

EDUPRENEUR: INDUSTRIAL COMPETITIVENESS AS EXTERNAL FACTORS TOWARDS MALAYSIA PRIVATE HIGHER EDUCATION INSTITUTION PERFORMANCE

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ABSTRACT

The purpose of this conceptual paper is to browse the relationship of Theory of Industrial Competitiveness as External Factors towards Malaysia Private Higher Education Institution Performance from the Edupreneur perspective. Edupreneur or education entrepreneur, is a person within the education institution who take hands on responsibility in creating and developing program, product, service and /or technology for the enhancement of learning consistent with the stated goals of and supported by organization. They also act as the unit of analysis, as they involve in survival on Private Higher Education Institution in Malaysia directly. Therefore, their views on factors involved should be highlight. The Industrial Competitiveness Theory is derived from theory of Sustainable Competitive Advantage on Private Higher Education .However, due to research gap and suitability with problem in hand, only three factors will be highlight in this article which are Competition, Innovation and Industrial Linkage. The elements will be cross check with Private Higher Education Institution Performance Measurement which are Academic Effectiveness, Rating Criteria, Research Capacity & Capability and Financial Performance. As for practical implication, this conceptual paper will help Ministry of Higher Education and Malaysia Private Higher Education Institution for determining their path that should be taken especially on post-Covid-19 Pandemic that hit Malaysia recently. It also helps the

Practitioners in Malaysia to determine the strategies to enhance the Sustainable Competitive Advantage and survive in the stiff competition in Malaysia.

Keywords: Edupreneur, Private Higher Education Institution, Performance, Industrial Competitiveness, External Factors

INTRODUCTION ON PRIVATE HIGHER EDUCATION INSTITUTION AND THE EDUPRENEUR

Private Higher Education Institution (will be addressed as PHEI afterward) has come to the tertiary education picture actively in late 1990 for Malaysia setting. The growth of the academic world is intensified by the privatization of public HEI, and this had posed competitive challenges to PHEIs and affected their sustainability. Regardless of pandemic Covid 19, Malaysia is steadily acquiring acknowledgement of its higher education system that helps strengthen its aim to become a worldwide education hub by 2025.

The 2015-2025 Malaysia Education Blueprint for Higher Education aims to attract 250,000 international students by 2025. An interesting comprehensive politic and economy changes had anticipated increasing number of international students to pursue higher education in Malaysia, allowing the nation to capitalize on its strengths in higher education to increase international student enrolment. International students currently contribute about RM 5.9 billion annually to the Malaysian economy and are expected reach RM 15.6 billion by 2020. (Chin, Y. F. ,2019). On the other hand, Education Malaysia Global Services (EMGS) recorded 3,254 applications compared to 1,473 and 2,654 received in March 2020 and March 2019, respectively, according to data from the Higher Education Ministry body that manages international students in Malaysia. These numbers show that Malaysia is still a popular destination even among international students. Therefore, with fierce competition in local private tertiary education market, the entrepreneur within education sectors or edupreneur should look forward on enhancing their PHEI Performance so that they can defeat the right market share for their own survivor.

Charles W. Lavaroni, M.S. and Donald E. Leisey, Ed.D. in his article of 'Bringing the Excitement of Entrepreneurism to the Public Schools' in 2019 indicates that, edupreneur is a person within the public school who take hands on responsibility in creating and developing program, product, service and /or technology for the enhancement of learning consistent with the stated goals of and supported by organization. They are ;

- businessmen who identify a market opportunity on education system;
- educational leaders who want to change the system;
- leaders from non-profit sector with initiatives who are building organizations outside the system (alternatives to existing educational system). (Hess, D. J., & Collins, B. M. 2018).

Some examples of what they are doing in educational domain are presented in Table 1.

Table 1: Type of Edupreneur

Edupreneur type	Focus	Category of action	Example of action
Businessmen (owner, president, CEO) <i>Top Management level</i>	best known as who find the market opportunities. They would like to have new schools with at least a particular innovation,.	Build private school /higher education. Promote innovation inside school / higher education	Getting recognition for a new type of organization or a new form of instruction
Talent leaders inside the institution system (Managers, Dean, Profs, Lecturers) <i>Middle Management level</i>	the best known as who focusing on quality of education (product / service quality). They provide leadership, recruit, develop and support lecturers and school leaders.	Mitigate the organizations part of non-format educational system	Introducing a new educational program in institution. Enhancing institution capacity by alternate support program for lecturers/ new programs or courses offered and faculty managers.
Tool builder and service provider (Administration staff) <i>Lower Management level</i>	best known as who may develop data systems, curricula, and instructional devices or provide distance learning or new educational programs.	Innovator inside institution Support material on building institution formal system. Mitigate public – private .	Providing new educational program /support activities for institution, even competing with other provider.

(Suggested by Mcshane, Hess (2015) And Lăcătuș, M. L., & Stăiculescu, C., 2016)

CONCEPTUAL FRAMEWORK

The study will focus on the elements as per below ;

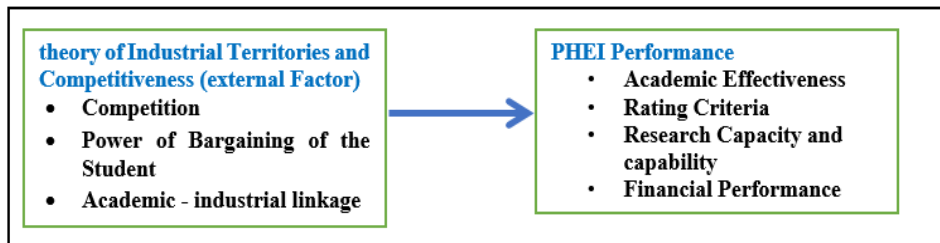


Figure 1: Conceptual Framework For ‘Edupreneur: Industrial Competitiveness As External Factors Towards Malaysia Private Higher Education Institution Performance’ (Adaptation from Mainardes, E. W., Ferreira, J. M., & Tontini, G. (2011) and Yaakub, M. H., & Mohamed, Z. A. (2019)

The original element in Theory of Industrial Territories and Competitiveness consist of Threat of new type of HEI, Level of Rivalry among the HEI, Power of Bargaining of the Student as Consumer, Government Regulation, Generic Strategic of the Competitors HEI, Relationship with Society and Relationship with Organization and Government. However, due to research gap and suitability with problem in hand, only three factors will be highlight in this article which are Competition, Innovation and Industrial Linkage and not to the other factors. The elements will be cross check with Private Higher Education Institution Performance Measurement which are Academic Effectiveness, Rating Criteria, Research Capacity & Capability and Financial Performance.

PRIVATE HIGHER EDUCATION PERFORMANCE

Based on the literature by Yaakub, M. H., & Mohamed, Z. A. (2019), they indicate that the MyQuest ranking system is inappropriate to measure the performance of a PHEI. Yaakub, M. H., & Mohamed, Z. A. (2019) believe that financial and non-financial methods will be used to measure PHEIs’ performance. Financial performance is needed because it will bring in organizational competitive advantage (Harlow, 2018). On the other hand, non-financial performance is also required as it relates to the problem in measuring PHEIs’ performance, especially in understanding how teaching and research can contribute to organizational and strategic goals, and suitable evaluation methods (are required) when a mere financial measure alone is not adequate (Zangouinezhad and Moshabaki, 2017). Yaakub, M. H., & Mohamed, Z. A. (2019) suggest that there are four dimensions are used to initiate the measurement of PHEI performance.

i. Academic Effectiveness

Yaakub, M. H., & Mohamed, Z. A. (2019) indicates that, PHEIs should consider to enhance the quality of their academic programs and services continuously to achieve sustainable competitive advantage. Secondly, the academic effectiveness is also studied as a function of students' achievement. Thirdly, it is also found that good leaderships will contribute to organizational achievement and effectiveness as proposed by Ab Hamid (2015). This includes how the PHEIs' leaderships attract and retain academicians in their institutions. From the review of literature, this study adapted the criteria used (i.e. management of academic programs and academicians) from Delaney and Huselid (1996) in measuring academic effectiveness.

ii. Rating Criteria

Yaakub, M. H., & Mohamed, Z. A. (2019) also has stressed that MyQuest ranking is not a performance rater. However, it is crucial to understand that the instrument serves as a measurement of the quality in a PHEI. One of the criteria of assessment used by MyQuest ranking system is resource management in PHEIs. In accordance to RBV theory, MyQuest assesses the adequacy of PHEIs' resources, such as library, physical infrastructure, financial and academic staffs. Therefore, the instruments are considered as non-financial measurements of PHEI performance in Malaysia. These ratings are beneficial and have become an attracting point to increase the student enrolments. Among th criteria include: students (quality, participation with external organization, number of international students); resources (physical infrastructure, financial sustainability, support services, staff ratio); quality management system (certification, good management system, external participation, student satisfaction index); program recognition (accredited programs, active programs); and graduates' recognition (employability, employer satisfaction, recognition and awards to graduates). These criteria were adapted as a non-financial measurement of PHEI performance.

iii. Research Capacity and Capability

Yaakub, M. H., & Mohamed, Z. A. (2019) asserted that research is a performance indicator for universities in the UK. This point is also supported by Alcaine (2016), who emphasized the importance of research capabilities as a university's performance measurement. According to him, research capabilities are manifested in the forms of: grants and contracts revenue and licensing revenue. Since previous studies stressed on the research grants that were not depicted in dollars and cents, this study treats the research capacity of a PHEI as a non-financial indicator in measuring the PHEIs' performance. (Yaakub, M. H., & Mohamed, Z. A. ,2019)

iv. Financial Performance

The bottom line of running a successful enterprise is to have a good and reliable financial management. With this regard, it is essential to have an implementation of a sound financial and management system. Alcaine (2016) used financial data and ratios such as total operating revenues and viability ratio to measure universities performance. However, complexities might occur when using this measurement in this study, where the unit of analysis in Yaakub, M. H., & Mohamed, Z. A. (2019) is individual academicians who have limited access on financial data. Although Tseng (2014) introduced both financial and non-financial dimension in measuring a firm's performance, Yaakub, M. H., & Mohamed, Z. A. (2019) found out that there have been no attempts to evaluate the PHEIs' performance in Malaysia using Tseng's two approaches, which justifies the adaptation of her financial measurement items in their study. The justification is that Tseng (2014) provided the items that were constructed in a perceptual way which makes them directly applicable to this study. It generates a fresh approach in using financial performance measurement to achieve organizational objectives, namely, the efficiency and effective management of resources.

THEORY OF INDUSTRIES AND TERRITORY COMPETITIVENESS AS EXTERNAL FACTORS

Based on the theoretical framework suggested by Mainardes, E. W., Ferreira, J. M., & Tontini, G. (2011), Theory of Industries and Territory Competitiveness become the External Factors that influenced PHEI Performance. The element in Theory of Competitiveness are; threat of new type of HEI, Level of Rivalry among the HEI, Power of Bargaining of the Student as Consumer, Government Regulation, Generic Strategic of the Competitors HEI, Relationship with Society, And Relationship with Organization and Government. This theory emerged from two (2) theories which are the original Theories of Competitiveness in the industry, from studies of Porter (1985); and The Theory of the Territorial Competitiveness (Storper, 2007).

First theory comes from Porter's Theories of Competitiveness in 1979, that indicates how the five forces (Entry of Competitors, Threat of Substitutes, Bargaining Power of Buyers, Bargaining Power of Suppliers, And Rivalry Among the Existing Practitioners) outline the strategy.

Second theory, which are theory of Territorial Competitiveness was suggested by Storper in 2007 where he made adjustment on elements of 'Relationship with Society' and 'Relationship with Organization' on the original 6 forces in the theory. The former two theories become Theory of Industries and Territory Competitiveness (TOITC) as Mainardes, E. W., Ferreira, J. M., & Tontini, G. (2011), which do combine certain elements in original Porter Theory together with theory of Territorial Competitiveness, but drop 1 element which are 'bargaining power of supplier'.

Mainardes, E. W., Ferreira, J. M., & Tontini, G. (2011) transformed the theory to elements of Threat of New Types of HEI, Level of Rivalry Among HEI, Power or Bargaining Among Students, Government Regulation, Generic Strategies of the Competitors HEI, Relationship with Society and Relationship with Organization & Government. However, due to limitation, the article will only focus on three elements which are Competition, Bargaining Power of the Student as Consumer and Industrial Linkage.

THE EMPIRICAL RELATIONSHIP BETWEEN THEORY OF INDUSTRIAL TERRITORIES AND COMPETITIVENESS (EXTERNAL FACTOR) AND PHEI PERFORMANCE

i. Relationship between Competition and PHEI Performance

Musselin, C. (2018) had addresses the transformation of competition in higher education in her study “New Form of Competition in Higher Education”, she identified that not just have competition and competitive plans significantly created somewhat recently, from competition for students to competition for financial plans and competition for lecturers, however the idea of competition has additionally developed, prompting new types of competition. It is obvious that competition in higher education is not happening among people and nations, however has gotten institutional, prompting a staggered type of competition and transform PHEI into ‘fighter and survivor’ and it’s all identified with PHEI Performance. Competition has significantly expanded in PHEI industry as Malaysia government subsequently permitted correlation and rankings between HEI’s. Hence, private tertiary education institution today progressively depends on derivative analysis and references dependent on evaluations got from PHEI performance measurement. As contended in the second piece of the article by Musselin, C. (2018), the competition in question between colleges isn't a competition at costs or for clients, but instead a competition for quality.

To put cherry on the top, Malaysia Ministry of Higher Education had also indicated in 2018 that “...Malaysia PHEI market was viewed as having a monopolistic competitive market structure with low barriers to entry, slightly differentiated offerings, and, somewhat, limited control over the tuition rates charged. Because of low barriers to entry, the threat of new entrants into the market is relatively high...” Derived from University of Phoenix and Kaplan University study in 2017, the differentiation strategy is needed for PHEI to compete. According to them PHEI need to offer the courses in different way based on student’s preferences such as online learning. This is true especially before Covid-19 hits Malaysia, Malaysia PHEI were somewhat reluctant to adopt these same offerings while, instead, relying on superior accreditations as their competitive differentiator

ii. Relationship between Power of Bargaining of the Student and PHEI Performance

Han, H., Kiatkawsin, K., Kim, W., & Hong, J. H. (2018) in their study 'Physical classroom environment and student satisfaction with courses' in South Korea, Student satisfaction has been identified as a key variable in explaining the holistic evaluation of the course and what make the student continue to study in that PHEI. Moreover, the study revealed that ambient conditions of the classroom and its spatial layout and functionality significantly enhanced the effects of cognitive evaluation and affective evaluation on student satisfaction with the PHEI and increase their loyalty which lead to PHEI Performance. Moreover, the student also has power in bargaining where they show in Jabbar, A., Analoui, B., Kong, K., & Mirza, M. (2018) where the data of their study indicate that academics perceived the introduction of tuition fees to have been the catalyst for students increasing demonstration of customer-like behaviour: viewing the education process as transactional, with the HEI providing a 'paid for' service. It is argued that these changes in UK higher education have created tensions between university leaders and academics, creating genuine dilemmas for those with decision-making responsibilities who must balance academic integrity and long-term institutional financial viability.

iii. Relationship between Academic-industrial linkage and PHEI Performance

Eryilmaz, M. (2017) states that, the determinants of university-industry joint venture were based on firms and logical intensity of university, geographic and institutional vicinity and intellectual separation. In any case, these determinants of university-industry cooperation are at large scale level and they seem to centre around more specialized side of the subject and it affect university's reputation. In a comparative vein, Del-Castillo-Feito, C., Blanco-González, A., & Delgado-Aleman, R. (2020) found that HEIs' industrial linkage influence students' maintenance choices in a positive and critical way as path after they finish study. As per Kaushal, V., Jaiswal, D., Kant, R., & Ali, N. (2021), the good industrial linkage between PHEI and related industries could be principle problem solvers to market influences, globalization adjustment, social orders, worldwide benefactors and financial institutions. The connection PHEI and related industries has given a premise to coordinate speculation for financial advancement for both parties which lead to win-win situation. This is also supported by Rodríguez-Solera, C. R., & Silva-Laya, M. (2017) where intently expertise requests by the market, and change their preparation likewise. By having industry linkage, graduates are bound to apply and cultivate new technologies and abilities and can help collaborators to learn and apply them too. As indicated by Franco, M., Silva, R., & Rodrigues, M. (2019), there is a positive and measurably huge relationship between higher education enrolment rates when the PHEI proves their ability in providing career path to students.

THE RESEARCH GAP ON RELATIONSHIP BETWEEN EXTERNAL FACTORS (THEORY OF INDUSTRY AND TERRITORIAL COMPETITIVENESS) AND PHEI PERFORMANCE

i. International studies

Based on the Al Shobaki, M. J., & Naser, S. S. A. (2017) finding, it shows that there is a great need to fulfil the gap related to Threat of New Types of HEI, Level of Rivalry Among The HEI and Student Bargaining Power, Government Regulation, Generic Strategies of the HEI competitors and Relationship with Society, Organization and Government as all this element is the key to the external competitiveness factors when it relates to PHEI performance. The author indicates that Internationalization processes are at the fore of university strategic plans on a global scale. However, the work of internationalization is being performed through the connections between many actors at different policy levels. The need to analyze the Theory of Industrial and Territorial Competitiveness (TITC) is also strengthen in the book of Gualini, E. (2018) 'Planning and The Intelligence of Institutions: Interactive Approaches to Territorial Policy-Making Between Institutional Design and Institution-Building'. According to Gualini, E. (2018) the hierarchical approach of regional planning institutions is facing crisis. Gualini, E. (2018) indicates that, in an era of globalization, the states of metropolitan growth elements are reliant on innovation, pioneering and economic designs and socio-political and institutional powers. Subsequently, the idea of 'locale' has gotten more about friendly connection than topographical area. This volume inspects how institutions should adjust and alter their jobs to suit this changing example of advancement, by executing more agreement based practises.

ii. Malaysia related studies

Tsiligiris, V. (2018) has propose that Porter Diamond Model (PDM) can be used by transnational education (TNE) countries and institutions as an analytical framework for the strategic evaluation of TNE host countries in terms of attractiveness for exporting higher education. His study uses a literature review to adapt the PDM in the context of transnational education host countries. A pilot study of adapted Porter Diamond Model (PDM) is conducted for China and Malaysia.

The results from the analysis of the two countries indicate that China and Malaysia are both suitable transnational education (TNE) host countries for expanding existing and developing new activities. This also indicates that the proposed use of the adapted PDM is suitable to effectively evaluate transnational education (TNE) host countries. Tsiligiris, V. (2018) stated that considering the scale and the expected growth of TNE, as well as the lack of strategic analysis tools for TNE; the proposed model provides a valuable practical tool to aid strategic planning at institutional and country level. Another gap can be found

from Choi, P. L., & Tang, S. Y. F. (2016) study titled 'Cross-Border higher education for identity investment: Cases of Malaysian and Indonesian ethnic Chinese students in Hong Kong'. This article reports the after effects of a contextual analysis including two ethnic Chinese students, one from Malaysia and one from Indonesia, who decided to seek after higher education in Hong Kong. By putting the students at the focal point of an examination of the social, political, economic and educational settings of their nations of origin and host an area, the study tried to acquire an all-encompassing comprehension of cross-line versatility. The discoveries proposed that the students' very own experiences and manners mediated the outer push-pull factors engaged with their choices. The information showed that the two students' cross-line versatility permitted them to rethink their ethnic personalities and make worldwide scholastic and expert characters. This is another proof that shows the use on Theory of Industrial and Territorial Competitiveness (TITC) is lacking, where the element of it can be used extensively to analyze the competitiveness but the authors don't choose it.

Based on Munusamy, M. M., & Hashim, A. (2019) study, they stated that in acknowledgment of the significant commitment of Private Higher Education Institutions (PHEIs) to the Malaysian economy by means of foreign exchange profit, it is essential to investigate the determinants that could improve the PHEIs competitiveness in quality. As per Munusamy, M. M., & Hashim, A. (2019) the PHEIs, very much like other benefit associations, see the desperate need to determinants (top management support, government support, partners' pressing factor acquire competitive edge) because of hardened competition and strain to confront globalization. Hence, the PHEIs which aim to acquire competitive edge need to look for compelling and inventive approaches to pull in, hold and cultivate more grounded relationship with their students. One of the feasible methods to raise their competitiveness level is to upgrade the nature of their strategic competition management. According to Cheng, B. L., Cham, T. H., Dent, M. M., & Lee, T. H. (2019), Government support has been found to impact the competitiveness in quality. Government support regarding resources, creating skilful talent, and encouraging participation between commercializing firms is fundamental to encourage the commercialization of institutions to give quality education administrations. Industry partners pressing factor affects the competitiveness in quality. Industries partners apply tension on the top management of the institution to participate in competitive methodologies that can prompt clients' fulfilment, high organizational performance, and expanded competitiveness among rival organizations. Plus, according to Hanaysha, J. R., & Majid, M. (2018), staff support has shown a significant and positive effect on the institution's competitiveness. Dynamic workforce interest and exertion is seen as a basic factor in the advancement of top notch scholastic program. Institution that is legitimate with its top notch program will actually want to stay competitive on the lookout.

SIGNIFICANCE OF THE STUDY AND CONTRIBUTION TO THE BODY OF KNOWLEDGE, NATION, MINISTRY OF HIGHER EDUCATION AND EDUPRENEUR

This study will contribute to additional idea for the theories and current studies on Sustainable Competitive Advantage for Malaysia setting. it will help other researcher for literature review in the future when they discuss Sustainable Competitive Advantage for PHEI. The study will also have benefited MOHE as for new information and it reveal on the current performance of Malaysia higher education industry. Stakeholders who involves directly or indirectly to academic industry can use this study as indicator on the performance of the Practitioners in the market. It also helps edupreneur as to find idea and room for improvement from this body of knowledge.

METHODOLOGY

The study will use quantitative method and the respondent will be targeted to top and middle management level within Malaysia PHEI. There are about 478 PHEI in Malaysia, and based on G-Power count, the sample should be minimum 103 with data collection using email and google link. The data analysis will be using SmartPLS.

FUTURE DIRECTION

In the future of this study, the researcher suggests to see the influence of Government Policy as main factor for Higher Education survival and Theory of Stakeholder (TOS) which contribute towards PHEI Performance in Malaysia.

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