ISSN : 2962-9195 E-ISSN : 2963-8992

Journal of Educational Management Research
Vol. 04 No. 06 (2025) : 3366-3387
Available online at https://serambi.org/index.php/jemr

Quality Assurance and Accreditation in MBA Programs: A Systematic Review of Emerging Trends and Frameworks

Efrita Norman[1]*, Arman Paramansyah[2], Heni Feviasari[3], Enah Pahlawati[4]
[1]Universitas Islam Bunga Bangsa Cirebon, Indonesia.
[2]Sekolah Tinggi Agama Islam Al-Marhalah Al'Ulya Bekasi, Indonesia.
[3]Sekolah Tinggi Agama Islam Sirojul Falah, Indonesia.
[4]University College of Aviation Malaysia
Email: efritanorman@gmail.com

DOI: https://doi.org/10.61987/jemr.v4i6.1338

Keywords:
MBA Accreditation, Quality Assurance, Institutional Performance, Stakeholder Engagement, Higher Education Governance, Autonomous Institutions, Employability Outcomes

Corresponding Author

ABSTRACT

Accreditation and quality assurance (QA) are crucial for the development and global competitiveness of MBA programs. This study systematically reviews trends, frameworks, and stakeholder perspectives on accreditation in MBA education. It aims to identify common QA practices, explore stakeholder roles, and examine how accreditation affects institutional performance and strategic priorities. The study analyzed 48 empirical and conceptual studies from Scopus-indexed sources using thematic analysis, focusing on five key areas: definitions and theories of quality, comparative accreditation models, stakeholder involvement in QA, challenges in autonomous institutions, and the impact of accreditation on performance indicators. Findings show that accreditation fosters both standardization and innovation, particularly in autonomous and non-Western institutions. Stakeholder perceptions significantly influence QA success, with collaboration and transparency enhancing legitimacy. Empirical evidence highlights a strong correlation between accreditation and improvements in graduate employability, student satisfaction, institutional governance, and market positioning. This review contributes to the discourse on business education quality, identifying gaps and recommending more inclusive and adaptive accreditation strategies for institutions, accrediting bodies, and policymakers to enhance educational outcomes and global relevance.

Article History:
Received: September 2025; Revised: October 2025; Accepted: November 2025

Please cite this article in APA style as:
Norman, E., Paramansyah, A., Feviasari, H., & Pahlawati, E. (2025). Quality Assurance and Accreditation in MBA Programs: A Systematic Review of Emerging Trends and Frameworks. *Journal of Educational Management Research*, *4*(6), 3366-3387.

INTRODUCTION

Quality assurance (QA) and accreditation practices are essential in higher education globally, particularly within Master of Business Administration (MBA) programs, as they ensure institutions uphold established educational standards,

This journal is an open-access article under a CC BY-NC-SA 4.0 license. © 2025, the author(s)

safeguarding the quality of education and enhancing institutional credibility (Baumgartner et al., 2020; Waller et al., 2020). Accreditation procedures foster institutional accountability and drive continuous improvement processes, facilitating clearer assessments of educational value by critical stakeholders, including employers and students (Park & Rhee, 2021; Okulova & Shakina, 2021). Contemporary QA frameworks have increasingly been aligned with international benchmarks, promoting consistent global educational standards and enabling institutions to compete effectively within the global educational marketplace (Mohamed et al., 2024; Pham et al., 2022).

Over recent decades, standards of quality assurance have significantly evolved in response to the rapidly changing landscape of higher education, shifting from compliance-based approaches toward outcome-based evaluations and heightened stakeholder satisfaction (Liu, 2020; Arianto et al., 2023). The widespread implementation of both internal and external quality assurance mechanisms underscores an emerging emphasis on transparency and active stakeholder engagement, indicative of a broader global movement toward performance-based educational evaluations (Ozeki et al., 2023; Rusdi et al., 2023).

The implementation of accreditation frameworks within MBA programs primarily aims to ensure consistent educational quality, promote continuous institutional improvement, and enhance accountability. Accreditation standards function as benchmarks to evaluate essential program components, including faculty qualifications, curricular relevance, and comprehensive student support services (Nguyen et al., 2021). Furthermore, accreditation actively encourages institutions to adopt a culture of Continuous Quality Improvement (CQI), prompting ongoing refinement of pedagogical approaches and educational outcomes in alignment with dynamic market demands (Ahmad & Qahmash, 2020). Globally recognized accreditation organizations such as AACSB, AMBA, and EQUIS set rigorous standards that guide institutions toward developing and maintaining high-quality MBA programs, thus enhancing international recognition and competitive positioning (Vo et al., 2021; Sziegat, 2021).

Institutions adopting recognized accreditation frameworks frequently encounter challenges, including substantial resource allocation, data management, curricular alignment, and intensive faculty training, while processes can be lengthy and administratively demanding (Garwe et al., 2024; Joyce, 2023). Nonetheless, accreditation provides strategic benefits validating quality, strengthening prestige, and supporting enrollment and funding prospects while fostering systematic improvement through structured evaluation frameworks (Borsetto & Saccon, 2022; Li et al., 2022). Autonomous business schools often differ from traditional institutions due to greater flexibility to innovate and respond quickly to accreditation feedback and market needs,

whereas traditional institutions may face bureaucratic constraints that limit adaptation (Nguyen et al., 2021; Lathifah et al., 2022; Talaat et al., 2023). In response to these contexts, this systematic literature review (SLR) synthesizes trends and frameworks in MBA QA and accreditation from 2015–2025, focusing on AACSB/AMBA/EQUIS and the context of autonomous business schools and higher education institutions.

RESEARCH METHOD

The systematic literature review (SLR) employed a rigorous search strategy to identify studies on quality assurance and accreditation frameworks in MBA programs. Scopus was used as the primary database due to its broad coverage of peer-reviewed literature in business, management, and higher education. Search terms included "quality assurance," "accreditation," "MBA programs," "business education," "autonomous institutions," "frameworks," and "emerging trends." The initial search returned 624 records; after excluding publications prior to 2020 (n = 400), non-article document types (n = 54), non-English items (n = 21), papers outside relevant subject areas (n = 92), and irrelevant articles (n = 9), a total of 48 articles were retained for in-depth analysis.

Prisma Framework Template

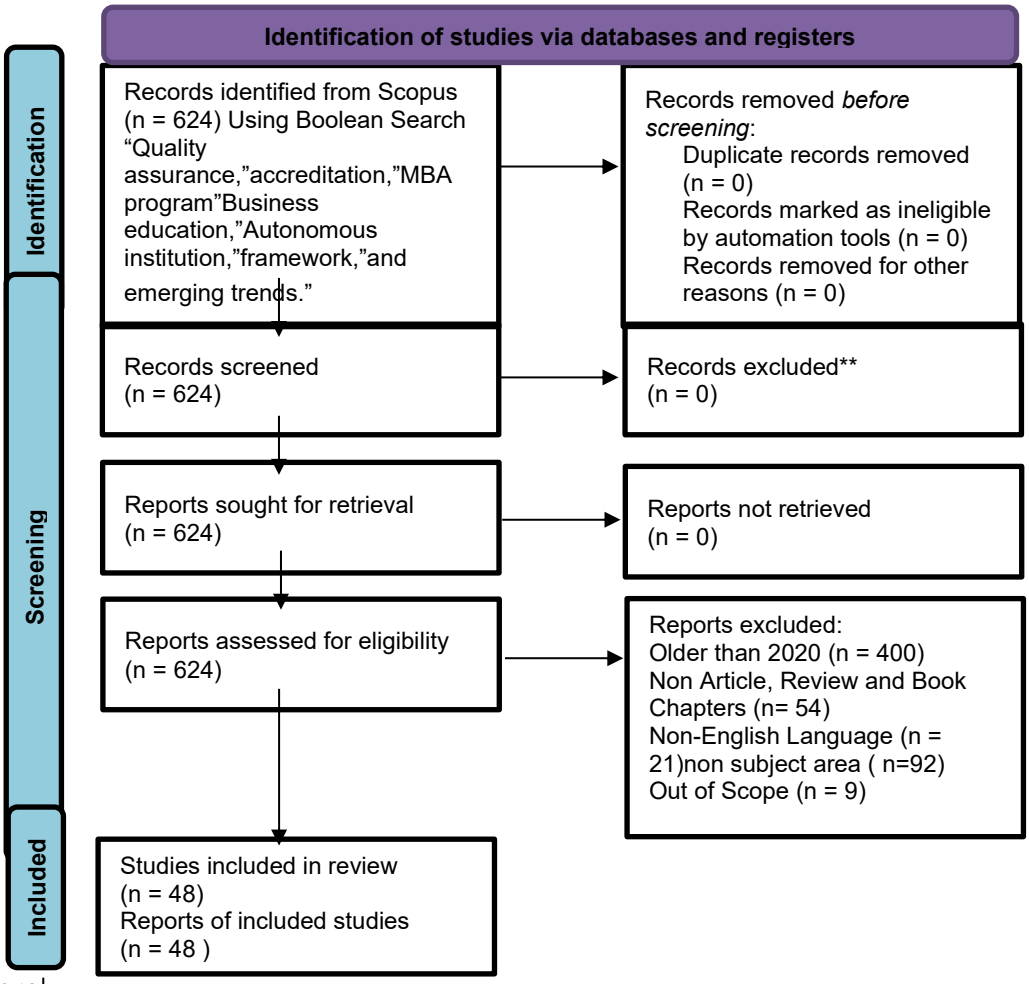

Figure 1. The PRISMA flow diagram detailing the screening and selection process of literature.

This review applied predefined inclusion and exclusion criteria to ensure relevance and currency. Included studies were peer-reviewed journal articles on quality assurance and accreditation in MBA programs, published 2020–2025, and written in English; studies published before 2020, non-article formats (e.g., editorials, book reviews, conference abstracts), non-English publications, and papers outside relevant subject areas or without clear thematic linkage were excluded.

Study selection used a two-stage screening process: title/abstract screening followed by full-text assessment against the criteria, consistent with systematic review best practices to enhance reliability and reduce bias (Pollock et al., 2021; Sabtu et al., 2023). Methodological rigor was evaluated using the CASP checklist (Platz, 2021), and reporting transparency was strengthened through adherence to PRISMA guidelines across identification, screening, eligibility, and inclusion stages (Perry et al., 2021). Theoretical Framework/Background

Relevant Theories and Models

MBA quality assurance (QA) often applies TQM, SERVQUAL, and PDCA. TQM centers on continuous improvement and stakeholder engagement (Dwaikat, 2020; Jasti et al., 2021). SERVQUAL evaluates service-quality dimensions for improving the student experience, with adaptation for higher education (Manley et al., 2022). PDCA supports iterative planning, implementation, evaluation, and refinement in curriculum and teaching (Busahdiar et al., 2023).

MBA accreditation is mainly shaped by AACSB, EQUIS, and AMBA. AACSB emphasizes mission alignment, resource management, faculty quality, and continuous improvement (Buresh, 2024; Quirós et al., 2022), while EQUIS/AMBA foreground international standards, curriculum relevance, and stakeholder engagement (Alkhaldi & Abdallah, 2021; Mahmood, 2021; Kemenade et al., 2020).

Historically, accreditation shifted from compliance to outcomes and continuous improvement since the 1980s (Sziegat, 2021), with global accreditors reinforcing rigor, research, market alignment, and accountability (Abdulrahman et al., 2021; Sziegat, 2021). Digital acceleration (notably during COVID-19) increased attention to adaptability and responsiveness in QA (Vishwakarma, 2025; Smith, 2025; Haughery et al., 2023), supporting more flexible, stakeholder-informed assessment (Hashish et al., 2025).

Key scholarship highlights leadership and stakeholder engagement for QA success (Nguyen et al., 2021), motivation as a pathway from accreditation effort to performance (Iqbal et al., 2023), and organization-wide effects on

structures and culture (Garwe et al., 2024). Ongoing debates question whether accreditation improves "real" quality or mainly drives compliance/reputation (Ramli et al., 2025; Enríquez et al., 2023), and whether cost, complexity, and rigidity restrict innovation—creating tension between rigor and flexibility (Anh & Trang, 2024; Kumar et al., 2025; Brooks et al., 2021).

Table 1: Comparative Summary of Major Accreditation Frameworks

Accreditation Body	Focus Areas	Key Strengths	Notable Criticisms
AACSB	Mission alignment, resource management, faculty qualifications, continuous improvement	Comprehensive, globally recognized standards, rigorous assessment	Cost-intensive, bureaucratic processes
EQUIS	Curricular relevance, international focus, stakeholder engagement	Strong international reputation, market alignment	Complex standards, high implementation cost
AMBA	Curricular rigor, student outcomes, global standards	Strong alumni network, global recognition	Potential rigidity in adapting curricula

RESULT AND DISCUSSION

Emerging Trends in MBA Quality Assurance

Recent MBA quality assurance (QA) increasingly emphasizes technology-enabled, data-driven improvement, where digital platforms, analytics, and automation support evaluation and accreditation and reinforce continuous-improvement logics associated with TQM and PDCA. Service-quality assessment is advancing through instruments such as BSCHOOLQUAL, developed for autonomous business schools and potentially scalable for MBA contexts (Latha et al., 2025), consistent with ongoing service-quality monitoring emphasized in SERVQUAL-oriented work (Manley et al., 2022).

Evidence also shows that LMS analytics and digital assessment formats strengthen QA: information quality shapes perceived usefulness and satisfaction in LMS environments (Bećirović, 2024) and supports broader technology-enabled standards maintenance (Martinelli & Khairiah, 2024), while online innovations such as virtual poster symposia enhance engagement through feedback-based iteration (Weaver et al., 2022; Busahdiar et al., 2023). More objective monitoring is enabled by automated classroom text analysis and AI dashboards for real-time KPI tracking that can streamline accreditation and improve transparency (Liu & Cohen, 2021; Dwaikat, 2020; Shriwastava & Meri, 2024; Martinelli & Khairiah, 2024).

Beyond technology, emerging models stress outcomes and holistic drivers: data-driven quality loops integrating leadership and dialogue

(Håkansson & Adolfsson, 2022; Idris et al., 2020), graduate outcome analytics for curriculum refinement (Tao & Siththada, 2024), and links among leadership, HRM, well-being, and SDG-aligned benchmarks (Pagán Castaño et al., 2021; Rajesh et al., 2017; Uysal, 2023; Nguyen & Hua, 2023; Nguyen et al., 2021). Overall, innovation and analytics appear to strengthen transparency, accountability, and stakeholder responsiveness in MBA QA, while highlighting the need for further research on context-sensitive, AI-integrated frameworks.

Table 2. Emerging Trends in MBA Quality Assurance

Author(s)	Year	Trend Identified	Region/Country	Key Findings
Latha K. et al.	2025	Higher-order scale (BSCHOOLQUAL) for autonomous B-schools	India	Validated 5-factor instrument explaining 73.9 % of variance in service quality.
Bećirović S.	2024	Multiperspective LMS-success model (TAM3 + ISS)	Bosnia & Herz.	Information quality drives perceived usefulness & satisfaction.
Weaver E.M. et al.	2022	Virtual poster symposia as quality-assurance assessment	USA	Scaffolded online projects boosted engagement and skills.
Liu J. & Cohen J.	2021	Text-as-data classroom-observation automation	USA	Interactive instruction factor predicts positive value-added.
Shriwastava R. & Meri K.	2024	AI-driven dashboards for accreditation evidence	India	Real-time KPI tracking streamlines AACSB visits *(citation forthcoming)*
Håkansson J. & Adolfsson C-H.	2022	Data-driven municipal quality loops	Sweden	LEA strategies—data, leadership, dialogue—tighten QA.
Tao F. & Siththada T.	2024	Graduate-outcome analytics in vocational MBAs	China	Five-component model; graduate & teaching quality dominate.
Pagán-Castaño E. et al.	2021	Leadership-well-being link in sustainable schools	Spain	HRM → well-being → performance mediation confirmed.
Rajesh M. et al.	2017	Open-education LMS alignment with SDGs	India	Policy integration critical for scalability.
Nguyen S.T.U. & Hua T.T.K.	2023	Cultural-communication competencies in ECE	Vietnam	Management focus and teacher expertise key drivers.

Comparative Analysis of Accreditation Frameworks

MBA accreditation frameworks pursue the same objective assuring program quality but vary by governance logic, policy context, and the degree of standardization versus autonomy. While AACSB, EQUIS, and AMBA provide dominant reference points, comparative studies show how regional systems adopt more centralized or decentralized/hybrid arrangements.

Centralization may strengthen accountability and consistency (Esper, 2024) and aligns with continuous-improvement rationales in TQM (Dwaikat, 2020; Jasti et al., 2021), whereas China's archetypes illustrate multiple autonomy–control configurations under top-down policy (Zhu & Liu, 2023). Stakeholder and disciplinary logics can also shape accreditation priorities beyond managerial

considerations (Stensaker et al., 2020), consistent with stakeholder responsiveness in service-quality perspectives (Manley et al., 2022).

Across contexts, recurring issues include policy layering and iterative improvement (Krumsvik, 2022; Busahdiar et al., 2023), accountability design (Emami-Razavi et al., 2024; Quirós et al., 2022; Kemenade et al., 2020), balancing teaching–innovation missions (Mpofu et al., 2024; Idris et al., 2020), workforce/socio-economic alignment (Mukhammedov et al., 2024), and curriculum/faculty updating for global integration (Cao & Tran, 2024). Even outside business education, variation in regulatory scope remains instructive for MBA accreditation design (Levi et al., 2014).

Overall, centralized models can increase consistency but risk constraining flexibility, while decentralized/hybrid models may enable innovation yet create uneven standards (Esper, 2024; Zhu & Liu, 2023). Longitudinal comparative research is needed to clarify how these configurations affect institutional outcomes over time.

Table 3. Comparative Analysis of Accreditation Frameworks

Author(s)	Year	Frameworks Compared	Methodology	Findings/Conclusions
Levi B. et al.	2014	National Medical Association roles vs. ISO & CME standards	Global survey	NMAs mainly regulate CME; limited in QA metrics.
Esper T.	2024	SAWA 'quality-assurance' vs. decentralised democratic model	Colombia	Policy-history analysis shows gradual recentralisation.
Zhu Q. & Liu L.	2023	Bundling, trusteeship, network & expanded school-district models	China	Top-down policy produced four distinct QA archetypes.
Stensaker B. et al.	2020	Managerial vs. disciplinary vs. stakeholder logics	Norway	Disciplinary & stakeholder views outweigh managerial.
Krumsvik R.J.	2022	National PhD regulations vs. inter-institutional research school	Norway	New policies add compliance layers yet boost integration.
Emami-Razavi S.H. et al.	2024	Integrated health-education ministry QA vs. traditional	Iran survey	Accountability rated "moderate" across four domains.
Mpofu S. et al.	2024	Education 5.0 vs. earlier 3-pillar HE missions	Zimbabwe	Teaching/learning still dominates over innovation.
Mukh ammedov M. et al.	2024	Uzbekistan education-medical-migration incentives	Uzbekistan stats	Comprehensive HR-investment strategy essential.
Cao N.B. & Tran M.N.	2024	Defence-security curriculum vs. global-integration needs	Vietnam	Calls for curricular updates & faculty development.

Stakeholder Perspectives in Quality Assurance

MBA QA is shaped by students, faculty, staff, administrators, employers, alumni, and accreditors; their expectations jointly determine how standards are implemented and improved (Kolomitro et al., 2022; Nguyen et al., 2021). Across studies, leadership, governance, and values repeatedly emerge as quality levers: strategicHRM can strengthen institutional culture in ways consistent with TQM (Gayathri et al., 2025; Idris et al., 2020), governance competence supports systematic execution aligned with PDCA (Urbani, 2020; Busahdiar et al., 2023),

and stakeholder perception gaps highlight the challenge of aligning managerial and disciplinary/stakeholder logics (Arriagada Hernández et al., 2024; Stensaker et al., 2020). Leadership and management direction predict performance and are reinforced as central quality drivers, including in value-based settings (Yuanyuan & Alias, 2025; Nguyen & Hua, 2023; Lateh et al., 2024).

Students' satisfaction is linked to content and system quality, supporting their role as active evaluators in QA (Bećirović, 2024; Kolomitro et al., 2022). Policy changes can shift resources and perceptions of fairness, strengthening the need for communication and engagement, while multi-stakeholder collaboration can produce robust QA outcomes (Fuseini, 2024; Sampe & Arifin, 2024; Gendelman et al., 2021).

Role expectations differ students provide actionable feedback (Ta et al., 2023), faculty align teaching/curricula with standards (Nguyen et al., 2021), administrators coordinate compliance and communication (Sampe & Arifin, 2024), employers/alumni prioritize industry alignment and employability (Silva & Vargas, 2021), and accreditors define benchmarks and accountability (Schellekens et al., 2022).

Stakeholder satisfaction depends on transparency, meaningful participation, and visible educational impact: unclear processes reduce trust (Garwe et al., 2024), engagement increases ownership (Martínez et al., 2021), and demonstrable improvements strengthen support (Girotto et al., 2023). Overall, clear communication and inclusive engagement enhance QA acceptance, while negative experiences can impede continuous improvement (El-Jardali, 2024).

Table 4. Stakeholder Perspectives in Quality Assurance

Author(s)	Year	Stakeholders Studied	Methodology	Key Outcomes
Gayathri R.K. et al.	2025	Admin & faculty in Indian B-schools	Mixed survey	Strategic HRM improves safety culture.
Urbani C.	2020	Italian preschool teachers	Self-assessment survey	Governance competences valued over teamwork.
Arriagada-Hernández C. et al.	2024	Principals vs. teachers (Chile)	Quantitative comparative	Managers rate professional competencies higher.
Yuanyuan X. & Alias B.S.	2025	Private secondary-school teachers	Structured questionnaire	Principal instructional leadership strongly predicts performance.
Lateh A. et al.	2024	Experts on Islamic-school governance	Qualitative Delphi	Ikhlas, Amaanah & Adalah underpin policies.
Bećirović S.	2024	University students	SEM survey	Content & system quality drive satisfaction.
Nguyen S.T.U. & Hua T.T.K.	2023	EM kindergarten staff	Mixed	Management direction most influential.
Fuseini I.	2024	Policy documents & stakeholders	Doc-analysis	FSHS policy reallocates funds from basic education.
Gendelman R. et al.	2021	Faculty, residents, students in AMC	Case study	Multi-pronged PCMH training achieved Level-3 status.

Quality Assurance in Autonomous MBA Programs

Autonomous MBA programs must balance flexibility with academic rigor while meeting external accountability demands (Table 4). Resource constraints can weaken teaching quality, faculty recruitment, and accreditation evidence, motivating tailored internal metrics such as BSCHOOLQUAL **f**or ongoing, evidence-based improvement (Ta et al., 2023; Asadzandi et al., 2022; Latha et al., 2025) (Table 5).

QA is often shaped by tensions between managerial and disciplinary logics and by added burdens from national policy compliance, making alignment with disciplinary cultures and integration into academic workflows essential (Stensaker et al., 2020; Krumsvik, 2022). Equity and legitimacy also matter: embedding gender/social-justice indicators and value-based governance (e.g., transparent, merit-based, inclusive policies) can strengthen QA credibility (Mpofu et al., 2024; Lateh et al., 2024).

Technology and broader mandates are expanding QA. AI-enabled monitoring/forecasting and structural innovations (e.g., interdisciplinary complexes) can enhance responsiveness and capability, while integrating **USR** (community engagement, ethical governance, sustainability) may improve legitimacy and societal impact (Zalizko et al., 2024; Belogurov et al., 2020; Cabanzo et al., 2024). Agile stakeholder engagement—especially with industry—can improve curriculum relevance and co-ownership, but effective QA still requires evidence-based decision-making, adequate infrastructure, and supportive learning environments (Mohamed et al., 2024; Emami Razavi et al., 2024; Tao & Siththada, 2024).

Overall, best practice points to bespoke QA systems, lifecycle stakeholder engagement, equity/inclusion integration, and digital tools (AI/LMS) for real-time feedback, with success hinging on leadership, policy alignment, and sustained capacity investment (Nguyen et al., 2021).

Table 5. Quality Assurance in Autonomous MBA/HE Programs

Author(s)	Year	Institution Type	Challenges Identified	Recommended Practices
Latha K. et al.	2025	Autonomous B-schools	Need for bespoke QA metric	Adopt BSCHOOLQUAL 5-factor model.

Tao F. & Siththada T.	2024	Vocational colleges	Hardware & social support gaps	Focus on teaching quality drivers.
Stensaker B. et al.	2020	Norwegian study-program level	Managerial vs. disciplinary tension	Align QA with disciplinary cultures.
Krumsvik R.J.	2022	Inter-institutional research school	Policy-compliance burden	Deepen programme integration.
Mpofu S. et al.	2024	Zimbabwean HEIs	Neglect of equity agendas	Embed gender equality in QA.
Emami-Razavi S.H. et al.	2024	Integrated health-edu ministry	Moderate social accountability	Enhance evidence-based decision making.
Lateh A. et al.	2024	Private Islamic schools	Fairness in promotions & welfare	Implement 12 PMDG-inspired strategies.
Belogurov A.Yu. et al.	2020	Russian education districts	Risk of science-education gaps	Create scientific–educational complexes.
Cabanzo C. et al.	2024	Latin-American universities	Poor synergy extension-USR	Integrate USR in QA frameworks.
Zalizko V.D. et al.	2024	Ukrainian post-war recovery	AI-driven security indicators	Deploy IIS-GPT 3 forecasting tool.

Impact of Accreditation on Institutional Performance

Accreditation is widely viewed as a key driver of institutional performance in MBA programs, influencing student outcomes, employability, staff performance, equity, and reputation (Tables 5–6). By requiring compliance with defined standards, accreditation can catalyze improvements in governance and educational practice that strengthen student achievement and perceived program value (Albaroudi et al., 2023; Widjatmaka et al., 2022), while also supporting employability through closer alignment with employer expectations in business education (Silvestre et al., 2023).

A consistent pathway is leadership and capability development. Leadership and innovation can mediate the relationship between HRM practices and teacher performance, reinforcing the role of accreditation criteria that emphasize leadership development and innovative teaching (Pagán Castaño et al., 2021). Empirical evidence also shows a very strong association between instructional leadership and job performance (Yuanyuan & Alias, 2025). In parallel, accreditation-related enhancement of learning infrastructure can strengthen system performance: LMS success is strongly predicted by user satisfaction ($\beta = 0.62$), indicating the importance of content/system quality and digital readiness (Bećirović, 2024).

Accreditation may also shape policy and system-level outcomes. Policy reforms linked to accreditation agendas (e.g., scholarships and workforce localization) can support enrollment and human capital development (Hazaimeh et al., 2023). Accreditation frameworks that embed equity considerations may help uplift underperforming institutions through targeted support and network-based QA models that promote more balanced development (Håkansson & Adolfsson, 2022; Zhu & Liu, 2023). However, impacts are not uniformly positive: reallocating limited budgets to meet accreditation requirements can reduce learning outcomes, illustrating unintended consequences in resource-constrained contexts (Fuseini, 2024).

Employability is reinforced when accreditation drives curriculum quality and graduate readiness. Graduate quality can be the strongest employability driver in outcome analytics, supporting accreditation incentives to strengthen curriculum design and practical skill development (Tao & Siththada, 2024; Kumar et al., 2022). Beyond institutions, accreditation-driven human capital investment may correlate with broader economic outcomes, including GDP growth, suggesting potential macro-level spillovers (Mukhammedov et al., 2024).

Finally, accountability measurement remains contested. Scorecard evidence shows gaps between quantitative and qualitative accountability dimensions, indicating a need for accreditation systems to balance metrics-based evaluation with contextual judgment (Emami Razavi et al., 2024). Overall, the literature supports the hypothesis that accreditation can enhance institutional performance through leadership strengthening, policy alignment, digital and pedagogical improvement, equity-oriented support, and employability gains—yet effects depend on context, capacity, funding, and stakeholder engagement.

Policy and practice implications include investing in leadership and technology, ensuring contextual funding support, and designing accreditation frameworks that are inclusive, flexible, and responsive to institutional diversity.

Table 6. Impact of Accreditation on Institutional Performance

Author(s)	Year	Performance Indicators	Methodology	Correlation/Findings
Pagán-Castaño E. et al.	2021	Teacher well-being & performance	SEM	Leadership & innovation mediate HRM → performance.
Hazaimeh S.A. et al.	2023	Policy reforms → human-capital KPIs	Mixed	Scholarships & Qatarisation boosted enrolment
Håkansson J. & Adolfsson C-H.	2022	Equity in outcomes	Qualitative case	Close LEA coupling uplifts low-performing schools.
Fuseini I.	2024	Budget re-allocation impact	Mixed doc-analysis	Reduced basic-ed resources hurt learning.
Yuanyuan X. & Alias B.S.	2025	Teacher job performance	Correlational	r = 0.974 between leadership & performance.
Bećirović S.	2024	System success index	SEM	User satisfaction → LMS success $\beta = 0.62$.
Tao F. & Siththada T.	2024	Graduate employability	EFA	Graduate-quality factor highest weight.
Emami-Razavi S.H. et al.	2024	Accountability scorecard	Survey	Quantitative vs. qualitative gaps evident.
Mukhammedov M. et al.	2024	Economic sustainability index	Comparative	Human-capital investment correlates with GDP.
Zhu Q. & Liu L.	2023	Balanced development metrics	Policy review	Network model improved equity KPIs.

CONCLUSION

This systematic review explored the evolving landscape of quality assurance (QA) and accreditation frameworks in MBA programs globally. Drawing from 48 studies, the findings highlight key themes related to the conceptualization of quality, comparative analysis of accreditation standards, stakeholder perspectives, challenges in autonomous institutions, and the impact of accreditation on institutional performance. The research confirms that accreditation mechanisms significantly influence MBA program outcomes, including student satisfaction, employability, and institutional reputation. Moreover, accreditation fosters innovation in curriculum design, enhances governance structures, and drives continuous improvement.

One of the core contributions of this study lies in its comparative analysis of accreditation models across geographical and institutional contexts, revealing both convergence in global standards and divergence in contextual adaptations. The study also emphasized the dynamic role of stakeholders students, faculty, administrators, employers, and accreditors in shaping and sustaining QA

practices. Furthermore, it underscored the agility of autonomous institutions in crafting bespoke QA frameworks aligned with their missions and limitations.

By integrating findings with institutional theory and stakeholder theory, the study demonstrates how accreditation processes serve both as legitimizing forces and as drivers of strategic alignment within higher education. The evidence suggests that accreditation contributes not only to educational quality but also to broader institutional effectiveness.

This research advances the scholarly understanding of QA in business education and offers practical implications for policymakers, accreditation agencies, and institutional leaders. Future research should focus on longitudinal analyses of post-accreditation performance, the role of digital technologies in QA, and the integration of sustainability and inclusivity into accreditation standards.

REFERENCES

Abdulrahman, K. A. B., Bukhari, A., Sandougah, K. J., Alwazzan, L., Alzayed, A., AlHuthail, R. R., Daghistani, W. A., Al-Shehri, H., & Alasbali, T. (2021). Educational program accreditation. Imam Journal of Applied Sciences, 6(1), 21–23. https://doi.org/10.4103/2589-0603.329648

Ahmad, N., & Qahmash, A. (2020). Implementing fuzzy AHP and FUCOM to evaluate critical success factors for sustained academic quality assurance and ABET accreditation. PLOS ONE, 15(9), e0239140. https://doi.org/10.1371/journal.pone.0239140

Albaroudi, H. B., Althurwi, H. N., Alashaari, G. A. A., & Abusalim, G. S. (2023). The role of academic accreditation in improving the quality of services and student activities in academic programmes at Prince Sattam Bin Abdulaziz University: Case study. Journal of Educational and Social Research, 13(5), 129. https://doi.org/10.36941/jesr-2023-0126

Alkhaldi, R. Z., & Abdallah, A. B. (2021). The influence of soft and hard TQM on quality performance and patient satisfaction in health care: Investigating direct and indirect effects. Journal of Health Organization and Management. https://doi.org/10.1108/JHOM-10-2020-0416

Anh, B. V., & Trang, D. T. T. (2024). Training programs' quality of universities in Vietnam – A research on the results of education accreditation assessment in the period from 2017 to 2023. VNU Journal of Science: Education Research. https://doi.org/10.25073/2588-1159/vnuer.4899

Arianto, F., Harimurti, R., Kartini, U. T., Nuswantara, D. A., & Yulfadinata, A. (2023). Correlation of quality assurance on postgraduate academic performance. International Journal of Social Science and Human Research, 6(10). https://doi.org/10.47191/ijsshr/v6-i10-99

Arriagada-Hernández, C., Venegas-Perez, N., Pérez, J. P. G., Caamaño-Navarrete, F., Fuentes-Vilugrón, G., Merino, P. F., & Tomckowiack, L. J. (2024). Pedagogical accompaniment as a strategy for teacher professional development: An opportunity to improve the quality of education. Pakistan Journal of Life and Social Sciences, 22(2), 1608–1620. https://doi.org/10.57239/PJLSS-2024-22.2.00112

Asadzandi, S., Mohammadi, A., Esteghamati, A., Mojtahedzadeh, R., Hashemian, A., & Jabbari, M. (2022). Development of an accreditation system for evaluating biomedical scientific associations through a participatory process in Iran. Medical Journal of the Islamic Republic of Iran. https://doi.org/10.47176/mjiri.36.63

Baumgartner, J., Bradley, C., Clark, B., Janes, C., Johnstone, E., Rouse, M. J., & Whetstone, A. (2020). Global forum on quality assurance in CE/CPD: Assuring quality across boundaries. Pharmacy, 8(3), 114. https://doi.org/10.3390/pharmacy8030114

Bećirović, S. (2024). Examining learning management system success: A multiperspective framework. Education and Information Technologies, 29(9), 11675–11699. https://doi.org/10.1007/s10639-023-12308-0

Belogurov, A. Yu., Voevoda, E. V., Inozemtsev, M. I., Romanova, E. A., & Khokhlova, N. I. (2020). Development of education districts in the strategy of strengthening the axiological foundations of the Russian education space. Vysshee Obrazovanie v Rossii, 29(1), 25–36. https://doi.org/10.31992/0869-3617-2020-29-1-25-36

Borsetto, E., & Saccon, C. (2022). A European perspective on the internationalisation strategies and accreditation of business schools. In HEAD'22 Proceedings. https://doi.org/10.4995/HEAD22.2022.14687

Brooks, M., Beauvais, B., Kruse, C. S., Fulton, L., Mileski, M., Ramamonjiarivelo, Z., Shanmugam, R., & Lieneck, C. (2021). Accreditation and certification: Do they improve hospital financial and quality performance? Healthcare, 9(7), 887. https://doi.org/10.3390/healthcare9070887

Busahdiar, B., Arief, A., Karimah, U., Taufiqurrahman, H., & Rahman, A. F. (2023). Implementation of total quality management and its impact to Madrasah Aliyah (Islamic senior high school). Attarbiyah Journal of Islamic Culture and Education, 8(1), 15–30. https://doi.org/10.18326/attarbiyah.v8i1.15-30

Cabanzo, C., Cala, F., & Fonseca, I. (2024). University extension and social responsibility: Synergies and discourses around university educational policies. Revista de Gestao Social e Ambiental, 18(1). https://doi.org/10.24857/rgsa.v18n1-197

Cao, N. B., & Tran, M. N. (2024). Vietnam students' national defence and security education: Challenges and solutions. Journal of Ecohumanism, 3(4), 1691–1700. https://doi.org/10.62754/joe.v3i4.3698

Dwaikat, N. Y. (2020). A comprehensive model for assessing the quality in higher education institutions. The TQM Journal, 33(4), 841–855. https://doi.org/10.1108/TQM-06-2020-0133

El-Jardali, F. (2024). Revolutionizing healthcare: Lessons learned from an integrative approach to transforming the hospital accreditation system in Lebanon. Journal of Medicine and Healthcare, 1–7. https://doi.org/10.47363/jmhc/2024(6)266

Emami-Razavi, S. H., Heidarzadeh, M. H., & Moshfegh, A. (2024). Social responsibility and accountability: The outcome of integrating health, treatment, and medical education. Strides in Development of Medical Education, 21, 43–50. https://doi.org/10.22062/sdme.2024.200506.1469

Enríquez, A. V. R., Orlando, L. G. W., Hoyos, I. C. E., Arias, I. G. B., & Gutiérrez, G. G. (2023). Quality management and international accreditation processes for the development of student competencies. Journal of Namibian Studies: History Politics Culture, 33. https://doi.org/10.59670/jns.v33i.983

Esper, T. (2024). Changing paradigms: A historical analysis of school autonomy and accountability policies in Colombia. Nordic Journal of Studies in Educational Policy, 10(3), 233–247. https://doi.org/10.1080/20020317.2024.2396555

Fuseini, I. (2024). Free senior high school devours basic education in Ghana: Rescue the children. Quality Education for All, 2(1), 19–34. https://doi.org/10.1108/QEA-06-2024-0047

Garwe, E. C., Zunguze, M. C., & Kanda, M. (2024). Beyond evaluation: Improving quality and impact through programme accreditation. Forum Edu. Stud., 2(3), 522. https://doi.org/10.59400/fes.v2i3.522

Gayathri, R. K., Vettriselvan, R., Rajesh, D., Balakrishnan, R., Kumar, R., & Kavitha, J. (2025). Striking a Balance: Mental Health Challenges and Work-Life Integration among Women Faculty in Indian B-Schools. *Texila International Journal of Public Health*, *13*(2).

Girotto, L. C., Machado, K. B., Moreira, R. F. C., Martins, M. A., & Tempski, P. Z. (2023). The impacts of accreditation for medical schools: A scoping review. Research Square (Preprint). https://doi.org/10.21203/rs.3.rs-2833567/v1

Håkansson, J., & Adolfsson, C.-H. (2022). Local education authority's quality management within a coupled school system: Strategies, actions, and tensions. Journal of Educational Change, 23(3), 291–314. https://doi.org/10.1007/s10833-021-09414-6

Hashish, E. A. A., Alnajjar, H., & Rawas, H. (2025). Voices on academic accreditation: Lived experiences of nurse educators, administrators, students, and alumni in nursing education. BMC Medical Education, 25(1). https://doi.org/10.1186/s12909-025-06657-2

Haughery, J. R., Doggett, A., Mosher, G. A., & Hildebrant, J. (2023). Toward understanding impacts of virtual visits on accreditation review effectiveness, quality, and best practices. The Journal of Technology Management and Applied Engineering, 39(1). https://doi.org/10.31274/jtmae.14478

Hazaimeh, S. A., Elbanna, S., & Fatima, T. (2023). Education and employment reforms toward developing human capital: The case of Qatar. The CASE Journal, 19(2), 252–272. https://doi.org/10.1108/TCJ-09-2021-0153

Idris, M. A., Said, S., Mus, A. R., & Kamase, J. (2020). The effect of education costs through accreditation of students' decisions to choose private universities in Makassar City. International Journal of Multicultural and Multireligious Understanding, 7(8), 517. https://doi.org/10.18415/ijmmu.v7i8.1961

Iqbal, S., Taib, C. A., & Razalli, M. R. (2023a). Examining the effect of accreditation on higher education performance through motivation as a mediator. Participatory Educational Research, 10(3), 89–105. https://doi.org/10.17275/per.23.46.10.3

Iqbal, S., Taib, C. A., & Razalli, M. R. (2023b). The effect of accreditation on higher education performance through quality culture mediation: The perceptions of administrative and quality managers. The TQM Journal, 36(2), 572–592. https://doi.org/10.1108/TQM-11-2022-0322

Ito, H., Takeuchi, S., Yokoyama, K., Makita, Y., & Ishii, M. (2024). Impact of AACSB accreditation on education quality: Perceptions of faculty in an accredited school in Japan. International Journal of Educational Management, 38(3), 769–785. https://doi.org/10.1108/IJEM-05-2023-0258

Jasti, N. V. K., Venkateswaran, V., & Kota, S. (2021). Total quality management in higher education: A literature review on barriers, customers and accreditation. The TQM Journal, 34(5), 1250–1272. https://doi.org/10.1108/TQM-11-2020-0256

Joyce, B. (2023). Accounting teaching, research and accreditation. International Journal of Business & Management Studies, 4(11), 1–8. https://doi.org/10.56734/ijbms.v4n11a1

Kemenade, E. v., El-Asawi, A. E., & Nguyen, C. (2020). Alignment of total quality management in the higher education context. Vietnam Journal of Education, 4(1), 1–8. https://doi.org/10.52296/vje.2020.1

Kevadiya, B. D., Machhi, J., Herskovitz, J., Oleynikov, M. D., Blomberg, W. R., Bajwa, N., ... & Gendelman, H. E. (2021). Diagnostics for SARS-CoV-2 infections. *Nature materials*, *20*(5), 593-605.

Kolomitro, K., Inglese, J., Stockley, D., Scott, J., & Wright, M. (2022). Institutional change through departmental quality assurance self-studies. Quality Assurance in Education, 31(3), 386–401. https://doi.org/10.1108/QAE-02-2022-0030

Krumsvik, R. J. (2022). Intentions and realities in doctoral education in Norway: New policies for doctoral education in Norway and the implications for an inter-institutional research school (WNGER II)—Some preliminary findings. Frontiers in Education, 7, 860087. https://doi.org/10.3389/feduc.2022.860087

Kumar, A., Gawande, A., & Raibagkar, S. (2022). Quality complacency in Indian higher education institutions between the second and third cycles of accreditation. Quality Assurance in Education, 30(4), 431–445. https://doi.org/10.1108/QAE-01-2022-0019

Kumar, V. S., Khan, S. A., & Suresh, N. (2025). Accreditation's influence on student career choices and employability. In [Judul buku/proceeding] (pp. 249–280). https://doi.org/10.4018/979-8-3693-9481-6.ch011

Kundu, G. K., Moovendhan, M. V., & Wankhade, N. (2023). Modeling the enablers of AACSB implementation in business schools: ISM–Fuzzy MICMAC analysis. Journal of Applied Research in Higher Education, 16(5), 1688–1705. https://doi.org/10.1108/JARHE-06-2023-0265

Lane, A. (2017). Open education and the Sustainable Development Goals. Journal of Learning for Development, 4(3). https://jl4d.org/index.php/ejl4d/article/view/266

Lateh, A., Thongsuk, J., Machae, D., Masae, A., Khongpheng, N., & Pooteh, R. (2024). Proposed management model and policies inspired by PMDG administration for private Islamic schools in the deep south of Thailand. Pakistan Journal of Life and Social Sciences, 22(2), 6873–6883. https://doi.org/10.57239/PJLSS-2024-22.2.00519

Latha, K., Patro, A., & Lathabhavan, R. (2025). Measuring the service quality of autonomous B-school programs in India: Development and validation of BSCHOOLQUAL, a higher-order factor model. Journal of Applied Research in Higher Education. https://doi.org/10.1108/JARHE-08-2024-0442

Lathifah, Z. K., Setyaningsih, S., & Wulandari, D. (2022). Development of internal quality assurance system model for pesantren using the 2020 education unit accreditation instrument. Al-Tanzim: Jurnal Manajemen Pendidikan Islam, 6(4), 983–998. https://doi.org/10.33650/al-tanzim.v6i4.2246

Levi, B., Borow, M., & Glekin, M. (2014). Participation of national medical associations in quality improvement activities—International comparison and the Israeli case. Israel Journal of Health Policy Research, 3, 17. https://pubmed.ncbi.nlm.nih.gov/24808940/

Li, S., Su, K., Li, P., Sun, Y., Pan, Y., Wang, W., & Cui, H. (2022). Public availability of information from officially accredited medical schools in China. BMC Medical Education, 22(1), 1–10. https://doi.org/10.1186/s12909-022-03491-8

Liu, J., & Cohen, J. (2021). Measuring teaching practices at scale: A novel application of text-as-data methods. Educational Evaluation and Policy Analysis, 43(4), 587–614. https://doi.org/10.3102/01623737211009267

Liu, Q. (2020). The impact of quality assurance policies on curriculum development in Ontario postsecondary education. Canadian Journal of Higher Education, 50(1), 53–67. https://doi.org/10.47678/cjhe.v50i1.188301

Mahmood, S. N. M. (2021). Implementation of total quality management in higher education: An evaluation of the results achieved by the public and private universities. Pakistan Journal of Educational Research, 4(4). https://doi.org/10.52337/pjer.v4i4.337

Manley, S. C., Williams, R. I., & Hair, J. F. (2022). Enhancing TQM's effect on small business performance: A PLS-SEM exploratory study of TQM applied with a comprehensive strategic approach. The TQM Journal, 36(5), 1252–1272. https://doi.org/10.1108/TQM-10-2021-0299

Martinelli, I., & Khairiah, N. (2024). Concretization of online accreditation to improve the quality of digital technology-based education services in the new normal era. Perspektif, 13(1), 18–31. https://doi.org/10.31289/perspektif.v13i1.10421

Martínez, J., Piersol, C. V., Holloway, S., Terhorst, L., & Leland, N. E. (2021). Evaluating stakeholder engagement: Stakeholder-centric instrumentation process (SCIP). Western Journal of Nursing Research, 43(10), 949–961. https://doi.org/10.1177/01939459211004274

Mohamed, W., Almuqayteeb, T. A., Sattar, I. A. E., Alghamdi, T. A., & Alotaibi, G. (2024). Improving the quality of student assessment practices: A Saudi university case study. Quality Assurance in Education, 32(3), 416–431. https://doi.org/10.1108/QAE-10-2022-0186

Mpofu, S., Shava, G., & Mpofu, T. (2024). Transforming higher education towards economic development: A Zimbabwean case study. Journal of Asian and African Studies. https://doi.org/10.1177/00219096241287526

Nguyen, C., Marshall, S., & Evers, C. W. (2021). Higher education quality assurance and accreditation implementation in several countries across the world and lessons learned for Vietnam. Vietnam Journal of Education, 5(1). https://doi.org/10.52296/vje.2021.27

Nguyen, L. T. M., Tran, T., Pham, T. V., Nguyen, T., Le, H. T. T., Thao, T. T. P., & Nghiem, T. T. (2021). Factors affecting successful quality assurance implementation in Vietnamese higher education: A qualitative study. The Qualitative Report. https://doi.org/10.46743/2160-3715/2021.4564

Nguyen, S. T. U., & Hua, T. T. K. (2023). Investigating elements influencing cultural communication behavior of kindergarten students from ethnic minorities in Vietnam's educational system. Humanities and Social Sciences Letters, 11(3), 450–461. https://doi.org/10.18488/61.v11i3.3398

Okulova, O., & Shakina, E. (2021). Is there value in international accreditation beyond quality? An empirical analysis of the AACSB accredited schools. Higher Education Quarterly, 76(3), 612–625. https://doi.org/10.1111/hequ.12331

Ozeki, S., Hayashi, T., Shorb, P., McLaughlin, M. A., & Hughes, C. W. (2023). Towards the establishment of program evaluation system in Japanese higher education: Learning from the quality code adopted in the United Kingdom. International Journal of Institutional Research and Management, 7(1), 1. https://doi.org/10.52731/ijirm.v7.i1.749

Pagán-Castaño, E., Sánchez-García, J., Garrigos-Simon, F. J., & Guijarro-García, M. (2021). The influence of management on teacher well-being and the development of sustainable schools. Sustainability, 13(5), 2909. https://doi.org/10.3390/su13052909

Park, J. S., & Rhee, M. (2021). Reputation incongruence and the preference of stakeholder: Case of MBA rankings. Behavioral Sciences, 11(1), 10. https://doi.org/10.3390/bs11010010

Perry, R., Whitmarsh, A., Leach, V., & Davies, P. (2021). A comparison of two assessment tools used in overviews of systematic reviews: ROBIS versus AMSTAR-2. Systematic Reviews, 10(1). https://doi.org/10.1186/s13643-021-01819-x

Pham, N. T. T., Nguyen, C., Pham, H. T., & Ta, H. T. T. (2022). Internal quality assurance of academic programs: A case study in Vietnamese higher education. SAGE Open, 12(4). https://doi.org/10.1177/21582440221144419

Platz, T. (2021). Methods for the development of healthcare practice recommendations using systematic reviews and meta-analyses. Frontiers in Neurology, 12, 699968. https://doi.org/10.3389/fneur.2021.699968

Pollock, D., Davies, E., Peters, M. D. J., Tricco, A. C., Alexander, L., McInerney, P., Godfrey, C., Khalil, H., & Munn, Z. (2021). Undertaking a scoping review: A practical guide for nursing and midwifery students, clinicians, researchers, and academics. Journal of Advanced Nursing, 77(4), 2102–2113. https://doi.org/10.1111/jan.14743

Prastiwi, I. B., & Tukiran, M. (2024). Navigating AACSB accreditation with strategic leadership and change management: A systematic literature review. Quality Assurance in Education, 32(3), 340–355. https://doi.org/10.1108/QAE-12-2023-0214

Quirós, J. T., Fernandes Justino, M. d. R. T., Antunes, M. G., Mucharreira, P. R., & Nunes, A. d. T. (2022). Effects of innovation, total quality management, and internationalization on organizational performance of higher education institutions. Frontiers in Psychology, 13, 869638. https://doi.org/10.3389/fpsyg.2022.869638

Rajesh, M., Nair, S. P., & Jalaja Kumari, V. T. (2017). Integrating digital learning management system (LMS) into institutional policies on open education in India for the attainment of Sustainable Development Goals (SDGs). In U. C. Pandey & S. D. (Eds.), Optimizing Open and Distance Learning in Higher Education Institutions (pp. 292–312). IGI Global. https://doi.org/10.4018/978-1-5225-2624-7.ch014

Ramli, N., Abidin, M., & Waeduereh, M. (2025). Examining factors influencing superior study programs for improved education quality: Accreditation ratings as a moderator. Al-Tanzim: Jurnal Manajemen Pendidikan Islam, 9(1), 285–299. https://doi.org/10.33650/al-tanzim.v9i1.10139

Rusdi, M., Sartika, D., Putra, I., & Sari, N. (2023). Quality governance design good university governance in the education sector: A literature review of concepts performance models and audit practices from a risk management perspective. International Journal of Humanities Education and Social Sciences, 3(3). https://doi.org/10.55227/ijhess.v3i3.682

Sampe, N., & Arifin, Z. (2024). Internal quality assurance system in Indonesia higher education: Literature review. Indonesian Journal of Educational Research and Review, 7(1), 73–84. https://doi.org/10.23887/ijerr.v7i1.67925

Schellekens, L. H., van der Schaaf, M. F., van der Vleuten, C. P. M., Prins, F. J., Wools, S., & Bok, H. G. J. (2022). Developing a digital application for quality assurance of assessment programmes in higher education. Quality Assurance in Education, 31(2), 346–366. https://doi.org/10.1108/QAE-03-2022-0066

Schlegelmilch, B. B. (2020). Why business schools need radical innovations: Drivers and development trajectories. Journal of Marketing Education, 42(2), 93–107. https://doi.org/10.1177/0273475320922285

Silva, M. F. de M., & Vargas, E. R. d. (2021). Quality assurance systems: Enemies or allies of innovation in higher education institutions? Quality Assurance in Education, 30(1), 1–18. https://doi.org/10.1108/QAE-09-2020-0116

Silvestre, J., Kelly, J. D., Wilson, R. H., & Nelson, C. L. (2023). The impact of post-graduate year and program accreditation status on in-training examination performance in orthopaedic surgery. Cureus. https://doi.org/10.7759/cureus.39053

Smith, M. (2025). Diminishing the acceptance barrier: Employer perceptions of online MBA programs in the digital era. Preprints. https://doi.org/10.20944/preprints202506.1708.v1

Stensaker, B., Frølich, N., & Aamodt, P. O. (2020). Policy, perceptions, and practice: A study of educational leadership and their balancing of expectations and interests at micro-level. Higher Education Policy, 33(4), 735–752. https://doi.org/10.1057/s41307-018-0115-7

Sziegat, H. (2021). The response of German business schools to international accreditation in global competition. Quality Assurance in Education, 29(2/3), 135–150. https://doi.org/10.1108/QAE-01-2020-0008

Ta, H. T. T., Hung, L. T., Nguyen, C., Nguyen, T. Q., Pham, N. T. T., Pham, H. T., & Trinh, N. T. (2023). Students' perception of quality assurance in higher education in Vietnam: Empirical evidence and implications for face-to-face and alternative modes of learning. Journal of Learning for Development, 10(1), 91–108. https://doi.org/10.56059/jl4d.v10i1.737

Talaat, W., Amin, M. A., Bassiouny, M. R., Hassan, N., & Hamed, O. (2023). A call to enhance transparency among Egyptian medical schools. BMC Medical Education, 23(1). https://doi.org/10.1186/s12909-023-04464-1

Tao, F., & Siththada, T. (2024). Quality management model of Chinese higher vocational graduates in Yunnan province. Journal of Infrastructure, Policy and Development, 8(8). https://doi.org/10.24294/jipd.v8i8.8063

Urbani, C. (2020). Teacher continuing professional development and team-working competences: A case study from Italy. International Journal for Research in Vocational Education and Training, 7(2), 237–255. https://doi.org/10.13152/IJRVET.7.2.6

Vishwakarma, A. (2025). The role of AI in redefining MBA curriculum and career paths: A comprehensive analysis of transformative educational paradigms. IJISEM, 297–304. https://doi.org/10.69968/ijisem.2025v4i2297-304

Vo, H. M., Luu, A. B. T., & Nguyen, N. (2021). An application of Boyer model in developing business faculty in Accreditation Council for Business Schools and Programs (ACBSP) accreditation in Vietnamese membership institutes. Vietnam Journal of Education, 5(2), 57–66. https://doi.org/10.52296/vje.2021.100

Waller, R. E., Lemoine, P. A., Mense, E. G., & Richardson, M. (2020). Building capacity for quality assurance in global higher education. Journal of Education and Development, 4(1), 37. https://doi.org/10.20849/jed.v4i1.718

Weaver, E. M., Shaul, K. A., & Lower, B. H. (2022). Implementation of an online poster symposium for a large-enrollment, natural science, general education, asynchronous course. Frontiers in Education, 7, 906995. https://doi.org/10.3389/feduc.2022.906995

Widjatmaka, T., Hasyim, N., Arifin, Z., & Sixpria, N. (2022). The strategies of Politeknik Negeri Jakarta to enhance accreditation and international reputation in 2021. Epigram, 19(1), 84–89. https://doi.org/10.32722/epi.v19i1.3799

Yuanyuan, X., & Alias, B. S. (2025). Principal instructional leadership practice and its relationship with teacher job performance. International Journal of Evaluation and Research in Education, 14(2), 1097–1104. https://doi.org/10.11591/ijere.v14i2.31127

Zalizko, V. D., et al. (2024). Assessing Ukrainian education security in the context of artificial intelligence integration for accelerated post-war recovery. [Lengkapi nama jurnal/volume/halaman/DOI sesuai baris di Table 4 Anda].

Zhu, Q., & Liu, L. (2023). The evolution of policies, practical exploration, and the current state of research on the Chinese school district system from the perspective of the modernization of educational governance. Chinese Education and Society, 56(3–4), 207–217. https://doi.org/10.1080/10611932.2023.2265932