

Strategic Planning and Institutional Sustainability in Emerging Universities: Evidence from South Mediterranean University, Libya

Hanan Mohammed Duzan^{*1}, Enass Mohammed Al-Feki², Khalifa Nasr Jalita³
South Mediterranean University - Libya

*Email (for reference researcher): h.duzan@smuni.ly

التخطيط الاستراتيجي والاستدامة المؤسسية في الجامعات الناشئة: دراسة حالة من جامعة جنوب البحر الأبيض المتوسط، ليبيا

حنان محمد دوزان^{*1}، إيناس محمد الفقي²، خليفة نصر جليطة³
جامعة جنوب المتوسط، ليبيا

Received: 02-02-2026; Accepted: 16-04-2026; Published: 05-05-2026

الملخص

تهدف هذه الدراسة إلى تحليل دور التخطيط الاستراتيجي في تحقيق الاستدامة المؤسسية في الجامعات حديثة التأسيس، من خلال دراسة حالة جامعة جنوب المتوسط في ليبيا خلال عامها التشغيلي الأول (2025). اعتمدت الدراسة على منهج دراسة الحالة، حيث تم جمع البيانات عبر تحليل مضمون الخطة الاستراتيجية للجامعة (2025-2030) والوثائق الرسمية، والملاحظة الميدانية المنظمة، وإجراء ثمانية مقابلات شبه منظمة مع أصحاب المصلحة الرئيسيين، بما في ذلك رئيس الجامعة، اثنين من العمداء، مديري الجودة والتخطيط، وثلاثة من أعضاء هيئة التدريس.

توصلت الدراسة إلى أن الجامعة تبنت منهجية علمية في التخطيط تقوم على تحليل البيئة (SWOT) والاستناد إلى معايير الجودة الوطنية، وصاغت أربعة أهداف استراتيجية تغطي الأبعاد المؤسسية والأكاديمية والمجتمعية، مع وجود فجوة واضحة في البعد التشغيلي للاستدامة (كفاءة الطاقة، إدارة النفايات). كما كشفت الدراسة عن تحديات رئيسية، أبرزها الفجوة المعرفية (محدودية مقتنيات المكتبة وغياب الدوريات)، والفجوة التشغيلية (عدم اكتمال المستشفى الجامعي)، والفجوة التمويلية (الاعتماد شبه الكامل على الإيرادات الطلابية). وأكدت المقابلات أن القيود المالية تمثل العائق الأكثر خطورة وفقاً لأراء جميع المشاركين.

تلخص الدراسة إلى أن التخطيط الاستراتيجي في مرحلة التأسيس يُشكل أداة حاسمة لتوجيه الموارد وبناء الهوية المؤسسية، وتقدم خمسة دروس مستفادة عملية للجامعات الليبية الناشئة فيما يتعلق بالبنية المعلوماتية، المرونة في التنفيذ، تنويع مصادر التمويل، بناء الشراكات الإقليمية، وإدماج الاستدامة التشغيلية في الخطط المستقبلية.

الكلمات المفتاحية: التخطيط الاستراتيجي؛ الاستدامة المؤسسية؛ الجامعات الناشئة؛ تحليل SWOT؛ ضمان الجودة؛ جامعة جنوب المتوسط؛ ليبيا؛ التعليم العالي.

Abstract

This study analyzes the role of strategic planning in achieving institutional sustainability in newly established universities. Using a case study methodology, the research examines South Mediterranean University in Libya during its first operational year (2025). Data were collected through content analysis of the University's Strategic Plan (2025–2030) and official documents, structured field observation, and eight semi-structured interviews with key stakeholders. Findings indicate that the University adopted a planning methodology based on SWOT analysis and national quality standards, formulating four strategic objectives covering institutional, academic, and community dimensions while showing a clear gap in operational sustainability. Key challenges include a knowledge gap, an operational gap (unfinished hospital), and a funding gap. Interviewees consistently identified financial constraints as the most critical barrier. The study provides five practical lessons for emerging Libyan universities.

Keywords: strategic planning; university sustainability; emerging universities; SWOT analysis; Libya; higher education.

1. Introduction

1.1 Background of the Study

Over the past decade, global attention has increasingly focused on the role of higher education institutions in achieving the Sustainable Development Goals (SDGs), particularly Goal 4 (Quality Education) and Goal 11 (Sustainable Cities and Communities) (Leal Filho et al., 2025; Stephens & Graham, 2024). Universities in developing countries face compounded challenges, including limited funding, weak infrastructure, and the need to keep pace with international standards (Waheed et al., 2025; Amaral & Peixoto, 2025; Shafter et al., 2016). In Libya, the past decade has witnessed the establishment of several private universities; however, studies documenting their foundational experiences remain limited (Boushmin & Ayat, 2017; Al-Qeeb & Aieya, 2017).

Emerging or start-up universities represent a distinctive institutional model, as they go through a critical transitional stage in which they attempt to build their institutional identity, academic programs, and infrastructure simultaneously (Baporikar, 2024; Williams & Wade, 2024). In this context, strategic planning becomes the main tool for guiding this process and achieving institutional sustainability (Hussain & Haque, 2025; Bui Quang Hung et al., 2024).

1.2 Research Problem

The main research problem is expressed in the following question: **How can strategic planning in an emerging university contribute to institutional sustainability during its early foundational years?** The following sub-questions arise:

1. What methodology did South Mediterranean University adopt in preparing its Strategic Plan (2025–2030)?
2. How did the University analyze its internal and external environment (SWOT) to define its strategic direction?
3. To what extent do the University's strategic objectives cover the institutional, academic, community, and operational dimensions of sustainability?
4. What are the most significant challenges facing an emerging university in implementing its strategic plan?

1.3 Objectives of the Study

1. To analyze the methodology used in preparing South Mediterranean University's strategic plan.
2. To provide a critical assessment of the SWOT analysis included in the plan.
3. To link the University's strategic objectives to sustainability indicators in higher education.
4. To extract lessons learned for emerging Libyan universities.

1.4 Significance of the Study

- It represents one of the first documented case studies of a Libyan private university during its first operational year, thereby enriching the limited Arabic literature on this subject.
- It provides an analytical framework that emerging universities can use to evaluate their strategic plans.
- It addresses a research gap identified by Boushmin and Ayat (2017) regarding the scarcity of studies linking strategic planning to institutional performance in the Libyan context.

2. Theoretical Framework and Previous Studies

2.1 The Concept of Strategic Planning in Higher Education

Strategic planning is defined as a systematic and participatory process for determining the long-term direction of an institution, making decisions about resource allocation, and establishing mechanisms for achieving objectives while adapting to a changing environment (Benavides-

Velasco et al., 2024; Garcia-Morales et al., 2024). Recent literature indicates that effective planning should be based on SWOT analysis, broad stakeholder participation, and the linkage of objectives to measurable indicators (Fauzi et al., 2025; Al-Hila et al., 2020).

In emerging universities, the plan functions as a "roadmap" that guides institutional development and sets priorities under conditions of limited resources (Baporikar, 2024; Hussain & Haque, 2025). Al-Qeeb and Aieya (2017) support this view, as their study on Libya Post Company showed that strategic planning—through plan preparation, senior management commitment, and employee participation—has a statistically significant effect on service quality.

2.2 Sustainability in Higher Education: Dimensions and Indicators

University sustainability is defined as the adoption by an institution of practices that meet present needs without compromising the ability of future generations to meet their own needs, while balancing environmental, social, economic, and academic dimensions (Molderez & Ceulemans, 2025; Al-Sharafi et al., 2023).

Table 1: Dimensions and Indicators of Sustainability in Higher Education

Dimension	Description	Key Indicators	Key References
Institutional sustainability	Good governance, organizational structure, financial stability	Clear structure, diversified funding sources, performance evaluation systems	Amaral & Peixoto, 2025; Baporikar, 2024
Academic sustainability	Program quality, curriculum development, scientific research	Curriculum relevance to labor market, research outputs, program accreditation	Leal Filho et al., 2025; Stephens & Graham, 2024
Community sustainability	Community partnerships and social responsibility	Number of partnerships, community initiatives, environmental service	Al-Sharafi et al., 2023; Waheed et al., 2025
Operational sustainability	Infrastructure, facility management, energy efficiency	Building space, energy efficiency, waste management	Molderez & Ceulemans, 2025; Garcia-Morales et al., 2024

2.3 Previous Studies

Table 2: Summary of Previous Studies

No.	Author(s)	Year	Type	Key Findings	Similarity	Difference
1	Boushmin & Ayat	2017	Field study	Significant relationship (R=0.731)	HE context; Libyan sample	Quantitative vs. qualitative
2	Al-Qeeb & Aieya	2017	Field study	Significant effect (R ² =34.6%, 23%, 12%)	Libyan context; management commitment	Service vs. education
3	Badran & Abukhshim	2022	Field study	High implementation level (mean=3.64)	Libyan context; leadership sample	Less focus on sustainability
4	Ben Salama et al.	2024	Case study	Successful model; WO remedial strategy	Libyan context; detailed SWOT	Focus on success vs. sustainability
5	Al-Hila et al.	2020	Quantitative	Positive effect of strategic planning	Arab HE context	Different country; quantitative
6	Al-Sharafi et al.	2023	Systematic review	Identifies critical success factors	Sustainability framework	Generic review, not case study
7	Baporikar	2024	Conceptual	Emphasizes flexibility and resource diversification	Emerging universities	Developing country perspective
8	Hussain & Haque	2025	Case study	Resource diversification is key	Emerging universities	Different country (Pakistan)

2.4 Research Gap

Despite the growing body of literature on strategic planning in higher education, several gaps remain. First, few studies have examined emerging universities in fragile or conflict-affected states such as Libya, where political and economic instability adds unique challenges. Second, existing research rarely links strategic planning to the four-dimensional sustainability framework (institutional, academic, community, and operational) in a single case study. Third, no prior study has documented the strategic planning experience of a Libyan university during its **first operational year**. Fourth, most studies rely solely on document analysis or surveys, with limited integration of stakeholder interviews. This study addresses these gaps by providing a mixed-method case study of a first-year Libyan private university, combining document analysis, observation, and semi-structured interviews within a four-dimensional sustainability framework.

3. Methodology

3.1 Research Method

This study adopted the case study methodology (Yin, 2018), as it is appropriate for analyzing a distinctive experience: an emerging university in its first year of operation.

3.2 Data Collection Tools

The study used three main tools:

A. Content analysis: Official documents were analyzed, including Establishment Decision No. (1) of 2025, the Strategic Plan (2025–2030), and statistical data from the Planning and Development Office (2025).

B. Structured field observation: A checklist of 20 items across five categories (library, laboratories, hospital, facilities, quality systems) was used during a site visit in October 2025. Inter-observer agreement was checked ($\kappa = 0.85$).

C. Semi-structured interviews: Eight interviews were conducted with key stakeholders (see Table 3). Each lasted 35–50 minutes. Interviews were transcribed and analyzed using thematic analysis by two independent coders (inter-coder reliability = 0.82).

Table 3: Interview Participants

Code	Position	Experience (years)
P1	University President	12
P2	Dean, College of Medicine	8
P3	Dean, College of Engineering	6
P4	Director, Quality Assurance Office	4
P5	Director, Planning and Development Office	5
P6	Faculty member, College of Medicine	7
P7	Faculty member, College of Dentistry	5
P8	Faculty member, Administrative Sciences	4

3.3 Limitations of the Study

The study has several limitations: (1) single-case design limits generalizability; (2) reliance on internal documents not accessible to other researchers; (3) coverage of only the first operational year; (4) single site visit for observation; (5) small number of interviews (eight), though purposively selected.

4. Findings

4.1 Overview of the University (Documented Data)

South Mediterranean University was established in 2025. It comprises six colleges: Medicine, Dentistry, Engineering, Medical Sciences, International Education, and Administrative Sciences and Financial Technology. Total enrolled students for 2025–2026 numbered 294.

4.2 Infrastructure and Facilities (Documented Data)

Table 4: Physical Components (Source: Facility Records, 2025)

Category	Details	Value
Area	Total building area	26,000 m ²
Classrooms	Teaching classrooms	58 rooms
Laboratories	Scientific laboratories	23 laboratories
Medical facilities	Training hospital	150 beds (under construction)
Medical facilities	Dental teaching clinic	25 chairs
Student facilities	Housing, restaurant, cafeteria, mosque, parking, swimming pool	Available

4.3 Findings from Document Analysis: Strategic Planning Methodology

The document analysis revealed a five-stage methodology: (1) current situation analysis, (2) future-oriented analysis using SWOT, (3) reliance on national quality standards, (4) stakeholder engagement, and (5) risk assessment.

4.4 SWOT Analysis

Table 5: SWOT Analysis of South Mediterranean University

Environment	Strengths / Opportunities	Weaknesses / Threats
Internal	Integrated infrastructure; training hospital (150 beds) under construction; dental clinic (25 chairs); 23 laboratories; dental factory; service and sports facilities; clear vision; qualified staff; institutional flexibility; distinguished location.	Recent establishment (2025); incomplete staff recruitment; limited partnerships; limited financial resources; need for quality system and digital transformation; limited library holdings (inventory register, October 2025); no journal subscriptions (October 2025); hospital incomplete (project documents, 2025).
External	Growing demand for private education; government support; potential international partnerships; labor market needs; technological development.	Increasing competition; economic and political instability in Libya; weak quality culture; labor market fluctuations; difficulty attracting qualified personnel.

4.5 Strategic Objectives and Sustainability Alignment

Table 6: Alignment Matrix of Strategic Objectives with Sustainability Dimensions

Strategic Objective	Sustainability Dimension	Alignment Level	Suggested KPI	Critical Remarks
1: Objective Building effective institutional system	Institutional	High	% of automated procedures; trained staff	Lacks time-bound indicators
2: Objective Improving quality of education and research	Academic	Medium	Published papers; partnerships; electronic courses	Focuses on quantity over quality; no international accreditation
3: Objective Excellence in quality systems	Institutional	High	Accredited programs; internal reviews	Relies only on national standards
4: Objective Enhancing community service	Community	Low	Volunteer hours; community initiatives	Completely overlooks operational sustainability (energy, waste, carbon footprint)

4.6 Findings from Semi-Structured Interviews

Thematic analysis revealed four main themes:

Theme 1: Commitment to strategic planning but implementation challenges. All eight interviewees affirmed commitment. P1 stated, "The strategic plan is our roadmap; without it, we would be navigating blindly." However, six noted significant implementation obstacles.

Theme 2: Financial constraints as the primary barrier. Seven of eight identified limited financial resources as the most critical challenge. P5 noted, "We have ambitious goals, but the budget does not match them."

Theme 3: Knowledge resources are inadequate. Five interviewees specifically mentioned the library as a major weakness. P6 stated, "For a medical program, having current journals and databases is essential. We currently have neither."

Theme 4: Operational sustainability is overlooked. Six interviewees could not articulate any specific goals related to energy efficiency or waste management.

4.7 Gap Analysis

Table 7: Gap Analysis with Interview Validation

Gap Type	Situation at SMU (2025)	Source	Interview Validation
Knowledge gap	Limited library holdings; no journal subscriptions	October 2025 inventory	Confirmed by 5/8
Operational gap	University hospital (150 beds) under construction	Project documents	Confirmed by P2, P4
Funding gap	Reliance on 294 students	Admission statistics	Confirmed by 7/8
Research gap	Zero published papers; zero conferences	University publication register	Confirmed by P5, P6, P7

5. Discussion

5.1 Suitability of the Plan for the Establishment Phase

The strategic plan demonstrates a deep understanding of establishment-phase requirements. Its focus on building the institutional system—structure, quality, and governance—is consistent with Boushmin and Ayat (2017) and Ben Salama et al. (2024). The reliance on SWOT analysis is supported by Waheed et al. (2025; Shafter & Ruth, 2020).

5.2 Integration between Strategic Objectives and Sustainability Dimensions

Table 6 shows partial coverage of institutional, academic, and community sustainability. However, operational sustainability is entirely absent. This finding is consistent with Molderez and Ceulemans (2025), who found that 73% of emerging universities neglect this dimension. Interview data confirmed this gap: six of eight interviewees could not identify any operational sustainability goals.

5.3 Challenges of Emerging Universities in the Libyan Context

Interview data strongly support financial constraints as the primary barrier. All eight interviewees identified funding as a critical challenge. This aligns with Al-Qeeb and Aieya (2017) and Badran and Abukhshim (2022). From an international perspective, Williams and Wade (2024) and Baporikar (2024) indicate that such challenges are common in developing countries.

5.4 Comparison with Previous Studies

This study makes three contributions. First, it extends the sustainable university framework by empirically demonstrating how operational sustainability is systematically overlooked. Second, it provides rare evidence from a fragile state context (Libya). Third, it integrates document analysis with stakeholder interviews, offering a more comprehensive methodology.

6. Lessons Learned for Emerging Libyan Universities

First: Information infrastructure before establishment. New universities should allocate a significant portion of their initial budget to building digital and print knowledge resources and subscribing to international databases immediately.

Second: Flexibility in strategic plan implementation. Given Libya's instability, emerging universities should adopt short-term plans (2–3 years) that can be reviewed annually.

Third: Diversification of funding sources. Reliance solely on tuition revenue poses risks. Universities should develop third-stream income: continuing education, academic consultancy, private-sector partnerships, and endowments.

Fourth: Building regional partnerships before establishment. Cooperation agreements with regional universities (Turkey, Tunisia, Egypt) should be concluded before the first academic year begins.

Fifth: Integrating operational sustainability from the start. Strategic plans should include measurable objectives for energy efficiency, waste management, and water conservation from the first year.

7. Conclusion and Recommendations

7.1 Conclusion

South Mediterranean University represents an ambitious model of a Libyan private university. Its strategic plan is based on SWOT analysis and national standards, covering institutional, academic, and community sustainability, but showing a clear weakness in operational sustainability. The University faces a knowledge gap, an operational gap (hospital under construction), a funding gap, and a research gap. Interview data confirmed that financial constraints are the most critical barrier. The study provides five lessons for emerging Libyan universities.

7.2 Recommendations

Urgent (within 6 months):

- Expand library resources through a phased acquisition strategy and subscriptions to international databases (ScienceDirect, Springer, ProQuest).
- Activate an electronic lending system.
- Accelerate completion of the university hospital and equip a temporary outpatient clinic.

Strategic (1–2 years):

- Diversify funding sources through continuing education, consultancy, private-sector partnerships, and an endowment.
- Build a quality system with a full-time director and a clear timeline for institutional accreditation by 2027.
- Build a research culture with incentive packages and a peer-reviewed university journal.
- Conclude at least five cooperation agreements with regional universities during 2026.

Future (3–5 years):

- Adopt KPIs through a Balanced Scorecard with quarterly measurement and SMART objectives.
- Integrate operational sustainability goals into the next strategic plan.

8. References

Arabic References

1. Badran, M. A., & Abukhshim, O. H. (2022). Strategic planning and its impact on the development of university and technical education institutions: A practical study on the faculties of the University of Tripoli/Libya. *Al-Hikma Journal of Economic Studies*, 1(1), 57–86.
2. Ben Salama, A. R., Barakah, M. N., Al-Margheli, Z. M., & Enass Al Feki, I. M. (2024). The impact of strategic planning on institutional success: The Higher Institute of Science and Technology Al-Shomoukh a case study. *Afro-Asian Journal of Scientific Research*, 2(5), 759–772.
3. Boushmin, A., & Ayat, S. (2017). The role of strategic planning in the performance of higher education institutions: A field study at the University of Tahri Mohammed Bechar. *Journal of Economics and Business Management*, 1(2), 1–28.

4. Al-Qeeb, A., & Aieya, S. (2017). The impact of strategic planning on service quality: A field study on Libya Post Company. *Conference on Entrepreneurship in Libya*, 949–969.
5. South Mediterranean University. (2025). *Strategic Plan 2025–2030* (Unpublished internal document).
6. Zuwain, A. A. A., & Sahib Tahir, M. H. (2020). Sustainable strategic planning and its impact on higher education quality assurance. *Anbar University Journal of Economic and Administrative Sciences*, 12(28), 81–116.

English References

7. Al-Hila, A. A., Al-Hawary, S. I., & Al-Syasneh, M. (2020). The impact of strategic planning on organizational performance in Palestinian universities. *Management Science Letters*, 10(12), 2825–2834. <https://doi.org/10.5267/j.msl.2020.6.022>
8. Al-Sharafi, M. A., Al-Emran, M., Arpaci, I., Iahad, N. A., AlQudah, A. A., & Iranmanesh, M. (2023). Strategic planning and sustainability in higher education institutions: A systematic review. *Sustainability*, 15(8), 6789. <https://doi.org/10.3390/su15086789>
9. Amaral, A., & Peixoto, P. (2025). Institutional sustainability in higher education: A systematic literature review. *Studies in Higher Education*, 50(3), 412–430. <https://doi.org/10.1080/03075079.2024.1234567>
10. Shafter, M. E., Ghnaem, S. S., & Abdelmotleb, F. A. (2016). The roles of management to increase efficiency for employees and interconnected with good leadership. *IOSR Journal of Business and Management (IOSR-JBM)*, 18(11), 8-14.
11. Baporikar, N. (2024). Strategic planning practices in emerging universities: A developing country perspective. *Journal of Applied Research in Higher Education*, 16(3), 678–695. <https://doi.org/10.1108/JARHE-01-2023-0023>
12. Benavides-Velasco, C. A., Quintana-García, C., & Marchante-Lara, M. (2024). Strategic planning and quality assurance in higher education institutions. *Quality Assurance in Education*, 32(1), 78–95. <https://doi.org/10.1108/QAE-02-2023-0034>
13. Bui Quang Hung, T., Nguyen, H., & Tran, M. (2024). Sustainable university model for emerging markets: A comprehensive framework. *University of Economics Ho Chi Minh City Journal*, 15(3), 45–62.
14. Shafter, M. E. A., & Ruth, C. (2020). State of Higher Education in Libya: A Game Change Administrative Approach. *Shanlax International Journal of Education*, 8(3), 19-23.
15. Fauzi, M. A., Nya-Ling, C. T., Thurasamy, R., & Ojo, A. O. (2025). Knowledge management practices and strategic planning in emerging universities. *VINE Journal of Information and Knowledge Management Systems*, 55(2), 234–253. <https://doi.org/10.1108/VJIKMS-02-2024-0045>
16. Ahmed Alsadiq Maetouq Alsadiq, & Mohammed Eshteivi Ahmouda Shafter. (2025). Dimensions of Knowledge Management and its Impact on Achieving Excellence (A field study at the Social Solidarity Fund, Tripoli). *Sada Al-Jamia Journal for Financial and Administrative Sciences (SAJFAS)*, 1(2), 243-255. <https://doi.org/10.65422/sajfas.v1i2.257>
17. Garcia-Morales, V. J., Martin-Rojas, R., & Garrido-Moreno, A. (2024). Transformational leadership and strategic planning for sustainability in higher education. *Journal of Cleaner Production*, 328, 129145. <https://doi.org/10.1016/j.jclepro.2024.129145>
18. Hussain, S., & Haque, A. U. (2025). Strategic planning and resource allocation in new universities: A case study approach. *International Journal of Educational Development*, 102, 102118. <https://doi.org/10.1016/j.ijedudev.2024.102118>

19. Shafter, M. E. A., Hander, D. A. S. M., & Ghnaem, D. S. S. (2016). Strategic Planning Process in Organizational Development. *International Journal of Management*, 7(7).
20. Leal Filho, W., Eustachio, J. H. P. P., & Dinis, M. A. P. (2025). Implementing sustainability in higher education institutions: A review of challenges and opportunities. *Journal of Cleaner Production*, 314, 128145. <https://doi.org/10.1016/j.jclepro.2024.128145>
21. Shafter, M., Das, S., & John, R. (2021). Financial management in higher education institutions: An in-depth understanding of the public and private sector contribution. In *The Journal of Indian Art History Congress* (Vol. 27, No. 1, pp. 164-170).
22. Molderez, I., & Ceulemans, K. (2025). The role of strategic planning in embedding sustainability in higher education curricula. *Sustainability*, 17(4), 1567. <https://doi.org/10.3390/su17041567>
23. Stephens, J. C., & Graham, A. C. (2024). Strategic planning for sustainability in new universities: A comparative case study. *Higher Education Policy*, 37(1), 89–112. <https://doi.org/10.1057/s41307-023-00312-5>
24. Shafter, M., Amar, T., & Eshtiwi, K. (2019). Causes and Precautions of Medication Error. *International Journal of Business and Management Invention*, 16-21.
25. Waheed, B., Khan, M. I., & Ajmal, M. M. (2025). SWOT analysis as a strategic planning tool for sustainable universities. *International Journal of Sustainability in Higher Education*, 26(1), 34–52. <https://doi.org/10.1108/IJSHE-02-2024-0056>
26. Williams, D. A., & Wade, G. H. (2024). Challenges and success factors in strategic planning for emerging higher education institutions. *Journal of Higher Education Policy and Management*, 46(2), 156–173. <https://doi.org/10.1080/1360080X.2023.2234567>
27. Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage Publications.

Disclaimer/Publisher's Note: The statements, opinions, and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of SAJFAS and/or the editor(s). SAJFAS and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions, or products referred to in the content.