

STADIO




**An inquiry into the challenges faced by Higher Education Institutions in developing
the RRITE curriculum**

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**WELCOME TO
THE FUTURE**

BACKGROUND

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- HEIs worldwide have grappled with myriad challenges over the past two decades, including accountability pressures stemming from increased demand for access, issues of inequality, responsible adoption of emerging technologies, resource limitations, competitive forces, ethical concerns, financial viability, leadership, academic quality, student retention, customer satisfaction, and the disruptive impact of events like the Covid pandemic. (Al-Zwyalif, 2012; Ashraf & Javed, 2012; Bawa, 2019; Dlamini, 2018; Durowaiye & Khan, 2017; Musakuro & de Klerk, 2021; Nadeau, 2017; Overman et al., 2016; Stander & Herman, 2017).
 - A publication of the CHE (2016) highlighted that PHEIs are perceived in South Africa to deliver programmes of questionable quality in search of maximising profits. (Tankouepse Nukunah et al., 2019).


THE CHALLENGE

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Since the 1990s, *accountability* in higher education has placed ongoing pressure on HEI to provide organisational performance indicators and measurements that will illustrate their *value to the state, stakeholders, alumni, and prospective students* Stewart and Carpenter-Hubin (2001), supported by Brown (2012).

THE CHALLENGE – CONT.

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- These changes must motivate academic institutions to apply not only new strategies in the field of management but also new principles and new methods to make processes of higher education more *effective and efficient* (Ruževicius and Serafinas, 2011; Vauterin et al., 2011).
 - Bitzer, 2020 postulate that this transformation over the last two decades has placed pressure on HEIs to be characterised by *excellence, relevance, and efficiency* to improve their *accountability*.

THE STUDY - METHODOLOGY

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The Study

An Integrated Framework for Measuring the Organisational Performance of Higher Education Institutions

- Managerialist theory
- The research adopts a positivist and constructivist stance within an ontological paradigm, employing a case study strategy.
- Using a qualitative approach and semi-structured interviews with experts, six case studies (N30). An inductive thematic analysis (ITA) identified a comprehensive list of sixty-nine performance indicators.
- The quantitative part of the study included a; 10-point Likert scale questionnaire (Cronbach Alpha .972) completed by experts to establish the importance of each KPI (N101).
- Once the national promotor scores was established the weight for each identified organisational performance indicator, relative to other organisational performance indicators was established through the analytical hierarchy process (AHP).

RESULTS


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	KPI	AHP Rating and Ranking	NPS Rating N101	Thematic Analysis Grounded Ranking N30
1	Quality of staff	1	+86	30
2	Academic quality	.991	+87	37
3	Student faculty ratio	.991	+42	8
4	Quality teaching and learning	.989	+82	23
5	Quality of assessment	.982	+80	5
6	Relevant curriculum	.980	+78	7
7	Quality of resources / study material etc	.965	+75	7
8	Institutional leadership	.959	+74	12
9	Alignment with industry needs	.956	+69	11
10	Skills development	.954	+69	27

RESULTS

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11	Student support	.945	+67	23
12	Experience positive learning environment	.941	+63	8
13	Develop new knowledge	.939	+65	14
14	Focusing development and knowledge for the future	.937	+60	49
15	The role of technology	.933	+74	12
16	Positive institutional culture	.933	+64	4
17	Staff professional development essential	.931	+65	17
18	Student employability	.930	+67	41
19	Staff satisfaction	.928	+61	32
20	Regulator ensuring minimum quality standards	.925	+60	6
21	Sustainability	.921	+56	25

IMPROVING OUR ACCOUNTABILITY

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Industry Needs, Relevant
Curriculum, Student Centred
and Employability


Students for the
world of work –
knowledge, skills &
attributes
RRITE Curriculum

Efficiency - Sustainability

Innovation - Technology

WHAT'S NEW

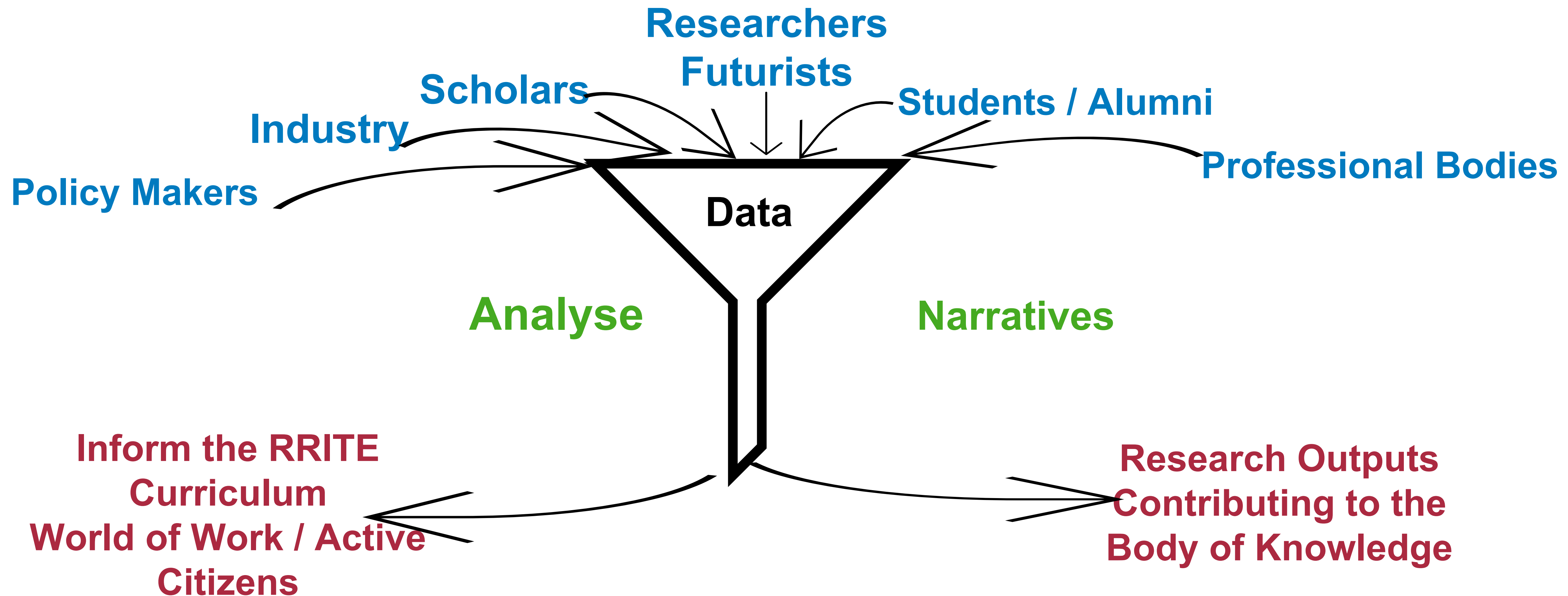
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- 
- Quantum management
 - Generational preference in leadership styles
 - Hybrid work – trust and team development
 - Level 5 leadership
 - Ethics
 - Entrepreneurial activities by full time employees – side hustle
 - Big data analysis and supply chain
 - Management and leadership in the 4th & 5th IR
 - Black tax

THE WAY FORWARD - SOAAM

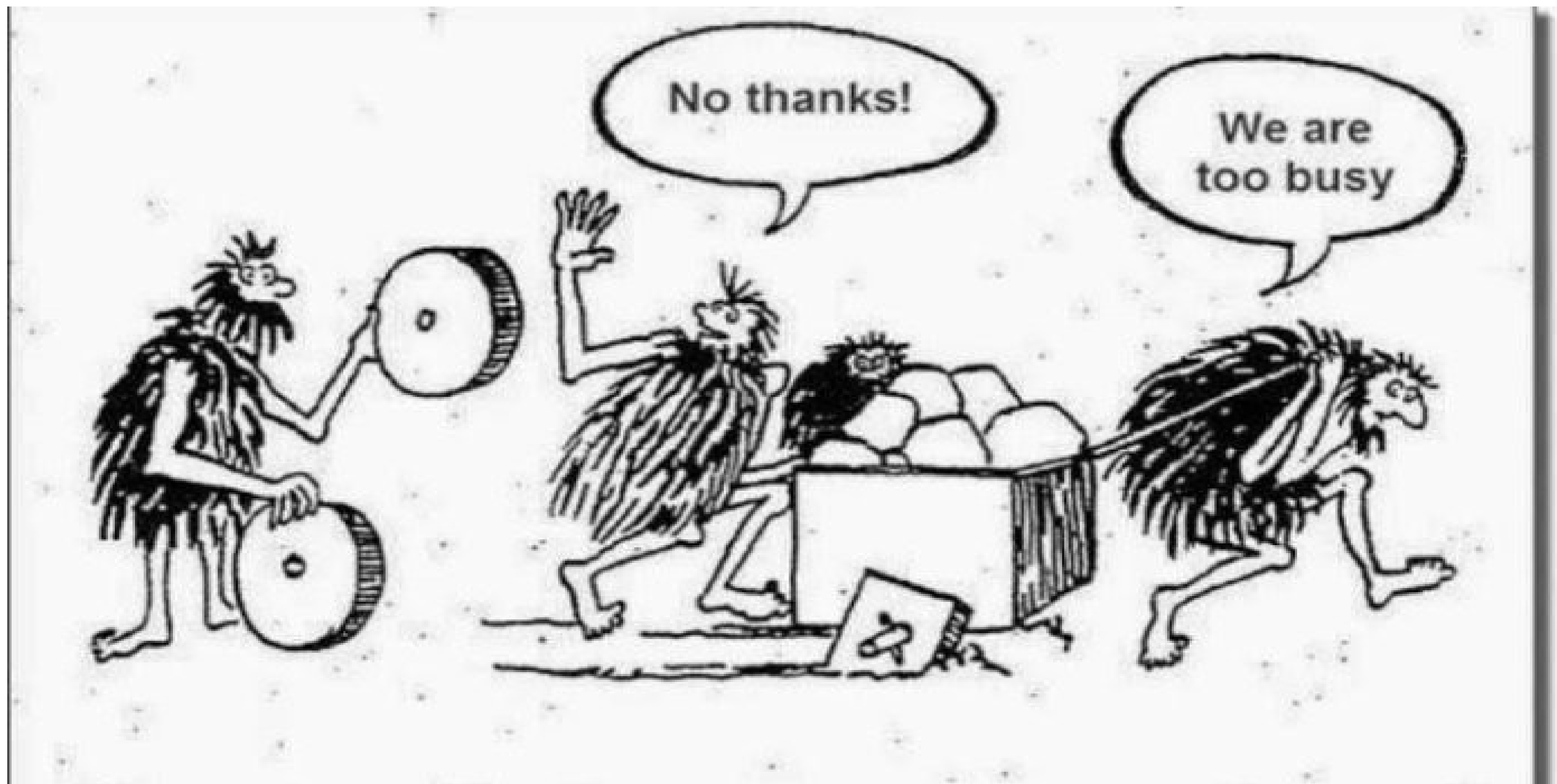
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Action Research – Longitudinal Study – Think Globally Act Locally





REFLECTION

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Every once in a while, a
new technology, an old
problem, and a big idea
turn into an innovation.

Dean Kamen

BrainyQuote®

SUMMARY

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AbuMezied 2016; Xing & Marwala 2017 postulate that globalisation, the fourth industrial revolution, the high demand for higher education, increasing competition and the collapse of geographic boundaries, amongst other factors, have forced both private and public institutions of higher education into a highly competitive business environment where *efficiency and performance are essential for survival.*



THANK YOU
ENKOSI
RE A LEBOGA
DANKIE

STADIO



FORMERLY



EMBURY



LISOF

PRESTIGE
ACADEMY

