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Sustainability Issues in the Development of Higher Education Industry

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Abstract:

This study aims to discuss sustainability issues in the development of the higher education industry. As a methodology, an adapted value chain model from current strategic management literature was proposed for developing countries that would reflect local specific context and background of higher education industry. Secondary data were collected from leading universities in finance, economics, and business in two developing countries to carry out a comprehensive comparative analysis based on the adapted value chain model for use in the higher education industry. Our analysis showed that the studied cases are quite different in most supporting and primary activities belonging to the so-called educational value chain, except for location and infrastructure. Based on the obtained research results, conclusions were made. Several recommendations for the value chain improvement were proposed towards a higher level of sustainable development and scientists to enhance these issues further. The scientific novelty of this work contributes to the existing literature by translating the understanding of sustainable development ideas in business into its understanding in the higher education industry and possibly its understanding in other industries in future studies.

Keywords: higher education industry, developing countries, value chain, sustainability issues.

高等教育产业发展的可持续性问题

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摘要:

本研究旨在讨论高等教育行业发展中的可持续性问题。作为一种方法，从当前的战略管理文献中提出了一种适用于发展中国家的价值链模型，以反映当地的特定背景和高等教育行业的背景。从两个发展中国家的金融、经济和商业一流大学收集二手数据，基于适用于高等教育行业的适用价值链模型进行综合比较分析。我们的分析表明，除了位置和基础设施之外，所研究的案例在属于所谓的教育价值链的大多数支持和主要活动中都有很大不同。根据所获得的研究结果，得出结论。针对更高水平的可持续发展和科学家提出了价值链改进的几项建议，以进一步加强这些问题。这项工作的科学新颖性通过将商业中对可持续发展理念的理解转化为对高等教育行业的理解，以及在未来研究中可能对其他行业的理解，为现有文献做出了贡献。

关键词: 高等教育行业、发展中国家、价值链、可持续性问题的。

1. Introduction

Sustainable development is a new term for business and society as it was just born in the 1980s. Sustainable development means that organizations serve present needs without compromising the future generations' ability to meet their own needs (WCED, 1987). Besides growth and long-term profitability, sustainable development requires organizations to pursue non-profitable social goals, specifically relating to environmental protection, social justice and local, community development (Dudzevičiūtė, 2012; Hart, 1995; Anh et al., 2020 & 2020a; Tien, 2019). All organizations should adopt those goals regardless of their activity, size, capability, and origin. Among others, the landscape of the higher education industry has also been changing to extend and address the emerging challenges of sustainability (Findler et al., 2019; Dana et al., 2020). Institutions from the higher education industry are supposed to integrate sustainability in their practices and operations (Habib et al., 2021; Anh & Tien, 2019). For example, they are expected to integrate sustainability by initiating and developing a teaching curriculum, research projects, daily campus management operations, and community services (Sonetti et al., 2016; Tien, 2019c & 2019d).

Nevertheless, sustainability issues are still relatively new to the higher education industry in developing countries. Many universities in developing countries are still not following and integrating sustainability practices (Habib et al., 2021; Tien, 2018b). Comparing to developed countries, universities in developing countries have been so far practicing sustainable development to an inadequate extent (Tien et al., 2019b). It could be inferred that sustainability in the higher education industry in developing countries is encountering numerous issues, including the lack of institutional support, among others (Filho et al., 2015). Policy failure and lack of commitment, readiness, consensus, weak leadership, infrastructure, resources, inappropriate training, and development are those factors responsible for the failure of sustainability in the higher education industry in developing countries (Habib et al., 2021). The higher education industry in developing countries is yet to incorporate sustainability in its culture, curriculum, operations, and planning (Adams et al., 2018; Rewel, 2020). Furthermore,

studies on sustainable development in the higher education industry remain very scarce. Consequently, there is a need and a research gap to examine sustainability practices in the higher education industry in developing countries where, relative to developed countries, the term is still evolving from embryonic phases, even at the highest management level (Habib et al., 2021).

This study discusses the sustainability issues in the higher education industry from the value chain perspective in such a context. We analyze and compare the educational value chain of two big cases in Vietnam to explore the critical activities that need to be improved for the sustainable development of the higher education industry.

The biggest motivation that has pushed our research work forward is several of us who have studied and have been working in this industry are quite well acquainted with the higher education system of both mentioned countries. However, during our research, we have been encountered many difficulties associated with access to many important sources of internal data that are quite sensitive, and universities' leadership is not very willing to disclose. The first section of the paper introduces the topic and its significance in the context of developing countries. The concept and issues regarding sustainable development and the value chain model in the higher education industry are presented in the second section. The educational value chain of the two above-mentioned big cases is analyzed in the third section. The fourth section highlights the contributions and limitations and concludes the paper.

2. Literature Review

2.1. Sustainable Development

The term "sustainable development" was first born in the 1980s and officially discussed by World Committee for Environment and Development in Brundtland in 1987 (WCED, 1987). Accordingly, sustainable development is formed by the integration, alternation, reconciliation, and compromise between three interrelated systems: ecology system, economic system, and socio-cultural system. Sustainable development is understood as the result of relations and dependence between them. WCED defines sustainable

development as a kind of development that meets present needs without compromising the future generations' ability to meet their own needs (WCED, 1987).

At the microscopic level, sustainable development is viewed as a new management paradigm that recognizes corporate growth and long-term profitability (Porter, 1985). At the same time, it requires a business to incorporate and pursue non-profitable social goals relating to sustainability issues (Dudzevičiūtė, 2012; Hart, 1995). Sustainable development is a very popular strategy that attempts to meet today's stakeholders' needs without compromising tomorrow's community and environment (Dyllick & Hockerts, 2002).

2.2. Value Chain

Value could be defined as the customer's perception about the whole bundle of benefits, either tangible or intangible, that satisfies their needs timely, effectively, and efficiently. It must be borne in mind that satisfaction ought to be from the customer's perspective.

The definition of the value chain was first introduced by M. E. Porter, who identified it as a mechanism for capturing the activities carried out in a manufacturing organization and defining its interrelated nature (Pathak & Pathak, 2010; Tien, 2018 & 2018a). There are five primary and four support services in the value chain proposed by M. E. Porter. The value chain model's primary activities are inbound logistics, operations, outbound logistics, marketing and sales, and services. The support services are human resources, technology, firm infrastructure, and procurement.

Kaplinsky and Morris (2000) describe the value chain as a whole range of activities needed to produce goods or deliver services from conception through the intermediate phases of manufacturing, distribution to final customers, and final disposal after usage. A value chain is also considered as a systematic approach to examining the development of competitive advantage (van de Merwe & Cronje, 2004).

2.3. Value Chain in the Higher Education Industry

In the current era of a knowledge-driven economy, higher education plays a crucial role in the overall socio-economic growth of any region or country. No society can progress without knowledge and wisdom, and the importance of higher education cannot be under-emphasized (Makkar et al., 2008; Ngoc & Tien, 2021 & 2021a; Trang et al., 2021).

Higher education is recognized as a key force for growth in developing countries. This fact has contributed to a rise in the demand for education services, followed by a range of challenges that push the higher education industry to adapt and quickly respond (Rynca & Radomska, 2009; Todose, 2008; Barolli & Sevrani, 2009; Robertson, 2010; Bone, 2009; Minh et al., 2019):

- Mobility, low-cost and easiness to access education services and opportunities;

- Corporatization and commercialization of the higher education industry;

- The need to develop a strong brand to secure a long-term competitive position;

- The difficulty of reaching long-term sustainability in a volatile business environment.

The higher education industry in the XXI century, when facing the challenges mentioned above, will be unlikely to succeed unless it can manage them effectively (Manh et al., 2021; Ly et al., 2021; Duc et al., 2019; King, 1995; Howard & Kai, 2012; Robertson, 2010). Thus, it is essential to know factors that improve management methods and create a competitive advantage (Tien, 2018f). In other words, the higher education industry seems to be under extreme pressure to generate value for their respective customers and other stakeholders (Morris & Goldworthy, 2008; Tien, 2017). The transformation of higher education into a competitive industry is underway. Changing dynamics in the higher education industry requires competitive advantages to be created as soon and as long as possible (Pathak & Pathak, 2010). The sustainability of the higher education industry becomes a critical issue that revolves around three interrelated missions: to teach students, carry out research, and serve the external community (see Figure 1).

A value chain model is a useful tool for defining a firm's core competencies to pursue a competitive advantage of cost and differentiation. The generic value chain model requires that a firm's activities be segregated into discrete components for value chain analysis to be performed.

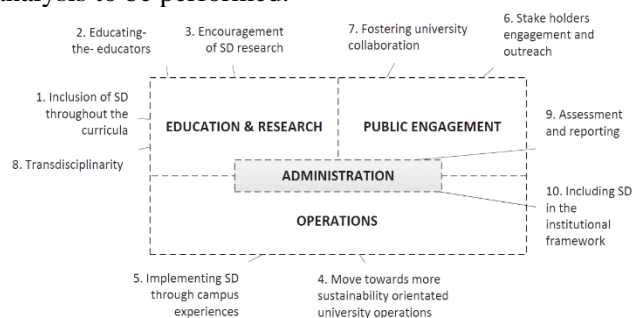


Figure 1. Sustainability elements linked to the higher education industry (Gomez et al., 2015)

However, in the service sector, its four essential characteristics of intangibility, inseparability, non-inventory, and inconsistency interfere with the value chain's configuration. Earlier research addressed this weakness and suggested service-specific value chains. However, this definition was the focal point for research on strategies in the service industry and particularly higher education (Sison et al., 2000; Gabriel, 2005; Polese & Monetta, 2006; Makkar et al., 2008). Higher education as a service industry requires a clear and specific value chain model to clarify the value-added mechanism and components (Taiwo, 2015).

Some of the previous studies on this theme (Gabriel, 2005; Makkar et al., 2008) have rejected the application of Porter's value chain in the context of higher

education and proposed an alternate value chain. The arguments for rejection were: some components of the value chain, i.e., inbound and outbound logistics, cannot be applied directly, and primary characteristics of services make such application impossible. However, recent trends in higher education make it possible to unbundle the educational process into discrete activities; distinguish between value driving and other activities; configure the value chain as per Porter’s model to explore critical linkages between activities.

Makkar et al. (2008) proposed a specific value chain for the education industry as they insisted that the service industry needs to co-create value (Figure 2). When the value is co-created, it implies that both service providers and users are involved.

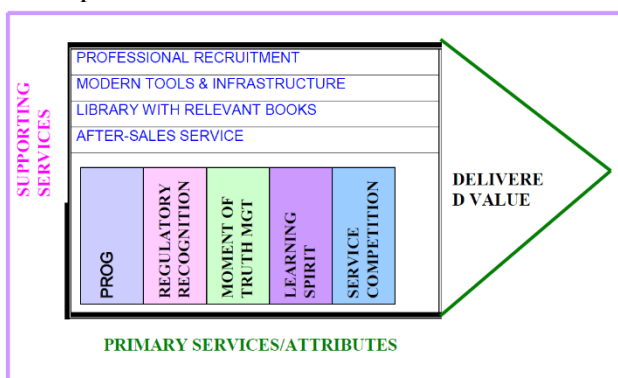


Figure 2. The modified value chain for the higher education industry (Makkar et al., 2008)

The model developed in the study of Makkar et al. (2008) was used to analyze the higher education industry in India and Tanzania to conceptualize the value chain for services.

Higher education as a service industry has undergone significant changes worldwide, and particularly in developing countries. Discontinuous changes occur in technologies, socio-economic structures, and politico-legal environments of countries and regions. The fast pace of globalization has further complicated academic ambience (Makkar et al., 2008). State-funded non-profit institutions are revolutionarily replaced by self-funded for-profit ones. Traditional service characteristics and business models in the higher education industry are changing (Poon & Lee, 2012; Anh & Tien, 2019a; Thuong & Tien, 2019). It has been noted that in developed societies, non-profit organizations, including public universities, are increasingly using modern management concepts to professionally manage their organizations in a highly vibrant and volatile environment. Sooner or later, the higher education industry in developing countries will follow the beaten track of developed countries.

In other words, developing countries face several formidable challenges concerning their higher education industry. Some of these arise because of external changes such as the world’s knowledge and technology revolutions and the process of globalization (Bloom & Rosovsky, 2007; Tien, 2018e). Others are more closely connected to internal issues, such as

management and organization, curriculum reform, educational finance, and the rapidly growing demand for higher education. Considering the context of the higher education industry in developing countries, we propose an adapted value chain as follows (Figure 3).



Figure 3. The adapted value chain for the higher education industry in developing countries (Own elaboration)

3. An Empirical Study on Sustainability Issues of the Higher Education Industry

3.1. The General Context of Higher Education Development

Amongst countries in Eastern Europe, we select Poland, and amongst countries in South-East Asia, we select Vietnam because both of them are being in different stages of the transformation process from the centrally planned economy towards a market economy.

Secondly, their higher education systems are quickly evolving to adapt to the changing societies and national economies and expected standards of education set by the Western world.

Thirdly, Poland and Vietnam are perfect to represent the two continents as they are perceived not as developed nations and not as underdeveloped nations in line with standards within each of the continents. Besides, both countries represent the middle development level of higher education in Eastern Europe and South-East Asia.

Universities in Poland named by Wawak (2015) as being at crossroads are perceived as organizations without a management system adjusted to the contemporary tasks they should perform (Kwiek, 2013). Polish Minister of Science and Higher Education has acknowledged that science and higher education face many new challenges, including demographic decline, adaptation to new technologies, an international competition for research funds, and international students (Ejdys et al., 2018).

Similarly, universities in Vietnam are in rapid and sustainable change. Since 1993, when the Fourth Plenum of the Communist Party Central Committee declared that education was a priority for national investment, the proportion of the relevant age group participating in higher education has increased from 2 percent to over 13 percent. A higher education system comprised of small, specialized institutions has been transformed into one in which the leading universities are large, multidisciplinary, and progressively developing their own research capability (Hayden & Thiep, 2010).

For the above arguments, comparative analysis

between Poland and Vietnam might be fruitful and reveals some interesting findings.

3.2. Comparative Study of the Educational Value Chain

3.2.1. Case Selection and Data Collection Methods

To conduct a comparative analysis within the educational value chain, we select the best and oldest business school in Poland and the best and oldest in Vietnam. Firstly, they are public universities with long-term traditions and experiences of teaching and researching. Secondly, they are the oldest national academic institutes and best business schools that pioneer in educating numerous entrepreneurs, economic experts, strategists, and policymakers, serving the national development globally. Thirdly, they rank the highest in the higher education industry and are both facing typical sustainable development issues.

We use secondary data from internal and external sources for comparative analysis. Internal sources of data include unpublished reports prepared by staff members and unofficial interviews with school managers, education experts, professors, and emeritus professors of the selected universities. External materials include Internet sites, newspapers, books, conference articles, periodicals published from 2016 to 2019.

3.2.2. Comparative Study of Primary Activities

In our proposed adapted value chain, four primary activities are considered core activities contributing to value co-creation and sustainable development. Table 1 below shows the list of activities, which have been conducted in the two selected universities.

Table 1. Primary activities in the value chain (Own elaboration)

Activity	Polish University	Vietnamese University
Faculty staffing	Reduce tenure contracts Pay by performance	Extend tenure contracts Pay due to extraordinary performance
Curriculum	Invest in current staff	Attract external talents
Textbook	Consulted & developed by experts Own and foreign textbook translated	Taken and adapted from Western universities Others' textbook combined with own experiences
Language instruction	Curriculum as a value proposition Textbook as own brand English and other European languages MBA courses delivered in English	Curriculum to be adapted and improved Own textbooks are not obligatory English as the only foreign language MBA courses are translated into a local language
External cooperation	More courses are provided in English Domestic cooperation – to confirm own brand and impact Int'l cooperation – exchange to improve	English courses are gaining popularity Domestic cooperation – sharing experiences and resourced Int'l cooperation – exchange to make use

own position globally of transferred knowledge and experiences

It is observed from Table 1 that both universities are building their competitive advantages and sustainable development through different ways of conducting the primary activities.

3.2.3. Comparative Analysis of Supporting Activities

As mentioned in Figure 2, our adapted value chain for the higher education industry in developing countries identified five activities that support the value co-creation process among the education service providers and customers. We collected information from the universities' websites and interviews with school managers, education experts, professors, and emeritus professors to make a comparison. Table 2 below demonstrated the current practices of these two universities, focusing on value creation and sustainable development.

Table 2. Supporting activities in the value chain

Activity	Polish University	Vietnamese University
Type of institution	Experience and professionalism Full-time education is public goods Boost scientific potential & int'l recognition	Fast expanding both in quantity and quality Education is a semi-public goods Boost scientific potential
Faculty leader	Highly qualified prof or academician Internal promotion	A business entrepreneur could be an option External promotion
Org. structure	The strong position of the faculty and its leader Fewer faculties, more departments Centralized structure, decentralized power	The weak position of the faculty and faculty leader More faculties, fewer departments Decentralized structure, centralized power
Location infrastructure	Best locations in the city Invest in e-learning technology rather than new campuses Invest in both tangible and intangible assets	Best locations in the outskirts of the city Invest in e-learning technology rather than new campuses Invest first in tangible assets
Revenue structure	State funding decreasing From part-time programs Stable revenue from executive education Fundraising and donation are rare R&D commercialization	State funding significantly decreasing From both part-time and full-time programs A rising source of revenue from executive education No fundraising and donation Business partnership to be improved

4. Results, Discussion and Recommendations

In this study, we have investigated and analyzed how both universities from different continents are in the process of achieving sustainability in their daily functional and managerial activities. Sustainability in this study is understood as striking a balance between

three essential missions of the higher education industry' services. That is to teach students, conduct research, and serve the community for multiple stakeholders' interests. The above analysis of the value chain of the two universities implies significant issues concerning the sustainable development of the higher education industry of the two countries. Thus, we propose the following activities that should be promoted in the value chain of the higher education industry (Tables 3a and 3b).

Table 3a. Recommendations of supporting activities in the value chain (Own elaboration)

	Polish University	Vietnamese University
1	More diverse part-time education program	Tuition fees and remuneration up to market condition
2	Faculty staff training and development	Expand faculty staff both quantitatively and qualitatively
3	Entrepreneurial skills for academic managers	Academic and entrepreneurial skills needed for faculty managers
4	Enhance innovation and effectiveness of faculty	Combine similar faculties to boost innovation
5	E-learning to reach more students	E-learning and soft-hard assets balancing
6	Further R&D results' commercialization	Cross-subsidizing teaching and R&D activities

Table 3b. Recommendations of primary activities in the value chain (Own elaboration)

	Polish University	Vietnamese University
1	Reduce tenure, increase performance-based contracts	Extending tenure and benefits to boost academic excellence
2	Combine knowledge creation with knowledge delivery	Enhance the process of knowledge co-creation
3	Bachelor program in English, Executive program in other languages	Enhance executive education both in English and English translated to local language
4	Domestic & int'l cooperation	Int'l cooperation to boost exchange and development
5	Develop community services	Business & community services

The above-presented recommendations for the higher education industry are suitable for the local context of a fast-growing economy like Vietnam. In contrast to the Western higher education industry and, also to some extent, the Polish higher education industry, teaching and research activities in Vietnamese universities should be flexible, diversified, and practically oriented. Furthermore, to retain economic growth and social development, higher education should be popularized to various social stratifications to boost their intellectual level.

Higher education plays a critical role in preparing young people to join the labor market soon (Tien, 2018). It also has a role in training and developing people who are already at work and intend to advance their careers (Rewel et al, 2020). Therefore, it is recommended to make part-time executive education internationalized as the national economy is being opened up to the world and is supported by practical

research and development activities to solve social problems and concerns (Tien, 2017; Tien, 2018a).

Regarding the research and development activities, the higher education industry in Poland and Vietnam need to continually strengthen their research potential in conducting business-related projects and international publication in top tier journals. Research and development activities and marketing activities could be interrelated and mutually supported because the higher education industry's leading function is to conduct research and generate knowledge. Achievements in research and development could enhance prestige and reputation nationwide, and as such, they are marketing instruments to attract more students and partners.

In Vietnam's current context and conditions, community and public services are quite novel to the higher education industry. In an advanced market economy and due to globalization, the higher education industry's role is to serve students, customers, and the whole community. Public and private universities are increasingly under pressure to respond to the social needs and deal with this community challenge. Different universities have different approaches and solutions to carry out this new social mission. For universities to be influential in business, education, and social services, they need multilateral collaboration. A strong network with different business and social entities boosts value co-creation and value exchange. Therefore, we need to develop universities to tackle pressures associated with ongoing economic transformation and global development trends in the higher education industry.

5. Conclusion, Limitations, and Further Study

This study contributed both theoretically and empirically to the management knowledge in the higher education industry. We offered an adapted theoretical framework for analyzing sustainability issues in higher education from the value chain perspective. Our case analysis highlighted the three hybrid pillars in the sustainability of the higher education industry, including their missions of teaching, implementing research, and community service engagement. Further exploration could discover more missions of the higher education industry in general and the missions of each university in detail. Thus, the scientific novelty of our work is that we contributed to the existing body of literature by translating the understanding of sustainable development ideas in business into its understanding in the higher education industry. This research perspective is quite new, and the literature review shows that not many scientists in the world undertake this challenge.

Moreover, by using the proposed theoretical framework, we have fully presented and analyzed sustainability issues of the higher education industry represented by the best and the oldest business universities in Vietnam and Poland. Both countries share similar development backgrounds and

institutional settings. As a result, multiple recommendations are put forward. Satisfactory conclusions are drawn, and solutions are proposed for the higher education industry to improve the sustainability of a fast-changing and globalizing higher education environment. To a certain extent, our study and its contributions could serve as fundamentals for further investigation regarding the higher education industry in developing countries.

However, this study has several limitations. Document analysis is the fundamental method in this study, which cannot provide an in-depth analysis of the effectiveness of activities in the value chain of the higher education industry. Findings from the two case studies highlight some prevailing sustainability issues but might not give a holistic view of the whole industry. Further studies should use an empirical approach to evaluate the sustainability of the higher education industry. Moreover, cross-national studies with more countries engaged could be a subject of further investigation.

The comparative analysis of the educational value chain points out the exciting conclusion that the higher education industry in developing countries must become hybrid, blended, multi-functional, and at the same time orient towards multiple missions to stay competitive and develop sustainably. Traditionally, the higher education industry must conform to institutionalized templates to be regarded as a legitimate part of society. Nowadays, the higher education industry must frequently combine seemingly incompatible roles and diverse missions to respond to modern society's global trends and pressures (Battilana et al., 2017). Hybridization concerns missions, goals (objectives) and strategies, financial or nonfinancial performance, all elements in the analysis framework regarded as core sustainability issues. Hybridization is almost a leading trend and the right choice for the higher education industry. It guarantees a high level of flexibility, agility, and readiness to change to adapt, exist and develop sustainably in line with the fast-changing business environment and higher education landscape in developing countries.

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Authors' Contributions

Nguyen Minh Ngoc (20%) – current literature review;

Nguyen Hoang Tien (35) – main idea, the concept of the article;

Nguyen Quang Giao (15%) – empirical research;

Tran Thi Thuy Trang (10%) – final conclusion, limitation, and recommendation;

Nguyen Phuong Mai (20%) – article format and revision.

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