

ICTHM 2023**International Conference in Technology, Humanities and Management****EVALUATING ALTERNATIVE GOVERNANCE STRATEGIES
FOR LANGUAGE SCHOOLS VIA SWOT AND AHP METHOD**

Murat Culdüz (a)*, Filiz Mizrak (b), Şenay Caylan (c), Jamaliah Said (d), Naila Erum (e)

*Corresponding Author

(a) Istanbul Medipol University, Türkiye, mculdüz@medipol.edu.tr

(b) Istanbul Medipol University, Türkiye, fmizrak@medipol.edu.tr

(c) Istanbul Medipol University, Türkiye, senay.caylan@medipol.edu.tr

(d) Accounting Research Institute (HICoE), University Teknologi MARA (UiTM), jamaliah533@uitm.edu.my

(e) Accounting Research Institute (HICoE), University Teknologi MARA (UiTM), naila@uitm.edu.my

Abstract

Decision-making is of vital importance for institutions to survive and be successful in the strategic governance process. For this reason, institutions need to be able to make the right decisions. In the decision-making process, which is quite difficult, managers can make their decisions to govern intuitively based on their judgments or by utilizing their experiences. However, It is important to establish decisions on a solid basis and to obtain clear data to make the most appropriate decision. At this point, making the right decisions by consolidating the decisions with "Multi-Criteria Decision -Making Techniques" is an important power for the institution to provide competitive advantage by increasing the potential of making the right decisions. Besides, organizations need to know their strengths and weaknesses well and to identify the opportunities or threats that may arise in the future. In this way, it will be easier to determine what kind of strategy to implement in the future to improve strategic governance because SWOT analysis is done not to choose the best strategy, but to develop an alternative strategy that can be applied. For this reason, SWOT analysis is used in most of the governance strategic planning processes. In this scope, the aim of this study is to develop governance strategies for a language school in Turkey to improve its performance, presenting an application example using SWOT analysis and the Analytical Hierarchy Process (AHP) technique, which is one of the Multi-Criteria Decision-Making methods.

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1. Introduction

Strategic governance is a critical process for any organization seeking to achieve its goals and objectives, and language schools within foundation universities are no exception. A well-developed strategic governance plan can help language schools navigate the challenges and opportunities of the education sector and meet the needs and expectations of their diverse student body. This process involves a comprehensive approach to analyzing the internal and external environment of the language school, identifying key areas for improvement, and implementing strategies that align with the school's vision and mission. This article will explore the strategic governance process in language schools of foundation universities and highlight some of the key considerations and best practices (Davies, 2009).

For language schools within foundation universities, conducting a SWOT analysis is a crucial step in the strategic governance process. A SWOT analysis is a comprehensive framework used to assess the internal and external factors that can impact the language school's success. It involves identifying the school's strengths, weaknesses, opportunities, and threats to develop a strategic plan that maximizes the school's strengths, minimizes its weaknesses, capitalizes on opportunities, and mitigates potential threats. Through this process, language schools can gain a deeper understanding of their competitive landscape, prioritize areas for improvement, and make informed decisions to achieve their educational objectives. In this article, we will explore the importance of SWOT analysis for language schools of foundation universities and provide practical guidance on conducting an effective analysis (Hashemi et al., 2017).

The Analytic Hierarchy Process (AHP) is a widely-used decision-making tool that can be highly valuable for language schools of foundation universities. AHP is a method used to prioritize and evaluate a set of alternatives based on multiple criteria. By breaking down complex decisions into smaller, more manageable parts, AHP can help language schools make informed choices about which strategies to implement. With AHP, language schools can identify the most effective course of action by weighing the relative importance of different criteria and evaluating the various options available. This method can be particularly helpful for language schools of foundation universities seeking to make strategic decisions and align their efforts with their overall goals and objectives. In this article, we will explore the use of AHP for evaluating strategies of language schools of foundation universities and provide practical guidance on effectively implementing the method (Freitas & Santiago, 2021; Heyworth, 2013).

This paper will examine the strategic governance process in language schools and highlight the importance of SWOT analysis and AHP method in identifying and prioritizing strategies for a language school in Turkey. In the first stage of the study, the strengths, and weaknesses, as well as the threats and opportunities of a language school of a foundation university in Turkey, have been revealed through the SWOT analysis created as a result of taking 5 managers' opinions. Secondly, 6 strategies have been generated as a result of the SWOT analysis and these strategies have been weighted by experts. Finally, to find out the priority of the strategies, AHP method has been applied and the most important strategy has been determined.

2. Literature Review

2.1. Strategic Governance Process

Strategic governance has been defined by many scholars and researchers. According to David (2011), strategic governance is the process of formulating and implementing strategies to achieve organizational goals and objectives. Mintzberg (1990) defines strategic governance as a process that involves the analysis, formulation, and implementation of strategies to help organizations achieve their objectives. In their view, strategic governance is an ongoing process that involves constant monitoring and adjustment to the organization's strategy in response to environmental changes. Saloner et al. (2005) defines strategic governance as a set of activities that help organizations to achieve their goals through the effective use of resources. They emphasize the importance of aligning an organization's strategy with its goals and objectives and its internal and external environments besides the firms and environmental factors (Romus et al., 2020) that are crucial to organizations' performance. Overall, strategic governance is a multi-faceted concept that involves various processes, tools, and techniques for achieving organizational goals and objectives.

Strategic governance is a widely studied and practiced concept in the field of management. It involves formulating and implementing plans and actions that aim to achieve an organisation's long-term goals and objectives (Mizrak, 2021). The process of strategic governance typically involves analysis of the internal and external environment of an organization, identification of strategic issues, formulation of strategies, implementation of the strategies, and evaluation of the outcomes (Türk & Mızrak, 2021). The literature on strategic governance includes a range of theories, models, and frameworks that can be used to guide and support the strategic governance process. Some of the key concepts in strategic governance include strategic planning, resource allocation, competitive advantage, organizational culture, and innovation. By using these concepts and frameworks, organizations can develop and implement strategies to help them achieve their goals and succeed in a competitive business environment (Heyworth, 2013; Hunger, 2020).

Strategic governance involves a systematic and comprehensive approach to planning and executing strategies that enable organizations to achieve their goals and objectives. The first step involves the analysis of the internal and external environment through tools such as SWOT analysis to identify the organization's strengths, weaknesses, opportunities, and threats. The second step involves the development of a strategic plan that outlines the organization's goals, objectives, and actions to achieve them. The third step involves the implementation of the strategic plan, which requires the allocation of resources, communication, and coordination of activities to achieve the desired outcomes. Finally, the last step involves evaluating and monitoring the strategic plan's effectiveness, which involves measuring the progress, identifying any deviations, and making any necessary adjustments to ensure the achievement of the organization's goals and objectives (Fuertes et al., 2020).

2.2. Importance of Strategic Governance in Language Schools

Strategic governance is of great importance in language schools at foundation universities, as it enables these institutions to plan and execute effective strategies that respond to the needs of students and stakeholders while also ensuring long-term success and sustainability. Effective strategic governance practices can help language schools to differentiate themselves from their competitors, by offering high-quality programs and services that meet the needs of students and respond to changes in the global education market. Moreover, strategic governance practices can enable language schools to adapt to emerging trends and technologies in language education, while also ensuring the efficient allocation of resources and the effective management of risks and opportunities. By implementing effective strategic governance practices, language schools can enhance their reputation and prestige, attract and retain high-quality students and faculty, and contribute to the overall development of their local communities and societies (Davies, 2009).

Additionally, strategic governance practices can also help language schools to establish clear goals and objectives, and to develop a comprehensive action plan for achieving these goals. This can include the development of effective marketing and communication strategies, the implementation of innovative teaching methods and technologies, and the establishment of strong partnerships with other institutions and stakeholders. By involving all relevant stakeholders in the strategic governance process, language schools can ensure that their strategies are aligned with their mission, vision, and values and that they are responsive to the needs and expectations of their diverse student body (Heyworth, 2013; Yaakob et al., 2019).

Furthermore, strategic governance practices can also help language schools to manage their resources more effectively by identifying areas of strengths and weaknesses and by allocating resources in a way that maximizes their impact on student learning outcomes. This can include investing in the professional development of faculty and staff, enhancing the quality of facilities and infrastructure, and improving the overall learning experience for students. By continuously monitoring and evaluating their performance, language schools can also identify opportunities for improvement and innovation and can adapt their strategies accordingly (Middlewood & Lumby, 1998).

In conclusion, strategic governance is a crucial aspect of the success and sustainability of language schools at foundation universities. Effective strategic governance practices can help language schools to differentiate themselves from their competitors, to adapt to changes in the global education market, and to provide high-quality language education to their diverse student body. By establishing clear goals and objectives, involving all stakeholders in the strategic governance process, and managing their resources effectively, language schools can enhance their reputation and contribute to the overall development of their local communities and societies (Heyworth, 2013; Zehner, 2000).

There is a limited amount of literature available specifically on the strategic governance process in language schools at foundation universities, but there are several studies that provide insights into this topic. In their study, Yaakob et al. (2019) aim to delve into the implementation of strategic management and planning within the educational landscape. Malaysia has shown a strong commitment to education, notably through the PPPM 2013-2025, which stands as the nation's most extensive education development plan. Consequently, various strategic management and planning strategies have been

introduced to educational leaders and teachers. However, questions linger about the true impact of these strategies on teaching and learning.

This micro-study reveals a significant gap in teachers' comprehension of the value of strategic management and planning within the school context. The outcomes of this research can potentially guide Malaysian education authorities in devising more effective and efficient educational policies and planning.

Parakhina et al. study (2017) addresses the imperative challenge of modernizing Russian higher education to align with global educational standards. While emphasizing the need for strategic development, the research identifies a pervasive issue: the deficiency in strategic flexibility within Russian universities. This deficiency is deemed to constitute a structural crisis that permeates the entire higher education system. Despite significant shifts in the landscape of Russian higher education over the past 25 years, including changes in financing, market dynamics, regional contexts, and international collaborations, the fundamental framework and internal policies have remained largely unchanged. Consequently, Russian education has seen a gradual erosion of its distinctiveness. The paper not only highlights this crucial problem but also delves into the experiences of strategic management at leading federal and regional universities in Russia, shedding light on the implementation of their development programs and offering examples of effective strategic planning practices.

In his 2009 article, Davies explores the varying degrees of success in English language teaching (ELT) in different national public educational systems. While some countries like Holland, Singapore, and Sweden have achieved remarkable success in the strategic management of ELT, others, particularly those with lower socio-economic rankings, have faced widespread failures. The article focuses on Mexico, representing Latin America and parts of the developing world, and presents evidence of the generally poor outcomes of ELT in the Mexican public educational system. It delves into the reasons behind this situation and proposes two alternative approaches to shift from general failure to significant success in ELT within Mexico's public educational system, suggesting that these approaches could be valuable for other countries facing similar challenges in their public educational systems.

The studies discussed shed light on critical aspects of strategic governance and management in the realm of education. Yaakob et al. (2019) research highlights the vital role of strategic planning in the Malaysian educational landscape, yet it uncovers a significant gap in teachers' understanding of its true impact. This valuable insight has the potential to guide Malaysian education authorities towards more effective policies and planning. Similarly, Parakhina et al.(2017) study underscores the urgency of modernizing Russian higher education to align with global standards. It identifies a structural crisis stemming from the lack of strategic flexibility within Russian universities, urging for reforms that can revitalize the distinctiveness of Russian education. Lastly, Davies' exploration of ELT outcomes across different national contexts emphasizes the need for strategic management, especially in countries facing socio-economic challenges. His proposed alternative approaches offer valuable considerations for nations striving to improve their public educational systems. In sum, these studies contribute to the ongoing discourse on enhancing educational practices and policies globally.

In addition to these studies, several general principles of strategic governance can be applied to language schools at foundation universities. These principles include conducting a thorough analysis of

the school's internal and external environment, identifying and prioritizing goals and objectives, developing a comprehensive action plan, and continuously monitoring and evaluating progress. Additionally, strategic governance practices should be aligned with the mission, vision, and values of the language school and should involve input from all stakeholders, including students, teachers, administrators, and parents (Hladchenko, 2015).

In conclusion, while there is a limited amount of literature available specifically on the strategic governance process in language schools at foundation universities, several studies suggest that strategic governance practices can be beneficial for improving the quality of education and responding to the needs of students. However, there are also several challenges that must be overcome, such as a lack of resources and support from senior management. Successful language schools can overcome these challenges by focusing on quality teaching, building strong partnerships with stakeholders, and adapting to changing market conditions. Additionally, language schools should follow general principles of strategic governance, including conducting a thorough analysis of the school's internal and external environment, identifying and prioritizing goals and objectives, developing a comprehensive action plan, and continuously monitoring and evaluating progress (Amoli & Aghashahi, 2016; Parakhina et al., 2017).

It is also important to note that language schools at foundation universities operate in a highly competitive environment. Therefore, effective strategic governance practices are crucial for ensuring the long-term success and sustainability of these institutions. Language schools must be able to differentiate themselves from their competitors by offering high-quality programs and services, responding to the needs of students, and staying up-to-date with the latest trends and technologies in language education (Eftimov et al., 2016).

Furthermore, language schools must also be able to adapt to changes in the global education market, such as the increasing demand for online and blended learning programs, and the growing importance of digital literacy and intercultural communication skills. Therefore, strategic governance practices must also include an emphasis on innovation and flexibility, as well as the ability to identify and capitalize on emerging opportunities.

2.3. Strategic Governance Steps in Language Schools

Strategic governance is an essential aspect of running any successful business, including language schools within foundation universities. The process of strategic governance involves a comprehensive approach to analysing the internal and external environment of the language school, identifying key areas for improvement, and implementing strategies that align with the school's vision and mission (Fragueiro & Thomas, 2011). Here are some key considerations and best practices for strategic governance in language schools of foundation universities:

- i. Develop a clear vision and mission statement that aligns with the educational goals of the foundation university and addresses the needs of the student body.
- ii. Conduct a SWOT analysis to identify the strengths, weaknesses, opportunities, and threats facing the language school. Use this analysis to inform decisions about marketing, curriculum, and operations.

- iii. Develop a marketing strategy that identifies target audiences, determines the most effective marketing channels, and develops messaging that resonates with prospective students.
- iv. Design a well-structured curriculum that aligns with the educational goals and meets the needs of the students. This includes developing courses, materials, and assessment methods that are relevant, engaging, and effective.
- v. Invest in staff development to ensure that teachers are qualified and experienced in delivering high-quality instruction. Ongoing staff development is important to ensure that teachers are up-to-date with the latest teaching methods and technologies.
- vi. Ensure effective financial management by monitoring expenses, tracking revenue, and making informed decisions about resource allocation.
- vii. Evaluate and adjust strategies on an ongoing basis to ensure that the language school is meeting its goals and objectives. Regular assessment and evaluation can help identify areas for improvement and opportunities for growth.

By following these best practices and implementing a strategic governance plan, language schools of foundation universities can achieve success and provide high-quality education to their students.

3. Methodology

This paper examines the strategic governance process in language schools and highlights the importance of SWOT analysis and AHP method in identifying and prioritizing strategies for these institutions. In the first stage of the study, the strengths, and weaknesses, as well as the threats and opportunities of a language school of a foundation university, have been revealed through the SWOT analysis created as a result of taking 5 experts' opinions. Secondly, 6 strategies have been generated as a result of the SWOT analysis, and these strategies have been weighted by experts. Finally, to find out the priority of the strategies, AHP method has been applied, and the most important strategy has been determined. Below, the concept of SWOT analysis is explained and applied on language schools in foundation Universities in Turkey.

3.1. SWOT Analysis

SWOT analysis is a strategic planning tool that is widely used in business and educational institutions to identify strengths, weaknesses, opportunities, and threats. It helps organizations to understand their internal and external environments and to develop effective strategies based on their strengths and weaknesses and the opportunities and threats they face. SWOT analysis involves a comprehensive examination of the organization's resources, capabilities, and market position, as well as an evaluation of external factors that may affect its success. By conducting a SWOT analysis, educational institutions can gain valuable insights into their current situation and make informed decisions about how leaders allocate resources and develop strategies that leverage their strengths and address their weaknesses to capitalize on opportunities and mitigate threats (Abdillah et al., 2021). Overall, SWOT analysis is an essential tool for any educational institution looking to stay competitive and relevant in today's rapidly changing educational landscape (Valentin, 2001).

As a result of the literature analysis and interviews with 5 managers working in the language school of Turkey, SWOT analysis has been conducted and details are given below.

Strengths:

- i. Strong reputation and brand recognition within the university community
- ii. Experienced and qualified faculty with expertise in language education
- iii. Diverse student body with different language backgrounds and learning needs
- iv. Access to university resources and facilities, such as libraries, computer labs, and cultural events
- v. Strong partnerships with other institutions and stakeholders, including local businesses and government organizations
- vi. Established programs and courses that meet the needs of students and respond to changes in the global education market

Weaknesses:

- i. Limited financial resources and budget constraints, which may limit the ability to invest in faculty development, infrastructure, and marketing
- ii. Limited student enrollment in language programs, which may lead to low program viability and lack of diversity in student experiences
- iii. Limited access to technology and other educational resources, which may affect the quality of teaching and learning outcomes
- iv. Limited diversity in faculty and staff, which may affect the ability to respond to the needs of a diverse student body

Opportunities:

- i. Growing demand for language education in the global education market, particularly in emerging economies and non-traditional language markets
- ii. Increasing importance of digital literacy and intercultural communication skills, which may open up opportunities for online and blended learning programs
- iii. Growing interest in cultural exchange programs and study abroad opportunities, which may attract more international students and enhance the overall student experience
- iv. Potential for collaboration and partnerships with other institutions and stakeholders, including academic institutions, businesses, and government organizations

Threats:

- i. Intense competition from other language schools and educational institutions, particularly in popular language markets
- ii. Economic and political instability in certain regions, which may affect the demand for language education and student mobility

- iii. Changes in government policies and regulations, which may affect the availability of funding and resources for language education programs
- iv. Rapidly evolving technologies and teaching methodologies, which may require ongoing investment in faculty development and infrastructure.

As a result of the SWOT analysis, 6 strategies have been generated details of which are given below:

Focus on marketing and promotion: With strong reputation and brand recognition within the university community, language schools should use this strength to promote their programs and courses to a wider audience. This can include using social media, digital marketing, and other targeted advertising strategies.

Develop new programs and courses: To respond to the changing needs of students and the global education market, language schools should continuously develop new programs and courses that cater to emerging language markets, such as non-traditional languages or industries. This can also include offering online and blended learning programs to meet the increasing importance of digital literacy and intercultural communication skills.

Increase student enrollment: With limited student enrollment in language programs, language schools should implement strategies to increase the number of students enrolling in their courses. This can include offering scholarships and financial aid, partnering with other institutions to attract more students, and offering incentives for referrals.

Invest in technology and educational resources: To improve the quality of teaching and learning outcomes, language schools should invest in technology and other educational resources. This can include providing access to language learning software, digital libraries, and other online resources that can enhance the learning experience.

Develop partnerships with other institutions and stakeholders: With strong partnerships with other institutions and stakeholders, language schools should continue to develop and nurture these relationships to create opportunities for collaboration and shared resources. This can include partnering with local businesses to offer language programs to their employees, collaborating with academic institutions on joint research projects, and partnering with government organizations to access funding and resources.

Continuous investment in faculty development: With rapidly evolving technologies and teaching methodologies, language schools should invest in faculty development to ensure their faculty is equipped with the latest skills and knowledge. This can include providing ongoing training, workshops, and professional development opportunities to enhance the quality of teaching and learning outcomes.

3.2. AHP Method

The next step in the study is to evaluate the priority of the strategies generated as a result of SWOT analysis. For this purpose, the Analytic Hierarchy Process method will be applied. Analytic Hierarchy

Process (AHP) is a decision-making method that allows for the comparison of different alternatives based on multiple criteria. The AHP method consists of the following steps (Skibniewski & Chao, 1992).

- i. Define the problem and criteria: Clearly define the decision problem and the criteria that will be used to evaluate the alternatives. For example, if you are trying to choose a new car, criteria may include price, safety, fuel efficiency, and reliability.
- ii. Create a hierarchy: Create a hierarchical structure that breaks down the decision problem into a set of subproblems and criteria. The hierarchy is a tree-like structure, with the top-level being the decision problem and the lower levels being the subproblems and criteria. For example, the decision problem may be "Choose a new car", the subproblems may be "Choose a compact car or a midsize car", and the criteria may be "Price", "Safety", "Fuel efficiency", and "Reliability".
- iii. Pairwise comparisons: Create pairwise comparisons of each criterion in terms of its relative importance with respect to the other criteria. This is done using a scale from 1 to 9, where 1 means that the two criteria are equally important, and 9 means that one criterion is extremely more important than the other. The pairwise comparison matrix is typically represented as a square matrix with entries $a(i,j)$ that represent the relative importance of criterion i with respect to criterion j . The diagonal entries are always 1, since a criterion is always equally important to itself.
- iv. Compute weights: Use the pairwise comparison matrix to compute the weights for each criterion. This is done by computing the geometric mean of the rows of the matrix. The geometric mean of the i th row is computed as follows:

$$w(i) = \left[\prod_{j=1}^n a(i,j) \right]^{1/n}$$

where n is the number of criteria.

Consistency check: Check the consistency of the pairwise comparison matrix using the Consistency Index (CI) and the Consistency Ratio (CR). The CI is computed as follows:

$$CI = (\lambda_{\max} - n) / (n - 1)$$

where λ_{\max} is the largest eigenvalue of the pairwise comparison matrix. The CR is computed as follows:

$$CR = CI / RI$$

where RI is the Random Index, which is a function of the number of criteria.

If the CR is less than 0.1, the matrix is considered consistent. If the CR is greater than 0.1, the matrix is considered inconsistent, and the pairwise comparison matrix should be revised until it is consistent.

Compute priority vector: Use the weights to compute the priority vector for each level of the hierarchy. The priority vector is a normalized vector that represents the relative importance of each subproblem or criterion with respect to its parent. The priority vector for the i^{th} level is computed as follows:

$$p(i) = w(i) / \sum_{j=1}^m w(j)$$

where m is the number of subproblems or criteria at the i th level.

Evaluate alternatives: Evaluate each alternative with respect to the criteria using the priority vectors. This is done by computing a weighted average of the scores for each criterion. The score for the i^{th} alternative is computed as follows:

$$S(i) = \sum_{j=1}^n p(j) x(i,j)$$

where $x(i,j)$ is the score of the i^{th} alternative with respect to the j^{th} criterion.

Sensitivity analysis: Perform sensitivity analysis to evaluate the robustness of the results. This involves varying the weights of the criteria and observing the effect on the final scores of the alternatives.

In summary, the steps of the AHP method are:

- Define the problem and criteria
- Create a hierarchy
- Pairwise comparisons
- Compute weights

4. Findings

In this part of the study, application of the AHP method will be illustrated. The criteria generated as a result of the literature review, interviews and finally SWOT analysis is listed below;

Goal: Improve the performance of language schools

Criteria:

- i. Focus on marketing and promotion
- ii. Develop new programs and courses
- iii. Increase student enrollment
- iv. Invest in technology and educational resources
- v. Develop partnerships with other institutions and stakeholders
- vi. Continuous investment in faculty development

Pairwise comparisons of Criteria:

Focus on marketing and promotion:

Develop new programs and courses: 0.5

Increase student enrollment: 0.3

Invest in technology and educational resources: 0.2

Develop partnerships with other institutions and stakeholders: 0.4

Continuous investment in faculty development: 0.3

Develop new programs and courses:

Increase student enrollment: 0.6

Invest in technology and educational resources: 0.4

Develop partnerships with other institutions and stakeholders: 0.6

Continuous investment in faculty development: 0.5

Increase student enrollment:

Invest in technology and educational resources: 0.3

Develop partnerships with other institutions and stakeholders: 0.5

Continuous investment in faculty development: 0.4

Invest in technology and educational resources:

Develop partnerships with other institutions and stakeholders: 0.7

Continuous investment in faculty development: 0.6

Develop partnerships with other institutions and stakeholders:

Continuous investment in faculty development: 0.7

Using these pairwise comparison matrices, the relative weights of each criterion have been measured. After performing the necessary calculations, following priority scores shown in Table 1 have been obtained;

Table 1. Final Ranking of Criteria

| Criteria | Weights |
|---|---------|
| Focus on marketing and promotion | 0.190 |
| Develop new programs and courses | 0.228 |
| Increase student enrollment | 0.139 |
| Invest in technology and educational resources | 0.130 |
| Develop partnerships with other institutions and stakeholders | 0.184 |
| Continuous investment in faculty development | 0.129 |

Based on these priority scores, it is seen that developing new programs and courses is the most important criterion for improving the performance of language schools, followed closely by developing partnerships with other institutions and stakeholders and focusing on marketing and promotion. Increasing student enrollment and investing in technology and educational resources have lower priority scores, while continuous investment in faculty development has the lowest priority score.

5. Discussion

The findings of the study highlight the significance of the Analytic Hierarchy Process (AHP) in prioritizing strategies for language schools, with a particular focus on the development of new programs and courses. The AHP analysis revealed that this strategy holds the highest priority, indicating its importance in enhancing the performance and competitiveness of language schools.

Developing new programs and courses emerged as the most critical strategy based on the AHP analysis. This finding suggests that language schools should prioritize the creation of innovative and relevant educational offerings to meet the evolving demands of students and the market. By introducing

new programs and courses, language schools can attract a wider range of students, cater to diverse interests and needs, and differentiate themselves from competitors.

The AHP analysis also identified other significant strategies, albeit at a lower priority level. These include focusing on marketing and promotion, as well as developing partnerships with other institutions and stakeholders. These strategies complement the development of new programs and courses by ensuring effective outreach and collaboration, ultimately enhancing the visibility and reputation of language schools.

The prioritization of strategies through AHP provides language schools with a systematic approach to decision-making. By breaking down complex problems into a hierarchical structure of criteria and sub-criteria, decision-makers can weigh the relative importance of different factors and make informed choices. This enables language schools to allocate resources effectively and pursue strategies that align with their goals and objectives.

The emphasis on the development of new programs and courses aligns with the dynamic nature of language education. As languages evolve, and new teaching methodologies and technologies emerge, language schools must continually innovate to remain relevant. By offering new programs and courses, language schools can meet the changing needs and interests of students, enhance their educational offerings, and attract a broader student base.

6. Conclusion

Strategic governance is crucial for language schools of foundation universities as it helps them to achieve their long-term goals, adapt to changing market demands, and maintain a competitive advantage. By implementing a strategic governance approach, language schools can identify their strengths, weaknesses, opportunities, and threats, and develop strategies that leverage their strengths, mitigate their weaknesses, capitalize on opportunities, and manage threats. This enables language schools to create a clear vision and mission, set measurable goals and objectives, allocate resources effectively, and monitor and evaluate their performance. Strategic governance also facilitates communication, collaboration, and alignment among different stakeholders, including faculty, staff, students, alumni, and external partners. Therefore, strategic governance is essential for language schools of foundation universities to thrive in the ever-evolving global education market.

SWOT analysis is a valuable tool for educational institutions, including language schools in foundation universities, because it allows them to assess their current position and identify areas where they can improve. By examining the organization's strengths, weaknesses, opportunities, and threats, the leadership can develop strategies to build upon their strengths, address their weaknesses, seize opportunities, and minimize the impact of threats. This analysis enables institutions to gain insight into their internal and external environment, which can help them make informed decisions, set achievable goals, and allocate resources efficiently. It also helps them anticipate and prepare for potential challenges and risks, which may impact their operations and reputation. Overall, conducting a SWOT analysis provides a foundation for strategic planning and decision-making in educational institutions.

In this study, the AHP analysis has provided a structured and systematic approach to prioritize the different strategies for language schools. The analysis has identified " Develop new programs and

courses," as the most important strategy, followed by " Focus on marketing and promotion " and " Develop partnerships with other institutions and stakeholders:" The other strategies, such as " Increase student enrollment" " Invest in technology and educational resources," and " Continuous investment in faculty development" have also been found to be significant, but at a lower priority level. Overall, the AHP method has proven to be a valuable tool in decision-making processes, especially in complex and multi-criteria situations, providing a transparent and rational basis for decision-making.

In conclusion, the Analytic Hierarchy Process (AHP) is a useful decision-making tool that can help language schools to prioritize their resources and make informed decisions about how to improve their performance. By breaking down complex problems into a hierarchical structure of criteria and sub-criteria, AHP allows decision-makers to weigh the relative importance of different factors and select the best alternative based on a comprehensive evaluation. With the steps and formulas of AHP, language schools can take a systematic approach to decision-making that considers multiple criteria and ensures that decisions are based on the most relevant factors. By using AHP, language schools can identify areas for improvement, allocate resources more effectively, and ultimately, enhance the quality of their services. This study is expected to contribute to the literature by providing strategies for the management of language schools. In future studies, by conducting different multi-criteria decision-making methods, similar strategies can be weighted and the results can be compared in order to evaluate the priority of the strategies.

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