



Quality Assurance Workload and Teaching Excellence in HEIs - An Empirical Study on Teaching Faculty of Select Autonomous Institutions in Hyderabad

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Abstract

The quality assurance (QA) systems have become inseparable in the institutions of higher learning and are redefining academic work by means of audits, accreditation demands, documentation and performance checks. Although these mechanisms are meant to enhance the standards of accountability and teaching, they have also increased the administrative roles of faculty members. The research paper will consider the relationship between QA-based administrative workload and teaching excellence among faculty members in a privileged group of autonomous engineering institutions based in Hyderabad. The research also examines how the institutional support mechanisms affect this relationship. The research design was quantitative, descriptive and a structured questionnaire was used to collect the data on 157 faculty members in terms of a five-point Likert scale. The constructs were related to administrative intensification of QA, excellence in teaching, and institutional support systems. The scales were checked on the reliability of the scales with the help of Cronbach alpha and the data were examined with the help of the descriptive statistics, the correlation analysis, the simple regression analysis and the hierarchical regression analysis as the moderation test. The results show that the direct impact of the QA-associated administrative workload on the teaching excellence is statistically insignificant, which implies that the members of the faculty did not have to adjust to the compliance requirements at the expense of the teaching quality and student interaction. The findings of correlation also indicate that there is no significant correlation between teaching excellence and administrative workload. Nevertheless, mechanisms of institutional support became an influential and positive predictor of teaching excellence that emphasizes the significance of leadership support, clear guidelines, training, and administrative support as effective in maintaining high-quality teaching practices. The moderation analysis reveals that the institutional support fails to significantly change relationship between administrative workload and teaching excellence, which implies that the support plays an independent and making role but not buffering role. The study provides valuable lessons to the academic leaders and policy makers by highlighting the importance of effective institutional support systems and designing faculty-sensitive quality assurance practice that does not compromise teaching excellence as well as accountability.

Keywords: Quality assurance, administrative workload, teaching excellence, institutional support, higher education institutions

I. Introduction

1.1. Background of the Study:

In recent two decades, the quality assurance (QA) mechanisms have increased tremendously in the higher education systems across the globe. These are undertaken in order to enhance accountability, transparency and instill performance. Standardized audits, performance indicators, documentation and continuous monitoring are now being used more to maintain audit quality and comparability across institutions across governments and accreditation agencies. Although these shifts have enhanced order and accountability, they have also augmented administrative responsibilities among the faculty members, commonly referred to as administrative intensification (Maroma & David, 2025; Woelert, 2023). The faculty are currently expected to take up much time on reporting, compliance, evaluations and accreditation aspects besides their main functions of teaching and research. An increasing body of research suggests that the intensification of this can have an unintended impact on the quality of teaching. The time to prepare the lesson, creative teaching techniques, interacting with students, and developing as a professional might be scarce due to heavy administrative requirements, and it might eventually lower the quality of teaching and learning (Naidu and Derania, 2016; Moore et al., 2024). Even though there are studies suggesting that the concept of quality assurance can enhance standardization and accountability, the data on its impact on creativity, academic autonomy, and teaching effectiveness are inconclusive (Abbas et al., 2016; Rashidi et al., 2022). At that, the purpose of the current study is to comprehend the impact of the administrative load of the quality assurance processes on the teaching excellence of the faculty. The research will concentrate on the institutional environments where there is an increase in accountability pressures. It is aimed at analyzing the character of the administrative workload motivated by QA, its influence on teaching quality, and the way in which the negative effects of this workload may be mitigated through the support of the institution.

1.2 Scope and Significance of the Research

The research will be restricted to the faculty of independent engineering colleges in Hyderabad City. It looks at the added administrative burden associated with the quality assurance and accreditation procedures and their effect on the quality of teaching. It is anticipated that the results will give evidence of the impact of such QA-related administrative demands on teaching. The study will be relevant to educational heads, accreditation bodies, and policymakers to develop quality assurance mechanisms that could uphold accountability and promote academic freedom and teaching standards.

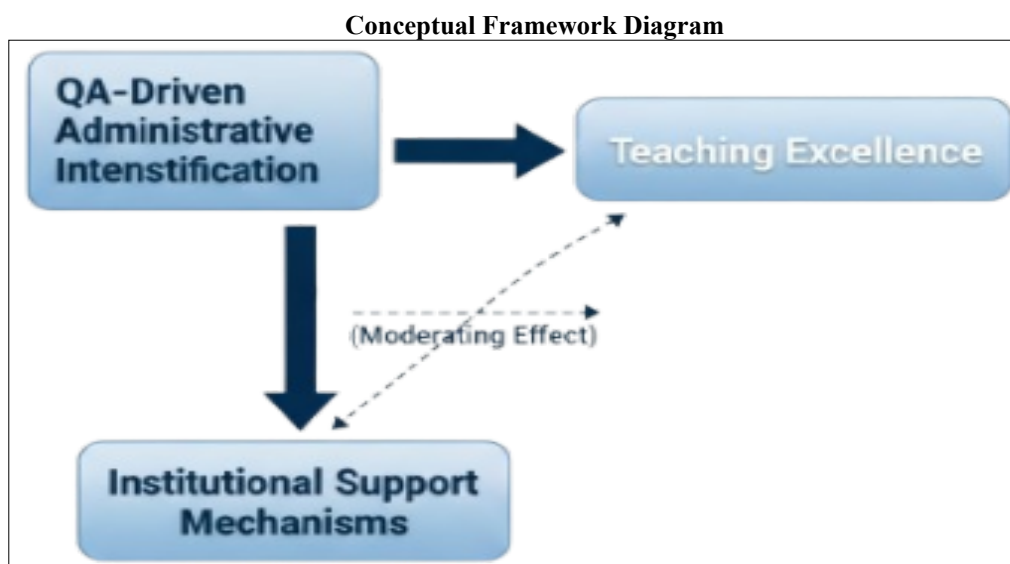
II. Literature Review

The study on administrative intensification within the scope of higher education is always united in terms of the observation that the workload of faculty has become heavier because of compliance, monitoring, documentation and performance management systems. Based on other studies in other contexts, administrative oversight enhances accountability and institutional legitimacy, but frequently constrains academic liberty and teaching time to explore innovation (Al-Jaro, 2023; Turk, 2016; Woelert, 2023). According to scholars, management and performance-based quality assurance systems have reduced the influence of academics and centralized power to a centralized administration system. This change brings about more bureaucracy in academic work (Rashidi et al., 2022; Koga et al., 2021). These patterns are visible in traditional, distance, and online learning settings, where data-driven surveillance, as well as standardized assessment, only add additional responsibilities to the faculty (Qadri, 2016; Ling Wang, 2025). Quality assurance processes are also another significant contributor to intensification of administration as noted in the literature. One of the most popular methods of incorporating accountability into everyday academic practice is perceived to be accreditation requirements, internal audits, teaching evaluations, and standardized reporting systems (Oktarina et al., 2023; Sameerah Saeed, 2018). Although some of the studies show that these processes enhance transparency, consistency, and comparability, faculty tend to consider them as inflexible, time-consuming, and not compatible with their practices in the field (Abbas et al., 2016; Wang et al., 2009). In developing and transitional systems, external forced QA systems have been perceived to be symbolic or compliance-oriented, offering false hope of real change in the quality of teaching (Mussawy & Rossman, 2018; Mganga and Lekule, 2021). The situation in terms of the teaching excellence in the literature is complex. On the one hand, curriculum alignment, reflective practices, and professional development can be promoted by quality assurance, as well as accreditation. Instructional quality and student learning can be improved with the help of such assistance (Nan Rahminawati and Supriyadi, 2023). Conversely, excessive administrative control has been proven to restrict the creativity of teaching; decrease student interest; and strain and burnout among faculty. This ends up negatively affecting the effectiveness of teaching (Jaikla & Piyakun, 2024; Yonggang Wang, 2024). Various researchers emphasize that

Despite the available literature on administrative intensification and quality assurance in higher education, a majority of the research is theoretical or applies to the particular context. It usually narrows down to governance reforms, accountability or faculty perception. The empirical research at the institutional level examining the causal relationship between the administrative intensification through QA product and the teaching excellence, in particular, in autonomous engineering colleges in urban India, is obviously lacking. Moreover, little has been done regarding the role played by institutional support mechanisms in this relationship. This gap demonstrates that there is a necessity of specific empirical studies in that area, which investigate the administrative workload, teaching excellence, and institutional support in a particular and under-researched institution of higher learning.

1. To investigate how administrative workload as a result of QA influences teaching excellence among faculty members in institutions of higher learning.
2. To examine the correlation between administrative intensification associated with QA and major aspect of teaching excellence such as instructional effectiveness and student engagement.
3. To determine the moderating role of institutional support mechanisms to the negative effect of administrative workload on teaching excellence.

The theoretical framework postulates that the administrative intensification that is caused by QA has a direct influence on the teaching excellence of the faculty members. The excellence of teaching is an aspect that has been identified to be demonstrated by the quality of instruction, pedagogical creativity, learner involvement, and teaching effectiveness. Institutional support strategies including administration support, leadership support, teacher training sessions, and explicit instructions are set as a moderating factor that can alleviate the adverse effect of administrative workload on teaching excellence.



III. Research Methodology

The research design that will be utilized in the study will be quantitative and descriptive as it seeks to establish the correlation between administrative intensification and teaching excellence. Faculty members are also included among the population. through stratified random sampling in order to achieve adequate departmental and academic rank representation. A structured questionnaire will be employed in data collection to determine the QA-related administrative workload, teaching excellence, and the support systems of the institution. The questionnaire will be based on a five-point Likert scale and to test the reliability we will use Cronbach alpha. We shall use different statistical tests to analyze the data including descriptive statistics, correlation analysis, multiple regression analysis, and moderation analysis. Such approaches are appropriate to our research objectives and can be used to test hypotheses put forward. This strategy is intended to uphold rigor, validity and relevance in practice in order to comprehend the influence of administrative intensification on teaching excellence.

3.1 Research Hypotheses

1. **H₁:** QA-driven administrative workload impacts negatively on teaching excellence among the faculty members in a significant way.
2. **H₂:** The high QA-related administrative workload is strongly related to the lower levels of instructional effectiveness and student engagement.
3. **H₃:** The relationship between QA-insensitive administrative workload and teaching excellence is also strongly mediated by the institutional support mechanisms, and the greater the institutional support, the less the negative impact.

IV. Data Analysis & Interpretation

The data analysis for the present study was carried out in three systematic stages to address the research objectives and test the proposed hypotheses. First, descriptive statistics were employed to summarize faculty perceptions regarding quality assurance–related administrative workload, teaching excellence, and institutional support mechanisms. Second, reliability analysis was conducted using Cronbach’s alpha to assess the internal consistency of the measurement scales. Finally, inferential statistical techniques were planned to examine relationships and causal effects among the study variables, ensuring rigor, validity, and interpretative clarity.

4.1 Descriptive Statistics:

Descriptive statistics were employed to summarize faculty responses regarding administrative intensification arising from quality assurance practices, teaching excellence, and institutional support mechanisms. Measures of central tendency (mean) and dispersion (standard deviation) were calculated to understand the overall pattern, level of agreement, and variability in perceptions among faculty members of select autonomous institutions.

Descriptive Statistics (N = 157)			
		Mean	S.D.
QA-driven administrative intensification	Quality assurance requirements have increased my administrative workload.	2.07	0.82
	A significant amount of my time is spent on documentation related to accreditation and audits.	2.10	0.99
	Compliance with quality assurance procedures adds pressure to my regular academic duties.	2.34	1.00
	Reporting and record-keeping tasks linked to QA are frequent and time-consuming.	2.29	0.95
	Quality assurance activities often extend beyond my formal teaching responsibilities.	2.22	0.92
Teac	Administrative workload affects the time I spend on innovative teaching	2.25	0.95

Institutional Support Mechanisms	practices.		
	I am able to actively engage students during classroom sessions.	2.59	1.00
	Excessive administrative duties reduce my focus on improving teaching quality.	2.43	1.00
	I regularly update my teaching methods to meet students' learning needs.	2.52	1.02
	I am satisfied with my overall teaching effectiveness.	2.41	0.96
	My institution provides adequate administrative support for quality assurance activities.	2.78	1.19
	Clear guidelines are provided for handling QA-related administrative tasks.	3.02	1.29
	Institutional leadership is supportive in managing QA workload.	2.89	1.18
	Training programs help me handle quality assurance responsibilities effectively.	2.99	1.24
	Administrative staff assistance reduces my burden related to QA processes.	2.97	1.22

The descriptive statistics indicate a moderate level of administrative intensification arising from quality assurance practices, with mean values ranging from 2.07 to 2.34, reflecting faculty perceptions of increased workload related to documentation, compliance, and reporting. Perceptions of teaching excellence also remain moderate, with mean scores between 2.25 and 2.59, suggesting that administrative workload affects time for innovative teaching while faculty continue to engage students and update teaching methods. The mean values for institutional support mechanisms are comparatively higher, ranging from 2.78 to 3.02, indicating moderate agreement regarding the availability of administrative support, clear guidelines, leadership assistance, and training. The research findings suggest that although quality assurance activities increase administrative demands, institutional support plays a key role in sustaining teaching effectiveness.

4.2 Section-II: Reliability Analysis

To ensure the consistency and dependability of the measurement instrument, reliability analysis was conducted using Cronbach's alpha. This test assessed the internal consistency of the items used to measure administrative intensification, teaching excellence, and institutional support mechanisms.

S. No.	Variable	Items	Cronbach's Alpha	Interpretation
1	Administrative Intensification Arising from Quality Assurance Practices	5	0.847	Very Good
2	Teaching Excellence	3	0.859	Very Good
2	Institutional Support Mechanisms	5	0.927	Excellent

The reliability analysis demonstrates strong internal consistency for all study variables. The Administrative Intensification Arising from Quality Assurance Practices scale recorded a Cronbach's alpha of 0.847, indicating very good reliability. The Teaching Excellence scale achieved an alpha value of 0.859, also reflecting very good internal consistency. The Institutional Support Mechanisms scale showed an alpha value of 0.927, indicating excellent reliability. All values exceed the acceptable threshold of 0.70, confirming that the measurement scales are reliable and suitable for further inferential statistical analysis.

4.3 Stage-III: Testing of Research Hypotheses

The hypotheses of the study were tested using appropriate inferential statistical techniques based on the nature of variables and the proposed conceptual framework. Prior to hypothesis testing, composite scores were computed for each construct by averaging the corresponding Likert-scale items. Reliability of all constructs was already established using Cronbach's alpha, confirming the suitability of the scales for further analysis.

H₁: QA-driven administrative workload has a significant negative effect on teaching excellence among faculty members.

Simple linear regression is used to examine whether QA-driven administrative workload significantly predicts teaching excellence and to determine the direction and strength of the effect. This test is appropriate when one independent variable is hypothesized to influence one dependent variable.

Descriptive Statistics of Study Variables (N = 157)					
Variable			Mean	S.D.	
Teaching Excellence			2.51	0.88	
QA-driven Administrative Intensification			2.2	0.74	
Simple Linear Regression Results: Effect of QA-driven Administrative Intensification on Teaching Excellence					
Predictor	B	Std. Error	β	t-value	Sig. (p)
Constant	2.389	0.221	—	10.807	0
QA-driven Administrative Intensification	0.055	0.095	0.046	0.575	0.566
Model Summary:					
R = 0.046 R ² = 0.002 F(1, 155) = 0.331 p = 0.566					

A simple linear regression analysis was conducted to examine the effect of QA-driven administrative intensification on teaching excellence among faculty members. The model was found to be statistically insignificant ($F = 0.331$, $p > 0.05$), indicating that QA-related administrative workload does not significantly predict teaching excellence. The regression coefficient for administrative intensification was positive but very weak and statistically non-significant ($\beta = 0.046$, $p = 0.566$). Furthermore, the model explained only 0.2 percent of the variance in teaching excellence, suggesting a negligible explanatory power. Based on these results, Hypothesis H1 is not supported. This finding implies that, when considered independently, QA-driven administrative workload does not have a direct or significant effect on teaching excellence, highlighting the possibility that other factors—such as institutional support mechanisms—may play a more critical role in shaping teaching outcomes.

H₂: Increased QA-related administrative workload is significantly associated with reduced instructional effectiveness and student engagement.

Pearson's correlation is used to assess the strength and direction of association between two continuous variables. This hypothesis focuses on relationship, not causation, making correlation the most appropriate technique.

Descriptive Statistics			
Variable	Mean	S.D.	N
QADAI	2.2025	0.73902	157
TE	2.5096	0.8767	157
Correlation Matrix			
		QADAI	TE
QADAI	Pearson Correlation	1	0.046
	Sig. (2-tailed)	--	0.566
	N	157	157
TE	Pearson Correlation	0.046	1
	Sig. (2-tailed)	0.566	--
	N	157	157
* QADAI - QA-driven Administrative Intensification ** Teaching Excellence - TE			

The relationship between QA-driven administrative intensification and teaching excellence was examined using Pearson's correlation analysis to assess the strength and direction of association between the two variables. The results indicate a very weak positive correlation between QA-driven administrative workload and teaching excellence ($r = 0.046$), which is statistically non-significant ($p = 0.566$). This finding suggests that

variations in QA-related administrative workload are not meaningfully associated with changes in instructional effectiveness or student engagement among faculty members. The descriptive statistics show moderate mean levels for both administrative intensification ($M = 2.20$, $SD = 0.74$) and teaching excellence ($M = 2.51$, $SD = 0.88$), indicating balanced perceptions across respondents. Overall, the results do not support Hypothesis H2, implying that increased QA-related administrative workload does not have a significant direct association with reduced teaching effectiveness or student engagement when examined through bivariate correlation analysis.

H₃: Institutional support mechanisms significantly moderate the relationship between QA-driven administrative workload and teaching excellence.

Moderation analysis determines whether the strength or direction of the relationship between an independent and dependent variable changes at different levels of a moderator. Hierarchical regression is the standard approach for testing moderation in SPSS.

Hierarchical Multiple Regression Results for Moderation Analysis (N = 157)						
Model	Predictors	R	R ²	Adjusted R ²	F	Sig.
Model 1	Centered QA-Driven Administrative Intensification (C_QADAI) Centered Institutional Support Mechanisms (C_ISM)	0.627	0.393	0.385	49.789	0.000
Model 2	C_QADAI, C_ISM, Interaction Term (C_QADAI \times C_ISM)	0.627	0.393	0.381	32.982	0.000
Change Statistics (Model 2):	$\Delta R^2 = 0.000$ F-change = 0.009 p = 0.926					

Regression Coefficients for Moderation Model					
Predictor	B	Std. Error	β	t	Sig.
Model 1					
Centered QA-Driven Administrative Intensification	0.178	0.076	0.15	2.363	0.019
Centered Institutional Support Mechanisms	0.515	0.052	0.634	9.952	0.000
Model 2					
Centered QA-Driven Administrative Intensification	0.175	0.085	0.147	2.058	0.041
Centered Institutional Support Mechanisms	0.513	0.06	0.63	8.473	0.000
Interaction Term (C_QADAI \times C_ISM)	-0.008	0.085	-0.007	-0.092	0.926

A hierarchical multiple regression analysis was conducted to examine whether institutional support mechanisms moderate the relationship between QA-driven administrative workload and teaching excellence. In Model 1, QA-driven administrative intensification and institutional support mechanisms together explained 39.3 percent of the variance in teaching excellence ($R^2 = 0.393$, $p < 0.001$). Institutional support emerged as a strong and positive predictor of teaching excellence ($\beta = 0.634$, $p < 0.001$), while administrative intensification showed a small but significant positive association ($\beta = 0.150$, $p < 0.05$). In Model 2, the interaction term between administrative workload and institutional support was introduced to test the moderation effect. The interaction term was found to be statistically non-significant ($\beta = -0.007$, $p = 0.926$), and the change in explained variance was negligible ($\Delta R^2 = 0.000$). These results indicate that institutional support mechanisms do not significantly alter the relationship between QA-driven administrative workload and teaching excellence. Therefore, Hypothesis H3 is not supported. However, the strong direct effect of institutional support highlights its critical role in sustaining teaching excellence, independent of administrative workload levels.

V. Discussion of Findings:

The current experiment investigated the correlation between administrative intensification through QA, teaching excellence, and the support systems of the institution by the faculty members of the chosen autonomous engineering institutions. The results show that the independent variable QA-related administrative workload does not have a significant negative impact on the excellence of teaching. This indicates that member of the faculty might have developed quality assurance needs into their professional activities such that administrative workload does not impact directly on instructional effect or student interaction. The same has been mentioned in older research, which reveals that administrative demands add responsibilities to the faculty,

but it does not always have a direct effect and its influence on teaching results is not always instant and universal to all institutions.

The findings also underscore the importance of the existence of institutional support mechanisms. Institutional support appeared as a powerful and favorable predictor of teaching excellence, which shows that administrative support, leadership support, clear guidelines and training programs represent a final determinant in maintaining a good teaching practice. Faculty members seem to be able to be supportive of the quality and engagement in instruction in even environments with increased accountability and documentation demands. Against the odds, the moderation analysis performed showed that institutional support mechanisms failed to significantly change the correlation between QA-related administrative workload and teaching excellence. It means that institutional support is more of an enabling process rather than a buffering process that alters the level of workload-teaching relationship. On the whole, the results indicate that teaching in quality-driven academic settings is more likely to be effective in case of less administrative work and more quality and consistency of institutional assistance to the members of the faculty.

5.1 Implications of the Research:

This study has significant implications in theoretical, institutional and policy levels. Theoretically, the research has added to the body of knowledge on administrative intensification and quality assurance by illustrating how administrative workload in itself might not have a direct negative impact on the quality of teaching. Rather, the findings highlight the significance of institutional setting, which expands current models that connect governance arrangements and academic outcomes.

Practically, the research points out the necessity of increasing institutional support systems within institutions of higher learning instead of just toning down administration requirements. Even with challenging accountability systems, teaching excellence can be greatly improved by clear QA guidelines, proper staffing by the administration, involvement of the leadership, and specific training programs. Institutional leaders and quality assurance cells ought to thus be drawing attention to devise faculty friendly QA processes that not only involve support but compliance as well.

5.2 Limitations and Future Scope of Research:

Even with its contributions, there are some limitations that should be noted in the study. First, the study relies on cross-sectional design that restricts the possibility to measure the change in the faculty perceptions over time. The longitudinal research would help gain a better understanding of how the ongoing exposure to the QA-induced administrative pressures would affect teaching practices. Second, the research is targeted at few, independent engineering institutions in one city area, which might restrict the extrapolation of the results on other types of institutions or geographical setting.

Future studies can elaborate on this study by including the qualitative study approach like interviews or even focus group discussions to obtain the subtle experience of the faculty on quality assurance. The comparative analysis of the public and private institutions, disciplines, or regions can also deepen the knowledge. Also, more complex relationships between administrative workload, institutional culture, faculty well-being, and teaching outcomes can be tested in the future with the help of more sophisticated analysis (Structural Equation Modeling (SEM)).

5.3 Ethical Considerations:

The studies were conducted with the ethical principles that were observed in the process in order to make the study trustworthy and valid. The survey was conducted on the basis of participation, and the respondent's received information on the role of the research before the data was collected. All participants gave informed consent and were assured that their answers would be required only with academic and research purposes. Anonymity and confidentiality were observed. No personal identifiers were obtained, and no individual answers were shared with institutional authorities and third parties. The information was safely saved and restricted to access by the researchers in the study. Also, caution was observed to prevent all sorts of coercion, bias and misrepresentation in data collection and data analysis. The research was conducted in accordance with the established research ethics regarding the use of human subjects wherein transparency, respect and responsibility were upheld in all aspects of the research.

VI. Conclusion:

This paper explored how administrative intensification which is brought about by QA affects the excellence of teaching and how institutional support systems amongst faculty members in a few autonomous

higher education establishments contribute to excellence of teaching. The results indicate that the administrative workload associated with quality assurance does not directly affect the teaching excellence meaning that faculty members can meet the accountability demands without a significant impact on the teaching performance or student interaction. The institutional support mechanisms, however, proved to be a powerful and a robust factor behind the excellence of teaching, with administrative support, leadership support and well-articulated operational guidelines playing a crucial role in maintaining high-quality teaching. Even though the institutional support did not buffer the relationship between teaching excellence and administrative workload, its independent nature implies its pivotal role in creating a favorable academic environment. Generally, the paper highlights that quality assurance models should be shifted towards supporting institutional practices that comply with the set standards of quality assurance and also focus on the facilitation of teaching excellence among faculty members in academic institutions that are becoming more accountable.

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