



Creating The Framework For Strategic Planning For The Development Of Private Universities: An Independent Study Based On Private Education In Vietnam

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Abstract

Strategic planning and the growth of vietnam's private universities were the subjects of this research. It looked at how the further educational industry benefited from more organised planned procedures in terms of development, longevity, and competition. A quantitative research approach was used to obtain data from a significant sample of people via the use of a structured questionnaire. The demographics and structural features were described using descriptive statistics, were conducted using modelling of variance and factor analysis. The results showed that private institutions' progress was greatly impacted by strategic planning, especially about educational excellence, faculty ability, customer amenities, and infrastructural growth. Structured planned organisations also fared better in adapting to regulatory changes, financial swings, and internationalisation, according to the data. University strategic planning also helped in attracting funds, improving competitiveness with private and foreign organisations, and aligning capabilities with prospective goals. The analytical data strongly suggested that strategic planning was a key factor in the rise of private universities, thereby rejecting the null hypothesis. The research found that private organisations ran the danger of uncontrolled expansion, resources constraints, and diminished efficiency in the absence of organised management. Consequently, private universities in vietnam may respond to shifting circumstances and achieve national growth objectives with the help of strategic planning, which is a vital enabler of longevity, adaptability, and scholarly success. Through the facilitation of sustainable growth strategies that were in line with national academic objectives, the research showed that strategic planning enhanced organisational resiliency. Because of the findings, community participation is critical for comprehensive and adaptable planning.

Keywords: strategic planning; private universities; vietnam; higher education; institutional development; competitiveness.

1. Introduction

The fast rise and growth of private colleges in vietnam have dramatically altered the country's educational scene in the last few generations. Commercial universities having evolved into crucial actors in delivering affordable and diversified academic options as the vietnamese administration strives to support tertiary training to satisfy the rising need for competent individuals. Nevertheless, several privatised institutions have difficulties concerning longevity, academic of quality, and comparative standing, although they are becoming more important. To steer those organisations to sustained growth and make sure organisations are ready for changing macroeconomic and legislative landscapes, comprehensive preparation is vital. To better support national progress objectives, private colleges might benefit from establishing an efficient structure for business management that allows them to assess their current situation, make necessary improvements, and take advantage of promising new prospects (do, 2020). Like in many other countries, vietnam's educational structure now includes private institutions. Nevertheless, the existing scholarship seldom delves into the specifics regarding whether vietnam's private university educational market developed fully exist. There is always competition between public and private schools in vietnam particularly when it involves money



and registering students. It has become the responsibility of private colleges and universities to autonomously secure money for scientific investigations and promote creativity, competitiveness, and academic quality in the sciences. The quality of the students that enrol in private schools is another important factor in their achievement. Additionally, there have been a variety of things placing pressure on private schools, including the consequences of the global economic recession, changes in the overall amount of people living in a region, urbanisation, changes in the power source number of undergraduates enrolling, and changes in the general need for monetary and social education (ngoc et al., 2023).

2. Background of the study

The leadership of the communism nation of vietnam possesses worked in the one that powers the non-public educational industry for thirty years, yet these lacks prevented it compared to displaying its communist beliefs, including those against privatisation. The thang long people's university was allowed to work as a "private" group beginning in 1988. Vietnamese private higher education (phe) started from the first half of the 1990s when the legal framework became set up. It grew quickly through the following 15 years before this settled down around the decade of the 2010s. The communist movement of vietnam officially announced doi moi in december 1986. The nha trang, vietnam educational sessions in the first quarter of 1987 were the following phase in its attempts to grow, which ultimately spread to all areas of higher education. Phe succeeded to start considering the summit marking a departure from the centrally established structure in higher education. Throughout the summit, university leaders agreed on a four-point plan for change. Three of the four goals had been to establish a high school to train individuals for careers in both the publicly traded and private sectors, to enable universities to acquire money from sources in addition to the governmental sector, and to let scholars utilise measures to find occupations when they graduate (chau et al., 2022). The ongoing restructuring within higher education's authority structure and the growth of phe had been both affected organisations work. Adherence to many conversations, there had been two distinct groups within vietnam's academy system at that time. It seems that the effects of international associations promoting initiatives related to the establishment and expansion of phe through vietnam had been minimal. The study concluded in 1993 with many legislative recommendations, including the endorsement of phe. Preceding the project started, the idea of phe had previously been spoken about by the people in charge of making rules for vietnam's academic institutions (bich, 2025).

3. Purpose of the research

This study aimed to examine and evaluate the expansion of private institutions in vietnam to establish a viable administrative framework. It said it wanted to provide a list about the factors that affect the growth and upkeep of private institutions in vietnam. The study sought to examine the opportunities, challenges, and contemporary trends faced by private organisations from regulatory, operational, and societal viewpoints. Its additional aim proved to assess current tactics and highlight methods that have shown efficacy and may be further developed. The research aimed to assist higher education executives and lawmakers in vietnam in making informed decisions via a thorough assessment of private instruction in the nation. The main goal of the review experienced to give private colleges and universities a framework that ought to facilitate these individuals evolve to dynamic teaching environments, raise their requirements and make them more affordable, and come up with long-term development plans that fit with national development goals.



4. Literature review

A growing number of people, including those in the corporate sector, academics, and administrators at universities worldwide, are interested in and worried about academic rankings. Everyone from locals to members of trade groups to CEOs from around the globe pays attention to institution rankings. Several analyses examine the deliberate planning for the expansion of private institutes. A study examines the concerns pertaining to the present condition of scholarship and publishing integrity, and its influence upon the worldwide ratings of Vietnamese institutions. Given the current climate of intense rivalry in the field of learning, it appears the biggest significant factor used to evaluate universities is their ability to do original investigations and publish the results. To improve their investigation and presentation excellence and move up the community and global positions, this study takes a personal and impartial look at their respective positions, up-to-date situation of affairs, comparing it towards additional comparable publications (Ngoc et al., 2023). Another study analysed that because of numerous attempts addressing the problem of evolution and revamping the learning leadership structure, the university requires an established logical sequence to meet the evolving requirements of the better-qualified instructors, particularly considering the increasing increase of students attending private universities. Instructor development and program effectiveness are both improved by this technique. By breaking down every phase, one may better understand how to implement Kotter's change paradigm in academic institutions (Thu & Thu, 2022). A study explained that possibilities for individuals to further higher education and acquire marketable abilities have multiplied thanks to the expansion and improvement of the private university sector in recent decades. Additionally, in this increasingly cutthroat climate, it is difficult towards educators to identify the optimal plan for the growth of universities. Their findings provide a foundation for institutions to design approaches for growth and competitive by highlighting the crucial parameters that should be considered. When it comes to selecting flagship institutions in which to pour resources, academic authorities possess a bird's-eye view of the situation (Wang et al., 2022). Another study described the factors that initial Vietnamese MBA pupils considered while deciding on an institution. It demonstrates how an institution's branding is enhanced by factors such as repute, accessibility to infrastructure, subject appeal, and press. According to the new information, the private educational institution's reputation is best improved by its topographical location. Therefore, the learning institution's may be enhanced by including its regional position. Whenever it came time for undergraduates to choose a college, respondents said that the branding was the most important factor in terms of trust. For first-year pupils, journalism was still the most important factor in selecting a college or institution. Although fresh graduates are deciding on a college, communication is still a major factor (Le, 2020).

5. Research question

- What is the impact of the strategic planning on development of private university?

6. Research methodology

6.1 Research design

The study methodology was quantitative, and SPSS version 25 was used for data analysis. The data was summarised using descriptive statistics, and a descriptive analysis was carried out to identify correlations using odds ratios with 95% confidence intervals. A p-value less than 0.05 was considered statistically significant. Researchers used factor analysis to verify the study's validity, and analysis of variance to identify group differences. Researchers used SPSS and Excel for all the analyses.



6.2 Sampling

The investigator used basic random sampling to gather data for the investigation. Raosoft determined that 591 participants were necessary for the study. To reduce the response rate, the researcher sent 750 questionnaires at random to different people. After then, 689 questionnaires were returned to the study's creator. As a result of 56 incomplete or incorrect responses, the final tally was 633.

6.3 Data and measurement

The demographic information was gathered in part a of the standardised questionnaire, and the opinions of respondents on important criteria were examined in part b using a 5-point likert scale. Reliable internet sites and publications were combed through for pertinent secondary quantitative data to augment the initial data.

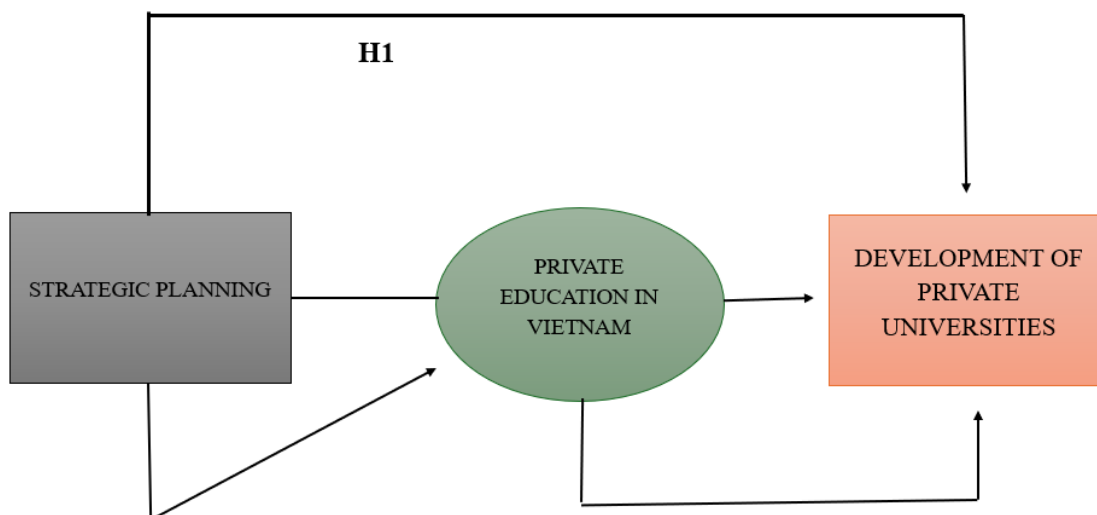
6.4 Statistical software

For the statistical study, the researchers relied on spss 25 in conjunction with microsoft excel.

6.5 Statistical tools

Researchers summarised the features of the dataset using descriptive statistics. To determine how reliable the constructs were, factor analysis was used. Researchers performed analysis of variance (anova) to check for group differences. Using odds ratios with 95% confidence intervals, the direction and strength of the associations were evaluated. A statistically significant value was considered by the scientists to be $p < 0.05$.

7. Conceptual framework



8. Result

• Factor analysis

Finding previously unknown components is the main objective of applying factor analysis (fa) to datasets that are available to the public. As a diagnostic tool, regression coefficients are often used by physicians when no clear symptoms are evident. Finding observable patterns, contradictions, and deficiencies is the main objective of utilising mathematical models. The results of regression analysis may be examined using the kaiser-meyer-olkin (kmo) test. Study results validate the model's and its dependent variables' inductive character. There seems to be a duplication based on the data. Researchers could downsize the picture to make it simpler to



interpret. It is possible to get a value between 0 and 1 using mo. Enough samples are indicated by a kmo score between 0.8 and 1.

As per kaiser, these are the necessary conditions: according to kaiser, these requirements were satisfied: based on the average, which is 60-069, this range of 0.050 to 0.059 is much lower. Typical intermediate ground grades are between 0.70 and 0.79. Having a quality point score between 0.80 and 0.89.

They marvel at the range of 0.90 to 1.00.

Table 1: kmo and bartlett's test

Testing for kmo and bartlett's

Sampling adequacy 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: KMO and Bartlett's Test

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

This is a common method for drawing sample claims. Once the researchers have confirmed that the correlation matrices are statistically significant, they will use bartlett's test of sphericity. The sample size is sufficient for the inquiry, according to the kaiser meyer-olkin score of 0.903. The bartlett sphericity test came out negative with a p-value of 0.00. Assuming the correlation matrix does not pass bartlett's sphericity test, the researchers may draw the conclusion that it is not an identity matrix.

❖ Independent variable

• Strategic planning:

Due to the high quantity of factors that must be considered, strategic planning constitutes a continuous endeavour for a single organisation. A variety of constituents, some of whom may be antagonistic, must be satisfied by institutions of advanced learning. For the purpose to put strategic planning into action, executives need to remain cognisant of the many actors operating in the company's internally and exterior surroundings. Since the concerns of the constituents affected by the procedure affect the attainment of organisational goals, the implementation of



strategic preparation requires coordination among a system of mediators (falqueto et al., 2020). The selection of tactics is going to be impacted, either clearly or subsequently by the reciprocal effects in the stakeholder-organization interaction. Advanced learning from this perspective, managing constituents is an ongoing process that involves assessing and combining different stakeholders and their goals. When it comes to managing educational institutions, strategic planning plays a significant role for private institutions and schools. The institution's inside and exterior environments were not adequately examined during the initial phases of developing its educational improvement strategy. Private institutions and schools rely on a small amount of money through fees, funding, and contributions to fund some of their infrastructure expenditures. Consequently, private educational institutions must engage in substantial funding throughout the developmental phase. Poor teaching limits the growth of private colleges and universities, which is a major setback for these institutions. A few of very selective private universities and college campuses do not yet have a talent-induction strategy (zhou, 2021).

❖ **Dependent variable**

• **Development of private university:**

Private institutions and schools rely on a small amount of money through fees, funding, and contributions to fund some of their infrastructure expenditures. Consequently, private educational institutions must engage in substantial funding throughout the developmental phase. Poor teaching limits the growth of private courses and universities, which is a major setback for these institutions. A few of very selective private universities and college campuses do not yet have a talent-induction strategy. Educational partnership has been rendered feasible by vietnam's substantial commerce while the country entered the wto. The benefits of foreign colleges in regards of funding, knowledge, equipment, and especially popular branding had caused vietnamese pupils to rapidly start to respect these institutions (hoang et al., 2023). The expansion of educational possibilities and the need to fulfil the rising need for competent workers have been greatly facilitated by the rise of private educational institutions in vietnam. Private universities having supplemented the government's sphere since they first emerged in the latter half of the twentieth centuries by offering higher approachable and varied degree programmes. They helped raise the bar for academic achievement, encourage creativity, and fortify national and international competence. Notwithstanding such developments, obstacles such as a lack of funding, inconsistent educational criteria, and rivalry from both domestic and foreign organisations persisted. But private institutions in vietnam having become a major force for institutional modernisation because to good leadership, strategic planning, and involvement of stakeholders (an, 2022).

• **Relationship between strategic planning and development of private university:**

Strategic planning plays an essential and immediate role in the growth of private institutions. To ensure that assets, regulations, and behaviours are orientated into equitable development, strategic planning acts as a blueprint that matches organisational objectives with prospective ambitions. When it comes to scholastic quality, personnel growth, pupil amenities, and researcher capability, private institutions may set themselves apart via strategic planning, especially in competing institutional contexts. Private colleges may adapt well to shifting commercial preferences, new technologies, and social requirements by assessing their interior resources and exterior prospects (hanh, 2020). Developing facilities, instructor capabilities, and scholarship opportunities—all and this are crucial for elevating scholastic excellence and gaining worldwide renown—is made possible via strategic planning. Because of this, colleges can adjust to changes in educational legislation, the effects of globalisation, and new technologies. To make sure that everyone is considered and included, it is necessary to include stakeholders like pupils, teachers, and business owners in the planned phase. Unorganised



growth, restricted finance, and lower competition are challenges that commercial institutions potentially face in the absence of established strategic plans. Thus, strategic planning is an essential instrument for managers and a key factor in the growth and survival of vietnam's private universities in the future (mai et al., 2022).

Key assumptions underpin the present knowledge of the relationship between private university development and strategic planning:

- *“ h_{01} : there is no significant relationship between strategic planning and development of private university.”*
- *“ h_1 : there is a significant relationship between strategic planning and development of private university.”*

Table 2: H_1 ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	36,499.840	324	2150.156	859.240	.000
Within Groups	320.770	308	2.328		
Total	36,820.610	632			

The findings of this inquiry are rather significant. Statistical significance is achieved when the results are less than the .05 alpha level ($p = .000$, $f = 859.240$). Considering these results, the researchers conclude that *“ h_1 : there is a significant relationship between strategic planning and development of private university”* and therefore reject the null hypothesis.

9. Discussion

The research's results showed that private universities in vietnam owe a great deal to strategic planning for their growth. Sustained expansion, improved educational excellence, and increased competition were all seen as outcomes for universities with well-defined and organised policies. Successful financial allocation, academic capability enhancement, and researching opportunity expansion were all outcomes of private institutions' strategic planning. In addition, it had rendered it possible for organisations to adjust to changes in the outside world, such as new policies, globalisation, and the needs of the labour marketplace. The research also found that institutions who did not structure their operations systematically faced challenges including less funding, less cohesive growth, and worse competition. To make sure that institutionalised initiatives are relevant, stakeholders encompassing pupils, teachers, and commercial collaborators must be included. According to the research, private colleges and educational institutions might effectively handle both internally and exterior demands if they included stakeholders' views in existing organisational procedures. The debate validated that strategic planning has played a crucial role in the privatised university educational system of vietnam, both as effective resource for managers and as a catalyst for organisational robustness and prospective growth.

10. conclusion

Findings from the research indicate that strategic planning was critical in determining the trajectory of vietnam's private university system. The results showed that schools could effectively coordinate their regulations, procedures, and finances to achieve their instructional



objectives in the long run if they used planned and prospective approaches. Thanks to careful strategic planning, private institutions were able to adapt quickly to shifting societal requirements, new technologies, and commercial needs. As a result, those universities were equipped to boost their competition by improving educational excellence, facility management, and staff growth. Strategic management and organisational improvement are significantly related, according to the empirical research. To make sure their projects were accessible and appropriate, private institutions included participants including pupils, teachers, and business partnerships in the development phase. In the absence of such preparation, educational organisations became especially prone to uneven expansion, budget constraints, and diminished scholarly standing.

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