



Quality Culture in Higher Education Institutions in Nepal: Experiences and Perceptions of Students, Teaching and Non-Teaching Staff

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Myagdi Multiple Campus, Beni Bazaar, Nepal

Article History:

Submitted 22 December 2024

Reviewed 26 February 2025

Revised 28 February 2025

Accepted 10 March 2025

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Article DOI:

<https://doi.org/10.3126/ajhss.v2i1.77157>

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ABSTRACT

Most educationists believe that fostering a culture of quality within higher education institutions (HEIs) is essential for overall development of HEIs. This statement is relevant to higher education institutions in Nepal. Thus, the objective of this paper is to examine the quality culture practices at Myagdi Multiple Campus (MMC), Beni Bazaar, Nepal. The study primarily utilized a quantitative research approach, employing a descriptive research design and organizational culture theory to examine the shared values, beliefs, and behaviors within the HEIs. A sampling survey method was used gathering responses from 69 respondents, including students, teaching and non-teaching staff, through online survey such as collecting data through Google forms. This method involved a thorough exploration of individual experiences and perspectives concerning the current quality culture practices in the campus. The study concluded that while certain aspects of the quality culture were well established, there was a need for continuous improvement in the areas such as open and transparent communication, careful planning, and stakeholder engagement. These areas received mixed or lower ratings, indicating that the respondents identified them as needing further development. Hence, the

campus should focus on increasing recognition of its programs, strengthening faculty development, and addressing areas that received mixed feedback.

KEYWORDS: Higher education institutions, quality culture, leadership commitment, organizational development

INTRODUCTION

A quality culture within higher education institutions (HEIs) plays a crucial role in improving their overall performance, ensuring their success, and helping them achieve their goals. To nurture a quality-driven organizational culture, HEIs are embracing total quality management principles, which emphasize thoughtful planning, efficient management, and strong collaboration among stakeholders to achieve their institutional goals. The concept of "quality culture" in HEIs is often framed as an organizational mindset that prioritizes excellence and continuous improvement in all institutional processes, from teaching and learning to research and administrative functions (Harvey, & Green, 1993). Knight and Trowler (2001) have defined quality culture as an ingrained set of values, beliefs, and practices that guide an institution's approach to quality assurance and enhancement. This culture is not solely about compliance with standards but reflects a shared commitment to innovation and improvement at every level of the institution. The concept encompasses a commitment to maintaining high standards of teaching, learning, research, and institutional management.

The concept of quality culture in HEIs in Nepal has been a topic of debate, as the practice of institutional quality assessment remains limited in the society, and it still requires further research. Therefore, this study aims to explore the status of quality culture in Nepali HEIs, with a specific focus on Myagdi Multiple Campus (MMC) in Beni Bazar, Nepal. Understanding the perspectives of students, teaching, and non-teaching staff at MMC is crucial in assessing how quality culture is perceived and implemented. The role of these various stakeholders—students, faculty, and administrative staff—becomes pivotal in shaping a cohesive quality culture that fosters academic excellence and institutional development (Kehm & Teichler, 2007). Despite this, engaging these stakeholders to foster the overall development of the campus is challenging unless there is good quality culture.

The objective of this study is to analyze and compare different aspects of the internal quality culture in the campus from the perspectives of the key stakeholders. To achieve this, data are collected by gathering insights from students, teaching, and non-teaching staff on various factors, including the commitment of academic leaders, effectiveness in teaching, research and services, reward and punishment systems, student learning outcomes, operational efficiency, campus environment, academic audits, and punctuality. This study also aims to examine how the experiences and perceptions of students, teaching staff, and non-teaching staff align or differ regarding the quality culture at MMC, offering a comprehensive understanding of the factors that contribute to the institution's overall quality.

Higher education plays a pivotal role in empowering individuals and uplifting communities in countries like Nepal, both socially and economically. According to the University Grants Commission (UGC) report, Nepal is home to twelve universities, five medical academies, and a total of 1,455 campuses, including constituent, community, and private campuses. Among these campuses, 162 are constituent, 539 community-based, and 754 private. These institutions collectively serve a student population of 579,448 (EMIS Report, 2022/2023). This network of educational institutions is fundamental to the country's progress, offering opportunities for growth, development, and prosperity.

It is widely assumed that all campuses aim to ensure the delivery of quality education. However, maintaining high standards in education is a complex task, as campuses face numerous challenges stemming from differing opinions on educational processes and the evolving demands of various stakeholders. Despite these challenges,

campuses that prioritize quality higher education and foster a culture of excellence often establish a strong reputation within the academic community. This reputation, built on a foundation of quality, attracts high-achieving students and faculties, leading to increased enrollment rates and improved job prospects for graduates. The dedication of academic leaders to upholding quality, coupled with strategic planning and effective delegation of responsibilities, enhances the institution's credibility, positioning it as a provider of exceptional education. Likewise, a study of Sursani et al. (2019) highlights that quality culture within higher education is shaped by institutional leadership, systematic planning, and a strong focus on continuous improvement, all of which are critical to the long-term success of academic institutions. The idea stresses the way quality culture enhances overall development of each HEI. Despite these pros and cons, a persistent question remains within Nepali academia whether HEIs are truly adopting a culture of quality in their campuses. This study attempts to explore this issue by presenting and analyzing data from MMC to understand the status of quality culture in Nepal's HEIs in better ways in general.

LITERATURE REVIEW

In the twenty-first century, HEIs have engaged in making their institutions smarter and more competitive by providing better quality services to their beneficiaries. Quality culture within HEIs has become a critical area of focus. To achieve the goals, "HEIs have pursued internationalization to strengthen their global competitiveness and sought the goal of "world-class" status to increase their international clout and access to markets " (Chou, 2021). This literature review synthesizes the major themes found in scholarly research on quality culture in HEIs.

Quality itself is an abstract term, which does not have an absolute standard. Rather, it is relative and dynamic and goes on changing as per evolution in the society. Hence, quality culture in HEIs may be affected by social culture because "culture is the product of human social practice; culture is also one of the ways of sustainable development of human society" (Jean, 2016). Therefore, HEIs need to study the contemporary society and its culture before setting the parameters of quality culture. In addition, quality culture in HEIs "...is a continuous improvement process in which the entire organizational community is responsible for maintaining a conducive work environment leading to organizational excellence" (Iqbal et al., 2023, p. 3). To maintain this culture, academic leaders need to be ever ready to adopt current changes in HEIs.

HEIs should play a crucial role in achieving the goals of quality higher education, serving as key institutions that must embody the highest standards of culture to lead the nation with dignity. This can be possible only through the collective efforts of teachers, students, and administrative staff, guided by academic principles, as Jean (2016) emphasizes,

Culture in HEIs is carried further with joint efforts of teachers, students, employees, in a certain college or university and campus culture should not be influenced only by their own inherent development rules like urban culture, corporate culture but also by the regulation of social dominant culture like nationalities or tribes, social classes. Campus culture under a university needs to be characterized by individuality, academic features, and the creativity. (p. 25)

This quote emphasizes the collaborative nature of campus culture, which is shaped not only by internal university dynamics, such as academic focus and creativity, but also by external societal influences like nationalities, social classes, and dominant cultural

norms. It highlights the importance of balancing individuality with broader societal factors to create a rich and diverse campus environment.

In an educational context, researchers like Ali and Musah have defined quality culture as “the overall attitude of an institution, which focuses on the concept of quality and applies it to all aspects of its activities” (as cited in Iqbal & et.al, 2023). Hence, HEIs should set standard indicators to represent quality culture and apply them in all the activities. Furthermore, their findings indicated that “.... administrative and quality managers need to improve campus quality by cultivating quality culture in their respective universities, thereby improving organizational performance” (Iqbal & et.al, 2023, p. 10). This culture could be crucial for holistic development of HEIs.

Commitment of the leadership plays a decisive role in fostering a quality culture. Academic leaders must demonstrate a commitment to quality through actions such as resource allocation, setting clear quality goals, and modeling quality-related behaviors (Shah & Nair, 2014). They are responsible for creating an environment in which quality is prioritized and embedded in all institutional practices. Similarly, for a quality culture to thrive, teaching and non-teaching staff must be actively engaged in the quality enhancement processes. This includes participation in curriculum development, peer reviews, and assessment processes. A participatory approach to quality enhancement ensures that quality practices are understood and valued across the institution (Tremblay, 2003). Innovation and feedback sharing among the faculties and students play a pivotal role in an institution for quality enhancement.

Students are central to the quality culture in HEIs, as their experiences and feedback often serve as key indicators of institutional quality. Effective mechanisms for involving students in quality assurance processes, such as surveys, focus groups, and student representation on committees, help to ensure that their voices are heard and that institutional practices align with student needs (Bryson, 2014). Another principle of quality culture is the commitment to continuous improvement. This involves not only addressing deficiencies but also actively seeking opportunities for enhancement in teaching methods, student support services, and institutional processes. Quality culture encourages institutions to adopt reflective practices and embrace changes to stay competitive and relevant in an evolving educational landscape (Bers & Rodriguez, 2012). Hence, leadership needs to be dynamic with strong commitment and skills to engage subordinates accordingly.

Despite these potentials of quality culture in HEIs to foster their beneficiaries with better professional life, HEIs may face challenges while implementing them. One significant challenge is the resistance to change. Teaching and non-teaching staff may resist new quality assurance mechanisms, particularly when these changes are perceived as top-down initiatives that impose additional workload or disrupt established practices (Leitch & Manson, 2015). Additionally, there is often a lack of adequate training and resources to support quality improvement efforts, which can hinder the adoption of a robust quality culture. Another challenge could be the tension between institutional autonomy and external accountability. In many countries, HEIs are subjected to national or regional quality assurance frameworks that impose external standards and expectations. While these frameworks aim to improve educational quality, they can sometimes conflict with institutional values and autonomy, leading to a tension between compliance and the desire for innovation (Quality Assurance Agency, 2018). This issue may be resolved with a serious discussion between policy makers and the implementers.

The literature discussed above suggests that a well-established quality culture can have significant positive outcomes for HEIs. Institutions with strong quality cultures

tend to demonstrate improved academic performance, better student satisfaction, and higher levels of staff morale (Harvey, 2007). Moreover, a focus on quality culture can enhance the reputation of an institution, attracting international students, research funding, and academic partnerships (Middlehurst, 2004). Extensive research has been conducted on quality culture in HEIs. While defining quality culture from various perspectives is important, its effective implementation for achieving productive outcomes is a critical factor for each HEI. Quality assurance in the activities of HEIs is essential, as it can directly affect students. Based on the literature review and ideas presented in other scholarly works, the researcher has identified a significant gap in studies related to quality culture in HEIs in Nepal, particularly in the community campuses such as MMC. Therefore, this study could be significant for enhancing quality at MMC, and the findings could be applied to other HEIs as well.

RESEARCH METHODS

The study has applied the organizational culture theory developed by Edgar H. Schein to analyze the issues of quality culture, exploring the shared values, beliefs, and behaviors within an institution. Applying Schein's model to higher education, one can understand quality culture as a set of deep, shared values about excellence, continuous improvement, and accountability that permeate every level of the institution, from leadership to staff and students. This theory can supplement in providing a holistic view of how quality culture can be established, nurtured, and sustained in higher education.

The study has primarily followed the quantitative research method along with some mixed, employing descriptive research design. The random survey method has been used sampling 69 closed stakeholders' responses of MMC received from the Google forms collected from 17 to 27 June, 2024. Out of the total respondents, data was collected from the students and teachers involved in Bachelor's and Master's Level programs along with the staff. A total of 19 indicators were designed in the questionnaire including commitment of the academic leaders, effectiveness in teaching, research and services, systems of reward and punishment, student learning outcomes, effectiveness in operational efficiency, friendly environment, academic audit, and punctuality, among others. Among them, 13 were Likert scale questions and four for rating their opinion and one dichotomous question for their gender and one open-ended question for general evaluation of the respondents towards quality culture in the campus. This method has followed in-depth exploration of individual experiences in the campus. Based on these parameters, the existing quality culture of the campus has been explored. Descriptive data presentation and analysis has provided a clear picture of the trends and patterns in quality culture indicators of the campus which has directed the researcher to provide recommendations for further improvements.

RESULTS AND DISCUSSION

This section presents, analyzes and interprets the data of the survey conducted for exploring the status of quality culture at MMC. The demographics data of the respondents are shown in Table 1:

Table 1

Demographics of the Respondents

S.No.	Indicators	Category	Frequency	Percentage
1.	Gender	Male	36	52.2
		Female	33	47.8

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2.	Age	15-25	23	33.3
		26-40	33	47.8
		41-60	13	18.8
3.	Occupation	Campus teachers	23	33.3
		Regular students	37	52.3
		Ex-students	06	8.7
		Non-Teaching Staff	05	5.9
4.	Study/Teaching Level	Master	26	37.5
		Bachelor	30	43.5
		Bachelor and Master	10	10.1
		Ex-students	06	8.7

The table has been analyzed using a descriptive method in quantitative research. The data have been summarized and interpreted for each category: gender, age, occupation, and study/teaching level. Among the 69 respondents, 36 were male and 33 were female. This shows a relatively balanced gender distribution, with a slight majority of males (52.2%) compared to females (47.8%). The near-equal distribution indicates that gender likely does not significantly influence the responses in this sample.

Similarly, in age distribution, 23 respondents were in-between 15-25 years, 33 in-between 26-40 and 13 were in-between 41-60 years. The majority of respondents were in the 26-40 years' age range, suggesting that this group was more prominently represented. The younger and older age groups were less represented, and the 15-25 years' age group were notably smaller. This age distribution could suggest a focus on adults who are likely to be engaged in professional or advanced academic activities.

While analyzing the occupation distribution, 23 respondents were teachers, 37 were regular students, 6 were ex-students and 5 were non-teaching staff. The majority of respondents were regular students (52.3%), followed by teachers (33.3%). Ex-students and non-teaching staff were less represented, which has influenced the diversity of views in the study. The dominance of regular students indicates that current educational experiences or issues are faced by active learners. The smaller representation of ex-students and non-teaching staff might suggest limited engagement or relevance of the study's theme to these groups.

In teaching/study levels, 26 respondents were involved in master level, 30 were in bachelor 10 faculties involved in both bachelor and master level, and 6 were ex-students. A higher number of respondents were at the Bachelor's and Master's Level, indicating a concentration on current academic or teaching levels. The inclusion of both Bachelor's and Master's students highlights a focus on varying levels of academic engagement. A significant number of Bachelor's and Master's level respondents have helped explore the current academic experiences or expectations. The minimal involvement of ex-students suggest that alumni are reluctant to provide their perspectives in quality culture.

The data includes responses categorized into 'Strongly Disagree,' 'Disagree,' 'Neutral,' 'Agree,' 'Strongly Agree,' and with both counts and percentages.

Table 2
Data Presentation and Analysis of Likert Scale Survey

S. N.	Quality indicators	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	There are clear benchmarks in teaching, research, and service	00	4 (5.8)	16 (23.2)	35 (50.7)	14 (20.3)
2	Continuous improvements in programs	00	2 (2.9)	10 (14.5)	48 (69.6)	9 (13.0)
3	There is encouragement of open feedback system	00	4 (5.8)	12 (17.4)	46 (66.7)	7 (10.1)
4	Academic leaders are committed to quality	00	4 (5.9)	15 (22.1)	44 (66.7)	5 (7.4)
5	Students' active participation in quality improvement	3(4.3)	2(2.9)	12 (17.4)	40 (58.0)	12 (17.4)
6	Recognition and rewards for quality	00	6 (8.7)	12 (27.5)	38 (55.1)	6 (8.7)
7	Punctuality culture	00	6 (8.7)	00	50 (72.5)	13 (18.8)
8	Professional development for quality improvement	3 (4.3)	3 (7.2)	15 (21.7)	43 (62.3)	5 (7.2)
9	Leadership promotes shared responsibility	3 (4.3)	5 (7.2)	11 (15.9)	43 (62.3)	7 (10.1)
10	Data gathering for student learning outcomes	3 (4.3)	8 (11.6)	14 (20.3)	41 (59.4)	6 (8.7)
11	Systems for collecting feedback	1(1.4)	10(14.5)	13 (18.8)	41 (59.4)	6 (8.7)
12	Mechanisms for process improvement	1(1.4)	10(14.5)	11 (15.9)	39 (56.5)	8 (11.6)

The table has headings for different aspects of quality indicators in the campus and columns for various levels of agreement indicators such as punctuality and continuous improvement programs received high levels of agreement, with 72.5% and 69.6% agreeing or strongly agreeing, respectively. This suggests a strong perception of a positive culture and effective improvement initiatives. A significant majority 'agree' (66.7%) indicates that the administration encourages open feedback, reflecting a healthy feedback culture. Academic leaders' commitment and the encouragement of participation in quality improvement show more mixed responses, with significant neutral or disagreement responses. For instance, Indicator 4 shows 66.7% agreeing but also 22.1% neutral. The perception of systems for collecting feedback and data gathering (indicator 10) shows a mix of agreement and neutral responses, indicating room for improvement in these areas.

Beside these positive responses on quality culture, acknowledgment and rewards for commitment to quality, shows 55.1% agreement but also a notable portion (27.5%) neutral. This suggests some dissatisfaction or lack of clarity about recognition practices. The responses to professional development opportunities and process improvement mechanisms indicate a mixed reception, with 62.3% and 56.5% in agreement but significant neutral and disagree responses.

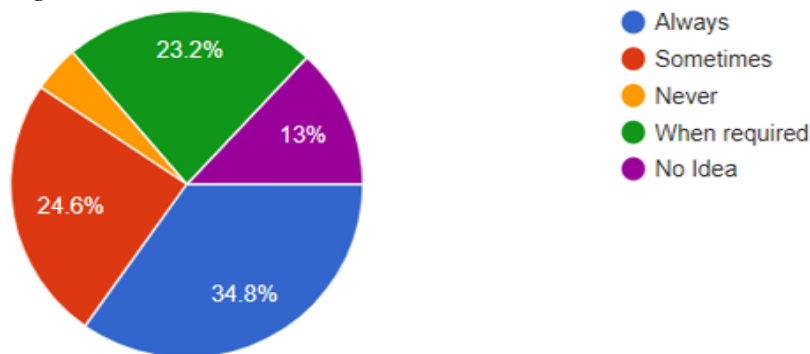
To sum up, the data indicates that the college generally has strong practices in punctuality and continuous improvement initiatives, with substantial agreement on the encouragement of feedback. However, there are areas for improvement, particularly in recognizing and rewarding quality efforts and providing consistent professional

development opportunities. Mixed responses in commitment to quality and data-related practices suggest a need for further evaluation and enhancement in these areas.

The responses show a mixed perception of the campus's audit practices. While 24 respondents believe that audits are conducted regularly, 17 view them as occasional, and 16 view them as only when needed. The 3 who marked "Never" and 9 with "No ideas" highlight gaps in consistency and awareness. This suggests room for improvement in both the frequency of audits and communication about the process. Overall, the results suggest that while some respondents view the auditing process positively, there is inconsistency in its implementation. The campus could benefit from enhancing the regularity and visibility of audits to ensure continuous improvement and foster greater awareness and engagement from the entire community. The results about regular audit have been presented in the figure below as well.

Figure 1

Regular Audits



There were four rating scale indicators of the data, which is presented in the table below. This reflects responses on a rating scale ranging from 1 to 5, where 1 likely represents 'strong disagreement', 2 'disagreement', 3 'neutral' and 4 agreements and 5 likely represents 'strong agreement.' The table shows the responses of the respondents in both counts and percentages.

Table 3

Data Presentation of Rating Scale

S.N	Quality Indicators	1	2	3	4	5
1	Stakeholders maintain open communication to stay informed on quality initiatives.	7 (10.1)	9 (13.0)	23 (34.8)	14 (20.3)	15 (21.7)
2	There is the culture of careful planning, communication, and stakeholder engagement.	7 (10.1)	9 (13.0)	22 (30.4)	16 (25.5)	12 (17.6)
3	The campus encourages active participation in quality improvement planning and implementation	4 5.9	7 (10.3)	21 (30.9)	17 (25.0)	19 (27.9)
4	The campus recognizes and celebrates successes to reinforce the importance of quality and motivate ongoing improvement.	7 10.1	6 (8.7)	25 (36.2)	18 (26.1)	13 (18.8)

As shown in Table 3, the first indicator suggests that the majority of respondents fall between categories 3 and 5, with 34.8% in category 3 (neutral) and 21.7% in category 5 (strongly agree). While a significant portion of respondents are in favor of open and transparent communication, a substantial number remain neutral or less positive. This suggests that there is a recognition of communication efforts, but there might be room for improvement in ensuring consistency or effectiveness. Similarly, responses are somewhat evenly spread across categories 3 to 5, with the highest percentage (30.4%) in category 3 (neutral). Categories 4 and 5 combined account for 43.1%, indicating a reasonably positive perception overall in indicator 2. Hence, there is an overall positive perception towards careful planning and stakeholder engagement, but the neutral responses suggest that there may be variability in how these practices are experienced or implemented.

Responses are twisted towards categories 3 to 5, with a combined total of 82.8% in these categories (30.9% in category 3, 25.0% in category 4, and 27.9% in category 5) in the third indicator which means that there is a strong emphasis on encouraging active participation, with a majority of respondents expressing agreement. However, a notable percentage (36.8%) is neutral, suggesting that active participation might be inconsistent or variable across different contexts. Most responses are in categories 3 to 5, with the highest percentage in category 3 (36.2%), followed by categories 4 and 5 with 26.1% and 18.8% respectively. There is a positive response towards recognizing and celebrating successes, though a considerable number of respondents are neutral. This indicates that while there is some recognition of success, the practices might not be universally perceived as effective or sufficient.

Out of 69 respondents, 38 (55.0%) responded the open-ended or general question: "What are your suggestions for better quality culture in the campus, if any?" The summary of striking responses is as follows:

- Need for an inclusive environment, engaging extracurricular activities, strong academic support, professional opportunities, and safety/security to improve quality culture.
- Teachers should initiate sharing and collaborative work.
- Everyone should be satisfied with his or her job.
- Students should be allowed to participate in extracurricular activities, but concerns exist over potential misuse.
- The campus administration should research and create policies to reduce student dropout rates.
- The campus focuses on external pressures and administrative tasks, with quantity prioritized over quality.
- Active participation from students and stakeholders is essential for developing quality culture.
- Investing in faculty professional development fosters a culture of continuous learning and improvement.
- Orientation classes and student-teacher events should be organized to reduce awkwardness.
- Open discussions between students, teachers, and management are needed, allowing students to express themselves freely.
- Collaborative quality control programs should involve faculty and students to address quality issues.
- Open discussions on quality enhancement, hospitality, communication, punctuality, and service can promote quality culture.

- Self-motivation and appreciative leadership are key for success.
- Regular implementation of quality plans, policies, and programs is essential.
- Encouraging teachers' research is necessary for growth. (Source: Survey, 2024)

The responses provided by the respondents from MMC highlight a strong desire for fostering a culture of quality within the institution. Key themes emerging from the responses include the need for an inclusive environment, active participation from students, teachers, and stakeholders, and the importance of fostering professional development, research, and innovation. There is also an emphasis on enhancing the extracurricular activities, improving student engagement, and ensuring safety and security. However, concerns about the traditional, quantity-over-quality work culture persist, along with a call for greater flexibility and opportunities for students to participate in extracurricular activities. The need for better communication between students, teachers, and administration is evident, as is the necessity for a more proactive approach to addressing student dropout rates and enhancing overall quality control programs. Overall, the responses suggest that a holistic, collaborative approach is essential for achieving a sustained improvement in the campus's quality culture.

MAJOR FINDINGS

Based on the data presentation and analysis, the following findings have been identified that the campus might find useful for better quality environment.

- High agreement on punctuality (72.5%) and continuous improvement programs (69.6%), indicating value for time and active improvement efforts.
- 66.7% agree that administration encourages open feedback, suggesting a healthy feedback culture.
- Mixed responses on commitment to quality (66.7% agree, 22.1% neutral) and quality improvement participation, indicating some varied perceptions.
- Mixed responses for feedback collection and data gathering systems, suggesting room for improvement.
- 55.1% agree on effectiveness of recognition and rewards, but 27.5% are neutral, indicating uncertainty.
- Mixed reception for professional development opportunities (62.3% agree) and process improvement (56.5% agree), with room for improvement.
- Perception of regular audits varies, with some unclear on frequency or consistency.
- The result is generally fair to good communication, but concerns on transparency with 23.1% rating it low (1 or 2).
- Slightly favorable perception of planning and engagement, but concerns remain.
- Encouragement of participation perceived positively, but some dissatisfaction exists.
- Recognition of successes are valued, but more robust practices are needed. Mixed responses on academic leaders' commitment and quality improvement participation.
- Findings from open-ended question show the challenges in establishing a strong quality culture due to focus on quantity, limited student involvement, but a desire for improvement in inclusivity, support, and collaboration.

CONCLUSION AND RECOMMENDATIONS

One of the primary benefits of implementing a quality culture is the enhanced learning experience for students. When HEIs prioritize quality culture, they ensure that

students have access to resources, facilities, and teaching methods that promote effective learning. This leads to improved academic performance and overall satisfaction among students. The quality culture in the campus has been viewed positively but there has been room for enhancement, particularly in communication transparency and planning. The results suggest that while some elements of the quality culture are well established, there is a need for ongoing improvement to strengthen weaker areas like open and transparent communication, and careful planning and stakeholder engagement show mixed or lower ratings, reflecting areas where respondents see room for improvement. There is a need to improve auditing practices and clarify recognition procedures to address areas where respondents expressed dissatisfaction or uncertainty. The institution should consider addressing these mixed and neutral responses to foster a more comprehensive quality culture. The data reveals a generally positive view of the quality culture but highlights specific areas where stakeholders perceive deficiencies. The responses from MMC indicate a strong desire for an inclusive and collaborative environment that prioritizes quality over quantity. There is a need for better communication, professional development, and student engagement to create a more supportive and effective quality culture. Addressing these areas will be essential in fostering continuous improvement and enhancing the overall quality of the institution, which could lead to a more robust and effective quality culture in the campus for its holistic development.

The finding section has provided ample recommendations together with major findings. However, the following recommendations could be milestone for establishing the quality culture at MMC.

1. Enhance recognition programs by developing clearer and more visible programs for identifying and rewarding exceptional commitment to quality.
2. Strengthen professional development to increase opportunities and visibility of the campus related to quality improvement.
3. Address mixed feedback areas to investigate and address concerns related to data collection and analysis practices to ensure they meet stakeholders' expectations.
4. Improve auditing practices and clarify recognition procedures to address areas where respondents expressed dissatisfaction or uncertainty.

Regular open discussions and feedback sessions could help create a more inclusive and supportive environment, where students feel empowered to express their ideas and concerns.

CONFLICT OF INTEREST DECLARATION

I would like to declare that the information, data and analysis and other sources incorporated in the article are true and authentic to my knowledge. I have been conscious about the ethical values as a researcher and I have tried to follow the norms that a researcher has to follow in a research work.

AUTHOR CONTRIBUTIONS

I declare that this manuscript is originally produced by me.

ACKNOWLEDGEMENTS

Primarily, I would like to express my heartfelt gratitude to the valued students, as well as the teaching and non-teaching staff of Myagdi Multiple Campus (MMC), Beni, for their thoughtful and valuable responses, which were instrumental in the completion of this research. This paper is based on this research and presented at the National Seminar

organized by MMC on 16-17 August 2024. I am also deeply thankful to Prof. Dr. Min Pun for his unwavering support and encouragement while preparing this paper.

ABOUT THE AUTHOR(S)

Primarily, I would like to express my heartfelt gratitude to the valued students, as well as the teaching and non-teaching staff of Myagdi Multiple Campus (MMC), for their thoughtful and valuable responses, which were instrumental in the completion of this project. I am deeply thankful to Prof. Dr. Min Pun for his unwavering support and encouragement, which guided the transformation of the seminar paper, presented at the National Seminar organized by MMC on August 16 and 17, 2024, into this research paper. Finally, yet importantly, I would truly honor the peer reviewer for the insightful feedback, and I extend my sincere appreciation to all the helping hands and well-wishers whose inspiration and support have been a constant source of motivation throughout this journey.

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To cite this article [APA 7th edition style]:

Sapkota, T. (2025). Quality culture in higher education institutions in Nepal: Experiences and perceptions of students, teaching and non-teaching staff. *Academia Journal of Humanities & Social Sciences*, 2, 13-25. <https://doi.org/10.3126/ajhss.v2i1.77157>