



Formulating The Strategic Framework For The Development Of Private Universities: An Indepth Study Based On Vietnam Private Education

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Abstract

This research focused on the importance of strategic planning in the growth and upkeep of vietnam's private institutions. The higher education system has been under a lot of pressure because of competition from other schools, an increasing number of students and swift changes in society and the economy. Even while private schools provide students more options, they still have problems with finances, staff and their reputation. The study used a quantitative research methodology and a random sampling technique to identify 633 respondents. The researcher used spss 25 for anova and factor analysis to make sense of the data we got from the structured surveys. The results demonstrated a significant association between the usage of strategic frameworks and the efficiency with which private colleges solve problems including resource management, guarantee of quality and graduates' employability. Disparities between rural and urban institutions have been established by the results. Due to increased industrial connectivity, simpler investment and more profitable recruiting of qualified workers, universities in urban locations succeeded. Yet, institutions in less developed regions encountered systemic challenges that made their endeavours less successful. These results highlight the necessity for customised strategic frameworks that are both adaptable and situational. The study showed that private schools are incapable of becoming more competitive, creative or adaptable in a changing market without adequate preparation. The findings indicate that long-term positioning, substantial contributions to national development and global integration are all improved by frameworks that include internationalisation, digital transformation and industry collaboration.

Keywords: strategic framework; private education; vietnam; private universities; strategic planning.

1. Introduction

The most suitable method for individuals to stay connected with current events, develop their knowledge and express their creativity in this modern day is to invest in their education and training. Only afterwards can all available resources be well developed, marketed and prepared. Hence, every nation and ethnic group involved in growth has always valued education. As a country leading southeast asia's transformational development, vietnam's education industry offers an exciting prospect for international investment. There will be a spike in demand for k-12, higher education, vocational training and edtech due to a combination of factors including a population of over 100 million with a projected 23% under the age of 35 by 2030 as well as a strong government emphasis on education as a foundation for economic modernisation (chau, 2022). Many individuals can afford private and foreign schools because of increasing disposable incomes and the expanding middle class which is fuelling rapid urbanisation. The industry is becoming an outstanding choice for international investors in search of growth and cooperation possibilities due to these advancements. Nevertheless, there have been challenges to the expansion of private institutions. Problems with funding, facilities and faculty capability affect several educational institutions. They also have difficulties contending with more established public colleges and creating a reputation. Attempts to boost performance and deliver results that satisfy student expectations and job market demands are under advanced



scrutiny because of these obstacles (tri, 2021). Responding effectively to growing social and economic needs will define the future of vietnam's private higher education institutions. Strategic planning provides a foundation for innovation and continuous development. It provides a way for private colleges to convey goals to the government while still following their own specific objectives. These institutions may aid in human resource development and the country's general modernisation efforts through a targeted and practical plan. With vietnam's growing modernisation, private colleges will become more critical in producing knowledgeable graduates and promoting knowledge. Being able to adjust to social and economic change while retaining unified policies that represent national aspirations is crucial for their future contribution.

2. Background of the study

Education and training development is growing to the status of the highest national policy in nearly every nation in the world. Vietnam is no exception. All nations now see this investment in education and training as a chance for the future of both current and future generations. As a country, vietnam's educational system continues to place an overemphasis on information transmission at the cost of student capacity and quality growth that poses considerable problems in the context of globalisation. Private higher education (phe) in vietnam began in the early 1990s when the laws were put in place. In the early 2010s, it ceased to grow so quickly after fifteen years. The communist movement of vietnam officially started doi moi in december 1986. In the first three months of 1987, efforts to expand moved with training sessions in nha trang, vietnam. Eventually, they covered every part of the country's university system. In short, phe was able to get people to think of the conference as a shift from the usual centralised way of accomplishing higher education. During the conference, university officials agreed on a four-point plan for change (tien et al., 2020). Meanwhile, private education in vietnam must develop graduates who are creative, adaptable and capable of flourishing on a global scale to keep up with the country's rapidly varying social and economic landscape. Public and commercial organisations are facing increasing demands because of national policies that prioritise modernisation, global cooperation and quality assurance. To succeed in this environment and have a real affect national development objectives, private institutions need to review their positioning. The urgency of the problem necessitates a solution and this study's background is an urgent requirement for private colleges in vietnam to overcome institutional obstacles and use strategic planning as a tool for sustainable development and increased social impact.

3. Purpose of the research

The purpose of this study was to explore the strategic framework required for the long-term growth of private universities in vietnam. The education sector is a highly competitive and complicated industry and this study sought to shed insight into the pressing issues faced by institutions and participants in this space. Important challenges included issues with adequate funding, regulations, faculty recruiting, quality control and the institution's reputation. The research highlighted the need for private colleges in vietnam to prepare for both short-term operational difficulties and longer-term social and economic objectives. Institutions might benefit from the suggested framework in different ways such as increased access to education, better employability of graduates and greater significance for institutions in national modernisation. A string of factors revealed the significance of this study. At the outset, the research showed that growth potential and competitiveness were severely affected by the gap between larger, more established metropolitan institutions and younger, less developed universities. Because of systemic issues with financing, faculty availability and associations, universities situated outside of major towns often experienced these challenges. The study's



acknowledgement of these disparities underscores the need for specific strategies that address the varied realities of vietnam's private higher education industry.

4. Literature review

Assisting educational institutions in directing their resources and steps towards achieving their objectives is the primary advantage of a strategic framework. Especially for schools that are struggling due to limited funding or other resources, this is crucial. Schools can make the most of limited resources via strategic planning which allows them to prioritise requirements and determine how to best use resources. Educational institutions need to maintain the honesty of their declared goals and objectives (baltabayeva et al., 2020). Vietnam's education system has achieved several significant objectives after more than 30 years of rebuilding. The education system has changed from relying mainly on public schools that are largely formal to now include non-public schools, other kinds of informal education, free schools, training methods including distance learning and training collaboration with other countries. In vietnam, private higher education institutions (pheis) are recreating a larger role in the country's development methods. The government's higher education master plan for 2021–2030 looks forward to 2050 and states particularly that private and non-state provider should make up about 30% of total capacity by 2030 with further development planned for 2050. This indicates that the government is on board with the private sector's strategic expansion (le, 2020). Therefore, education spending has increased substantially, accounting for 47% of family expenditure in big cities. There will be an incredible demand for education due to the projected 0.6% increase of 24.5 million people in high school by 2030. There is evidence that strategic planning leads to more suitable infrastructure and investment. Nguyen tat thanh university and other private institutions in ho chi minh city have benefited from laws that promote collaboration of social resources, advantageous taxation and the distribution of land to construct additional campuses and technological centres. Their smart institutional initiatives have allowed them to develop their facilities, expand their educational offerings and strengthen their competitive position. Moreover, rankings and institutional reputation are key elements in strategic planning (tri, 2021). Some of vietnam's universities want to get into the top 500 worldwide and the country's education officials want both public and private institutions to perform well in international rankings as part of their education development strategy towards 2030. This trend is favourable for private institutions that prepare in accordance with global norms. Investment, competent faculty, research output, and infrastructure are all areas where many pheis fall short of satisfying these objectives (ledinh et al., 2025).

5. Research question

- What is the impact of the strategic framework on private education in vietnam?

6. Research methodology

6.1 Research design

This study seeks to understand the strategic framework utilised to improve private education in vietnam using a quantitative research approach. The researcher utilised spss 25 to analyse the data once it was collected. This study made use of descriptive statistics to integrate demographic and project-related data. Researchers used inferential statistics, such as probability ratios with 95% confidence intervals, to get a better understanding of the correlations and their severity. A p-value less than 0.05 has been deemed statistically significant. Researchers utilised a combination of anova and component analysis to verify the data and separate it into statistically significant categories.



6.2 Sampling

In order to collect data for the study, the researcher used simple random sampling. Based on raosoft's calculations of the sample size, 591 individuals were required for the research. The researcher randomly assigned 750 questionnaires to various individuals to lower the response rate. Following this, 689 surveys were submitted back to the researcher. With 56 inaccurate or inadequate replies, the final sample size became 633.

6.3 data and measurement:

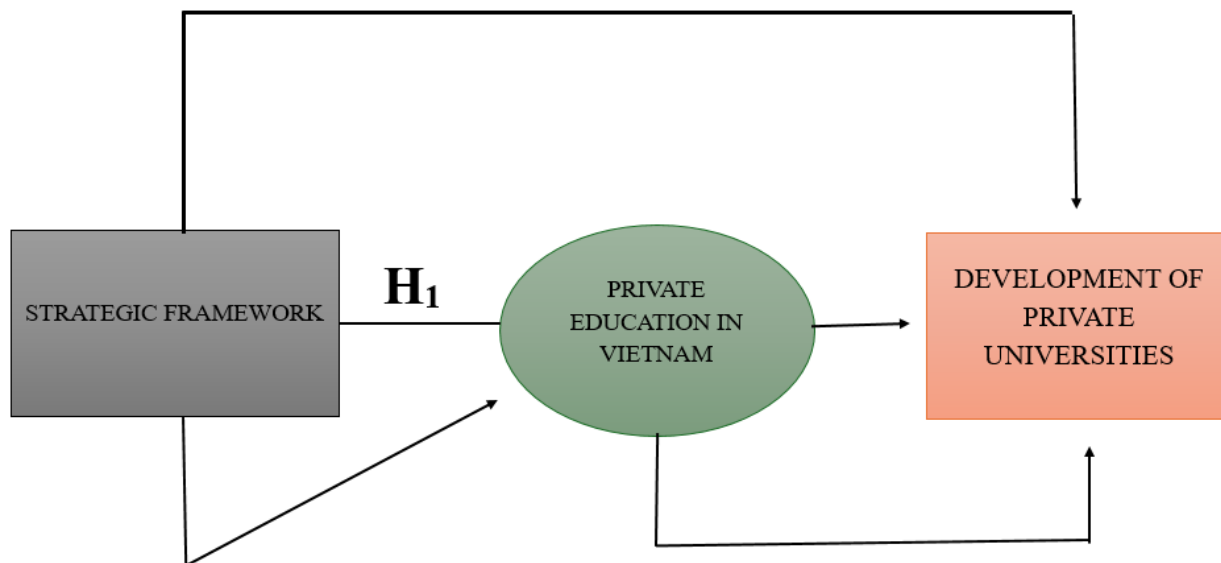
The distribution of prepared survey questionnaires was the primary method of gathering information. In the first section of the study, the researcher asked participants to provide basic personal information and job titles. In the second section of the survey, the researcher used a five-point likert scale to enquire with participants about their opinions on several issues about private education in vietnam. Random sampling allowed for the inclusion of a wide variety of projects and activities. The majority of the secondary data included in the study came from scholarly articles, organisation records and online databases.

6.4 statistical software: for statistical analysis, the researcher used spss 25 in conjunction with microsoft excel.

6.5 statistical tools: descriptive research has provided light on a number of strata-specific demographic and project-specific features. Analysis of variance (anova) for group comparisons, factor analysis for validating measures and their theoretical reliability and 95% confidence intervals for odds ratios are all examples of inductive statistical analyses.



7. Conceptual framework



8. Result

• Factor analysis

Latent variables may be discovered in publicly accessible data using factor analysis (fa). When simple visual or psychological cues are lacking, evaluations often rely on regression outcomes. Weaknesses, gaps and visible connections may be better identified via simulation. The results of multiple regression analyses are assessed using the kaiser-meyer-olkin (kmo) test. As reliable estimators, the mathematical model and its sample variables do their task well. The data can show that there are duplicates. The data is more easily seen when the proportions are reduced. If the investigator wants a numerical value between zero and one, kmo can provide it. A suitably large sample population is indicated by a kmo value between 0.8 and 1. The following requirements are in place for certification according to kaiser: insane, falling somewhere between 0.050 and 0.059, very lower than the usual range of 0.60 to 0.69. A range of 0.70 to 0.79 is considered normal for middle grade. A rating between 0.80 and 0.89 on a quality scale. When they see the range from 0.90 to 1.00, they are astonished.

Table1: 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 essentially enables claims about sampling. The researcher used bartlett's test of sphericity to determine if the correlation matrices were statistically significant. The sample size is deemed appropriate by the kaiser-meyer-olkin statistic, which has a value of 0.903. The p-value obtained from bartlett's sphericity test is 0.00. With a positive result from bartlett's sphericity test, it is logical to presume that the correlation matrix is not an identity matrix.

❖ **Independent variable**

• **Strategic framework:**

An externally visible graphic representation of the methods that comprise an organisation's or department's general strategy is called a strategic framework. Frameworks manage all projects and plans into strategic drivers or pillars that lead up to a high-level goal or purpose suggesting a basis for both internal and external communications. Aspirational in nature, an effective strategic framework should encourage stakeholders by summarising the steps the organisation is taking to realise its mission and achieve its stated objectives (cline, 2020). A strategic framework may be implemented in a number of ways and it can make use of a wide range of terminology. An organisation's strategic management practices and methods will differ depending on its own culture and history. Developing a strategic framework is an important part of educational administration because it allows institutions to see the larger context, prioritise their resources and plan for the future. Education leaders may better meet the needs of their students, their employees, and the society at large by participating in deliberate, information-driven preparation. Three main steps make up the strategic framework in education: 1) a systemic study of the internal as well as external functioning of the educational system. 2) build a policy that addresses persistent concerns by defining strategic objectives and procedures. 3) the third step is action planning which involves breaking down policies into a set of actual, quantifiable steps along with associated goals, techniques, roles and due dates. To accomplish educational objectives and reap student advantages, a strategic framework is essential (larche, 2025).

❖ **Mediating variable**

• **Private education in vietnam:**

In this era, the vietnamese government continues to prioritise public education. Availability and a uniform curriculum are certified by the sector which is primarily supported and overseen by the state. The ministry of education and training (moet) is in charge of public education in



vietnam. Public schools strive to produce competent citizens who can make constructive contributions to society by emphasising fundamental courses. From 2017 to 2022, more students enrolled 10.9% in private education in vietnam. Vietnamese higher education enrolled 420 students in 2022 with 510,000 students enrolled in general education (k-12). Cost for bilingual schools is from \$4,000 to \$5,000 per year whereas that for international institutions is from \$11,000 to \$30,000 (dinh et al., 2024). A unique financial paradigm is used by private education schools. Institutional status, finances and educational offers all have a role in determining the tuition costs that students pay. Contributions from alumni, charitable organisations and community members are another common alternative financing source for private schools. To guarantee that private schools in vietnam are delivering high-quality education in conformity with national norms, the government executed a series of legislation outlining strict licensing criteria. The formation and functioning of these organisations are significantly impacted by the licensing procedure that is governed by both the local and national educational authorities (hanh, 2024).

- **Relationship between strategic framework and private education in vietnam:**

Because of rising gdp, financial freedom and household expenditures, the research indicates that vietnam's demographics are favourable for education. Private colleges in vietnam may utilise the strategic framework to help them figure out the tasks they want to achieve and how to best assist the country's national development goals. By virtue of this relationship, institutions can better invest resources into things like quality assurance, making sure the curriculum is relevant and coming up with new technologies. Private institutions may use the strategic framework to better control their spending, building their infrastructure, hiring professors and executing new technologies (do, 2020). In the face of crises like the covid-19 epidemic, it is fundamental to have an approach in place that will help the finances remain stable and resilient. By clearly laying out their aims, objectives, and basic principles, the framework helps these companies stand out in a crowded market and promptly meet new demands. Private educational institutions have started to integrate internationalisation efforts in their overall strategies in order to increase academic quality, reach more people and make contacts with people from other countries (ngoc et al., 2023). The strategic framework also helps private institutions adapt to the changing regulatory environment in vietnam which emphasises international cooperation, quality control, and certification.

Based on the preceding discussion, the researcher developed the following hypothesis to examine the impact of the strategic framework on private education in vietnam:

- *“ h_{01} : there is no significant relationship between strategic framework and private education in vietnam.”*
- *“ h_{11} : there is a significant relationship between strategic framework and private education in vietnam.”*

Table 2: H_1 ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	52369.154	224	2015.687	865.844	.000
Within Groups	952.326	408	2.328		
Total	53321.480	632			



The findings of this research are considerable. At the.000 p-value, which is less than the.05 alpha level, there is statistical significance, as shown by the 865.844 f-value. This signifies that the “*h₁: there is a significant relationship between strategic framework and private education in vietnam*” is accepted, and the null hypothesis is rejected.

9. Discussion

According to the results, the strategic framework played a crucial role in the development of vietnam's private institutions. Factor analysis and hypothesis testing revealed that schools struggling with issues such as faculty recruitment, quality control, and fixed finance performed better when they had clear strategic frameworks in place. The strategic framework enabled institutions to follow their own business objectives while simultaneously coordinating their efforts with government education policies. The research also brought awareness to the fact that the performance of the strategic framework was affected by differences between rural and urban private institutions. Stronger industrial linkages, easier access to funding and more qualified professors were all advantages of universities situated in large cities. Institutions in less developed regions, on the other hand, had a harder time overcoming systemic obstacles, which made their planning less successful. These variations emphasise the lack of customised strategy frameworks for distinct types of institutions. The significance of a strategic framework in growing competitiveness was another major finding. To strengthen their long-term reputations, increase student enrolment and boost employability, universities should include internationalisation, digital transformation and industry partnership in their frameworks. A better ability for private institutions in vietnam to contribute to education and global integration was ensured by the study's demonstration that a strategic framework improved both short-term operations and long-term opportunities for innovation and stability.

10. Conclusion

This study showed the significant impact of strategic planning on the development and sustainability of private organisations in vietnam. Institutions with clear frameworks were able to deal with problems including not having enough funds, not having enough teachers and not having enough quality assurance. Planning helped universities perform their daily jobs and also placed them in a position to help with national education goals and modernisation initiatives in the long term. The results showed that planning was executed differently in rural and urban environments due to disparities in institutional structures. Urban institutions got greater resources, better links with academics and better linkages to businesses. On the other hand, institutions in less developed areas faced structural problems that made it more difficult for their programmes to work. These contrasts indicate that the governments need individualised solutions that take into account the unique needs of each institution rather than depending on a single model. The research emphasised internationalisation, digital transformation and industry collaboration as essential components of strategic frameworks. Adding these things together made colleges more competitive, raised their status and made it more manageable for graduates to get jobs. These strategies encouraged innovation and resilience that allowed institutions to adapt to varying economic conditions and unexpected disasters all while staying relevant in today's increasingly globalised educational scene.

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