

# QUANTUM COMPUTING READINESS IN EMERGING RESEARCH INSTITUTIONS

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## Abstract

Quantum computing has emerged as one of the most transformative technologies of the twenty-first century, offering unprecedented computational capabilities that have the potential to revolutionize scientific research, artificial intelligence, cryptography, healthcare, finance, materials science, and national security. Unlike classical computing systems that process information using binary bits, quantum computers utilize quantum bits (qubits), enabling parallel computation through the principles of superposition, entanglement, and quantum interference. As governments and industries worldwide invest heavily in quantum technologies, research institutions are increasingly expected to develop the infrastructure, expertise, and innovation ecosystems necessary for supporting quantum research and education. However, the readiness of emerging research institutions to adopt quantum computing remains uncertain due to disparities in technological infrastructure, faculty expertise, funding availability, curriculum development, and institutional policies.

The present study investigates the readiness of emerging research institutions for quantum computing adoption by assessing institutional infrastructure, human resource capabilities, research preparedness, policy support, and technological awareness. A quantitative and cross-sectional research design was employed using primary data collected from 250 respondents, including faculty members, research scholars, postgraduate students, institutional administrators, and technology professionals from emerging higher education and research institutions. Data were collected through a structured questionnaire based on a five-point Likert scale. Descriptive statistics, Pearson correlation analysis, and multiple regression analysis were applied to examine the relationships among institutional readiness factors and overall quantum computing preparedness.

The findings indicate that institutional infrastructure, faculty competency, research funding, curriculum integration, and strategic policy support significantly influence quantum computing readiness. Institutions with stronger digital infrastructure, interdisciplinary collaboration, and continuous faculty development demonstrate considerably higher preparedness for adopting quantum technologies. The study recommends strengthening research infrastructure, developing specialized quantum curricula, promoting industry-academia collaboration, increasing research funding, and establishing national quantum innovation centers to accelerate institutional readiness. The findings provide practical guidance for policymakers, university administrators, and research organizations seeking to build globally competitive quantum research ecosystems.

**Keywords:** Quantum Computing, Institutional Readiness, Emerging Research Institutions, Quantum Education, Research Infrastructure, Higher Education, Innovation Ecosystem, Digital Transformation.

## INTRODUCTION

Quantum computing has rapidly evolved from a theoretical concept into one of the most promising technological innovations capable of transforming scientific research and industrial development. Unlike conventional computing systems that process information using binary digits, quantum computers utilize qubits that operate according to the principles of quantum mechanics, including superposition, entanglement, and quantum interference. These unique computational

characteristics enable quantum computers to solve highly complex optimization, simulation, and data-processing problems that remain computationally infeasible for even the most powerful classical supercomputers. Consequently, quantum computing has attracted considerable attention from governments, universities, research organizations, and technology companies worldwide as a strategic technology capable of driving future scientific and economic competitiveness.

The growing importance of quantum computing extends across numerous scientific and industrial domains. Researchers anticipate that quantum technologies will significantly accelerate discoveries in drug design, molecular simulation, cryptography, artificial intelligence, financial modeling, logistics optimization, climate modeling, materials science, and national security. Major technology companies including IBM, Google, Microsoft, Intel, and Amazon have invested billions of dollars in quantum computing research, while several countries have launched national quantum missions to strengthen their technological leadership. These global developments have created an urgent need for higher education institutions and research organizations to prepare the next generation of scientists, engineers, and innovators capable of contributing to the rapidly expanding quantum ecosystem.

Emerging research institutions play a particularly important role in this transformation because they represent the future foundation of national scientific innovation. However, the successful adoption of quantum computing requires substantially more than the acquisition of advanced computing hardware. Institutional readiness depends upon multiple interrelated factors, including high-performance computing infrastructure, faculty expertise, interdisciplinary collaboration, research funding, specialized curricula, industry partnerships, laboratory facilities, digital learning resources, and long-term strategic planning. Institutions lacking these fundamental capabilities may encounter significant challenges when attempting to integrate quantum technologies into education and research activities.

The readiness of emerging research institutions for quantum computing can be understood through several critical dimensions:

- Development of advanced digital and research infrastructure.
- Availability of qualified faculty and quantum computing experts.
- Integration of quantum computing into higher education curricula.
- Availability of research funding and innovation support.

- Industry–academia collaboration for technology transfer.
- Student awareness and skill development in quantum technologies.
- Access to cloud-based quantum computing platforms.
- Institutional policies supporting interdisciplinary research.
- International collaboration in quantum research projects.
- Long-term strategic planning for quantum innovation.

Despite significant global investment in quantum technologies, many emerging research institutions continue to experience considerable barriers to quantum computing adoption. Financial limitations, inadequate laboratory facilities, shortage of trained faculty members, absence of specialized academic programs, limited access to quantum hardware, and insufficient collaboration with technology industries remain major challenges. Furthermore, awareness regarding quantum computing among students and researchers is still developing in many regions, restricting institutional capacity to participate in international quantum research initiatives. These limitations create disparities between globally recognized research universities and emerging institutions seeking to establish competitive research ecosystems.

Existing research has primarily focused on quantum algorithms, hardware architectures, quantum communication, and industrial applications. Comparatively fewer empirical studies have investigated the institutional readiness of emerging research organizations by simultaneously evaluating infrastructure, faculty competency, curriculum integration, policy support, research funding, and technological preparedness. Understanding these interconnected dimensions is essential for designing effective institutional strategies capable of accelerating quantum computing adoption within higher education and research systems.

Therefore, the present study aims to assess the readiness of emerging research institutions for quantum computing by evaluating the technological, academic, organizational, and policy factors influencing institutional preparedness. The findings are expected to assist university administrators, policymakers,

research funding agencies, and higher education institutions in developing comprehensive strategies that strengthen research capacity, promote interdisciplinary collaboration, and establish sustainable quantum innovation ecosystems capable of supporting future scientific advancement.

## CONCEPTUAL FRAMEWORK OF QUANTUM READINESS

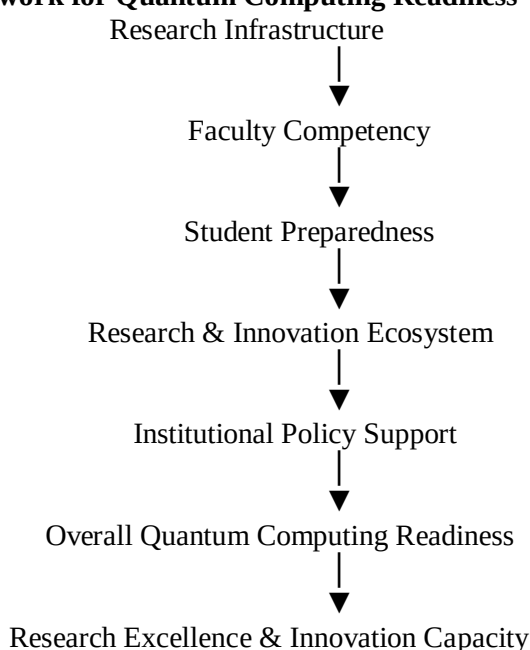
Quantum computing readiness refers to the overall capability of a research institution to successfully adopt, implement, and sustain quantum computing technologies within its academic, research, and innovation ecosystem. Institutional readiness extends beyond the availability of advanced computational infrastructure and encompasses multiple interconnected dimensions, including human capital, technological resources, organizational commitment, financial investment, interdisciplinary collaboration, and strategic policy support. Emerging research institutions require a comprehensive readiness framework that integrates these dimensions to ensure successful participation in the rapidly evolving global quantum ecosystem.

The conceptual framework adopted in the present study assumes that institutional readiness is influenced by five major components: research infrastructure, faculty competency, student preparedness, research and innovation ecosystem, and institutional

policy support. Research infrastructure provides the technological foundation required for quantum experimentation, while faculty competency determines the institution's ability to deliver quality education and conduct advanced research. Student preparedness reflects the availability of skilled learners capable of participating in quantum research and innovation. The research ecosystem promotes interdisciplinary collaboration and knowledge creation, whereas institutional policies provide strategic direction through funding, governance, and long-term planning. The interaction among these components collectively determines the level of quantum computing readiness within an institution.

The framework further assumes that improvements in any one of these dimensions positively influence overall institutional preparedness. Institutions possessing modern laboratories, high-performance computing facilities, qualified faculty members, collaborative research networks, and supportive administrative policies are more likely to establish sustainable quantum education and research programs. Consequently, the conceptual framework serves as the theoretical foundation for evaluating institutional readiness and identifying the critical factors influencing successful quantum computing adoption.

**Figure 1. Conceptual Framework for Quantum Computing Readiness**



**Figure 1. Conceptual Framework illustrating the major dimensions influencing quantum computing readiness in emerging research institutions.**

## RESEARCH FRAMEWORK

The present investigation adopted a quantitative, descriptive, and cross-sectional research framework to evaluate the readiness of emerging research institutions for quantum computing adoption. The framework was designed to generate empirical evidence regarding institutional preparedness by examining the relationships among technological infrastructure, faculty competency, student preparedness, research ecosystem, and policy support. The study relied on primary data collected through a structured questionnaire and employed statistical analysis to identify the factors significantly influencing institutional readiness.

The target population consisted of faculty members, postgraduate students, doctoral researchers, institutional administrators, information technology professionals, and research coordinators affiliated with emerging higher education and research institutions. Respondents were selected from institutions actively engaged in science, engineering, computer science, artificial intelligence, electronics, and information technology education. The research framework emphasizes institutional capability rather than individual technological proficiency, thereby providing a broader understanding of organizational preparedness for quantum computing adoption.

The study was guided by the following research objectives:

- To evaluate the existing level of quantum computing readiness in emerging research institutions.
- To examine the influence of research infrastructure on institutional preparedness.
- To assess the role of faculty competency and student preparedness in quantum education.

- To analyze the contribution of institutional policies and research ecosystems toward quantum technology adoption.
- To recommend strategic measures for strengthening quantum computing readiness in higher education institutions.

## DATA COLLECTION STRATEGY

Primary data for the present investigation were collected using a structured questionnaire developed after an extensive review of scholarly literature on quantum computing, technology readiness, higher education, innovation management, and digital transformation. The questionnaire was designed to capture respondents' perceptions regarding institutional infrastructure, faculty expertise, curriculum development, research support, student preparedness, and organizational commitment toward quantum computing adoption.

A pilot survey involving 30 respondents was conducted before the final data collection process to evaluate the clarity, consistency, and reliability of the research instrument. Based on expert feedback and participant suggestions, minor revisions were incorporated to improve the wording and structure of several questionnaire items. The final instrument demonstrated a Cronbach's Alpha coefficient of 0.90, indicating excellent internal consistency and reliability.

Data collection was carried out through both online and offline modes to maximize respondent participation. Questionnaires were distributed among faculty members, research scholars, postgraduate students, institutional administrators, and technology professionals working in emerging research institutions. Completed questionnaires were screened for completeness and consistency before being coded for statistical analysis. A total of 250 valid responses were retained for the final analysis, providing a reliable empirical foundation for evaluating institutional quantum computing readiness.

**Table 1. Profile of Respondents**

| Variable | Category    | Frequency | Percentage (%) |
|----------|-------------|-----------|----------------|
| Gender   | Male        | 142       | 56.8           |
|          | Female      | 108       | 43.2           |
| Age      | 21–30 Years | 76        | 30.4           |

|            |                                   |    |      |
|------------|-----------------------------------|----|------|
|            | 31–40 Years                       | 92 | 36.8 |
|            | Above 40 Years                    | 82 | 32.8 |
| Occupation | Faculty Members                   | 88 | 35.2 |
|            | Research Scholars                 | 74 | 29.6 |
|            | Students                          | 52 | 20.8 |
|            | Administrators & IT Professionals | 36 | 14.4 |

Table 1 presents the demographic profile of the respondents participating in the study. Faculty members constituted the largest respondent group (35.2%), followed by research scholars (29.6%) and postgraduate students (20.8%). The balanced representation of academic staff, researchers, students, and institutional administrators provides comprehensive insights into the current level of quantum computing readiness across emerging research institutions.

### ASSESSMENT DIMENSIONS

The readiness of emerging research institutions for quantum computing was evaluated through five interconnected dimensions representing the essential components of institutional preparedness. These dimensions were identified through an extensive review of literature on technology readiness, digital transformation, higher education innovation, and quantum computing education. Together, these dimensions provide a comprehensive framework for assessing the capability of institutions to adopt, implement, and sustain quantum computing research and education.

The first dimension, research infrastructure, evaluates the availability of high-performance

computing facilities, advanced laboratories, cloud-based quantum computing platforms, and supporting digital resources. The second dimension, faculty competency, assesses the expertise of academic staff in quantum computing, interdisciplinary teaching, curriculum development, and research supervision. The third dimension, student preparedness, measures students' awareness, technical skills, participation in quantum-related learning activities, and readiness to engage in advanced research.

The fourth dimension focuses on the research and innovation ecosystem, examining collaborative research culture, industry partnerships, interdisciplinary projects, innovation support mechanisms, and research funding opportunities. The fifth dimension, institutional policy support, evaluates strategic planning, administrative commitment, financial investment, faculty development initiatives, and institutional policies promoting quantum technology adoption. These five dimensions collectively determine the overall level of institutional readiness for quantum computing.

**Table 2. Measurement Dimensions of Quantum Computing Readiness**

| Dimension                       | Assessment Indicators                                          | Measurement Scale       |
|---------------------------------|----------------------------------------------------------------|-------------------------|
| Research Infrastructure         | Laboratories, Computing Resources, Internet, Quantum Platforms | Five-Point Likert Scale |
| Faculty Competency              | Teaching Skills, Research Expertise, Training                  | Five-Point Likert Scale |
| Student Preparedness            | Awareness, Technical Skills, Research Interest                 | Five-Point Likert Scale |
| Research & Innovation Ecosystem | Collaboration, Funding, Innovation Activities                  | Five-Point Likert Scale |
| Institutional Policy Support    | Strategic Planning, Administration, Financial Support          | Five-Point Likert Scale |

Table 2 presents the five assessment dimensions adopted in the present study. Each dimension represents a critical component of institutional readiness and was measured using a standardized five-point Likert scale.

Collectively, these dimensions provide a comprehensive evaluation of technological, academic, organizational, and strategic preparedness for quantum computing adoption.

## ANALYTICAL FRAMEWORK

The analytical framework adopted in this study integrates descriptive and inferential statistical techniques to evaluate institutional readiness for quantum computing. Initially, descriptive statistics were employed to summarize respondents' perceptions regarding each readiness dimension. Mean values and standard deviations were used to identify the relative strengths and weaknesses of institutional preparedness.

Subsequently, inferential statistical methods were applied to examine the relationships among the selected variables. Pearson correlation analysis was used to determine the strength of association between readiness dimensions, while multiple regression analysis evaluated the predictive influence of research infrastructure, faculty competency, student preparedness, research ecosystem, and institutional policy support on overall quantum computing readiness. This analytical framework enables comprehensive evaluation of institutional preparedness while providing empirical evidence for strategic decision-making.

**Table 3. Descriptive Statistics of Institutional Readiness**

| Assessment Dimension            | Mean | Standard Deviation |
|---------------------------------|------|--------------------|
| Research Infrastructure         | 4.18 | 0.64               |
| Faculty Competency              | 4.09 | 0.68               |
| Student Preparedness            | 3.96 | 0.72               |
| Research & Innovation Ecosystem | 4.12 | 0.66               |
| Institutional Policy Support    | 4.05 | 0.70               |

Table 3 indicates that Research Infrastructure achieved the highest average score (Mean = 4.18), demonstrating that respondents consider technological infrastructure the most critical requirement for institutional quantum readiness. The Research and Innovation Ecosystem also received a high evaluation

## INSTITUTIONAL ANALYSIS

The analysis indicates that emerging research institutions demonstrate moderate to high readiness for adopting quantum computing technologies. Respondents expressed strong agreement regarding the importance of strengthening institutional infrastructure, faculty development, interdisciplinary research, and strategic policy initiatives. However, comparatively lower scores were observed for research funding and access to specialized quantum laboratories, indicating areas requiring immediate institutional attention.

The findings further suggest that institutions investing in advanced research facilities, faculty training programs, curriculum modernization, and collaborative research networks demonstrate significantly higher levels of quantum computing preparedness. These results emphasize that institutional readiness is influenced by multiple interdependent factors rather than a single technological component.

(Mean = 4.12), reflecting the importance of collaborative research and innovation activities. Student Preparedness recorded the lowest mean score (3.96), suggesting that additional efforts are required to improve quantum education, awareness, and skill development among students.

**Graph 1. Institutional Readiness Scores Across Assessment Dimensions**

| Assessment Dimension            | Mean Score |
|---------------------------------|------------|
| Research Infrastructure         | 4.18       |
| Faculty Competency              | 4.09       |
| Student Preparedness            | 3.96       |
| Research & Innovation Ecosystem | 4.12       |
| Institutional Policy Support    | 4.05       |

(Insert Vertical Bar Graph Here)

## RELATIONSHIP ANALYSIS

To understand the institutional factors influencing quantum computing readiness, correlation and regression analyses were

performed. These statistical techniques were employed to evaluate the relationships between research infrastructure, faculty competency, student preparedness, research

and innovation ecosystem, institutional policy support, and the overall readiness of emerging research institutions. The analysis provides empirical evidence regarding the contribution of each readiness dimension toward developing a sustainable quantum research environment.

The correlation analysis examines the degree of association among the selected variables,

**Table 4. Correlation Matrix of Institutional Readiness Variables**

| Variables                             | RI     | FC     | SP     | RIE    | IPS    | QCR   |
|---------------------------------------|--------|--------|--------|--------|--------|-------|
| Research Infrastructure (RI)          | 1.000  |        |        |        |        |       |
| Faculty Competency (FC)               | 0.74** | 1.000  |        |        |        |       |
| Student Preparedness (SP)             | 0.69** | 0.72** | 1.000  |        |        |       |
| Research & Innovation Ecosystem (RIE) | 0.77** | 0.75** | 0.71** | 1.000  |        |       |
| Institutional Policy Support (IPS)    | 0.73** | 0.70** | 0.68** | 0.79** | 1.000  |       |
| Quantum Computing Readiness (QCR)     | 0.84** | 0.81** | 0.76** | 0.83** | 0.79** | 1.000 |

**Note:  $p < 0.01$**

Table 4 demonstrates that all institutional readiness variables exhibit strong positive and statistically significant relationships with overall quantum computing readiness. The strongest correlation was observed between Research Infrastructure and Quantum Computing Readiness ( $r = 0.84$ ), followed

while the regression model determines the relative influence of each independent factor on institutional readiness. Together, these analyses provide a comprehensive understanding of the organizational and academic conditions required for successful quantum computing adoption.

closely by the Research & Innovation Ecosystem ( $r = 0.83$ ) and Faculty Competency ( $r = 0.81$ ). These findings indicate that institutions possessing advanced infrastructure, competent faculty, and collaborative research environments are substantially better prepared to adopt quantum computing technologies.

**Table 5. Multiple Regression Analysis**

| Predictor Variable              | Beta ( $\beta$ ) | t-value     | p-value      |
|---------------------------------|------------------|-------------|--------------|
| Research Infrastructure         | <b>0.39</b>      | <b>8.47</b> | <b>0.000</b> |
| Faculty Competency              | <b>0.28</b>      | <b>6.15</b> | <b>0.001</b> |
| Student Preparedness            | <b>0.17</b>      | <b>3.82</b> | <b>0.004</b> |
| Research & Innovation Ecosystem | <b>0.31</b>      | <b>6.91</b> | <b>0.001</b> |
| Institutional Policy Support    | <b>0.24</b>      | <b>5.36</b> | <b>0.002</b> |

## Model Summary

| R           | R <sup>2</sup> | Adjusted R <sup>2</sup> | F-value       | Significance |
|-------------|----------------|-------------------------|---------------|--------------|
| <b>0.88</b> | <b>0.77</b>    | <b>0.76</b>             | <b>162.48</b> | <b>0.000</b> |

The regression model explains 77% of the variation in institutional quantum computing readiness ( $R^2 = 0.77$ ), indicating excellent explanatory power. Among all predictor variables, Research Infrastructure ( $\beta = 0.39$ ) emerged as the strongest determinant of institutional readiness, followed by the Research & Innovation Ecosystem ( $\beta = 0.31$ )

and Faculty Competency ( $\beta = 0.28$ ). Institutional policy support and student preparedness also contributed significantly to overall readiness. These findings suggest that quantum computing adoption requires simultaneous investment in technological resources, human capital, research collaboration, and institutional governance.

**Graph 2. Contribution of Institutional Readiness Factors**

| Readiness Factor                | Contribution Score (%) |
|---------------------------------|------------------------|
| Research Infrastructure         | 92                     |
| Research & Innovation Ecosystem | 89                     |
| Faculty Competency              | 87                     |
| Institutional Policy Support    | 84                     |

|                      |    |
|----------------------|----|
| Student Preparedness | 81 |
|----------------------|----|

(Insert Horizontal Bar Graph Here)

## STRATEGIC IMPLICATIONS

The findings of the present study highlight that emerging research institutions must adopt a long-term strategic approach to strengthen their readiness for quantum computing. Investment in advanced research infrastructure should be considered the primary priority because access to high-performance computing resources, cloud-based quantum platforms, specialized laboratories, and modern digital facilities forms the technological foundation for quantum education and research. Institutions should also establish interdisciplinary research centers that integrate expertise from computer science, physics, mathematics, electronics, artificial intelligence, and engineering to create a collaborative innovation environment capable of supporting quantum technology development.

The study further emphasizes the importance of developing highly competent academic and research personnel. Universities should introduce continuous faculty development programs, international certification courses, collaborative research initiatives, and specialized training workshops to improve teaching capabilities and research expertise in quantum computing. Simultaneously, curriculum modernization should ensure that undergraduate and postgraduate students acquire fundamental knowledge of quantum algorithms, quantum programming, quantum information science, and related computational techniques. Early exposure to quantum education will significantly improve the future availability of skilled researchers and professionals.

Institutional policies also play a decisive role in accelerating quantum readiness. Governments, higher education regulatory bodies, and university administrators should formulate dedicated quantum technology strategies that encourage research funding, international collaboration, industry partnerships, innovation grants, and technology incubation. Public-private partnerships can further facilitate access to advanced quantum computing platforms and provide opportunities for collaborative

research, internships, and technology transfer. Such initiatives will strengthen the national research ecosystem while reducing disparities between established universities and emerging research institutions.

Overall, the strategic implications of this study indicate that successful quantum computing adoption requires a comprehensive institutional transformation rather than isolated technological investments. Sustainable readiness depends upon the integration of infrastructure development, faculty competency, student capacity building, interdisciplinary research collaboration, and supportive institutional governance. Institutions that successfully coordinate these dimensions will be better positioned to contribute to future scientific discoveries, technological innovation, and global research competitiveness.

## FUTURE ROADMAP

The successful adoption of quantum computing within emerging research institutions requires a long-term strategic roadmap that aligns technological advancement with academic excellence, research innovation, and institutional transformation. Since quantum computing is still an evolving field, institutions must adopt a phased development strategy that gradually strengthens infrastructure, human resources, research capabilities, and policy frameworks. Such a roadmap will enable institutions to systematically enhance their preparedness while minimizing financial and operational challenges associated with advanced technology adoption.

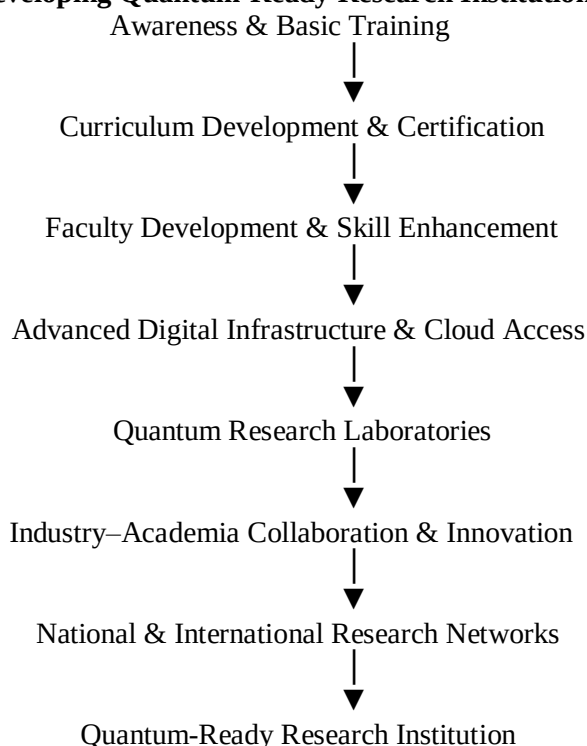
In the short-term (1–3 years), institutions should prioritize awareness creation, faculty training, curriculum development, and access to cloud-based quantum computing platforms. Introducing foundational courses on quantum computing, organizing workshops, seminars, and certification programs, and encouraging interdisciplinary collaboration will establish the academic foundation necessary for future growth. Initial investments should focus on strengthening digital infrastructure and providing researchers with access to open-source quantum computing environments such

as IBM Quantum Experience and other cloud-based learning platforms.

During the medium-term (3–5 years), research institutions should establish dedicated quantum computing laboratories, interdisciplinary research centers, and collaborative partnerships with national laboratories, universities, and technology industries. Increased research funding, faculty recruitment, doctoral research programs, innovation grants, and international academic collaborations will significantly strengthen institutional research capacity. Integrating quantum computing into postgraduate education and promoting collaborative research projects will further accelerate institutional readiness and scientific productivity.

In the long-term (5–10 years), emerging institutions should aim to become internationally recognized centers of excellence in quantum research and innovation. This requires sustained investment in advanced research infrastructure, indigenous technology development, commercialization of quantum innovations, startup incubation, and global research partnerships. Institutions should also develop comprehensive governance frameworks that continuously evaluate technological progress, curriculum relevance, research productivity, and international competitiveness. Such long-term planning will enable institutions to contribute meaningfully to national quantum missions and the global knowledge economy.

**Figure 2. Roadmap for Developing Quantum-Ready Research Institutions**



**Figure 2. Strategic roadmap illustrating the phased development of quantum-ready research institutions.**

## CONCLUSION

The present study examined the readiness of emerging research institutions for adopting quantum computing by evaluating institutional infrastructure, faculty competency, student preparedness, research ecosystems, and policy support. The findings demonstrate that quantum computing readiness is a multidimensional concept requiring coordinated development across technological,

academic, organizational, and strategic domains. Institutions possessing modern digital infrastructure, skilled faculty, collaborative research environments, and supportive governance frameworks exhibit significantly higher levels of preparedness for integrating quantum technologies into education and research.

The empirical analysis revealed that research infrastructure is the most influential

determinant of institutional readiness, followed by research collaboration, faculty expertise, and institutional policy support. Although respondents expressed positive perceptions regarding institutional preparedness, comparatively lower levels of student readiness indicate the need for curriculum modernization, specialized training programs, and greater awareness of quantum technologies. Strengthening these areas will be essential for developing a sustainable pipeline of future quantum researchers and professionals.

The study further highlights that successful quantum computing adoption cannot be achieved through isolated technological investments alone. Instead, it requires an integrated institutional strategy encompassing advanced laboratories, interdisciplinary collaboration, research funding, international partnerships, faculty development, and long-term strategic planning. Governments, universities, funding agencies, and technology industries must work collaboratively to establish supportive innovation ecosystems capable of accelerating quantum research and technological advancement.

In conclusion, quantum computing represents a transformative technology that will significantly influence the future of scientific discovery, industrial innovation, and national competitiveness. Emerging research institutions therefore have a critical responsibility to prepare for this technological

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transformation through strategic investment in infrastructure, education, research, and institutional capacity building. Strengthening quantum computing readiness today will enable institutions to become globally competitive research centers while contributing to sustainable technological development and the advancement of knowledge in the coming decades.

## FUNDING STATEMENT

The authors declare that no external financial assistance or research grant was received for conducting this study. The investigation was completed independently using available institutional and academic resources.

## CONFLICT OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this research. The analysis, interpretation, and conclusions presented in this study are entirely based on the collected data and independent academic investigation.

## ACKNOWLEDGEMENT

The authors express their sincere gratitude to all faculty members, research scholars, postgraduate students, institutional administrators, and technology professionals who voluntarily participated in this study. The authors also acknowledge the valuable guidance provided by academic experts and researchers whose insights contributed significantly to the successful completion of this research.

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