



Factors Affecting Management at Private University in the Context of Digital Transformation

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Abstract

Digital transformation in private universities involves integrating digital technologies to optimize operations, enhance training quality, and align with global higher education trends. Effective management in this context requires strategic planning, organization, and adaptation to ensure optimal outcomes. Internal factors such as operational objectives, organizational structure, human resources, facilities, and awareness play a critical role. Clear goals, an efficient organizational structure, skilled personnel, and advanced facilities are essential for achieving desired outcomes. Managers must prioritize awareness of digital transformation among staff and students to facilitate engagement.

External influences, including globalization, technological advancements, and regulatory frameworks, significantly impact management practices. The 4.0 technology revolution and digital platforms provide opportunities for innovation but necessitate robust management information systems and unified databases. Private universities must adopt digital governance, leveraging data-driven strategies to maintain competitiveness and improve education quality in a rapidly evolving landscape.

Keywords: Digital Transformation, Private University Management, Organizational Structure, Human Resources

1. Introduction

Digital transformation in private university is the process of synchronously and comprehensively changing school operations thanks to the application of digital technology to improve and optimize training activities, helping operations in private university achieve greater efficiency contributing to improving the quality of training at the school, keeping up with the trend of higher education development in the world. Management at private university in the context of digital transformation is the process by which the management actor develops plans; organizes implementation; evaluates; and adapts and improves training activities in accordance with the digital transformation process at the university. Private university are the institutional units in the national education system. Management at private university is also school management, carried out in the field of education, so it can be understood: Educational management at the grassroots level is a process of purposeful, organized, planned, systematic impact of management subjects (principal, board of directors,...) to the management audience in the school (including human resources, technical facilities, teaching activities, scientific research, educational environment,...) based on laws, policies, regulations to achieve optimal educational goals.

2. Factors affecting management at private university in the context of digital transformation

2.1 Internal Factors

2.1.1 Operational objectives, organizational structure and management of the school

First of all, the organization's operating goals are the fundamental elements of the organization, it answers the question: What is the purpose of establishing that organization now and in the future? If a social organization has no purpose, that organization has no reason to exist. If the goal is not clear, the organization is ineffective because the goal is the goal that everyone in the organization always aims for. That means the operational goal factor is the deciding factor in the formation and development of the organization.

The operational objectives of universities in general and of private universities in particular are regulated by the functions and tasks of the university, which are concretized into quantitative and qualitative requirements for the results of the university's activities.

Organizational structure represents the internal structures, along with the relationships of departments and individuals within the organization. No organization should not have an organizational structure through which management actors establish rules on management and governance mechanisms. How the organizational structure is formed is due to the goals and content of the school's activities, the will and capacity of the school's managers; At the same time, due to the impact of progressive achievements in science and technology applied by managers to run activities in the school.

The structure of a private university organization includes the main elements:

Leadership and orientation department: is the department responsible for resolving strategies, planning, plans, organizational and operational regulations of the school, operating directions and development investment, establishment, mergers, division, separation, dissolution of departments, monitoring the implementation of leadership resolutions and management decisions.

Specialized functional departments (units): are departments responsible for performing each specific function of the school, but combining the functions of these departments together will be the general function of the school. In each of these departments there are decentralized and decentralized managers who directly manage the department's activities.

Consulting and staff departments: are units or individuals with high knowledge and in-depth expertise in one or more areas of the school's activities, responsible for consulting or advising not only the top department strategy, but also for managers at all levels about the path and method of operation of the school or a department in the school depending on the need for advice and advice from management levels or other departments in the organization when they need it. In practice, the number and team structure of these departments depends on the tasks and functions of the school and, more importantly, on the requirements for the level of achievement of the general goals and objectives of the school's functional departments.

The control department (also known as the organizational management department) is the department responsible for performing management functions (planning, organizing, directing and checking) for school activities to achieve common goals. This department is not only responsible for checking goals and organizing activities to achieve goals; but more importantly, create mental and material motivation for all units and individuals in the school to operate most effectively for the school to achieve its goals. Thus, in private university management, the management subject must consider the organizational structure as one of the important factors that must be established to determine the management and governance mechanism to implement the functions basic of management.

The management mechanism (or governance mechanism) of an organization represents the way in which the management and administration of the management entity links and coordinates departments and individuals to carry out functions and tasks of the organization.

The management mechanism of the private university clearly

indicates the main relationships between departments and each individual in the school when performing their functions and tasks to achieve common goals and in accordance with the practice of school activities. The clearer, more strict and scientifically guaranteed the management mechanism, the more sustainable the school will develop and vice versa. Depending on the functions, tasks and purpose of the school's activities, depending on the school's established organizational structure, the subject managing the private university chooses the optimal management mechanism for the school.

The school's management mechanism is reflected in the school's organizational and operating regulations. In particular, in addition to regulating the organizational structure, it is more important that the management subject must have regulations to direct, comply with and coordinate the strategic top department, functional departments, consulting or consulting department and especially for control (management) departments at all levels.

2.1.2 Human resources, facilities, and operating environment of private universities

An organization's human resources are the most basic and important element of a social organization, it speaks to the role and meaning of each person and the human team in the organization; At the same time, it shows the strength of that organization. Strength is expressed in quantity, quality (integration of capacity and quality of everyone in the school's human resources team) and structure (age, gender, level and training major).

In other words, human resources are a fundamental factor in ensuring the quality of activities. Therefore, in the management of a private university, the management subject must consider human resources as the most important factor, in which the position and role of the head is a prerequisite to ensure quality, efficiency of school activities.

The school's facilities are understood as finance, infrastructure (headquarters, factories...), technical equipment and scientific and technological products (tools, machines, libraries, experiments...) are mobilized, invested and used by the organization to achieve the school's operational goals. This is a means-tested factor and an indispensable condition for each department and each individual to use it while performing functions and tasks to achieve school goals.

Private university facilities that meet the requirements and are fully utilized will help each department and each individual in the school successfully complete their functions and tasks. Thus, the facilities of a private university are an indispensable means and condition for ensuring the quality of its activities. Therefore, in private university management, the management subject must pay attention to the facility management mechanism.

Any social organization operates in an ever-changing environment. The operating environment of the organization is understood as social and natural factors that have a favorable or unfavorable impact on all activities of the organization.

Socially, this element includes political institutions, laws, policies, models and levels of socio-economic development, education, traditions and cultural identity of communities, ethnic groups and societies,...

Naturally, this factor is expressed in the geographical location

of the region, the domain, the population, the ecosystem... Private universities that promote the strengths of favorable impacts and limit environmental disadvantages will improve the quality of the school's activities. Thus, the operating environment is one of the necessary conditional factors to ensure the quality of university activities. Therefore, in private university management, the school management subject must clearly identify mechanisms to promote strengths and minimize environmental disadvantages for school activities.

2.1.3 Awareness of managers, lecturers, employees and learners about the role and importance of digital transformation in training activities

Awareness plays a very important role in implementing work. Correct awareness will help determine the importance and responsibility of performing work and developing yourself to meet work requirements. Transforming awareness about digital transformation is the first task and solution proposed in the national digital transformation program.

Digital transformation of training activities first needs to transform awareness for relevant audiences, including managers, lecturers, staff and learners. Transforming awareness of digital transformation of managers, lecturers, employees and learners includes the following contents: awareness of the role and importance of digital transformation in schools in general and in training activities, management of training activities in particular; awareness of self-responsibility roles; awareness of self-efficacy requirements for digital transformation implementation and working on digital environments. However, currently many managers, lecturers, staff and learners at universities are not properly aware of these issues, making the management of digital transformation implementation difficult because digital transformation requires the participation of all individuals and units involved.

On the other hand, one of the decisive factors in the success of digital transformation in training activities at universities is the change of managers. Managers need to change their perception of digital transformation, their executive management capacity in the digital environment, and change their leadership and management thinking. Managers should be digital leaders, implementing digital governance. A digital leader is someone who has a digital strategic vision; has a digital mindset; has the ability to be creative; always aiming for change and difference. Digital governance is data-driven governance and data analysis. Digital governance capacity is the ability to implement activities in a digital environment; the ability to manage, assign, assess responsibilities, interact and track performance through digital tools.

2.2 External factors

2.2.1. International context and higher education

In the current context, the issue of globalization and international integration is increasingly deepening, the development of science and technology in phase 4.0 and market economic development are inevitable trendy features of the era. Those factors have a profound impact on all socio-economic activities, including education; The core issue is international integration of higher education.

On the one hand, as a member of the World Trade Organization (WTO), Vietnam's higher education is influenced by Vietnam's bilateral or multilateral

commitments to WTO members, among them is the General Agreement on Trade in Services (GATS). With the basic view that education belongs to one of the 12 service industries (groups) covered by GATS, Vietnam has entered the WTO and has agreed in a number of fields with GATS, so it must comply with all agreements signed, including particular attention is paid to the self-conscious development of the market and its strong development capabilities in primary education services, secondary education, higher education, adult education and some other educational services.

On the other hand, Vietnam is a member of the Association of Southeast Asian Nations (ASEAN). In the current period, the commitment to support economic development between countries in this Association to become a community by 2015 and the commitment between ASEAN and the United States, between ASEAN and the European Union (European Union - EU) has had profound impacts on all areas of social activities including the issue of Vietnam's active comprehensive integration of higher education. At the level of the Asia-Pacific Region, a topical issue in the current period is that along with many developed and developing countries in the central region, Vietnam is a member of the Comprehensive and Progressive Trans-Pacific Partnership (CPTPP), which is a continuation of the Trans-Pacific Partnership, after the United States withdrew from TPP. CPTPP was signed on March 8, 2018 by the remaining 11 member countries of TPP: Canada, Mexico, Peru, Chile, New Zealand, Australia, Japan, Singapore, Brunei, Malaysia and Vietnam. CPTPP will officially take effect from December 30, 2018.

This is a comprehensive agreement covering all key aspects of free trade issues, including barter, rules of origin, intervention, technical barriers, exchange of services, intellectual property issues (including education), government policies... with the purpose of comprehensive integration of economies in the Asia-Pacific region. This requires the young generation of Vietnam to have comprehensive knowledge, be global citizens, and be able to overcome all difficulties and challenges to play a huge role in shaping Vietnam's future. But to meet this requirement, in the issue of developing higher education in general, Vietnam's private universities must truly innovate in the direction of adapting to the quality requirements of university-educated human resources, ensuring fairness and enjoying an internationally and regionally integrated higher education. The context of international integration and regional integration in higher education mentioned above are all factors that affect the management activities of universities in general and private universities in particular in Vietnam in the past. current period.

Shifting arguments that change the teaching environment, change the method of recognizing and using training results requires legal regulatory changes to implement. These rules are not entirely decided by the universities, but also by the competent authorities.

2.2.2 The 4.0 technology revolution

The achievements of the 4.0 technology revolution in general and the development of information and communication technology in particular, especially the Internet of things, have great effects and high value in all fields of life. social activities, including the field of education. On the one hand, the university is a place to train highly qualified human

resources to meet the socio-economic development needs of a country that cannot help but be affected by the field of information and communication technology. On the other hand, the management system in universities is always associated with modern means of information and communication technology. Only then can we solve the school's internal information needs, as well as access human knowledge to serve professional requirements, management and other important needs. Thus, the benefits of information and communication are one of the factors affecting the management activities of universities in general and private universities in particular in Vietnam.

2.2.3 Technology platform, management information system, school database

Digital transformation changes the modality and working environment to a digital environment. To teach in a digital environment, universities need a digital technology platform that meets the requirements of teaching in a digital environment: Internet, teaching software and teaching support, teaching management software, technical means to meet the requirements of developing learning materials and implementing teaching activities.

A management information system is a system that provides information for an organization's management activities. It includes people, equipment and processes that collect, analyze, evaluate and distribute necessary, timely and accurate information to managers and those under management.

A management information system includes: Organizing information human resources (people are responsible for collecting, processing, storing and conveying information); Information facilities (information equipment and software); Information databases (databases related to all activities of the organization).

Managing an organization in general and managing a private university in particular, the management subject must rely on the management information system to perform planning, organizing, directing and checking functions. Management information systems are one of the factors that create and ensure the quality of activities. Therefore, in private university management, the management subject must establish a management information system and have a mechanism to manage this system.

Universities are currently using different management software with different databases. When converting numbers, management software must be integrated into a synchronous system and the database must be shared uniformly. In addition, school information systems and databases need to be compatible with information systems and databases of industry and other levels of management.

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