

DEVELOPING A STRATEGIC FRAMEWORK FOR PRIVATE UNIVERSITY ADVANCEMENT: A  
COMPREHENSIVE ANALYSIS OF VIETNAM'S PRIVATE EDUCATION SECTOR.

Thi Mai Phuong Le <sup>1</sup>, Oyyappan Duraipandi <sup>1</sup>

<sup>1</sup> Lincoln University College, Petaling Jaya, Malaysia.

\*Corresponding author: Thi Mai Phuong Le, Lincoln University College, Petaling Jaya, Malaysia.

**ABSTRACT**

The main goal of this study was to figure out how strategic frameworks helped Vietnam's private universities develop. The country's higher education system has grown rapidly because of more students, financial modernisation and global integration. Private schools and universities have made it easier for people to get in and have more options for classes, but they still have problems with things such as financing, personnel numbers, quality control and public viewpoint about them. The study's goal was to find ways that strategic planning might help them stay in business longer and compete better. A quantitative research design was implemented by using a random sampling approach. Structured questionnaires were distributed to 633 participants and the results that were obtained are shown below. SPSS 25 and ANOVA were used in the computation of the statistical analysis. In the course of study, a strong association was discovered between the use of strategic frameworks and the improvement of institutional performance. The data collected also showed differences between rural and urban organisations. The urban educational institutions did well because they had greater resources, better teachers and stronger ties to businesses. On the other hand, strategic planning did not succeed on rural campuses because of structural problems. This shows that using a standardised paradigm is not adequate and strategies need to be different for each area. The study discovered that private colleges and universities need definitive policies to maintain their competitiveness. Frameworks that combine digital transformation with industry collaboration and internationalisation make it feasible to be resilient and set up for the long run. These strategies ensure the ongoing presence of private institutions and their vital role in Vietnam's educational reform and internationalisation.

**Keywords:** Strategic framework; Private universities; Vietnam; Higher education; University advancement.

**INTRODUCTION**

In today's world, investing in education and training is the best way to stay informed about the news, expand knowledge and foster creativity. The effective development, promotion and preparation of all functional resources can only occur after that. Therefore, every nation and ethnic group that has actively pursued progress has always placed a high value on education. There is a tremendous opportunity for international investment in Vietnam's educational sector

since the government is at the forefront of Southeast Asia's transformational growth. Factors such as a population of over 100 million and a projected 23% under the age of 35 by 2030 along with a firm government commitment to education as a foundation for economic modernisation will cause a spike in the need for K-12, higher education, vocational training and EdTech (Le, 2020). Increasing disposable earnings and a larger middle class are encouraging more individuals to attend private and international schools that in turn encourages more people to live in cities. These expansions have made the business an ideal choice for foreign investors looking for opportunities for expansion and collaboration. However, the development of private institutions has not been without its share of obstacles. Quite a few universities are struggling due to issues with resources, infrastructure and teachers' competencies. When compared to more established private universities, they too struggle to make an identity for themselves. Due to these challenges, the government is reviewing efforts to improve performance and meet student and employer expectations. Vietnamese private universities will be defined by their capacity to meet the country's increasing social and economic demands. To encourage innovation and continuous growth, a strategic framework is essential. Without sacrificing their autonomy, private universities may describe their purposes to the state in this manner (Bui C Takuro, 2024). By executing a strategic and feasible strategy, these institutions have the potential to sustain the country's modernisation initiatives and human resource development initiatives. The role of private universities in educating the Vietnamese public and creating skilled workers is only likely to grow in importance as the country continues to modernise. Their ability to adapt to varying social and economic conditions while retaining cohesive policies that reflect national goals is vital for their future impact.

## **BACKGROUND OF THE STUDY**

Improving educational possibilities and training programmes is becoming increasingly essential for governments throughout the globe. Even Vietnam is not an anomaly. Now more than ever, countries throughout the world notice education and training investments as possibilities for the present and future. Vietnam's educational system continues to prioritise information transmission over student capacity and quality advancement, despite the challenges posed by globalisation. After the establishment of regulations in the early 1990s, private higher education (PHE) in Vietnam got underway. After fifteen years of rapid growth, it levelled out in the early 2010s. The Communist Movement of Vietnam formally established Doi Moi in December 1986. The expansion push started in the first quarter of 1987 with activity sessions in Nha Trang, Vietnam. They eventually reached every single institution in the nation. Summarising, PHE followed by presenting the conference as an alternative to the conventional, centralised model of achieving higher education (Do, 2020). University leaders agreed upon a four-point strategy for transformation during the meeting. Because of the country's fast-changing social and economic environment, private universities in Vietnam need to produce graduates who can succeed both domestically and abroad. Because of national policies that establish a premium on modernisation, global collaboration and quality assurance, both public and private companies are up against rising expectations (Hung, 2020). Private organisations need to

reconsider their positions if they want to thrive in this context and make a genuine difference to national development goals. This study's context is essential for private Vietnamese universities to overcome institutional barriers formulate strategic plans for supported growth and increased social influence, and implement the proposed solutions promptly.

### **PURPOSE OF THE RESEARCH**

The purpose of this study was to deliver a specific strategic framework to help private institutions in Vietnam develop. Rising levels of competition, unanticipated government regulations, and the need to maintain quality standards were only a few of the obstacles encountered by Vietnam's private education industry during its rapid expansion. The purpose of the research was to find out what made private institutions successful and sustainable and to provide solutions to the recognised problems. The purpose of this study was to investigate institutional features of Vietnam's private higher education industry to evaluate its present situation. Its stated goal was to understand how strategic planning might boost enrolment, academic quality and the institution's image in the community. To find useful techniques for innovation, cooperation, and resource management, the research looked at best practices from private universities that have been successful in Vietnam and abroad. This research sought to deliver a tailored strategic framework for providing information to lawmakers, stakeholders and executives of private universities to disclose their decision-making. The fundamental goal was to accomplish long-term goals that were both in adherence with national development interests and compatible with global educational standards. The study contributed to the assurance of the industry's long-term survival in Vietnam by defining a technique to enhance institutional quality and the overall influence of the private university on society and the economy.

### **LITERATURE REVIEW**

Vietnam needs to consider it a priority to raise its level of productivity in order to become a country with an upper-middle-class income by the year 2035. This will need the country to grow its production while also effectively using highly qualified workers and science, technology, and innovation (STI) (Do, 2023). Vietnam's objectives for growth are with challenges by the presence of both national and worldwide megatrends but at the same time, these same trends are presenting the country with opportunities to use its universities as a platform to advance the integrity of its workforce and the relevance of its research and technology transfer. The primary advantage of an educational institution using a strategic framework is that it enables the institution to concentrate on its strengths and accomplish its objectives. For educational institutions that are experiencing difficulties due to a lack of financial resources or other types of resources, this is of the highest significance (Nguyen et al., 2024). Universities are able to prioritise their demands and determine the most effective method of using limited resources via the process of strategic planning. This enables them to make the most use of the resources that they already have. Educational institutions need to maintain accuracy while articulating their objectives and goals. The government is redefining the role of private higher education

institutions (PHEIs) in Vietnam's development strategies. For instance, the government's higher education master plan for 2021-2030 anticipates that private and non-state providers would account for around 30% of all-around capacity by 2030 with further growth anticipated until 2050. This shows that the government funds the strategic growth of the private sector. Because of this, families in big cities spend a lot more on education, which now makes up 47% of their budgets. By 2030, 24.5 million more people are expected to be in university that would create an immense need for education (Nhung et al., 2025). There is evidence that strategic planning leads to better infrastructure and investments. Nguyen Tat Thanh University and other private institutions in Ho Chi Minh City have benefited from rules that promote the sharing of social resources, lower taxes and land grants to establish additional campuses and technological centres. They have improved their facilities, increased their educational options and fortified their competitive position via smart institutional efforts. In addition, strategic planning relies heavily on rankings and the reputation of the organisation. As part of their plan for improving education by 2030, the Vietnamese government wants both public and private universities to perform well in international rankings. Several Vietnamese colleges desire to be among the top 500 in the world. This is excellent growth for private companies, which are prepared according to international standards. PHEIs fail to achieve these aims in many ways such as financing, qualified professors, research output and building plants (Nguyen et al., 2020).

### RESEARCH QUESTION

What is the impact of the strategic framework on private university advancement, considering Vietnam's private education sector?

### RESEARCH METHODOLOGY

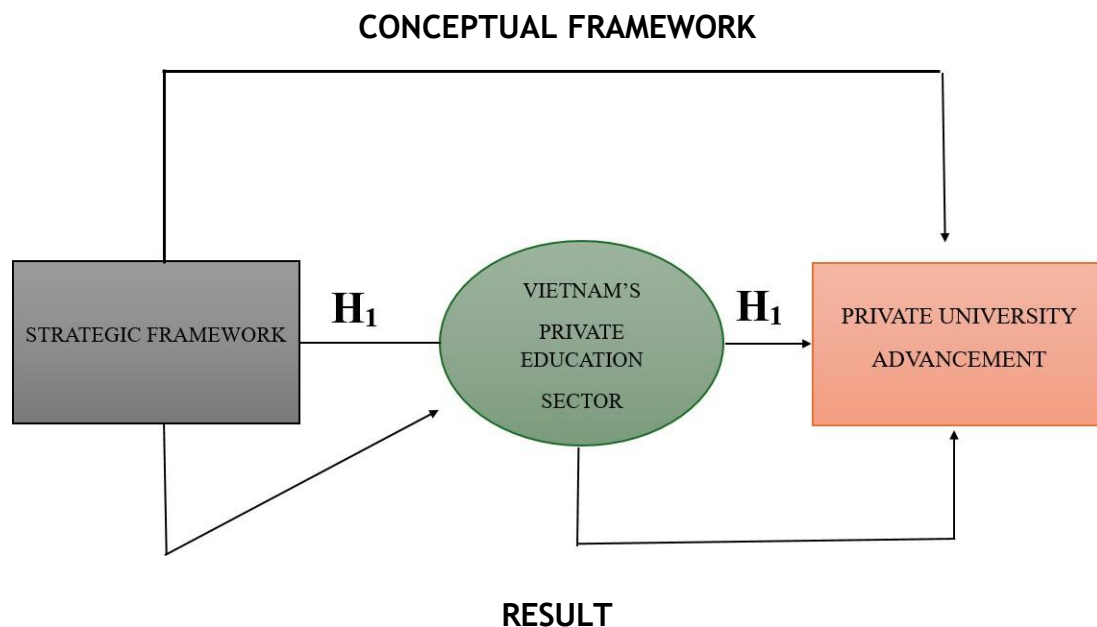
**Research Design:** Using a quantitative research technique, this study attempts to comprehend the strategic framework used to enhance private universities from the viewpoint of Vietnam's private education industry. Once the data were acquired, the researcher performed the analyses using SPSS 25. To combine demographic and project-related data, this study used descriptive statistics. To comprehend the relationships and their severity, researchers used inferential statistics, which include probability ratios with 95% confidence intervals. Statistics have been declared significant when the p-value is less than 0.05. Researchers validated the data and classified it into statistically meaningful groups using an assortment of analysis of variance and component analysis.

**Sampling:** The researcher used simple random sampling to gather data for the investigation. Raosoft determined that 591 participants were necessary for the study. In an effort to reduce the response rate, the researcher sent 750 questionnaires at random to different people. After that, 689 questionnaires were returned to the researcher. The total sample size became 633 due to 56 incorrect or inadequate answers.

**Data and Measurement:** The primary technique of data collection was the distribution of pre-printed survey forms. The researcher requested participants' names, addresses and occupations in the first phase of the survey. The researcher asked participants to rate their thoughts on several topics related to private education in Vietnam using a five-point Likert scale in the second phase of the survey. A large range of projects and activities was included due to the random sample method. Scholarly publications, organisational documents and internet databases provided the bulk of the study's secondary data.

**Statistical Software:** The researcher conducted statistical analysis using SPSS 25 and Microsoft Excel.

**Statistical Tools:** Several demographic and project-specific characteristics unique to different levels have been illuminated by a descriptive study. Inductive statistical studies include things like odds ratios with 95% confidence intervals, analysis of variance (ANOVA) for group comparisons and factor analysis for verifying measures and their theoretical reliability.



**Factor Analysis:** Using Factor Analysis (FA), latent variables may be found in publicly available data. Regression results are often used in assessments when straightforward visual or psychological indicators are not available. It is possible that simulations could help find holes, weak spots, and obvious links. Using the Kaiser-Meyer-Olkin (KMO) test, the results of multiple regression analyses are evaluated. The statistical model and its dependent variables accurately estimate the dependent variable. It is possible to see instances of duplication in the data. By reducing the proportions, the data becomes more readable. Investigators may rely on KMO to provide them with any integer between 0 and 1. A KMO score between 0.8 and 1 indicates a sufficiently big sample population. According to Kaiser, certification is contingent upon meeting the following criteria: Absurdly low, lying between 0.050 and 0.059, far lower than the typical range of 0.60 to 0.69. In middle school, a score between 0.70 and 0.79 is typical. On a scale from

0 to 1, this is considered excellent quality. The range of 0.90 to 1.00 takes them aback. Measured by Kaiser-Meyer-Olkin .903

The results of Bartlett's test of Sphericity are as follows:

Approx. chi-square = 3252.968

df = 190

sig = .000

**Table 1.** Testing for KMO and Bartlett's Sampling Adequacy.

<b>KMO and Bartlett's Test</b>		
<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</b>		.903
<b>Bartlett's Test of Sphericity</b>	<b>Approx. Chi-Square</b>	3252.968
	<b>df</b>	190
	<b>Sig.</b>	.000

Claims regarding sampling are effectively enabled by this. To check whether the correlation matrices were statistically significant, the researcher used Bartlett's Test of Sphericity. The Kaiser-Meyer-Olkin statistic, with a value of 0.903, indicates that the sample size is suitable. The result of Bartlett's Sphericity test is a p-value of 0.00. It is reasonable to assume that the correlation matrix is not an identity matrix if Bartlett's Sphericity test returns a positive result.

## INDEPENDENT VARIABLE

**Strategic Framework:** A strategic framework is a publicly available visual depiction of the processes that make up the overarching strategy of an organisation or a specific department. Internal and external communications may be grounded in the framework's management of all projects and plans, which are organised into strategic goals or foundations that ultimately lead to a high-level objective. An ambitious strategic framework should inspire stakeholders by detailing the organisation's plans to accomplish its stated goals and fulfil its purpose. A strategic framework may employ a wide range of words and ways to do things. The history and culture of a company will affect how it plans and runs its business (Okrepilov et al., 2021). To see the larger context, define goals and be ready for the future, educational institutions need to create a strategic framework. This is an important part of managing a school. Education leaders may be able to better serve their students, staff, and the community as a whole if they take part in deliberate, data-driven planning. There are three main parts to the educational strategic framework: 1) an examination of the educational system as a whole, including its internal mechanisms and external impacts, 2) create a list of long-term objectives and steps to take to



create a policy that deals with problems that keep coming up and 3) the third step is to establish a plan of action (Zimmerman, 2023). It means breaking policies down into a series of concrete, quantifiable tasks and giving each one a deadline, a goal, and a person in charge. To reach educational objectives and help students, it is essential to have a strategic framework in place.

## MEDIATING VARIABLE

**Vietnam's Private Education Sector:** Private education is a top priority for the Vietnamese government in this age. The state mostly funds and oversees the sector, which certifies availability and a unified curriculum. When it comes to public schools in Vietnam, the Ministry of Education and Training (MOET) is the one in authority. By focusing on core subjects, public schools aim to create capable individuals who can positively influence society. The percentage of Vietnamese students enrolled in private schools increased by 10.9% between 2017 and 2022. While 510,000 students were enrolled in Vietnamese general education, 420 students were enrolled in higher education in 2022. The annual cost for international colleges ranges from \$11,000 to \$30,000 while bilingual schools cost between \$4,000 and \$5,000 (Chau et al., 2022). Private educational institutions have a distinct financing framework. Student tuition is dependent on a number of factors including the school's financial situation, the number of available seats and other educational benefits. One such typical alternate funding source for private schools comes from community members, alumni, and philanthropic groups (Amoozegar et al., 2024). Private schools in Vietnam are required to adhere to a set of stringent licensing standards established by the government to ensure that their students are receiving an education that meets national standards. Both the state and federal governments have licensing processes that have a major influence on these groups' ability to create and operate.

## INDEPENDENT VARIABLE

**Private University Advancement:** Universities have a key role in the growth and success of society in all areas and they serve as a model for sustainability. Results are what actually drive the commercial and charity sectors. As a result, by accomplishing their primary education goals, universities and colleges may help build sustainable systems. Private universities and colleges help with the large number of people and the swift growth of the population. Thus, they are changing to suit the rising need for worker development. In light of continually evolving norms and regulations, private higher education institutions are widely regarded to be in the early phases of expansion. Vietnam has more than 60 private higher education institutions (PHEIs) that are accessible to students in 2023 (Baban, 2021). People generally agree that private higher education institutions continue to expand and pushing their boundaries since the laws and regulations are always changing. Due to current financial, regulatory and institutional limits, most of these institutions are unable to put funds into expanding their infrastructure, teaching staff and academic divisions. There is still a lot of dispute over how accessible and useful private higher education is.

**Relationship between strategic framework and private university advancement, considering Vietnam's private education sector:** Private universities in Vietnam need to improve their reputation and quality while dealing with intense competition and limited resources. These organisations use a strategic framework to create efficient governance structures, develop curriculum and engage with stakeholders. To attract students and improve educational results, it emphasises the importance of innovation, technological integration and international cooperation. A strategic framework may also assist private organisations in responding to changes in societal norms and rules while remaining financially stable. It facilitates the establishment of lasting partnerships with corporate and public sector groups that can assist in research and development by providing funds, learning and other resources (Ngoc et al., 2023). By using strategic frameworks, private colleges may set themselves apart, attract more students and help Vietnam reach its national development goals. University leaders may benefit significantly from a strategic framework as it serves as an exhaustive road map for mission statement growth, goal formulation and resource distribution. It sets the groundwork for decisions, directs institutions through the dynamic educational landscape of Vietnam and confirms that they satisfy the requirements of students, employers and lawmakers. It offers chances for private universities to stand out, improve their quality and broaden their influence. To keep private colleges in Vietnam competitive, relevant and in line with the country's larger development objectives, a strong strategic plan is essential (Tien et al., 2022). Based on the preceding discussion, the researcher developed the following hypothesis to examine the impact of the strategic framework on private university advancement, considering Vietnam's private education sector.

"H<sub>01</sub>: There is no significant relationship between strategic framework and private university advancement, considering Vietnam's private education sector."

"H<sub>1</sub>: There is a significant relationship between strategic framework and private university advancement, considering Vietnam's private education sector."

**Table 2.** H1 ANOVA Test.

<b>ANOVA</b>					
<b>Sum</b>					
	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between Groups</b>	42532.856	204	2745.322	1049.034	.000
<b>Within Groups</b>	992.391	428	2.617		
<b>Total</b>	43525.247	632			

The research has generated several important findings. If the 1049.034 F-value is less than the .05 alpha level, then the .000 p-value is considered statistically significant. This signifies that the "H<sub>1</sub>: There is a significant relationship between strategic framework and private university advancement, considering Vietnam's private education sector" is accepted, and the null hypothesis is rejected.



## **DISCUSSION**

The discussion centres on the research's main conclusions and their effect on the growth of private schools in Vietnam. According to the data, private universities have many problems such as strict standards, little government funding, and a lot of competition. These problems maintain many institutions functioning, and they have proved their strength by coming up with innovative ways to improve the quality and diversity of their programs. The research indicated that effective commercial connections, efficient branding and faculty development assistance were pivotal factors in the success of an educational institution. By taking part in these activities, private institutions may be able to improve their reputations, recruit a larger variety of students and acquire additional funding from donors. Studies have shown that private entities must foster a growth mindset and use collaboration and innovation to meet the evolving needs of their consumer base. In summary, the discussion shows that the future success of the private Vietnamese university sector depends on its ability to make and carry out strategies that deal with current problems while also taking advantage of new growth opportunities. A well-organised strategic framework could help the sector flourish in a way that is beneficial for people and the economy.

## **CONCLUSION**

The conclusion of the study summarises its key themes and highlights how important they are for the future of private institutions in Vietnam. The research discovered that private institutions face many challenges, such as a regulatory environment that is continually changing, less government support and greater competition. Several institutions have proved their strength in the face of these problems by using unique ways to improve quality and provide more services. These efforts are very important for their continuing survival and growth. The study stressed the need for clear plans, getting stakeholders involved, using resources wisely, and constantly evaluating. If private schools and universities focus on these areas, they may be able to better align their goals with government development plans and worldwide standards. Investing in staff development, building strong relationships with industry, and encouraging new ideas in both teaching and research are all important for improving the school's reputation, which might lead to additional students and money. The statistics additionally demonstrate how important government actions are in making conditions better for private institutions. Governments may assist by making it easier to get funds, making laws clearer and encouraging corporations and organisations to work together.

## **REFERENCES**

1. Amoozegar, A., Nguyen, L., Krishnasamy, H., Omanee, B., C Vasudevan, A. (2024). Impact of University Reputation and Academic Quality on University Selection Among Vietnamese Postgraduate Students: A Moderation Analysis of Gender. Education Sciences.

2. Baban, M. J. (2021). Private University Governance and Management in Developing Countries. ATINER's Conference Paper Proceedings Series EDU2021.
3. Bui, V., C Takuro, K. (2024). Exploring university-industry collaboration in Vietnam: An in-depth review of types and influencing factors. *Industry and Higher Education*.
4. Chau, Q., Nguyen, C., C Nguyen, T.-T. (2022). The emergence of private higher education in a communist state: the case of Vietnam. *Studies in Higher Education*, 888-903.
5. Do, H. (2023). University Autonomy Policy Implementation in Vietnam.
6. Do, N. (2020). An overview of strategic responses of Vietnamese higher education institutions. *International Journal of Educational Management*, 35-44.
7. Hung, N. (2020). The impact of educational marketing on universities performance: Evidence from private management colleges of vietnam. *International Journal of Management*, 954-970.
8. Le, H. (2020). Factors affecting students' decision to select private universities in Vietnam. *The Journal of Asian Finance, Economics and Business*, 235-245.
9. Ngoc, N., Hieu, V., Tien, N., C Duc, L. M. (2023). Impact of accreditation policy on quality assurance activities of public and private universities in Vietnam. *International journal of public sector performance management*, 1-15.
10. Nguyen, D., Truong, T., Mai, T., Tran, D., C Ho, Q. (2024). Improving university governance capacity for administrative staff: A case of Vietnam. *Multidisciplinary Science Journal*.
11. Nguyen, V., Vu, T., Hoang, T., C Nguyen, T. (2020). Vietnamese education system and teacher training: Focusing on science education. *Asia-Pacific Science Education*, 179-206.
12. Nhung, N., Kien, P., Khanh, M., Tinh, T., C Phong, T. (2025). Digital transformation in Vietnam's education: Multidisciplinary Reviews.
13. Okrepilov, V. V., Glukhov, V. V., C Gorin, E. A. (2021). Improving the quality of education- A strategic framework for sustainable development. *European Proceedings of Social and Behavioural Sciences*.
14. Tien, N. H., Ngoc, N. M., Trang, T. T., Duc, L. D., C Mai, N. P. (2022). Sustainable Development of Higher Education Institutions in Developing Countries: Comparative Analysis of Poland and Vietnam. *Contemporary economics*.
15. Zimmerman, B. J. (2023). Dimensions of academic self-regulation: A conceptual framework for education. In *Self-regulation of learning and performance* (pp. 3-21). Routledge.