

Exploring the Impact of Contingency Strategies and Organizational Resilience on Institutional Adaptability and Sustaining Educational Quality in Chinese Higher Education

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Abstract

The current study looks at how contingency strategies are truly utilized and the role organizational resilience plays in enhancing institutional flexibility and survival of education quality in the system Chinese higher education. Using the approach of thematic analysis in relevant scholarly writing, the study reveals central insights. Concurrently, HRM is the main pillar during a crisis and requires an HRM transformation policy, and thus educational quality assurance. Prevalently, technologization and strategic human resource management act as change drivers to adaptability, by fortifying the core quality. Furthermore, the quality of online educational resources and academic-industrial relationships that embody collaboration is the foremost feature of sustaining educational excellence. In the end, organizational resilience is a gatekeeper bridging contingency plans and both organisation adaptability and quality of education interconnection. The study points out the significant role of innovative teaching methods and cooperation among individuals and organizational resilience in the course of facing and overcoming ambiguity and maintaining standards in Chinese higher education.

Keywords: Contingency Strategies, Organizational Resilience, Higher Education, Institutional Adaptability, Educational Quality

Introduction

This study aims to establish the contribution of contingency systems and organizational resilience to the adaptability of institutions and long-term educational excellence in the dynamic field of university education in China. The vast higher education system of China's growth has suffered diverse challenges, thus, developing a strong plan of action to navigate uncertainties would be one of the effective methods to overcome them (Abbas, et al., 2021). Governments' undertakings, in addition to internal institutional plans, structure or

adaptability in the face of challenging scenarios like the COVID-19 pandemic that calls for the forefront use of online learning or financial stability (Kuziemski & Misuraca, 2020). Nevertheless, obstacles arise if there are disruptions in academic qualifications and if there is still a need for internationalization, which serve as a reminder that organizing resilience is critical in the education sector (Babbar & Gupta, 2022). Notwithstanding these endeavours, the research gaps still are in identifying the variety of the amount and effectiveness of contingency plans across different types of higher education institutions, hence far-reaching assessment is needed to guarantee unpreparedness for future crises (Izumi et al., 2021). As a result, the goal of the study is to evaluate the success or otherwise of current contingency strategies in terms of an institution maintaining education quality and attaining adaptability within Chinese higher educational systems.

This study aims to be a significant contribution to the current research literature because it specifically focuses on the implementation of contingency strategies at Chinese universities and fills the vacuum concerning the topic of Crisis management education in this context (Davvetas et al., 2022). Although with the changing nature of crisis management on a global scale, there is a lack of detailed studies of the strategies that particularly involve the higher education institutions of China (Zhang et al., 2022). The prior research was targeted at crisis management on a global level where the specific inside conditions of the higher education system in China remain unaddressed (Szromek & Wolniak, 2020). In addition, a lack of comparative studies intensifies the research gap which consequently results in a partial understanding of CM dynamics within Chinese Universities. This research will give a theoretical basis for the creation of new strategies to fight contingencies at Chinese higher education institutions, especially in crisis management and preparation. These strategies may be applied for practice so that smaller universities will be more functional and stronger.

This researcher views this as a significant contribution since it represents a wide range of perspectives for academic management in the Chinese university system and the world at large. It contributes to deciding the research gaps in crisis preparedness and crisis management including types of contingency strategies' efficiency (Bao, 2020). The objective of the research is to provide crisis management tools. This answer implies that an institution's responsiveness to the unexpected will develop and its total effectiveness will rise (Christensen & Laegreid, 2020). Along with that, the data gathered will be used in crafting policies from school or college administrators to national authorities to recognize strengths and weaknesses in the current emergency responses and contribute to the prompt development of the needed crisis response policies for educational institutions. Besides, the well-executions of the matching of the contingency strategies to the shift of the stakeholder expectations can give institutions the right information on how the strategies should be adapted to meet and suit society's wants. This ultimately stresses the institutions on the maintenance of their quality and reputation (Bao, 2020). Ultimately, the projects will evoke theoretical and practical purposes that provide the conditions for the improvement of crisis management strategies in Chinese colleges and universities.

Here, researchers investigate the subject of the effectiveness of contingency planning within Chinese higher education establishments during the COVID-19 crisis, with Nanchang as a case in point. The research is focused on students looking to know how the ecosystem of institutions reacts in the case of crisis maintaining the educational quality and expectations more than others. Nonetheless, holes arise because of the research's limited context and the short timeframe of the undertaking, posing a problem for a comprehensive analysis of the longstanding effects of contingency plans (Rudenko, et al., 2020). Moreover, the results of

the study may not be widely accepted because all the higher education institutions in China differ in characteristics and challenges. The factors out of the control of the research process, for example, changes in government policies or international events, may have an additional effect on the research context and outcomes that can potentially influence the interpretations of the data and results (Gao & Yu, 2020). Moreover, issues of resource and access prohibit rigorous data collection and everyone's participation in the study, nevertheless, these are important determinants that determine the quality of the research. Although the research has its constraints, it will deliver a worthwhile contribution to the crisis management strategies within the higher education institutions in China that will contribute to the progress of the understanding of emergency preparedness from the perspective of educational settings.

Chinese university's contingency planning involves the provisions of strategies and remedy actions for unexpected challenges that probably come up. The universities have to be flexible to the changes but quality has to be kept to the minimum (Bao, 2020). In short, Institutional Flexibility refers to the ability of institutions to flexibly respond to any disruptive event by learning and revising the policies and practices that exist to meet the demands of the different stakeholders. Educational Quality guarantees the level at which institutions of higher learning perform their operations in designing and offering courses as well as the delivery of resources, amidst challenges like the COVID-19 pandemic (Tsang et al., 2021). To keep the educational quality intact requires a perpetual commitment to excellence in the tutoring, coaching of the faculty, and provision of abiding student care service to ensure compliance with the set standards.

The object of investigation in this study concerns contingency planning practices in Chinese higher education institutions and their ability to adapt to contemporaneous crises, such as the COVID-19 pandemic. It examines the ways in which such institutions are able to sustain learning quality and responsiveness by detailing the application of various forms of resilience planning and response to crises. By investigating organisational resilience, technology adoption, and human resource management as constructs in the context of the study, the research seeks to help understand how universities in China can examine the unseen external environment to maintain excellence and deliver to learners' and other stakeholders' expectations. Consequently, this research helps to improve knowledge and to provide more detailed recommendations for crisis management in Chinese higher education institutions by reflecting and developing crisis management frameworks specific to the realities and environments of this country.

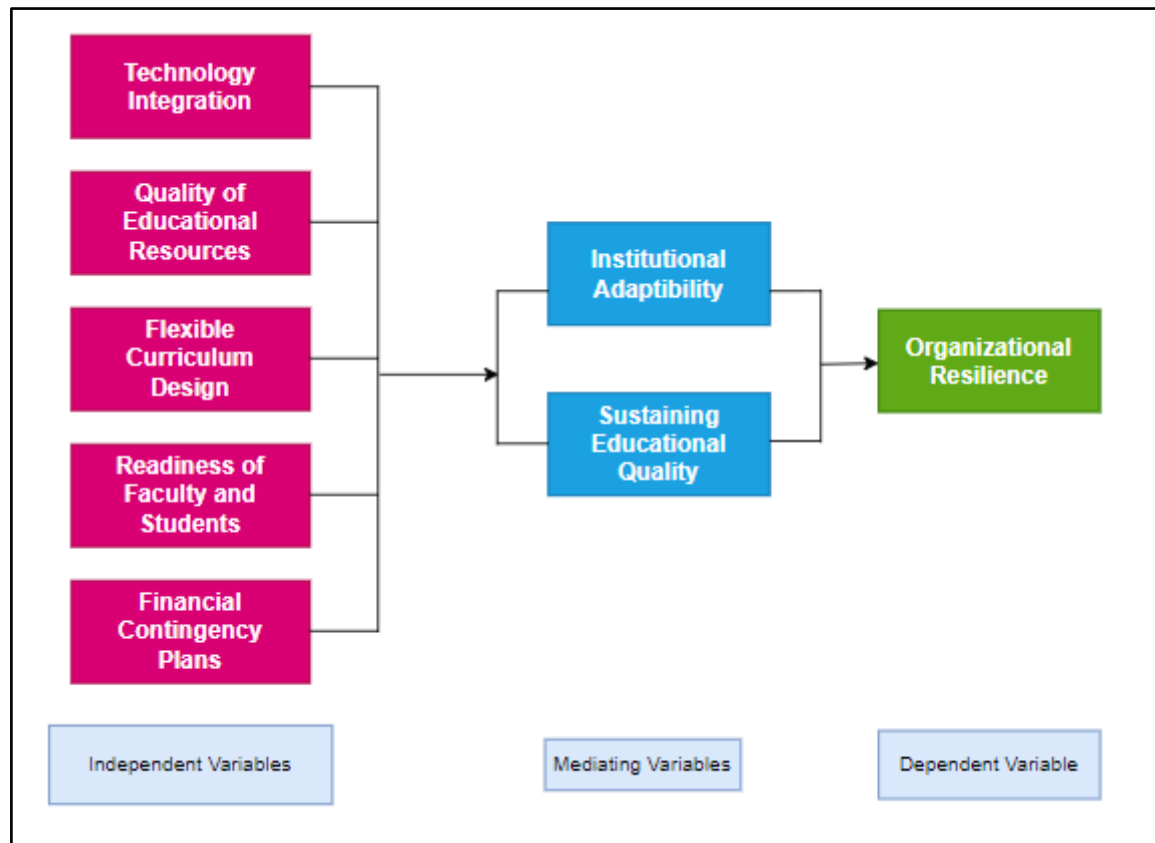


Figure 1.1: Conceptual framework

(Source: Researcher)

Objectives

- 1) To explore the extent level of implementation of contingency strategies in educational management to enhance institutional adaptability and sustain educational quality in higher education in China.
- 2) To Identify the effect of contingency strategy elements (technology integration, quality of online educational resources, Flexible Curriculum Design, the readiness of faculty and students, and Financial Contingency Plans) in promoting Institutional Adaptability in Higher Education in China.
- 3) To Identify the effect of contingency strategy elements (technology integration, quality of online educational resources, Flexible Curriculum Design, the readiness of faculty and students, and Financial Contingency Plans) in promoting Sustaining Educational Quality in Higher Education in China.
- 4) To identify the mediating role of organizational resilience in the relationship between contingency strategies and Institutional Adaptability in Higher Education in China.
- 5) To identify the mediating role of organizational resilience in the relationship between contingency strategies and Sustaining Educational Quality in Higher Education in China.

In general, higher education institutions today are constantly changing across china, which brings new issues that require strategic solutions to guarantee continuing organizational capability and superior scholar production. COVID-19 pandemic showed one more time that contingency and organizational reserve are essential for universities, underlining the importance of these factors in maintaining high quality of education in situation when many

unexpected events might occur (Abbas et al., 2021; Kuziemski & Misuraca, 2020). To some extent, this research aims to supplement the body of work in this field by examining the contingencies system and resilience measures in detail and their applicability systematically to Chinese HEIs during emergencies.

Despite the fact that many global case studies in the area of crisis management exist, literature review indicates that there is a lack of adequate concomitant analysis of the strategies that should be implemented specifically for Chinese universities. Knowledge of these strategies is vital in managing disruptions of academic activities, maintaining academic organizational image, and fostering constant pupil learning processes. While there are some comparative studies available, they are not explicitly focused on Chinese higher education; therefore, the call for research that investigates these contexts is even more compelling to explain the complexity of preparing for a crisis in Chinese higher education (Zhang et al., 2022).

This research will seek to provide an answer to this issue by examining contingency plans in various Chinese universities, facilitated by evaluation of the resultant effects on overall educational quality and organizational responsiveness. In line with this, the study, through exploring and discussing case study of Nanchang University, seeks to extend knowledge as to how these institutions operate during crises and ensure educational quality as well as meeting the expectations of the various stakeholders. Organizational resilience will measure the capacity of an organization to manage change as well as risks after integrating technology and proper staffing services (Bao, 2020; Christensen & Laegreid, 2020).

Furthermore, this research aims to discuss practical applications of its results to advance understanding of optimal strategies for crisis management in Chinese HEIs, and to support the creation of effective policies and practices employed by these institutions. The research therefore aims to provide useful and practical findings that can enable administrators, policymakers, and educators to make their institutions stronger and more able to cope with any scenarios that may be in store for the future of higher education. Lastly, this study aims at contributing to the overall knowledge accumulation process as well as providing hands-on advice on how to enhance crisis management practices in Chinese universities for the purpose of enhancing their ability to safeguard educational quality, as well as institutional values and objectives in times of crises.

Method

Interpretivism research philosophy has chosen this research to better understand society by taking the perspective of individuals and their subjective perceptions of meaning as they shape their social phenomena. Through the adoption of an interpretive lens, the researchers intend to unearth the fuzzier aspects of the views held by Chinese higher educational institutions concerning responses to a crisis and their effects on flexibility as well as the quality of education. This is of the essence in accomplishing in-depth research on organisational resilience and its impartiality, which involves the socio-cultural factors and broad perceptions of the educational groups in China. Interpretivism is the method of history that enables people to interpret qualitative data as well as documents of policy and academic literature to reveal the hidden sense and pattern leading to a deeper understanding of a given phenomenon (Pillai & Kaushal, 2020).

An inductive research approach was selected as the methodology for this journal to consolidate the claim that the inductive research approach concerns itself with theories and insights through data. Through the application of an inductive approach, the researchers will

look for general conclusions and explanations as regards the influence of strategy options for contingency as well as organizational resilience on institutional adaptability and higher education-related quality in China. Such technique can be applied using qualitative data analysis, including a meta-analysis, case study, or historical archives, for finding common themes or relationships which in turn can result in formulating new theories or proposals that are backed by the data (Schaerer et al., 2023). Bottom-up research methodology is also rooted in inductive reasoning which leads to a discovery of the findings through the data obtained rather than the tests being predetermined being based on the opinion present before the data collection. This brings about an in-depth research of the research objectives and exposes the dynamics within Chinese universities, which is a complex part of higher education institutions.

An explanatory research design will be used in this study in an attempt to attain the purpose of exploring the variables given that the design entails the discovery of conditions, understanding and determining the connecting links between them (Piwowar-Sulej, 2022). This paper will make a discussion of the role of contingency-based leadership that includes a new approach to the stress resistance of the higher education system, in which the specifics and mechanisms of the phenomenon will be highlighted. Delving into this approach, the scientists strive to provide rationales for the ‘shown’ phenomenon and to discover criteria for the achievement of the educational quality and the expected institutional reliability. This research aims to bring more clearer understanding of the mediating impact of organizational resilience and elucidating the pathway of how it impacts the proposed outcomes. Therefore, that kind of research strategy not only helps academics to understand the complex network of these educational systems but also makes the possibility for theoretical analysis or some practical policy proposals.

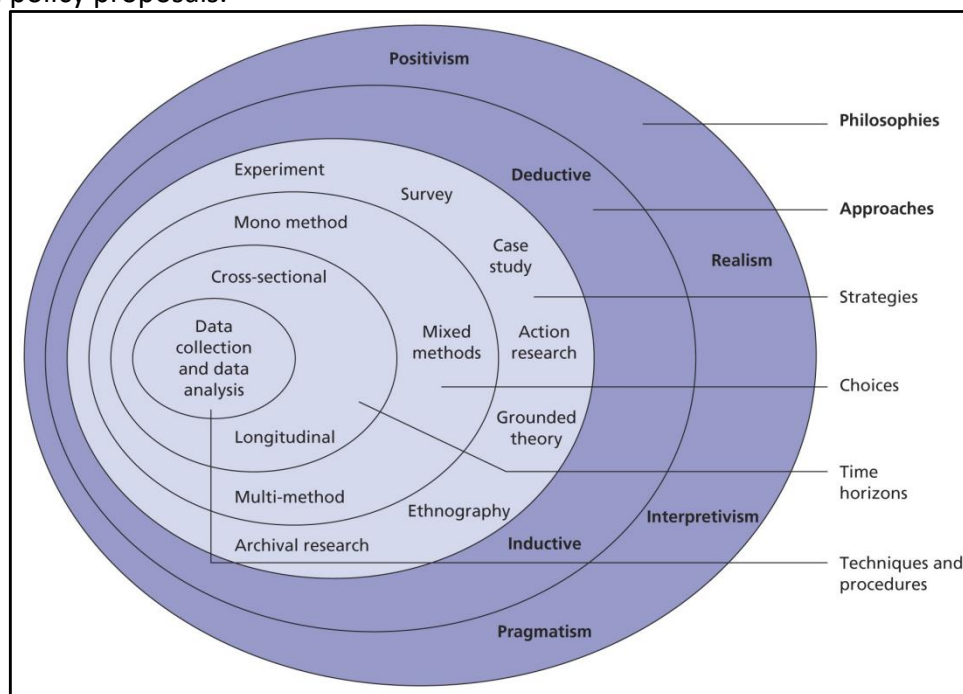


Figure 3.1: Research Onion
(Source: Al-Kumaim et al., 2021)

The method of research was determined as a qualitative research design to have an integrated analysis of the secondary data and for an investigating function, to determine the

role of the contingency strategies, organisational resilience and institutional adaptability in the offering of educational quality in Chinese higher education. This vantage point allows the researchers to go beyond the perceived appearances of these problems, seeing how the students and the teachers interpret and reinforce these phenomena (Al-Kumaim et al., 2021). Using qualitative methods of interviews, focus groups, and document selection, the study will gather the things concerning a person's life that might not have come out during quantitative studies. The work is targeting the audit of the actual appraisal of the ambiguities handling strategies and organisational resilience, of the roles and their impact. The research is meant to discover the detailed issues and guide the improvement-related practices as well as policies of longer terms.

Here, the secondary data collection of qualitative data was made using secondary sources to enrich the analysis of the linkage of contingency strategies and organizational resilience with educational quality and academic resources in Chinese higher education. Academic writings, including reports, documents, and articles form secondary qualitative data and aid in understanding the stakeholder's views, experiences, practices, and mindset within the context of higher education and contingency planning (Marshall & Rossman, 2016). While this research relies on existing qualitative data, a great deal of information that has been systematically collected and analyzed by previous investigators or organizations is available to it, which makes it possible to explore it fully. This technique provides researchers with the opportunity to get insights from a lot of perspectives so that they can exhibit historical trends and patterns along with recurring themes thereby enhancing the depth and breadth of the research. Consequently, deploying the secondary qualitative data type reduces the work associated with data collection and at the same time creates ample time for theorization and data analysis

The research question of this study employs a thematic analysis by synthesizing the academic data and discourse on whether strategic contingency and organizational resilience are solutions to be applied to enhance adaptivity and quality in Chinese higher education. Thematic analysis in the domain of qualitative research tools gives an in-depth reflection of underlying thematicities, patterns and their relationship within the available textual data (Tiwari et al., 2020). It follows a structured method whereby the involved parties analyze and categorize information repetitively to facilitate their understating of the complex event of interest. By using thematic analysis, the study gathers significant materials from other sources such as books, articles, and theses to make a detailed study of those influences from environment and society that help an educational institution to accommodate itself to the change and eventually produce high-quality education in China

The ethics of the data collection process for this survey may necessitate ensuring the participation privacy and anonymity for all the participants, obtaining informed consent where needed, and considering the guidelines that govern the use of secondary data sources. Researchers have to deal with the bias problem while processing and interpreting qualitative data, and they should strive to neutralize it. Further, this includes acknowledging and respecting the intellectual property rights of authors and organizations whose work forms a part of the secondary analysis, always attributing the rightful sources.

Findings

Theme 1: Implementation of contingency strategies in educational management to enhance institutional adaptability and sustain educational quality

Theme-wise, the contingency strategies in educational management project certain key points from which management in an institution can benefit. Thus, another important function of human resource management becomes very relevant, especially in the process of adjusting to crises like the COVID-19 pandemic, (AM et al., 2020). HRM carries a strategic role in maintaining the state of health and safety at the workplace through strict health and safety protocols, in addition to providing support and aiding employees who are affected by the pandemic for instance; downsizing and restructuring the organizations. In addition, the author also emphasizes the line that this HR transformation which involves the utilization of gain-sharing methods and other technological utilization tools is key to the improvement of job performance.

In addition to this, the author praises the role of policy implementation in driving up students' scientific inquiry within higher education states (Hoa et al., 2021). Nevertheless, the positive effect of classroom science projects on student success is limited by the lack of students' motivation and self-discipline created by the learning process. Therefore, concrete and workable strategies are vital to maintain the accomplishment of research policy in science and higher levels of education. The least bit from the immediate comeback to distance education and the lockdown of COVID-19 is the fact that to ease any kind of unpredictability events in educational settings avoidance plans are important (Alqurshi, 2020). The pandemic requires to application of of the CLATE approach very quickly, which is a significant barrier to the traditional pharmacy education system. The occurring event, however, reminds of the necessity of backup plans for distance education to prevent the negative effect of any next crises on academic continuity and the quality of lessons.

In light of the thematic analysis, they form a multi-faceted perspective on the contingency strategies in educational management. From the application of HR practices to the promotion of scientific research policies and consideration of challenges in remote teaching, thus the necessity of thorough approaches to maintain sustainability and quality of teaching under uncertainties exists.

Theme 2: The effect of contingency strategy elements (technology integration, quality of online educational resources) in promoting Institutional Adaptability in Higher Education in China

The issue of the effect of contingency strategy or elements such as the integration of technology and quality of online educational resources in promoting institutional adaptability in higher education institutions in China is still not well understood. Primarily, the very concept of organizational resilience comes to the fore as the key factor ensuring the smooth operation of higher education institutions in the conditions of crises like COVID-19 pandemics (Shaya et al., 2023). Overall, organizational resilience is a progressive affair characterizing anticipation, coping, and adaptation stages facilitated by antecedents like knowledge, resources, social interactions, power, and organizational culture. The studies demonstrate the influence of crisis leadership competencies and organizational resilience as mediators that explain the high level of organizational resilience. This stresses the relevance of channelling technology in conjunction with the development of the quality of online resources as a key element in the creation of an organizational resilience framework to propel the organization's adaptability.

Secondly, highly effective human resource management (SHRM) is shown as the principal tool that allows the organization to be strong and flexible in a fast-changing and uncertain environment (Yu et al., 2022). SHRM is likely a mediating influence in the ability of an organization to be resilient by showing that self-efficacy and self-management are the mediating agents. It highlights the significance of the linkage between HR practices including technology integration and online educational resources with company goals for the sake of gaining greater agility and being more adaptive. On the other hand, the study highlights the necessity of human resources models that incorporate elements, including innovation, strategic alignment, employee loyalty, and best practices to enable organizations to be dynamic (Asfahani, 2021).

The theme of this paper shows that the integration of technology, the quality of online learning resources and the management strategies of the staff are the basic elements on which the schools adapt to the new world. Through the inclusion of these factors in an integrated organizational resilience framework, establishments become more resistant to predicting, withstanding, and breaking changes, hence building their resilience and enhancing sustainability in the face of uncertainty.

Theme 3: The effect of contingency strategy elements (technology integration, quality of online educational resources) in promoting Sustaining Educational Quality in Higher Education in China

The descriptive thematic analysis of the contributions of the contingency strategy factors, especially integrating technology and the quality of internet education resources, on supporting sustainable education quality in higher education in China provides deep insights. Then, the author Cui (2021) will discuss how different ECs (e.g., teaching models) will contribute to the development of EM among college students in China. The study shows the causation between entrepreneurial teaching models and EM, among which the demand model is the most predictable. This proves that the role of the teachers' innovative method is to promote the entrepreneurial mindset of the students that, in turn, supports sustainable development. Likewise, the mediation function of the entrepreneurial climate in the business areas at the campus is described, highlighting the significance of an adequate institutional environment in achieving EMS and sustainability. As a second step, the paper evaluates China's national policies on university-industry collaborative education to improve it by applying a synergistic approach to engineering education (Zhuang, Zhou 2023). The study highlights the existential value of these policies for consolidating academic-industry bridges as well as improving educational quality. Through increasing the status of the schools, integrating the enterprises into the university governing bodies and establishing a unified framework governing education, China plans to design a learning innovation system centred on enterprises. This demonstrates the role of the cooperation between academia and industry in achieving the diversification and sustainability of education.

Last but not least, the influence of cross-national hybrid educational cooperation (TNHE) on students' intercultural communicative competence (ICC) and their wish to travel abroad is considered (Xie, 2022). This study highlights that participating in TNHE increased students' ICC levels promoting cultural diversity and their motivation to participate in the study abroad mobility programs. This points at the role international collaborations play in going beyond the educational experiences of students thereby contributing to the development of the required skills for globalized green technology. The thematic analysis underscores the importance of innovative teaching methods, collaborative efforts between academia and

industry, and international partnerships in promoting sustaining educational quality in higher education in China. By integrating technology and enhancing the quality of online resources within these contexts, institutions can effectively promote educational quality and contribute to students' sustainable development.

Theme 4: The mediating role of organizational resilience in the relationship between the contingency strategies and Institutional Adaptability in Higher Education in China

The meditative role of organizational resilience between contingency strategies and institutional adaptability in higher education in China is widely discussed in the thematic analysis of the previously mentioned paper. As Liu et al.'s study (2022) is about Chinese SMEs' entrepreneurial mindfulness and organizational resilience during the COVID-19 pandemic as its topic, it is the base of this analysis. Research determines that entrepreneurial mindfulness has a positive relation to organisational resilience conditions, which happens to some extent through entrepreneurial resilience related to such a relation. This leads to the belief that SMEs with mindful entrepreneurs are more likely to pass through the systemic fluctuations by accepting the power of entrepreneurial resilience in improving their firms' resilience. According to this research, individual-level factors play an important role in enhancing organizational resilience, a concept that can be used to support student resilience building in colleges and universities. Secondly, the research of Heredia et al (2022) scrutinizes organizational resilience strategies in a firm during a "black swan" event, using harnessing data from firms in China and Central America as a case study. The research picks up on the rise in organizational innovation, labour flexibility, emotional intelligence, and turbulent environment control as significant factors engraved into organizational resilience. Such output demonstrates that companies with innovative strategies and operations adapted to changing circumstances are more competent in crisis. It is important, though, that the paper confines itself to differences in resilience strategies and underscores the necessity for specific approaches in enhancing organizational resilience.

Furthermore, Muneeb et al (2023) trace down dynamic capabilities as strategic flexibility facilitators for promoting responsiveness of the COVID-19 mitigation to the HEIs. The study stresses the role of high and up-to-date technologies software in the realization of the HEIs' ability to counter global disruption. HEIs able to tactfully use technologies such as Zoom, Google Meet, and MS Teams to retain their strategic flexibility in responding to the challenges of the pandemic. This underscores the governing nature of dynamic capabilities – namely, ICT adoption through which HEIs can be augmented to attain the degree of resilience and adaptability required for survival and success in the VUCA environment.

Discussion

The thematic analysis thus presents practical solutions to the strategies of implementation of contingency strategies, the influence of the contingency strategy elements upon institutional flexibility and maintaining educational quality and the mediator role of the resilience of organizations in higher education in China. Above all, putting in place contingency strategies in HRM leads to the application of measures that are central to the organization's ability to be innovative and still offer quality education during crises like COVID-19. Successful HRM techniques that cover the areas of policy implementation, health and safety, and HR transformation are crucial to academia in the light of crises. As a result, the investigation emphasizes the role of innovative teaching approaches, agreements among academia and

industry, and international partnerships as necessary elements for educational quality and sustainability to be achieved.

Moreover, the adaptation of a contingency strategy by the organization will largely depend on organizational resilience, technology integration, and strategic human resource management according to the analysis findings. Institutional resilience which is based upon crisis leadership qualities and employee resilience not only helps the institutional adaptation of the organization but also plays a vital role in this regard. Technology integration, alongside strategic HR management, also augments resilient and adaptable organizations, which in turn yields the adaptivity of the business operations. Thus, the study is saying that the key strategy elements that ensure the sustainability of educational quality are modern teaching methods, joint activities, and partnerships with international organizations. Through integration technology, improvement of online resources, and cultivation of students' entrepreneurial spirits, schools achieve the aim of promoting education standards and better students to build a sustainable society.

Last, analysis persists regarding the role of organizational resilience that resilience acts as the mediator between contingency plans and both institutional adaptability and providing quality education at all times. Institutional resilience, which is a product of institutional-level and dynamic capabilities, makes institutions able to forecast, manage, or face challenges, and thus leads to institutional adaptability and maintains educational quality. The thematic analysis pools abundant data that relate to the implementation of contingency strategies, the effect of contingency strategies elements, and the mediating role of organizational resilience in higher education in China. Creative approaches, inter-institutional collaboration, and individuals' and organizations' ability to be resilient will increase institution's adoption ability and guarantee the provision of quality education in times of uncertainty.

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