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IMPROVING THE MANAGEMENT SYSTEM OF PRIVATE HIGHER EDUCATION INSTITUTIONS BASED ON THE EXPERIENCE OF ASIAN COUNTRIES

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Abstract

This thesis analyzes the management experience of private higher education institutions in Asian countries, their organizational and economic mechanisms, and development factors. In particular, the approaches of countries such as Japan, South Korea, Singapore, Malaysia, and China in developing the private higher education system are examined. Furthermore, the study highlights opportunities for applying advanced practices aimed at improving management efficiency in private higher education institutions, ensuring academic autonomy, strengthening education quality control, and implementing innovative management models.

Keywords: private higher education institutions, educational management, academic governance, strategic management, financial sustainability, international experience, Asian model, innovative education.

Introduction

The transformation of the global higher education system, the development of a knowledge-based economy, and the increasing demand for highly qualified specialists require the expansion of private higher education institutions. Today,



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the private higher education sector is considered one of the key factors in increasing access to higher education, creating a healthy competitive environment in the educational services market, and implementing innovative management mechanisms. Therefore, improving the organizational, economic, and academic management models of private higher education institutions has become one of the priority areas of education policy in developed countries.

The experience of foreign countries, particularly Asian countries, has developed specific approaches to the effective management of private higher education institutions. In countries such as Japan, South Korea, Singapore, Malaysia, and China, private higher education institutions are developing based on government regulation, academic autonomy, financial sustainability, and flexible management mechanisms adapted to market demands. In the experience of these countries, special attention is paid to improving the effectiveness of higher education by strengthening the activities of independent university governing boards, implementing quality management systems, obtaining international accreditation, and developing integration between education and business sectors. In recent years, Uzbekistan has also been implementing large-scale reforms aimed at modernizing the higher education system, increasing the share of the private sector in the educational services market, and developing a competitive environment among higher education institutions. The establishment of private higher education institutions not only expands opportunities for the population to access higher education but also creates the need to introduce modern management principles. From this perspective, studying the advanced experiences of Asian countries and adapting their effective aspects to the national higher education system has significant scientific and practical importance in ensuring the sustainable development and competitiveness of private higher education institutions.



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The main purpose of this research is to study the advanced experiences developed in the management of private higher education institutions in Asian countries and identify opportunities for their application in the higher education system of Uzbekistan. To achieve this goal, the main objectives include analyzing private higher education management models in Asian countries, identifying their organizational and economic characteristics, evaluating effective management mechanisms, and developing scientific and practical recommendations for their implementation in national conditions.

Methodology

During the research process, systematic and comparative analysis methods of scientific inquiry were applied in order to comprehensively study the experience of Asian countries in the management of private higher education institutions. In particular, the higher education management models of countries such as Japan, South Korea, Singapore, Malaysia, and China, the relationships between the public and private sectors, as well as organizational and economic mechanisms were analyzed based on a comparative approach. In addition, methods such as analysis and synthesis, induction and deduction, statistical analysis, and the generalization of international experiences were used in the study. These methods made it possible to evaluate the opportunities for adapting effective management principles successfully implemented in foreign countries to the private higher education system of Uzbekistan.

Analysis and results

The development of private higher education institutions in Asian countries is directly related to each country's level of economic development, educational policy, public administration model, and labor market needs. In some countries,



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private higher education institutions have developed as an additional sector to public higher education, while in other countries, they have become one of the main participants in the higher education system. In particular, the experiences of Japan, South Korea, Singapore, Malaysia, and China have unique characteristics in terms of effective management, financing, quality assurance, and innovative development of private higher education institutions.

1. Japan's experience: academic autonomy and corporate governance model.

Japan is considered one of the countries with the most developed private higher education systems among Asian nations. Private universities in the country have been established as an important component of the higher education system, performing not only the function of providing education but also contributing to the development of scientific research and training highly qualified specialists for an innovative economy.

The formation of private higher education institutions in Japan is based on the principle of cooperation between the government and the private sector. The government monitors the quality of higher education and establishes general standards; however, it does not excessively interfere in the internal management activities of universities. Therefore, private universities have the opportunity to independently determine their strategies, financial policies, educational programs, and development directions.

The main feature of the Japanese model is the implementation of corporate governance principles in higher education. Private universities operate through Boards of Trustees, which determine the university's long-term development strategy, investment policy, budget allocation, and areas of international cooperation.

From the perspective of financial management, Japanese private universities rely on several sources of funding:



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- student tuition fees;
- government subsidies;
- research project grants;
- cooperation with business organizations;
- sponsorship and investments.

This model ensures that universities do not become dependent solely on tuition fees. In particular, through cooperation with industrial enterprises, universities gain opportunities to commercialize scientific developments and research outcomes.



Figure 1. Japan's experience: academic autonomy and corporate governance model.



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Date: 23rd June , 2026

Website: <https://econferencia.com>

The figure illustrates Japan's private higher education management model based on academic autonomy, corporate governance principles, and cooperation between the government, universities, and the private sector. It shows that private universities play an important role in Japan's higher education system by independently developing strategies, managing financial resources, implementing educational programs, and promoting scientific innovation while maintaining government quality standards. A key element of this model is the Board of Trustees, which is responsible for long-term development planning, investment decisions, budget allocation, international cooperation, and institutional sustainability. The figure also highlights the diversified financial structure of Japanese private universities, including tuition fees, government subsidies, research grants, business partnerships, sponsorship, and investments. Overall, the Japanese experience demonstrates that academic independence, effective corporate governance, and strong industry collaboration contribute to improving educational quality, research commercialization, and the preparation of highly qualified specialists for an innovation-driven economy.

2. South Korea's experience: a management model based on competition and innovation.

In South Korea, private higher education institutions are considered one of the important factors contributing to the country's economic development. The higher education system, especially private universities, has played a significant role in South Korea's rapid transformation into an industrialized economy.

The general characteristic of the Korean model is that the higher education system is based on strong competition principles. Universities continuously compete in attracting students, increasing scientific potential, achieving higher positions in international rankings, and developing cooperation with businesses.



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Management in private universities is mainly carried out based on strategic management and results-oriented governance. University administrations are required to achieve specific performance indicators, including:

- employment rate of graduates;
- number of scientific publications;
- level of international cooperation;
- effectiveness of innovative projects.

In the South Korean experience, the integration between universities and industry plays a particularly important role. Large companies cooperate with universities by participating in the development of educational programs, the establishment of scientific laboratories, and the practical training of students.

3. Singapore's experience: international standards and the global education hub model.

Singapore has developed a higher education model based on international integration and quality management. The country's main objective is not only to meet domestic educational needs but also to become an international hub for educational services.

The management of private higher education institutions in Singapore is carried out based on strict quality control and adaptation to market demands. The government provides broad opportunities for private universities while setting high requirements for education quality.

The main characteristics of the Singapore model include:

- international accreditation system;
- joint programs with foreign universities;
- English-language educational environment;
- innovative management.



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Private higher education institutions establish joint degree programs in cooperation with foreign universities. Through this approach, students have the opportunity to receive education that meets international standards.



Figure 2. Comparative analysis of south korea and singapore private higher education management models.

The comparative analysis of South Korea and Singapore's private higher education management models demonstrates two different but highly effective approaches aimed at improving educational quality, innovation, and global competitiveness. South Korea's model is primarily based on strong competition,



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Date: 23rd June , 2026

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strategic management, and performance-oriented governance, where universities focus on improving graduate employment rates, increasing scientific publications, expanding international cooperation, and strengthening innovation projects. A key feature of this model is the close integration between universities and industries, allowing educational institutions to develop practical programs, establish research laboratories, and prepare highly qualified specialists for economic growth. In contrast, Singapore's model emphasizes international standards, quality assurance, and the creation of a global education hub through international accreditation, partnerships with foreign universities, English-language education, and innovative management practices. Overall, both experiences show that competition, industry collaboration, academic quality control, and international integration are essential factors for the sustainable development of private higher education institutions.

4. Malaysia's experience: educational services export and private sector model.

In Malaysia, private higher education institutions are considered a key component of the country's strategy to become an international education hub. The government has expanded educational opportunities by actively involving the private sector in higher education.

The main feature of the Malaysian model is a government-regulated private higher education market. In other words, universities operate independently, but their quality is monitored by specialized organizations.

Private universities focus on the following areas:

- attracting international students;
- inviting foreign professors;
- developing modern educational programs;
- cooperating with businesses.



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The establishment of branch campuses of foreign universities has become widely developed in Malaysia. This enables the country to provide international-level educational services domestically.

5. China's experience: integration of government control and market mechanisms.

Private higher education institutions in China began to develop as a result of economic reforms. The rapid increase in demand for higher education in the country created the need to utilize the opportunities of the private sector.

The main characteristic of the Chinese model is the combination of government regulation and market principles. Private universities operate independently; however, they develop in accordance with strategic objectives established by the government.

The main functions of private universities include:

- training practical specialists for the economy;
- contributing to regional development;
- creating new professional fields;
- implementing innovative educational technologies.

In the Chinese experience, private universities are more focused on practice-oriented education. They cooperate with manufacturing enterprises and prepare students for real economic processes. Furthermore, the Chinese government seeks to ensure the sustainable development of private universities by strengthening quality control mechanisms.



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Figure 3. Comparative analysis of Malaysia and China private higher education development models

The comparative analysis of Malaysia and China's private higher education development models shows that both countries have successfully integrated private institutions into their national education strategies while applying different management approaches. Malaysia's model focuses on becoming a global education hub by promoting the export of educational services, attracting international students and professors, establishing foreign university branch campuses, and strengthening international cooperation under government-regulated quality assurance mechanisms. In contrast, China's model combines



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Date: 23rd June , 2026

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government control with market-oriented principles, where private universities operate independently but align their activities with national strategic goals. Chinese private institutions mainly emphasize practice-oriented education, training specialists for economic sectors, supporting regional development, introducing innovative technologies, and collaborating closely with industries. Overall, both models demonstrate that effective government regulation, internationalization, university–industry partnerships, and quality management are essential factors for ensuring the sustainable development and competitiveness of private higher education institutions.

Conclusion

The experiences of Japan, South Korea, Singapore, Malaysia, and China demonstrate that there is no single universal model for the effective management of private higher education institutions. Each country has developed its own management system based on its economic and social conditions. However, there are common features that unite these models: academic autonomy, strategic management, quality assurance, financial diversification, cooperation with the business sector, and international integration. Adapting these experiences to the conditions of Uzbekistan can become an important factor in improving the management efficiency of private higher education institutions and strengthening their international competitiveness.

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