their management teams in HEIs should change their perceptions towards running institutional businesses to fit the needs of the 21st century. Today's world requires quality graduates with quality skills and culture to transform themselves and their community into a quality nation. However, these efforts cannot be achieved if HEIs leaders do not understand TQM's meaning towards OC. This is because today's staff, students and other stakeholders are far different from the previous ones regarding their rights, services needed, input, the process and the output.

Keywords: Organizational Culture, Total Quality Management

1.0 INTRODUCTION

Higher education institutions (HEIs) are currently experiencing significant pressure from both internal and external factors to adapt to the changing demands of the times. These demands necessitate innovations in teaching, comprehensive education training, globalization, technological advancements, and massification (Bhatta, 2009; Mathematics, 2016; Petitta & Ghezzi, 2012). In many cases, HEIs in developing countries tend to benchmark programs and strategies from developed countries without considering their own unique approaches (Coelho, Mojtahedi, Kabirifar, & Yazdani, 2022; Miiro, 2022).

Higher education institutions (HEIs) are facing the challenge of competing globally and meeting the demands of the knowledge economy. However, it is crucial for institutions to focus on organisational cultural development while striving to achieve their mission, vision, and strategic plans. To achieve this, HEIs must maintain their culture while also adapting their practices to meet the demands of the 21st century. This will ensure the total quality management of institutional affairs. Several studies have highlighted the importance of this approach, including Miiro and Siraje (2018), Miiro, Othman, Sahari, & Burhan (2016), Miiro (2022), Miiro & Otham (2016), Hashim, Rosnani & Alias (2020), and Yusoff, Hashim, Khalid, Hussien, & Kamalludeen (2018).

Organizational culture and quality management play an essential role towards the development and transformation of organisational practices. Thus, due to scores that many organizations have achieved through implementing organisational culture and total quality management, the two concepts caused serious debates among researchers in the field of management and administrative studies since 1970. For instance, some researchers term organisational culture as the way of doing things or actions exposed by members of a given society to achieve a given task, mission and vision(Al-Bourini, Al-Abdallah, & Abou-Moghli, 2013; Dimitrantzou, Psomas, Bouranta, & Kafetzopoulos, 2022).

The concept of culture as it pertains to organizational theory, particularly in Higher Education institutions, involves shaping people's attitudes, behaviors, and endeavors. In order to adapt to the rapidly changing world and meet customer demands, institutions must use culture as a motivational tool to encourage staff commitment, resilience, and productivity (Gaus, Tang, & Akil, 2019). Culture also encompasses the values, norms, and ideologies that are necessary for an organization to sustain its daily operations (Tierney, 2015). To remain competitive in

the global market, these institutions must comply with new standards and rebrand themselves to attract talented staff and students. Only those institutions that are willing to learn, unlearn, and internalize new methods of teaching, learning, and institutional management will survive in the era of the fourth industrial revolution. It is vital to boost workers' skills and knowledge to prevent resistance to change and to allow them to compete successfully on the world stage (Tierney & Lanford, 2018).

Since universities play an essential role towards the transformation of societies, it is imperative that they employ cultures that are dynamic and adjustable when confronted with challenges. The uniqueness of a culture in terms of values, norms, symbols, language, ceremonies, customs and assumptions is very important for organizational survival, especially in the vuca world (Ayd, 2016). It is also crucial for HEIs to avoid working abnormally and traditionally without welcoming new dimensions of life. This should be done by using employees with high-order skills, exposure, vast experience and knowledge in the management and implementation of policies.

Institutions that prioritize rigid policies and fail to quickly adapt to changing circumstances often find themselves resistant to change, and unable to identify themselves with with success or failure. On the other hand, organizations that respond rapidly to change and maintain flexibility gain respect, adhere to norms, and provide solutions to any complexity that may arise. Institutions that neglect to scan the horizon and understand the type of clients available in the community will struggle to attract students and staff who can cultivate a culture of research, innovation, and publication. In contrast, Higher Education Institutions (HEIs) that equip their staff and students with knowledge of emerging trends, will avoid challenges associated with inept and lackadaisical individuals who exhibit low levels of civility and maturity in executing organizational strategies. HEIs have a responsibility to align their agendas with their mission and vision, which can be achieved through staff training, teamwork, and team spirit (Ayd, 2016; Tierney, 2015; Tierney & Lanford, 2018).

As academic organizations, HEIs must stay informed of trends that can impact their operations and adapt accordingly to maintain their reputation and achieve quality assurance from staff and students. Taye, Sang, & Muthanna (2019) conducted a study on the impact of organizational culture on organizational performance using six constructs: mission, environment, information leadership, information, strategy, and socialization. The results showed that a sound culture fosters unity among students and staff, promotes positivity and commitment among employees, and ultimately elevates the overall university image while reducing staff turnover. To avoid being left behind in the era of increasing competition among educational institutions, HEIs must continue to focus on transformation and redefine their strategies by participating in global initiatives. Ayd (2016), Gaus et al. (2019), and Taye, Markos & Guoyuan (2019) have all conducted studies on organizational culture and its impact on performance, thus emphasizing the importance of collaboration and networking with developed institutions in first-world countries to acquire modern skills and knowledge that can be translated into effective cultures that lead to total quality management achievement.

To effectively change the culture of an educational institution, it's crucial to empower staff through exposure to the skills, knowledge, and experience necessary for inspiring quality leadership and commitment (Al-Shobaki, Fouad, & Al-Bashir, 2010; In'airat, 2014; Jehan, Malik, & Ali, 2018). However, these efforts may prove ineffective without values, discipline, support, and an open leadership style that align with the institution's management practices. Organizational culture significantly influences an institution's development, transformation, and performance. Therefore, managers must integrate it with total quality management practices to successfully overcome the challenges of a constantly changing world.

1.1. Problem Statement

Numerous universities are currently striving to incorporate total quality management (TQM) into their culture to remain competitive globally. Those that implement TQM practices not only rank highly in the knowledge economy but also attract clients and workers from various parts of the world. The success of this approach highlights the importance of fully infusing TQM into university cultural practices. As such, many studies have been conducted worldwide to define TQM, organizational culture (OC), and the relationship between the two constructs in various universities. For example, a study conducted in Romania by Vilcea (2014) on quality culture in universities and its influence on formal and non-formal education found that achieving quality standards is a process that requires a climate of mutual trust and teamwork, organizational support and attitude, and empowerment of staff members.

Similarly, a recent quantitative study conducted in Malaysia by Idris (2019) on exploring organizational culture, quality assurance, and performance in higher education established a significant relationship between OC and TQM towards institutional performance. However, many empirical and theoretical studies from the fields of industrial psychology, educational management, and general management use different parameters to arrive at the meanings of TQM and OC. Due to insufficient information regarding the specific underlying structures of these two concepts in higher education institutions (HEIs) such as the Islamic University in Uganda, this study aims at establishing the implementation of OC and TQM practices at the university and examine the influence of OC on TQM. Therefore, the study employs OC dimensionalities (spiritual values, freestyle values, and discipline values) to determine their influence on TQM practices (focus on client, workers' needs, process improvement, administrative, and technological needs) and form a conceptual framework.

■2.0 LITERATURE REVIEW

2.1 The Concept of Total quality management (TQM) in HEIs

The concept of total quality management is perceived as the way HEIs can achieve functioning systems and structure with planning channels aligned with the institution's mission and vision to attain quality products and service. In other words it is the technical understanding of desired needs, expectations of the time and putting in place continuous efforts and mechanisms for achieving them and move the whole organisational to expected standards of performance (Albourini, Al-abdallah, & Abou-moghli, 2013; Dimitrantzou et al., 2022). Meanwhile the concept TQM is taken as a bedrock for standardized work and products. It should incorporate it into institutional practices because it plays an important role towards transformation and development of an organization, the country and the world. It requires the rule of accountability in accordance with quality standards set up especially to guide staff as consultants, advisors, policy makers and members of research boards (Coelho, Mojtahedi, Kabirifar, & Yazdani, 2022; Ganguly, 2015)For any institutions in Africa that seeks to survive the waves of the Vuca world and continue with activities of sending change agents to the different communities, there is need for them to

understand that quality has made inroads in HEI since medieval ages. Therefore, its continuum should always be revised to consider new demands of the time and their influence towards quality education and its standards so that they incorporated in the systems and structures of the institutions where necessary. Moreover, HEI are now existing in an integral world that calls for accreditation, performance indicators, assessment of institutional programs, balance score card, standardized operating procedures and international standard organization. These elements do not only call rigorous agility approaches but also require a model that caters for customer demands (Ganguly, 2015; Idris, 2019; Tutko, 2018; Zabadi, 2013)Meanwhile, TQM as a holistic approach towards institutional improvement towards quality standards does not only lead to customer satisfaction but also has financial benefits that reduce costs and at the same time provide avenues for innovative and quality performance(Zehir, Ertosun, Zehir, & Müceldilli, 2012).

The concept of TQM started with manufacturing companies especially in Japan and later spread to other sectors like insurance, health organizations, banking, government and academic institution. For the last two decades, the concept of TQM has generated numerous studies with different ways defining the concept. These studies have generated hot debates with the essence of examining the exact paradigm that should be used while implementing TQM. The many studies so far done both in education and business sector define this concept with different underlying structures that cause variants in findings. For instance in a study done by Todorut, (2013) on the need for total quality management in higher education institution, it was found that TQM is purposely used to revolutionise higher education institution and should be used as a strategic plan that requires annual review. The same study defines TQM as elements that an education organizations employs in terms of process, methodology, practices, and systems used to provide quality output. This process requires teamwork supported by top management, employee involvement, continuous improvement tools, with timely training services so as to satisfy customer concerns (Gorondutse, Ali, & Hilman, 2021; Todorut, 2013; Zehir et al., 2012) Also a study done on the impact of total quality management on organizational performance, a case of Jordan oil petroleum company in Jordan, employed Customer focus Leadership, Continuous improvement, Employees involvement, Fact based management, Process management, Strategic management, Supplier involvement as measurement for TQM towards employees satisfaction and operational efficiency while analysing data through the use of multiple linear regression. It was discovered that TMQ have statistical positive significance towards employees' satisfaction and organizational operational efficiency. Sadikoglu & Olcay, (2014) in their study that employed a cross sectional survey method to establish the impacts of TQM practices on various performance measures as well as the reasons and the barriers of the TQM practices of firms in Turkey assert that TQM practices affect performance outcomes due to situations. They state that when there is employee awareness, commitment, involvement and resources coupled with inappropriate institutional structure, TQM practices cannot survive in an organization. Therefore, organizational leadership should always empower its workers so as to attain a culture that enhances positive results from TQM dimensions (Ndung'u, 2018; Vilcea, 2014) Even though many parts of the world have taken on this trajectory to survive the waves of globalisation and its dictates, unfortunately some HEIs leadership especially Uganda Islamic University in Uganda inclusive tend to undermine the available skilled manpower within an organization without knowing how much it has taken some institutions to build capacity and reach where they are right now. Any institution leaderships that tends to undermine its staff for both personal gains and self-esteem, its leaders and their management will always connote policies that undermine institutional goals and hence score below the minimum standards especially in the competitive vuca world.

2.2 Research Objective

To examine and address the relationship between latent variables and manifest constructs as showed above,
1.2.1 The study's research Objectives were;

1. To examine whether the hypothesized model of organizational culture and total quality management fit the data.
2. To establish whether the items for measuring organizational culture and Total quality management fit the model.
3. To find out whether organizational culture construct statistically influence total quality management practices as perceived by staff at Islamic University in Uganda

2.3 Research Questions

Based on the literature reviewed, the following hypotheses were developed to lead to the objective of the study at the same time enhance the use multivariate statistical technique full structural equation modelling

1. Does the hypothesized model of organisational culture and total quality management fit the data?
2. Do the items for measuring both organisational culture and Total quality management fit the model?
3. Does organisational culture construct statistically influence total quality management practices as perceived by staff at Islamic University in Uganda?

2.4 Main Hypothesis

H1. The hypothesized model of organisational culture and total quality management positively fits the data.
H2 questionnaire items for both organisational culture and total quality management fit the model standards.
H3. Organisational culture has a positive statistical influence with total quality management.

3.0 METHOD

3.1 Sample And Instrumentation

The sample of this study was comprised of 372 staff both academic and nonacademic across the three university campuses. 500 hundred questionnaires were distributed to respondents and after data cleaning, 350 deemed fit for further analysis (Kock, 2018; Memon & Ting, 2020; Sagan, 2019). Before data collection, the researcher sought permission from the university authority to carry out this study and it was granted. The data was collected through the use of several research assistants but given the current level of our working environment, many

of the staff seemed not to be ready to participate in this study. A survey tool with 58 items for the two constructs (organisational culture and total quality management) was adapted and adopted from different studies conducted before (Al-Shobaki et al., 2010; Coelho et al., 2022; Jancikova, 2009; Mande, Ishak, Idris, & Ammani, 2013;Miiro, 2018; Mosaad Saud Al-Otaibi, 2014; Panuwatwanich & Nguyen, 2017; Roldán, Leal-Rodríguez, & Leal, 2012) to suit the intention of the study. To validate the content for the questionnaire experts from the field of English language and educational management were consulted.

The survey tool had two sections, section A was composed of demographic information for the respondents and section B illustrated the underlying structures of both organisational culture and total quality management with a Likert scale of five points ranging from strongly disagree to strongly agree. The Cronbach's Alpha was above the requirements of (70). The study sample deemed reasonable to fulfil the intention of using Structural equation modelling (SEM) for the study.

3.2 Data Analysis

To attain the agenda of this quantitative study, a cross sectional survey technique was used to collect data from 396 employees across campuses. This number was attained after data cleaning and removing outliers and thus 372 volunteers deemed reasonable for further data analysis. Furthermore, the rule of thumb was maintained and the commonalities were high (Williams, Onsman, & Brown, 1996). The findings reflected 230.64 of the sample size with (62%) were males, and (141)38% (n=38) were females. Also staff position was (286.44)77% of the participants whereby academic staff were (55.8)15%, administrators were (29.7)8% and (19)54% were working in both administration and academic teaching respectively. (70.68)19% of the participants were degree holders, (256.68)69% masters and only (70.68)19% were PhD holders.

Since the study was focusing on both direct and indirect causal relationship among the underlying factors of the constructs (organisational culture and total quality management), structural equation modelling (SEM, Amos version 20) was used to analyze the data. Structural equation modelling is used to test both the measurement and structure so as to understand the model fit and their individual parameters through array of fit indexes.

To arrive at excellence results of the fit model two models were generated; The first model was to establish whether the questionnaire items for both organisational culture (OC) and total quality management (TMQ) fit the model standards items for the two constructs as showed below in model 1. The second model2 for this study was to establish whether the data collected on two constructs OC and TQM fits the data. Also the second model reflects the influence to OC towards TQM. The estimation procedure was extracted from of defensible properties and their assumptions from glues of SEM.

Besides, each of the models generated was measured using the widely known standards for a good fit SEM and these include; reasonableness of the parameter estimates and consistency of the structural equation model with the data. The analysis of the study employed CFI (comparative fit index), chi-square (χ2/df), RMSEA (root mean square error of approximation) as the fit indexes(Jackson, Gillaspy, & Purc-Stephenson, 2009; Khine, 2013; Lam & Maguire, 2012; Mallinckrodt, Abraham, Wei, & Russell, 2006; Pearson & Mundform, 2010).

4.0 RESULT AND DISCUSSION

Below is model 1 with data results which indicate that questionnaire items of OC and TQM fit the model.

Model 1

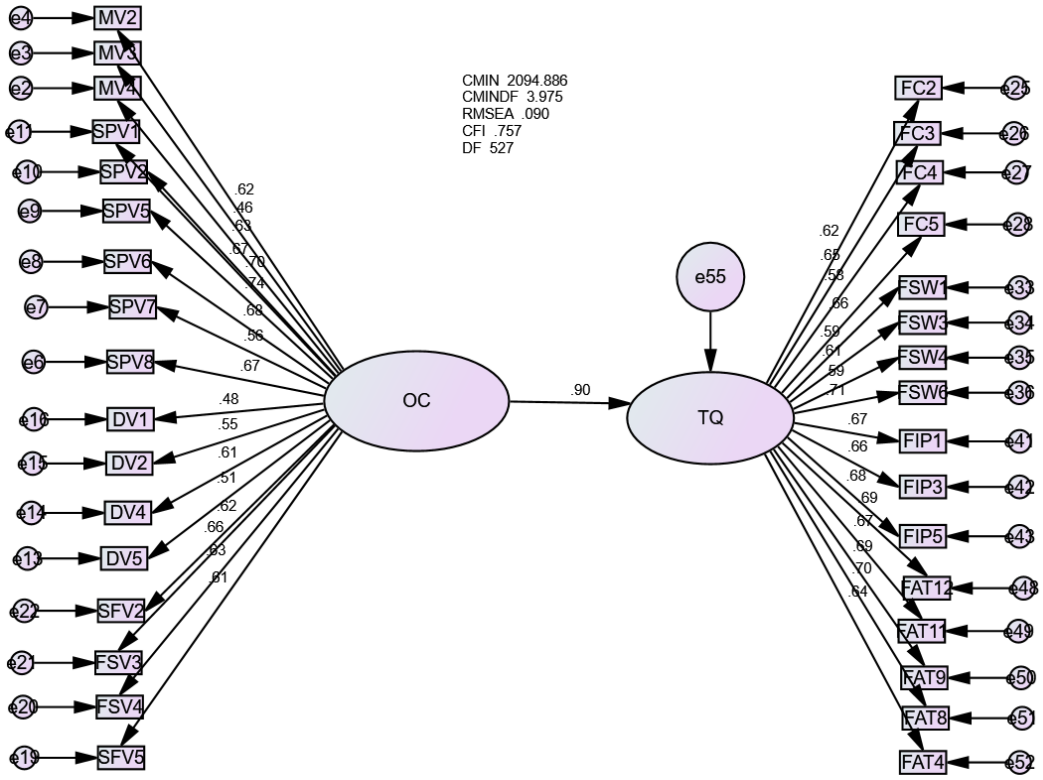

Figure 1 The role played by each of the items of the underlying dimension of constructs showed in model 1.

Figure 1 shows the role played by each of the items of the underlying dimension of constructs showed in model 1. From the model 1, the results of the study reflected that CMIN was 2094.886, CMIN/DF 3.975, RMSEA .090, CFI .757 and DF 527. This model was generated in this format to establish the role played by each of the items of the underlying dimension for the two sub constructs(Byrne, 2009). However the RMSEA and CFI required improvement so as to give excellent model fit indexes and thus running the second order full structural equation modelling

Model 2 for improved fit indices to establishing whether questionnaire items fit the model

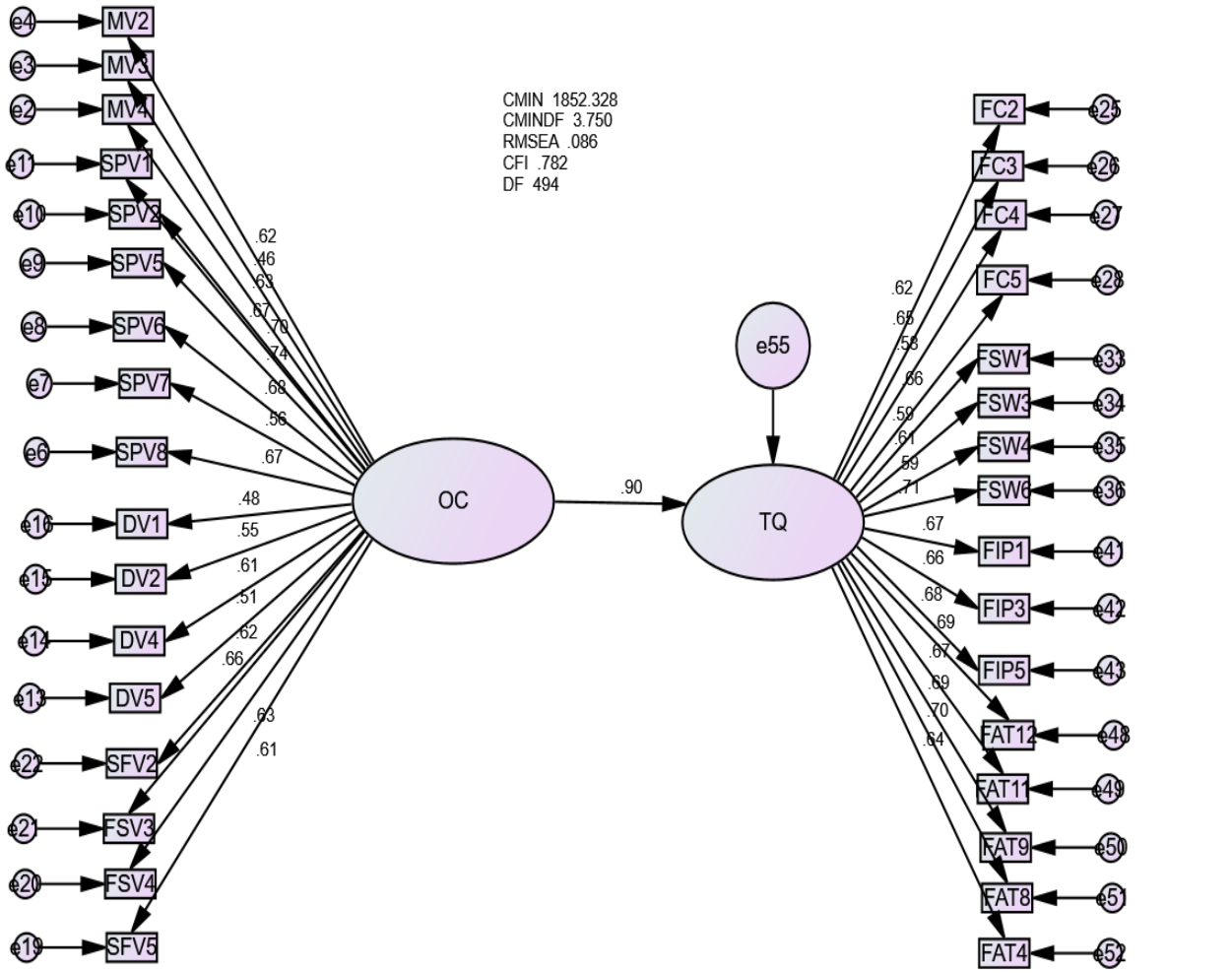

Figure 2: The improved model showing the role played by the items of the underlying structure of the two constructs

From the results of model 2 above (Figure 2), it can be observed that CMIN was 1852.328, CMIN/DF 3.750, RMSEA .086, CFI .782 and DF 494. Thus, addressing the H_2 questionnaire items for both organisational culture and total quality management fit the model standards.

Also, in order to prove the theories employed in the study, second order full structural modelling was done to ensure that the loadings of every sub construct or components fit the study data and at the same time answer the hypothesis. In other words the constructs were visible with their underlying items(Awang, Sultan, & Abidin, 2016; Koufteros, Babbar, & Kaighobadi, 2009). To attain the results for H_1 and H_3 another model for full structural equation modelling was run thus arriving at model 3 below

Model 3 indicates data fit and the influence of organisational culture (OC) and total quality management (TQM)

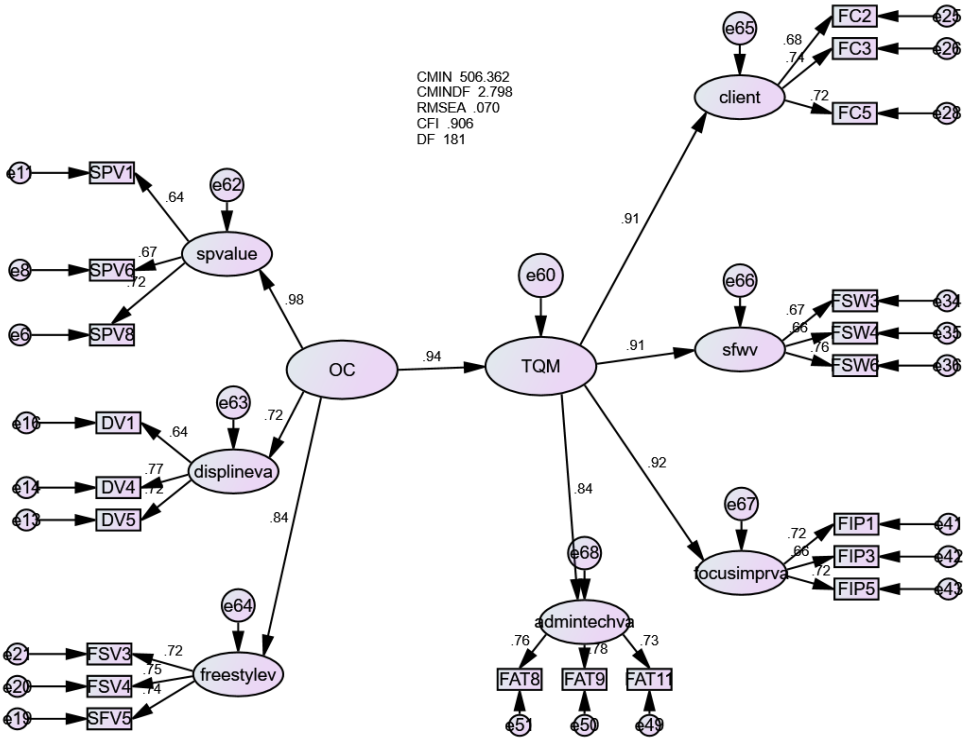

Figure 3 The true measurement of the underlying constructs in the model

From the model 3 above (Figure 3), it can be noticed in the table 1 below that the estimates from the model had good- to –fit Indexes

Table 1 The estimates and fit Indexes from Figure3

CFI	RMSEA	CMIN	CMIN/DF	DF
.906	**.070**	**506.362**	**2.798**	**181**

From the resulted showed in Table 1 above, it can be observed that the study data generated significant results for the good fit indexes of the model hence addressing the hypothesis that the model fits the study data. Meanwhile, the structure for second-order factor SEM as reflected in figure2 indicates that the exogenous variable acronyms as showed in table2 that statically all the measured variables have a significant relationship. Also the loadings from both the first order and second latent variables were above 0.70. From the results it can also be observed that TQM statistically contributes significantly to OC with (coefficient = 0.943, p-value .000). In addition, all the latent variables attached to organisational culture were substantive with a strong relation that is statically significant and supportive in nature as per the table 2 below;

Table 2 the Latent variables, Coefficient and p-value

Latent variable	**Coefficient**	**P-value**
TQM_--→OC	0.943	.000
Support value →OC	0.979	.000
Discipline value-→OC	0.722	.000
Free style value -→OC	0.842	.000
Focus on satisfaction of the workers' needs-→TQM	0.912	.000
Process improvement and administration→TQM	0.924	.000
Technological need for competitive advantage →TQM	0.840	.000
Focus on client →TQM	0.907	.000

Table 3 Results of second order –factor SEM estimate

Construct and items	Estimates	p-value
Support value		
SPV1	0.642	.000
SPV6	0.673	.000
SPV8	0.719	.000
Discipline value		
DV1	0.636	.000
DV4	0.770	.000
DV5	0.719	.000
Free style value		
SFV3	0.718	.000
SFV4	0.753	.000
SFV5	0.738	.000
Focus on client		
FC2	0.682	.000
FC3	0.742	.000
FC5	0.719	.000
Focus on satisfaction of the workers' needs		
FSW3	0.668	.000
FSW4	0.656	.000
FSW6	0.763	.000
Focus on Process improvement and administration		
FIP1	0.718	.000
FIP3	0.657	.000
FIP5	0.719	.000
Technological need for competitive advantage		
FAT8	0.766	.000
FAT9	0.776	.000
FAT11	0.733	.000

From the results in Table 3 above, it can be observed that the coefficient estimates indicated that OC and TMQ relationship loaded with 0.943 with a p-value of .000, it means that OC influences TQM strongly in the management of higher education institutions. Hence proving the hypothesis and theory right. Meanwhile, the findings are in conformity with guidelines for determining and improving the model to fit the data (Hooper, Coughlan, & Mullen, 2008). It can also be noticed that loadings on the factor total quality management (TQM) and its sub constructs reflected that, focus on client ranged between 0.682 to 0.742 which shows that there is a strong relationship between focus on client and TQM as perceived by the staff. Further, the factor loadings on the sub construct Focus on satisfaction of the workers' needs ranged from 0.656 to 0.763, thus indicating a very strong bond among the items on this sub construct. Meanwhile, loading from the model reflected that Focus on Process improvement and administration ranged between 0.657 to 0.719 and loadings for subconstruct technological need for competitive advantage as a sub construct ranged from 0.733 to 0.766. From the relationship showed by the model 3, it can be noticed that the four subconstructs of TQM play a very important role in the management of organization and therefore if any institution is to survive and compete favourably in the knowledge economy, staff needs and customer concerns must be respected in relation to technological integration through the use of improved process that shape administrative procedures that call for structure and systems. The findings above are in conformity with (Gharakhani, Rahmati, Farrokhi, & Farahmandian, 2013; Mohammed, Ali, & Abdulaziz, 2016; Najafabadi, Fredriksson, & Eriksson, 2008) who stated that for an organization to thrive in the waves of there is need to embrace new robust management paradigms like TQM to attain good service delivery especially in teaching and learning sessions. However, this cannot be achieved if factors that shape organisational culture are not included in the running of day to day organisational business. Thus, from the results indicated in model 3, it can be noticed that organisational culture (OC) was proven worthy by the study results with three subconstructs that include support for value and its loadings ranged 0.642 to 0.719, discipline value was between 0.636 to 0.719 and free style value items were reflected between 0.718 to 0.753 thus indicating a very strong correlation and relationship between the main construct (OC) and its sub constructs.
Furthermore, the results indicated that a common variance from each of the items of the survey tool employed understand staff perception of organisational culture towards total quality management at the Islamic university in Uganda. This was observed through the item loadings that were high enough and exceeded 0.7. Therefore, this survey tool deems useful for further studies. From the findings above it can resonated that for an organization to attain TQM there must be a supportive organisational culture with flexibility and agility guided with talent staff in order to satisfy customer needs in terms of quality teaching and learning (Ambrož & Praprotnik, 2008; Jancikova, 2009; Miiro & Burhan, 2018; Miiro, 2019; Roldán et al., 2012)..

5.0 CONCLUSION

The study focused on understanding the theoretical framework of organisational culture and total quality management at the Islamic university in Uganda. Based on the results from the data surveyed among the three campuses, it was analyzed that the variables employed were OC and TQM reliable and advisable to use when one is conceptualizing the two concepts of organisational culture (OC) and total quality management (TQM). All the hypotheses proved significant with strong relationships among the constructs of the study. The full structural equation model for the study was also verified and proved worthy and fit for the data and theory for implementation in higher

education institutions. This was observed through the estimates as per the recommendations of SEM scholars. It is therefore important that organisational leadership streamline their practices, institutional mission and vision plus the needs of their staff and students to suite the demands of the time and avoid working in a substandard way that may not prepare the staff and students for future challenges.
Theoretically, the findings conformed with the intention of the study as showed above, thus HEIs managers can continue to utilize this framework to address the 21st-century challenges facing these institutions. The practical implications are that HEIs leadership should use institutional culture tailored towards TQM to nurture their students (customers) with quality skills need for a holistic personality to address the 21st-century challenges. When graduates are sent out as change agents with quality skills, knowledge, and experience, community needs and challenges will be addressed hence leading to the quality community with quality life that enhance transformation and development.

5.1 Recommendations

Given that this particular study adopted a cross-sectional design and was limited to a single higher education institution, it would be beneficial to conduct a longitudinal study to verify whether the two concepts comprising the theoretical construct, as demonstrated in the second-order structural equation model, will yield similar or superior findings.
In order to provide quality services and results towards transformation and development, it is imperative for leaders and management teams in higher education institutions to alter their perceptions of running institutional businesses to align with the needs of the current century. As stakeholders, staff, students, and others are aware of their rights, the necessary services, procedures, and outcomes. It is essential that services in this sector utilise agile and open-minded sets and styles of leadership that are appropriate for the institutional culture. Institutions that fail to reconsider, rebrand, and provide stakeholders with new corporate images will continue to fall behind.

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