

CONCEPTUAL APPROACH TO DEVISE STRATEGIES FOR DEVELOPING PRIVATE HIGHER EDUCATION INSTITUTIONS

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Abstract: This qualitative research aimed to analyze problems of Thai private higher-education institutions and to develop a concept and strategies of these institutions' development. Data were collected through in-depth interviews and purposive sampling. The interviewees consisted of two major groups: Ten educational administrators and five economists. Numerous problems of Thai higher-education institutions have been reviewed such as shrinkage of population, an aging society, an increase of both public and private higher-education institutions, government regulations, and a lack of the subsidy from the government to Private University. This research suggests that strategic planning guidelines enhance Thai private universities are as follows: First, guidelines for an administrator should be the leader in change and adjustment of new administrative concepts. Second, (a) guidelines for developing curricula focus on the demands of the labor market and graduates who want to brush up their skills or reskill, (b) developing teaching and learning in the digital age, and (c) opening international programs to seek new international learner market. Third, guidelines for conducting commercial research by encouraging lecturers to do research with students. Fourth, guidelines for collaboration among universities in the Association of private higher-education institutions acquire a strong private university branding.

Keywords: Private higher education institutions, Strategic development, Thailand

1. Introduction

Higher education plays a crucial role and is necessary for the progress and evolution of the country [Association of Thai Higher Education Association \(2017\)](#). It can be seen that a myriad of higher education institutions is available, including private and public ones. Although higher education institutions have a long history in Thailand, in 1963 the numbers of institutions significantly expanded. Therefore, the numbers of Public Universities were accelerated and expanded to upcountry areas due to three significant changes. First, 50 educational institutes upgraded their statuses to “universities” such as Rajabhat Universities and Rajamangala University. Simultaneously, 20 community colleges were established as well. The government; therefore, set up a policy to promote the private sector to participate in educational management in higher educations. This policy resulted in 72 new private higher

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education being established nationwide; e.g., colleges, institutes, and universities, ranging from large to small Colleges. Moreover, some institutions registered as a foundation or a Private University. Second, educational institutions under the supervision of the Higher Education Commission of the Ministry of Education and other ministries had an aggregate of 300 institutions. Third, several international higher-education institutions were established in Thailand; such as, Webster University and Stamford University. Due to the establishment of the ASEAN Economic Community at the end of 2015, more foreign universities have been established in Thailand ([Adulyahasem, 2017](#)). This is similar to the case of the Higher Education of the United States. The numbers of educational institutions in the US have dramatically increased recently, in addition to the shrinkage of birthrate. As a result of the decreasing numbers of students, small universities needed to adjust by using various strategies to survive ([Chabotar, 2010](#)). Another significant adjustment of teaching in the digital generation is to implement long-distance learning, known as MOOC (Massive Open Online Course). Today, applicants who have high-level competencies are more favorable than those who hold a degree. The aforementioned changes are the causes that government initiated the policy called “Thailand 4.0,” which focuses on human development or producing new generation seeds for the Ministry of Education ([Panich, 2013](#); [Chareonwongsak, 2016](#); [Chansor, 2017](#); [Kulchon, 2017](#)).

Executives and all levels of administration including staff have to follow a leader for change’s concept in order to create a new organizational culture. The new culture will improve work procedures and new concepts of teaching learning, and new curricula ([Chansor, 2017](#); [Liu & Kunarak, 2019](#); [Woolf et al., 2019](#)) to respond to the needs of educational organizations in digital age. The most important problem of the development strategy are the acts and regulations controlling private higher education, resulting in the difficulty of developing private higher-education institutions, such as, lack of budget to support academic development and human resources development ([Kulchon, 2017](#); [Meennuch, 2016](#); [Thairungrod, 2017](#)).

Thailand’s low birthrate and an aging society, together with disruptive technology, have forced executives and lecturers to develop new courses to serve the demands of organizations. Moreover, government acts have concept of controlling rather than supporting policy toward Private University resulting in overwhelm of government’ rules and regulation towards Private Universities. Therefore, this research has intensively reviewed literature from Thai Universities and Overseas Universities as an antecedence of study, together with collecting data from in-depth interviews from experienced scholars and executives from private higher-education institutions to gain more substantial information, concepts, and various perspectives as a guideline for developing strategies for private higher-education institutions (Rahman & Amir, 2019; Tong & Baslom, 2019; Tulunay Ateş, 2019; Yang, Han, & Sun, 2018; Yang, 2019).

Institutions’ executives and all levels of administration, including staff, are required to follow a leader of the change concept in order to create a new organizational culture, updated working procedures, modern concepts of teaching and learning, and curricula ([Chansor, 2017](#); [Dhir, 2019](#); [Parsons et al., 2020](#); [Wood et al., 2018](#)) to respond the needs of educational organizations in digital age. The most important problem of the private higher education

development strategy of is the acts and regulations controlling private higher education which are not the same as those for Public Universities, resulting in the difficulty of enhancing private higher-education institutions. For instance, the government does not subsidize private universities to aid their academic and human resource developments (Kulchon, 2017; Meennuch, 2016; Thairungrod, 2017).

1.1 Research objectives

The research aims:

1. To analyze the current problems and opportunities of private higher-education institutions in Thailand.
2. To synthesize a conceptual framework to develop strategies for developing private higher-education institutions.

1.2 Conceptual research framework

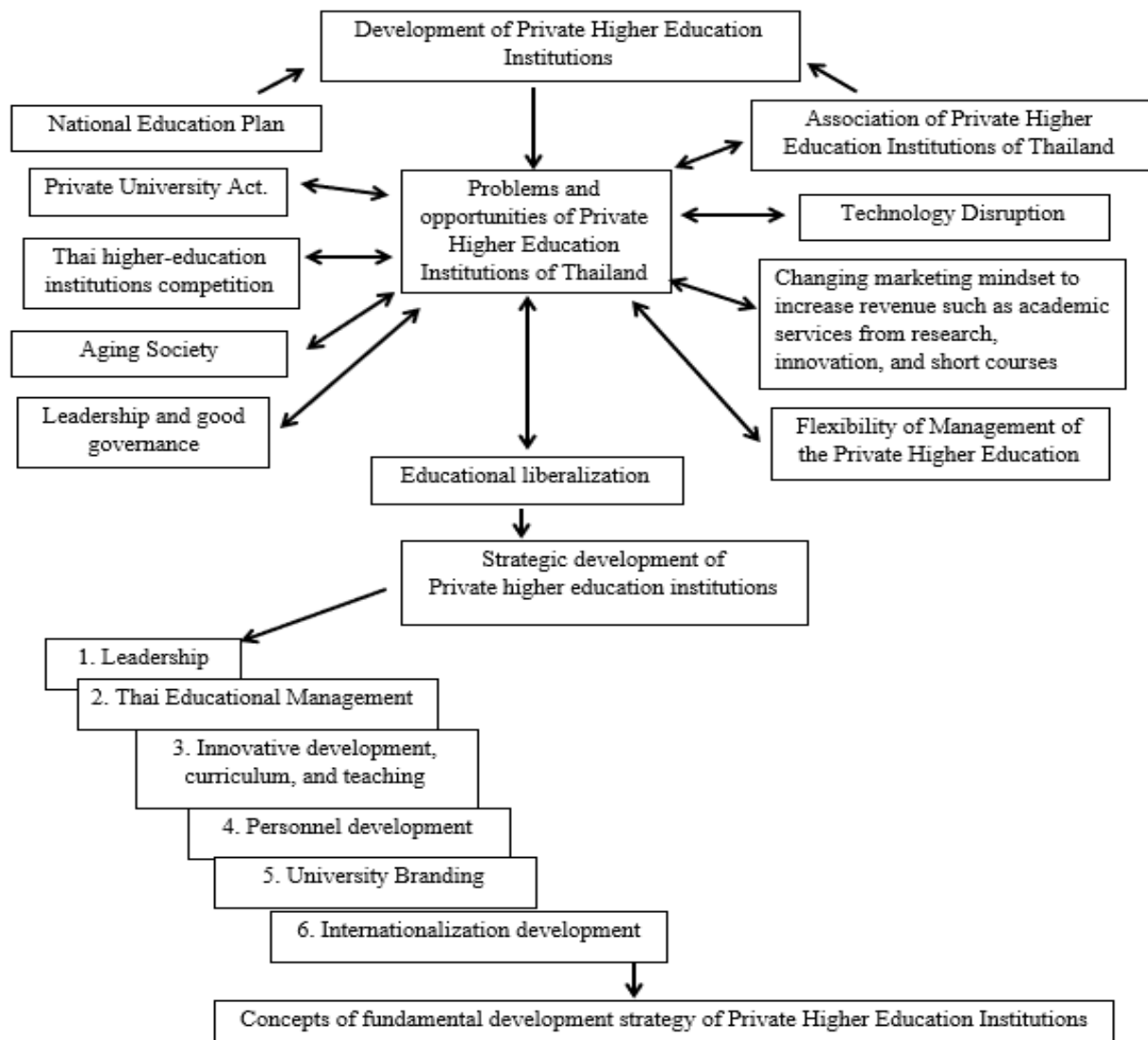


Figure 1: Research conceptual framework

2. Research Methodology

Research was comprised of four phases. Phase 1 this stage, experts were selected from presidents or former president of well-known university and high experiences of academicians. Phase 2 was to study secondary data from private higher education which has been established over two decades. Data were analyzed and synthesized preparing to conduct a structured interview. Phase 3 was to interview five higher education experts and 10 president of well-known university (Hameed et al., 2017). Phase 4 analyzed and synthesized the concept of fundamental development strategy of Private Higher Education.

2.1 Qualitative data analysis

Data obtained by the in-depth interviews were analyzed, synthesized, and interpreted in order to reveal the most significant information and outcomes. Knowledge of theories and related literature through data analysis constituted a descriptive report. Researchers identified problems that all 10 university administrators have to confront. There are four important issues that every university executive addressed. Firstly, the number of student intakes decreased as a result of the birthrate decline and the increasing number of competing Public and Private Universities. Moreover, Public Universities offer student admission several times, resulting in a low enrollment rate at Private universities. Secondly, the government does not subsidize Private Universities. Thirdly, the government rules and regulations that supervise the administration of Private Universities and Public Universities are unequal and the quality assurance criteria changes frequently. Lastly, there are many radical changes, namely a high turnover rate of the staff, the quality of the instructors, and an educational technology environment. Despite a rapid change, the Ministry of Education has applied complicated works obstructing universities to move forward.

Regarding the survey, guidelines for developing Private Universities were discussed. Three issues had an equal frequency in the first rank. The first rank consists of three issues. First, university development strategies should be annually improved in order to keep up with the changes. Second, Branding relevant to the potential of each institution should be strengthened; for example, universities should improve curricula to attract new target markets or other learner groups such as workers, senior citizens, and etc. Moreover, short-term courses and online courses should be developed for international students. The second rank consists of two issues that are identify graduates that serve the industries. First, graduates should be well-educated and talented. Second, university development should be concerned with their identity, clearly promoting their strengths or unique selling-points. The third rank consists of five issues. First, the university should listen to students' needs through direct feedback. Second, teaching methods should focus on teamwork and outcomes. Third, the university should search for new international education/international programs, known as the Blue Ocean Strategy. So, online courses should be developed to offer overseas students. Fourth, the university should train or coach their staff to improve their teaching methods. Fifth, the university should encourage their staff to use lateral thinking by initiating innovation to meet the demands of Industries and Society.

3. Results and Discussion

The researchers interviewed scholars and sampling groups, including the presidents and the vice-presidents of private higher-education institutions that have been established for more than 20 years. The research preserved interviewees' and institutions' anonymity. Regarding the interviews, numerous problems were found in private higher-education institutions, and guidelines for devising a strategy and opportunities of private higher-education institutions summarized as follows:

Table 1: The Conclusions Addressing the Problems and Developing Guideline of Private Higher-Education's Strategies

Problems	Guidelines	Government policy and other questions	Key Success Factors
University A			
<ul style="list-style-type: none"> - Newly opened higher-education institutions are self-supporting - Turnover rate of employment particularly the new generation 	<ul style="list-style-type: none"> - All faculty should integrate works together. - Development plans need to be adjusted every year. 	<ul style="list-style-type: none"> - The government sector should play a role as adviser and supporter. - Focus on creativity so that students become entrepreneurs 	
University B			
<ul style="list-style-type: none"> - Aging society - Self-reliance differs from the government sector 	<ul style="list-style-type: none"> - Agility - Branding - Find customers, students in other new segments; e.g. workers or senior citizens 	<ul style="list-style-type: none"> - Moral and ethical issues need to be added to Thailand Qualification Framework (TQF). - International education manages to serve more international students - Are there other duties of the Ministry of Education besides managing quality assurance? 	<ul style="list-style-type: none"> - Independence of income. - Other sources of income and tuition fees - Further researches in terms of commercial issues - A quality brand is essential. - University Branding is needed
University C			
<ul style="list-style-type: none"> - The number of 	<ul style="list-style-type: none"> - Adhere to good 	<ul style="list-style-type: none"> - The quality of the 	<ul style="list-style-type: none"> - Graduate Quality

students has been decreasing while the number of public and private institutions has been increasing

governance and university should be - Effective management

emphasize on announced to the public.

quality.

- Brand building: executives need to be responsible to society.
- Listening to the students to identify their needs to respond to the right target group
- Short courses searching for new marketing sectors.

- It is the right time for this current government to propose new laws regarding financial support by the Association of Private Higher Education Institutions to propose the law of the budget support.
- Nepal is needed to explore for international education market but they should have collaboration with a partnership.

University D

- The numbers of Thai students have been decreasing but the numbers of international students have been increasing

Management adjustment, teaching, and learning should be corresponding to the new generation.

- Allow lecturers to have more free work hours and focus on their performances instead.
- Add teamwork in teaching.
- Study the needs of the new foreign

Vietnam and Cambodia are the new target groups for international education.

- The policy of establishing the Ministry of Higher Education is quite a good idea but depends on the mindset of people in the organization.

- Design courses to meet the needs of the learners

- Collaborate with industrial sectors.

marketing.

University E

- Graduates mismatch industry needs.
- 11 outstanding characteristics of graduates are needed to acquire in each curriculum.
 - The institution has to adjust in accordance with the newly established ministry.
 - Ready to work of graduates
 - Emphasize theories and practices
 - Adjustment abilities towards organization of graduates.

University F

- The Ministry of Education has the same operational framework while the world keeps changing.
- It is unnecessary to have a huge number of students but emphasis should be on quality.
- The courses have to meet the standard of country's demand.
- University development 5.0 focuses on innovation
- Establish the General Education Institute in order to design courses matching with the new generation's characteristics.
- Coaching study
- Produce practical research, not theoretical research
- Produce herbal medicine products
- Be outstanding, similar to universities in the United States building an academic reputation
- Produce graduates who are able to think outside the box
- To have sustainable growth, university executives need to operate the university as an educational institution focusing on the nation's demands not to operate as a profit organization.

for being more commercialized.

- Focus on personnel thinking out of the box and create innovation be responsive to country's demands

University G

- The number of students have decreased.
- Design course serving elderly's demands.
- Utilize more technology for teaching and learning.
- Develop the university following the potential of each institution to strengthen branding.
- Coordinate international education with CLMV countries (Laos, Cambodia, Cambodia and Vietnam)
- The Council of Professionals' policy should play a role as supervisor and supporter to higher education institutions.
- Produce curricula serving the demands of learners.
- Lecturers and executives are significant factors.
- Develop outstanding institutions to be specialists to strengthen branding.

University H

- High competition due to high numbers of institutions.
- A clear guidelines for developing the institution.
- Establish Ministry of Higher Education in order to supplement higher budgets for research grant.
- Quality of undergraduates
- Decline students' numbers
- International education should be focused on the Chinese students.
- Develop the graduates' language proficiency to reach international standards.
- Receive less research budget support from
- Leadership
- The organizational

government.	influences on the needs of new curricula.	culture focuses on students' relationship
	<ul style="list-style-type: none"> - Implement coaching techniques on teaching and working. - Focus on the moral and ethical standards of graduates. - Have international partners searching for new students. 	

University I

<ul style="list-style-type: none"> - The number of students have been declining. - The number of public higher-education institutions has been increasing. - Inequity between public and private universities - Lack of subsidy for private university 	<ul style="list-style-type: none"> - Revise missions, and philosophies of each institution - The organizational leader plays an important role in building a good organizational culture. - Have lateral thinking and develop the new courses such as the WIL curriculum - Conduct more social researches 	<ul style="list-style-type: none"> - The establishment of the Ministry of Higher Education is good; however, the Ministry should allocate budgets for private universities appropriately. - Adherence to the ideology of education management. - Produce graduates with pride - Graduates who are well-equipped with knowledge could result in higher satisfaction of the labor market and their parents' pride.
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University J

<ul style="list-style-type: none"> - The number of students has decreased except health sciences (namely doctors, 	<ul style="list-style-type: none"> - Cooperate to create the brand on behalf of the Association of Private Higher 	<ul style="list-style-type: none"> - The government should support some budgets, such as the payment for academic titles of 	<ul style="list-style-type: none"> - Change mindset of staff - A collaborative network between an
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nurses, etc.).	Education	lecturers, etc.	institution and other
- Internal and external quality assurance, as well as accreditation of private universities, duplicates duties in spite of using that time to develop universities in other aspects responding to the new university's strategy.	Institutions of Thailand (APHEIT)	- The policy of the Ministry of Higher Education, research, and innovation should support result-oriented research (outcome) rather than quality evaluation (process).	organizations
- Martial Law: Section 44 allows foreign universities to operate in Thailand which could have product some impacts toward Thai Higher Education policy	- Develop education competency as if the second place of Australia where allows more foreign students to study		- The ability to change rapidly, especially staff, to catch up with changes such as academic aspects and research.
	- Open online courses in Thai or English to enlarge opportunities.		

3.1 Problems of private universities

3.1.1 The decrease in population affects the number of learners applying to universities

Low birth rate results in low student intake in higher education which is attributed to rising tuition fees which are universities' main source of income ([Adulyahasem, 2017](#); [Shaw, 2011](#)). In 2011, there was a significant economic crisis in the United States which contributed to the decline of the number of high school and university students. To solve the problem, universities in the United States offered three-year bachelor's degree programs. However, some students disliked the program and preferred a longer period of study. Alternative strategy was to accept more foreign students as Asian students are in high demand for online American Universities. According to Revard ([Carey, 2014](#)), Good Governance is an option to reduce costs. He stated that Private Universities which only depend on tuition fees cannot survive the current situation. As a result, Private Universities, particularly the small ones, have to find more revenues by using various approaches.

3.1.2 Thailand is becoming an aging society

In the next few years, the proportion of senior citizens will predominate in Thailand. Although we are going to face this problem, we still have not developed neither short-term nor long-term courses to serve the needs of the seniors. For instance, Universities can develop courses such as Healthy Food, Elderly Care, etc. ([Adulyahasem, 2017](#); [Yodphet et al.,](#)

[2017a](#)). Everyone including seniors can go to the university so it can promote lifelong learning programs. Many countries have embarked on “aging societies” where lifelong education programs are specifically provided for elderly people. Therefore, they will develop their skills. Life-long learning for the senior citizens can be formal or informal education. [Yohphet et al., \(2017b\)](#) studied best practices of good schools including the elderly club that conducted activities and shared knowledge to develop elderly competency. The results suggested that conducting activities should be systematic and enjoyable. After training, senior citizens were able to equip new skills such as self-care, self-control and self-reliance.

3.1.3 The establishment of public and private higher-education institutions

More public and private higher-education institutions have been established and they are competing for fewer students. Many Public Universities have been privatized because of government regulations, resulting in recruiting more students in order to survive ([Kulchon, 2017](#); [Meenmuchi, 2016](#)). Similarly, the research of Kanyarat (2017) is related to changes in the management of Thammasat University to prepare themselves for being privatized. From the students’ perspective, privatized universities try to gain more revenues by increasing tuition fees and other fees. According to many competitors including Public Universities from Thailand and other countries, the direction of the strategic plan needs to communicate to the whole organization to realize and agree to adjust themselves in order to compete in the borderless education market.

3.1.4 Universities produce graduates who fail to meet the needs of the industries

Programs provided by universities produce graduates who do not satisfy the needs of the industries ([Samkosed, 2018](#); [Vinijvorakijkul, et al., 2018](#)). Tertiary education must adapt to keep up with economic and social changes, especially now when Thailand is a member of ASEAN Economic Community (AEC). Educational institutions should focus on production and development of qualified graduates for the current and future labor market. Better qualified graduates will have higher chances for employment. Co-operative education and Work Integrated Learning (WIL) are considered as guidelines for designing educational management cooperation between educational institutions and enterprises so that they collaboratively develop qualified graduates to meet the country’s needs.

3.1.5 Government rules and regulations

Higher-education institutions especially private higher-education institutions have to comply with government regulations related to the administration. Every five years, private universities have to be assessed pertaining to quality assurance and undergo the process of accreditation. These procedures are both time- and money-consuming. Public Universities, on the other hand, do not need for accrediting every five years. This proves an unequal policy for Public and Private Universities ([Kulchon, 2017](#); [Thairungrod, 2017](#)).

3.1.6 Lack of subsidy

The government does not provide financial support and by not doing so it helps lighten the burden of Private Universities ([Kulchon, 2017](#); [Meennuch, 2016](#); [Thairungrod, 2017](#)). Moreover, private universities have eased the government's expenses by providing education and academic services for the community and society in the same way Public Universities do. [Boonprasert and Phisarnboot \(2002\)](#) and [Singha \(2008\)](#) noticed that the number of graduates from Public Universities outnumbers private universities due to higher tuition fees. However, graduates of private universities are well accepted by employers in the labor market because private universities have a management system that keeps up with the changes of actual social conditions and economy and their management is more flexible than of Public Universities. Due to fewer subsidies from the government to do a research, lecturers and staff at Private Universities are unable to produce as many as academic articles that have to be.

4. Findings

Regarding our qualitative data, following are the guidelines for the development of private higher-education institutions in the present and for the next decade:

4.1 Administration of private universities: Executive management should adhere to good governance

The management of Private Universities should emphasize academic quality due to the decrease in enrollment so that some institutions do not comply with the rules and regulations. The consequence is attributed to a negative impact on private higher education's Branding ([Samkoset, 2018](#); [Thairungrod, 2017](#)). One executive expressed the opinion that a university does not need to be comprehensive university, but it needs to be qualified to produce good graduates who meet the needs of society ([Charbotar, 2010](#)) stated that universities in the United States faced economic crisis in 2009 and 2010. However, the number of new students who enrolled in small private universities increased. Many families considered and preferred private universities because of small classes and a closer relationship between students and lecturers.

4.2 Leaders of change agent and guidelines for a new era of management

Staff at all levels have to adjust themselves to the new concepts of University Administration by reconsidering the Vision, Mission, and University structures, to keep up with the changes in management, clarifying a strategic plan, and managing budgets more effectively ([Carey, 2014](#)). It was suggested that a Small University can overcome the crisis by employing a new organizational culture. To solve the problem of low number of students, the university committee should first find a president who is devoted to solving problems. Second, the president should have a clear plan for developing the institution. Third, the president should have the ability to prioritize and to handle urgent problems. Fourth, every department must collaborate with the president, provide relevant information and systematically evaluate president's performance. Fifth, the president should be able to build up a teamwork and change the attitude of the personnel who oppose the vision. Sixth, the president should be

able to allocate new funding sources to support the institution. Seventh, the president should know how to draw up guidelines to practically develop the institution. Eighth, the institution should be able to come up with various methods to increase the number of freshmen and revenue.

4.3 *Developing curricula to serve the needs of the industries*

The curricula should shape graduates corresponding to the labor market's demands; therefore, the concept of bilateral curriculum development (Work Integrated Learning: WIL) is an approach to answer the needs ([Meennuch, 2016](#); [Private Higher Education of Thailand, 2018](#)). [Sinintorn et al. \(2010\)](#) studied guidelines of WIL in higher-education institutions in Thailand. His study analyzed principles, concepts, philosophies, purposes, developments, and the need for teaching and learning concerning integrating work and learning. The more students learn to integrate their study into their careers, the more they can expand their horizons to meet the industries' expectations. There are four ways to integrate learning into work, such as the bilateral system, cooperative education, apprenticeships, and internships. Successful education institutions and the labor market must formulate clear policies to promote WIL.

4.4 *Enhancing lecturers and teaching techniques in the digital era*

Digital technology has played an important role in every current workplace; therefore, lecturers have to enhance their competency to implement various technologies in the teaching and learning process ([Samkoset, 2017](#); [Satakul, 2017](#)). [Timothy, Nammon, Jintavee, Thapanee, Kobkul \(2014\)](#) assessed the acceptance of e-learning by collecting data from 1,981 Thai students of seven Public Universities utilizing the Structural Equation Model research technique (SEM). The SEM was used to identify the factors of acceptance of e-learning. There were three factors that indicated the highest acceptance; namely tutor quality, benefit acknowledgment, and accessibility of facilities. The finding revealed that younger learners had a better capability to utilize technology than older learners. Their research pointed out that the trend of online learning is suitable for the new generation, so lecturers should adjust their teaching accordingly, changing from traditional teaching to online teaching or e-Learning. Similarly, [Lenert and Jane \(2017\)](#) studied about online courses and pointed out that good courses should consist of online teaching corresponding to course content, course guidance, student services, and teaching technique. Online short courses usually meet the needs of workers who wanted to enter universities to gain more knowledge in some particular area. Similar to the universities in the United States need more foreign students to study with them so that Asian students always have a huge demand to study in the US. Therefore, online learning is an alternative to reduce costs. Moreover, some types of the target group (e.g., senior citizens) are considered as an important market segment because Thailand will have a larger elderly population in years to come ([Shaw, 2011](#)).

4.5 *Blue Ocean Strategy*

Private higher-education institutions provide international programs in order to gain more international students which is in line with the Blue Ocean Strategy. The strategy serves the

needs of international students who prefer to study in Thailand (Kulchon, 2017). However, regulations for opening courses and international collaboration are the key factors to develop an international program. The administration of the international program has to consider pertinent government policies by expediting the process of international student and lecturer visas (Sattayarak & Klayprayong, 2008).

4.6 Commercialization of research

Conducting research by lecturers, or professors, and students, is a significant mission of higher education, including conducting commercial research (Boontham, 2010; Meennuch, 2016). Meennuch (2016) studied strategies to elevate Thai private higher-education institutions to become Research Universities. Most Private Universities provide graduate programs so that research is one of the requirements. Research from graduate programs drive Thai societies to become knowledge-based societies which lead to integration in order to optimize competition on a global scale and rising to the global ranks. Research Universities have many successful factors: external factors (e.g., organizational infrastructure, modern technology, and facilitating factor to produce researches), internal factors (e.g., teachers and students with the potential to do research, effective management, and the most important factor is strategic planning to enhance university research).

4.7 Branding in collaboration with the Association of Private Higher-education institutions of Thailand (APHEIT)

The collaboration among private higher-education institutions is important to strengthen Private University brands to be more credible and accepted in order to be unique and to promote the curriculum's selling point (Sattayarak, 2009).

The strategy development model of private higher-education institutions for the new generation is shown in Figure 2.

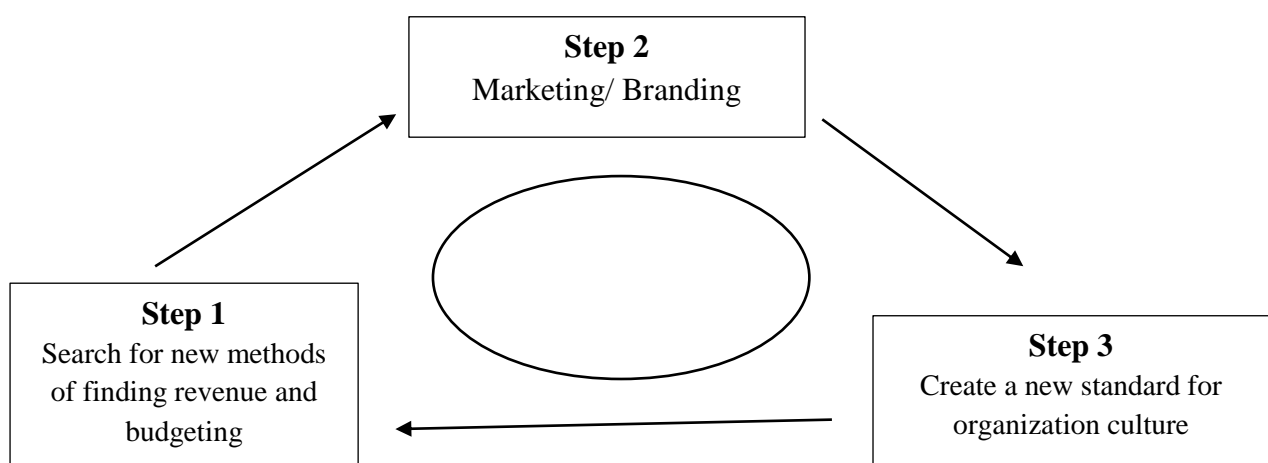


Figure 2. Strategy development model of private higher education for the new generation

In summary, factors leading to success varies according to individual institutional policies, vision, and strategies. Although each factor is important, producing qualified graduates

should be one of the factors that should be paid attention to for labor market needs, and distinguished attributes of the curriculum, a clear Branding, effective administration corresponding to the digital age, and lecturer and administrator adjustments to become more self-reliant (Carey, 2014). This research suggested that presidents or institution administrators must possess self-confidence and positive thinking to solve problems, leading the organization to demonstrate remarkable change. Besides that, they should direct a clear plan. These aforementioned factors are the keys to success. Other factors that are not secondary to the previous factors are comprised of subsidy from the government and fairness of the new private higher education acts to develop higher education corresponding to the government policy (Thailand 4.0), and the changes of technology, economy, and society.

5. Recommendations

5.1 Suggestions on policy

1. Rules and regulations of the Ministry of Higher Education governing Public and Private Universities should be fair without double standards under the umbrella of the newly established Ministry of Higher Education, Sciences, Research, and Innovation. The Ministry should partially subsidize Private Universities so they can ease the burden of the government effectively.
2. The curriculum revision should be aligned with the needs of the labor market and national development.

5.2 Suggestions on academics

1. There should be an in-depth study of possibilities, or successful case studies pertaining to course management of online teaching and learning.
2. The curriculum providers should study curriculum requirements in line with lifelong learning and needs of overseas learners.

5.3 Suggestions on educational administration

1. Open short courses or online-short courses should be provided to meet the needs of the labor market and workers who have already earned a degree. This group of workers want to brush up their knowledge, take up new skills, and acquire competencies.
2. Researchers should have more investigation on the best practice of the individual outstanding institutions which is relevant to the researcher's interest in an attempt to conceptualize a guideline and a model to enhance their institutional strategy. The construct can probably be a case study for national and international institutions to enhance their strategies.

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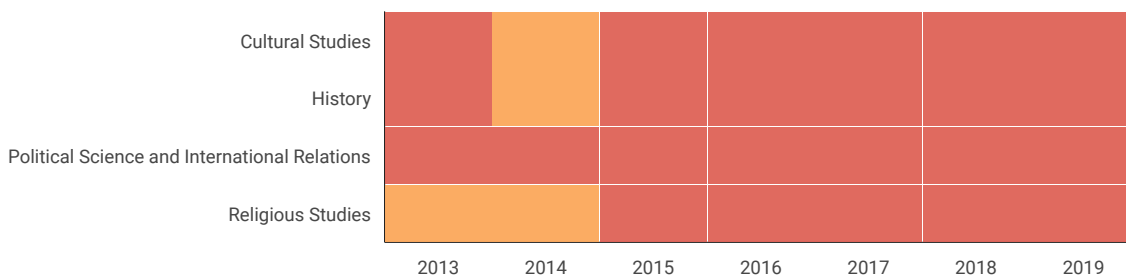
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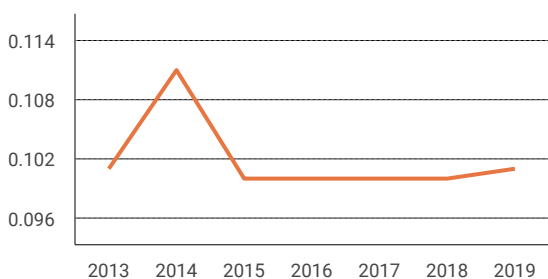
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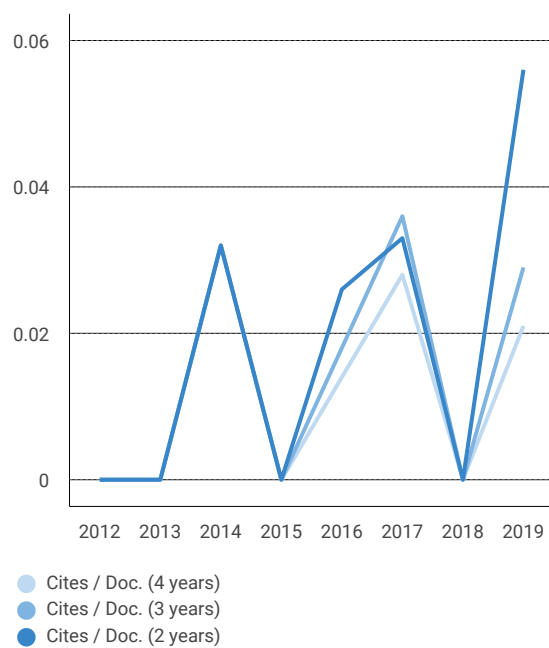
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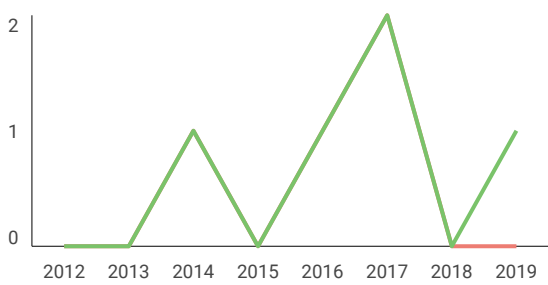
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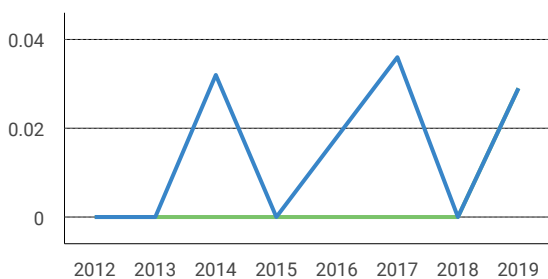
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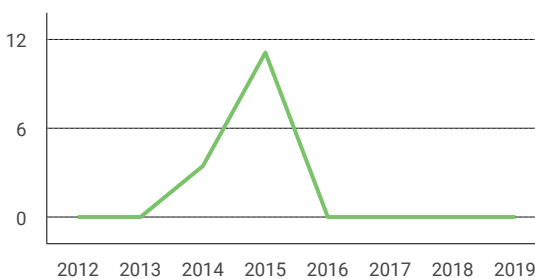
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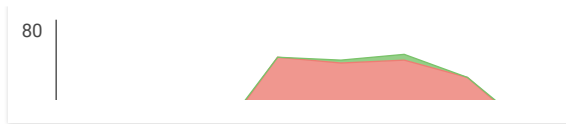


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