



ISSN: 3081-0663

**Journal of Multidisciplinary Research for SMET**

Volume (2), Issue (1), 2026



## **Review of the Impact of PESTLE Factors on the Performance of Private Colleges in Myanmar**

**Ye Lwin Hein<sup>1</sup>, Oyyappan Duraipandi<sup>2</sup>**

<sup>1</sup>Ye Lwin Hein, School of Business and Management, Lincoln University College, Malaysia.

Email: [yelwinhein261290@gmail.com](mailto:yelwinhein261290@gmail.com)

<sup>2</sup>Oyyappan Duraipandi, School of Business and Management, Lincoln University College, Malaysia

### **Abstract**

Myanmar's private higher education institutions (PHEIs) have become a vital component of the nation's education system, filling the gap caused by the shortage of public university spots and the demand for tertiary education that is rising. However, since the 2021 political change, Myanmar's higher education system has been exposed to an extreme level of disruption from political instability, economic recession, social displacement, technological constraints, legal uncertainty, and environmental shocks. These PESTLE factors have collectively threatened institutional performance both academic and operational rendering the environment volatile, which compromised sustainability, quality, and innovation. Yet, the resilience of certain private colleges suggests that institutional capacity and academic leadership may be moderating the impact of external environmental pressures. This article reviews the recent research on how PESTLE factors impact the performance of private colleges. The objective is to analyse the PESTLE factors that significantly influence the performance of private colleges. The result shows that PESTLE factors significantly impact the performance of private colleges and provides recommendations for further studies.

**Key Words:** PESTLE factors, Political, Economic, Social, Technological, Legal, Environmental Performance, Private College

### **1. Introduction**

Higher education institutions (HEIs) act as essential catalysts for social development by responding to the needs of society, ensuring social equity, and promoting inclusive development. As a transformative agent, HEIs empower individuals and society by promoting personal development, critical thinking, and lifelong learning. In addition, higher education remains an essential driver for economic development, innovation, and social change, thus reiterating its fundamental role in the development agenda at the national and international levels (Wajid & Camacho-Zuñiga, 2025). As a traditional cultural and scientific institution, higher education enables the transfer of knowledge, promotes research and innovation, and endows students with the necessary skills and competencies to respond to the growing needs of the labour market (UNESCO, 2025).

Private higher education institutions (PHEIs), together with their public counterparts, remain essential for the determination of a nation's human capital. This is evident by the ubiquity of PHEIs across the globe. In many regions, the number of PHEIs surpasses that of public higher education institutions. Notably, the growth rate of PHEIs in Asia exceeds that seen in other parts of the world, and Myanmar has experienced a remarkable surge in establishing these institutions over the past decade (Private Higher Education Institutions Association (PHEIA), 2019).

The higher education sector in Myanmar, particularly private institutions, plays an increasingly important role in supporting national development, addressing skills gaps, and expanding access to tertiary education (Private Higher



*This article is published under the terms of the Creative Commons Attribution 4.0 International License (CC BY 4.0).*

Education Institutions Association (PHEIA), 2019). However, the performance and sustainability of these institutions are deeply influenced by a complex array of external environmental factors, particularly in the context of a developing country characterised by political uncertainty, economic fluctuations, technological transitions, social change, limited legal constraints, and environmental concerns. . The present dynamic and unstable environment in Myanmar requires a thorough understanding of the influence of these PESTLE factors on the performance of private higher education institutions.

The environment in which Myanmar's higher education, particularly PHEI, operates is affected by a combination of political, economic, social, technological, environmental, and legal factors. These are the macro-environmental factors that can affect the performance and sustainability of PHEI. These factors are intertwined, and their impact can affect the performance and sustainability of PHEI. For example, political unrest and economic sanctions can lead to poverty in Myanmar, which affects the social factor. However, it can also lead to new laws being enacted, which affects the legal factor. In addition, it can limit the use of technology. Thus, it is critical to understand the combined effect of the macro-environmental factors on the performance of PHEI.

The research aims to assess the significant impact of PESTLE factors on the performance of private higher education institutions in Myanmar. The research also aims to assess how PESTLE factors affect the capacity and academic leadership of private higher education institutions in Myanmar and how PESTLE factors mediate the relationship between PESTLE factors and the performance of private higher education institutions in Myanmar. The importance of this research is that it can bridge the gap between theory and practice. The importance of this research can also be seen in the fact that private higher education institutions in Myanmar are trying to cope with the changes in the political environment, the economic environment, the lack of legal contracts, and the changes in the technology and global education environment.

young Chinese consumers. It aims to fill the research gap in terms of the influence of brand perceptions on the intention to repurchase. According to (Anderson & Mittal, 2000), e-commerce can serve developing countries in a significant way, transforming them towards digitally oriented economies and abandoning customary shopping patterns. The study will help inform investment strategies and policy formulation by analyzing the digital marketing infrastructure in China.

## **2. Review on Literatures**

This paper aims to examine the impact of political, economic, social, technological, legal, and environmental factors on the performance of private colleges in Myanmar. Moreover, it aims to assess all aspects of the relationship between specific factors of PESTLE and both academic and operational performance of private colleges. This research will offer an extensive evaluation of all those factors that have an immense impact on private colleges' performance. By thoroughly examining these macro-environmental factors, one can gain extensive knowledge regarding all aspects of private colleges' performances in Myanmar.

This research uses a structured narrative literature review to examine the link between PESTLE variables and the performance of private colleges in the Myanmar setting. The literature search was carried out using Scopus, Web of Science, ScienceDirect, and Google Scholar with a systematic approach, using keyword combinations such as "PESTLE analysis," "macro-environmental factors," "private higher education," and "institutional performance," and Boolean operators (AND/OR). In this study, peer-reviewed articles related to PESTEL factors, macro-environment factors and institutional performance, focusing on academic and operational aspects in higher education from 2011 to 2025, but excluding non-academic literature, repeated publications, opinion-based literature, and literature not related to PESTLE and institutional performance. These selected literatures were analyzed based on the six factors of PESTLE and their relationship to academic and operational performance.

Although previous research has examined the impact of PESTLE factors on institutional performance, most studies have investigated these factors individually and in a stable or developed environment, but few have focused on how these factors interact in fragile environments. From existing literature, it is evident that political instability and

regulatory inconsistency can disrupt institutional continuity, economic instability can limit enrollment and financial viability, technological capability can enhance academic delivery and resilience, legal clarity can facilitate governance and accreditation stability, and environmental sustainability can improve long-term legitimacy. Nevertheless, there are still three research gaps:

- Contextual Gap – most of the literature focuses on a stable political system and is limited to the performance of private higher education institutions during a time of political crisis and conflict.
- Integrative Gap – limited literature and studies that explore the joint effects of PESTLE factors instead of studying them individually.
- Performance Multidimensionality Gap – Most of the literature is based on financial performance only, and there is a lack of consideration for academic and operational performance factors.

The significance of this paper is that it bridges all these gaps by considering the factors together in the unstable macro-environment of Myanmar and by defining the performance of institutions as multidimensional, including academic, financial, and operational performance.

## **2.1 PESTLE Factors**

PESTLE analysis, also known as PEST analysis, is a framework that identifies the sources of change in a firm's external environment, encompassing political, economic, social, technological, legal, and environmental factors (Rahman et al., 2024). The original PEST model was added with legal and environmental factors to ensure the organisation is able to evaluate the wider spectrum in which the organisation operates (Afshar & Shah, 2025). It helps identify strengths, weaknesses, opportunities, and threats. The analysis applies the contexts of the external environment to analyse how they affect the performance of the organisation. All the parts are connected to a greater system, which is the economy.

It is an important analysis tool that assists decision-making. It is often used by organisations when conducting market research in the organisations as well as when managing different strategic projects (Alanzi, 2019). It is used as a fact-finding tool that is comprehensive in nature to help the organisation determine the external factors that affect the internal choices of the organisation. By doing so, the organisation can align the effects with their goals and resources so that sufficient planning can be done. Through conducting PESTLE analysis, the organisation can better understand all the barriers so that the overall productivity can be improved (Pan et al., 2019).

### **2.1.1 Political**

Political effect is used to evaluate how the political environment influences the organisation. Through this analysis, political situations of a nation are produced based on whether there is political stability with favourable conditions for the organisation within the country. On the other hand, when there are wars and uncertainty in governments, they can affect the organisation negatively. It can be a significant benefit to the organisation if opportunities can be recognised and threats can be addressed in this political context (Rahman et al., 2024). It helps managers understand the degree to which government intervention affects business development (L. Wang et al., 2022).

Political factors cover government rules and legal requirements that every organisation need to follow. It is associated with government rules and laws that govern the organisations and the way their business is conducted. Organisations are required to consider the laws of their home country from a political standpoint, and tax policies, environmental laws, trade limitations, tariffs and political stability are all considered (Vivek, 2024). They include political factors of issues within the political environment at a national level, government stability, agreements, investments and economic and taxation motivations. Also, issues that relate to government controls, legislation and economic policies should be considered (Zindros & Anagnostopoulou, 2024). They also include impacts of government policies like monetary policy, fiscal policy, exchange rate policy, foreign trade policy and so on.

### **2.1.2 Economic**

The economic factors are concerned with the broader economy, and this aspect affects the profitability of the organisation and the overall attractiveness of a market or an industry (Peterdy, 2025). They are financial and

quantitative in nature and can be used easily for modelling and analysis. The economic factors are regarded as the most crucial factor for the success of the organisation in the market. These are linked with the cost concerns of the organisation and are crucial drivers of an economy's success since they directly impact the organisation and can have long-term consequences. They are the basis for estimating how to price the products and services, and also, these factors affect the supply and demand model. Economic progress and trends of trade are valuable information for the industry stakeholders (Zindros & Anagnostopoulou, 2024). The economic factor analysis helps organisations evaluate how economic conditions affect supply and demand, which directly affects the organisational performance, also covering financial growth or decline.

The analysis of economic factors formulates the data of economic condition, involving interest rates, tax terms, minimum wage, tariffs, economic growth, recession, unemployment, inflation rate, financing availability, exchange rate, wage rates, cost of living, working hours, economic growth level, and credit availability (Ramsudeen, 2025). The data regarding them can uncover how it can affect the organisation and how it can affect it negatively. Negative economic factors can affect the organisation's performance and sustainability.

### **2.1.3 Social**

The social factors relate to the human and social characteristics, norms, customs, and values of the stakeholders of the organisation (employees, partners, and customers) (Turk, 2023). Social factors have significant effects on organisations and the industries as they influence performance, workforce attitude, local community collaboration, and customer relations (Tijani et al., 2023). The social analysis focuses on social and cultural market environment changes as they indicate what the customers want.

The social element influences how businesses transform and evolve, and it involves cultural standards and expectations, health awareness, growth rate of population, age distribution, career aspirations and health and safety. Social element influences the demographic, normative, customs, and characteristics of the organisation's population. Demographic factors like population growth rate, age and wealth distribution, attitudes towards career, safety focus, awareness towards health, attitudes towards lifestyles and cultural elements (Vivek, 2024).

### **2.1.4 Technology**

Technological factors are those technological innovations that are able to disrupt the business environment and the organisation's operations (Peterdy, 2022). The technological factors are those technology-related factors that help the organisations develop and improve. The long-term strategic decisions of the organisation can be influenced by the trends and future technology (Turk, 2023). Through the analysis of the technological aspect, the data can help the organisation to be ready against change via the application of the appropriate technologies. The technological environment shows opportunities and threats towards the organisation. Innovations in technology can affect the operations of the industry and market either in a positive or negative manner.

For technological factors, factors include major and technical infrastructure, communication channels, internet, hardware, and software should be considered. It also includes technological innovation, digital technology, mobile technology, and information technology (Zindros & Anagnostopoulou, 2024). Technological factors also include technology packages, research and development, awareness and adoption rates of the technology, new services, and products.

### **2.1.5 Legal**

Legal factors are political factors and regulations of the business environment but can be other than government rules and laws (Turk, 2023). It is the laws, legislations and regulations of the country which can affect the organisational operations positively and negatively. Organisations need to use legal factors to operate their business based on the rules of the law and comply with industry regulations.

Legal factors include common standards within the industry, operation-related permits and the protection of data and intellectual property (Peterdy, 2022). All legal aspects, including employment, quotas, taxes, resources, imports, and exports and so on. They can be from external as well as internal environments. There are certain laws that impact the business environment in a country, and they also maintain certain policies themselves. When legal aspects are considered, both of these aspects need to be considered (Trivedi et al., 2016). These can sometimes overlap with political matters and can include other specific legislations like anti-discrimination laws, employment laws, consumer protection laws, copyright and patent laws and occupational health and safety laws. Organisations need to understand the ethical and legal consequences of doing business.

### **2.1.6 Environmental**

It is the latest addition to the framework as a result of the increasing popularity of ESG (Environmental, Social, and Governance) and CSR (Corporate Social Responsibility) within different industries (Peterdy, 2025). The increased concern for environmental causes like climate change, material shortages, and various pollution has demanded that organisations to apply environmentally friendly and sustainable practices (Turk, 2023). The environmental factors include the nature and physical environments of land, sea, and the area where the businesses do their business. If the organisation's operations lead to pollution of the environment, it can have negative effects on the operation of the business and its image.

Organisations need to conduct analysis on environmental protection-related policies and procedures, pollution management, waste management, and other damaging factors towards the environment. Environmental factors to be considered include climate, weather, location, condition of the ground, water sources and so on.

## **2.2 Institution's Performance**

Performance of an organisation includes result-oriented aspects as well as relative measures. The performance of an organisation is affected by factors like the actions of the organisation in terms of strategy execution as well as external factors like industry structure within the market (Gutterman, 2023).

Academic performance is the results of school achievements of the students and is affected by factors like family, peers, economic possibilities, teachers, classmates, motivation and interest. It is also defined as the skills and abilities of the students in demonstrating the acquired knowledge in various areas and measurement of what the students have managed to learn during the school years with evidence from evaluation procedures (Laguna & Escolano-Pérez, 2021). The academic performance is normally evaluated using exams and it can be measured either with achievement status or achievement growth. Achievement status is measured using the academic performance at a single point in time. On the other hand, achievement growth is measured with the rate of improvement over time. High academic performance has positive effect on school performance and quality of school (Houston & Henig, 2023).

Financial performance of the schools means how the organization acquire revenues and manage its assets, liabilities and interests of various stakeholders. The financial performance is evaluated using accounting data of the financial position and operations of the organization. Factors that affect the financial performance of the schools have been identified as the financial management quality, faculty members' teaching quality, school infrastructure, parents' involvement and other factors like culture and governance (Hasha R & Wadesango N, 2022). When analysing the financial performance of the schools, financial ratios of ROA, revenue, financial leverage and operating average degrees are analysed so that management and stakeholders can evaluate financial health and growth potential. To improve the financial performance of the schools, cash flows need to be improved, unwanted assets need to be sold off, budgets need to be reassessed, and expenditures need to be reduced (Madzinga et al., 2024)

Another performance of schools is from an operational aspect. Effective and efficient school operations also influence the performance of the schools as they act as the basis for academic success in terms of smooth functioning of the schools, provision of stability and support for the students. Operational effectiveness needs to be measured to ensure organisational goals are achieved, and it can be measured in terms of effective resource usage, effective production process, effective service provision, effective employees and effective management decisions (Visockaitė & Čižikienė, 2015). Operational efficiency is the ratio of results against used resources. In another way, work results are compared against resources used and expenditures spent, and the goal is to ensure the results are good with low resources and expenditures. Operational effectiveness and efficiency can help the school improve school performance, achievements and outcomes (T. C. Wang et al., 2021).

### **2.3 Relationship between PESTLE Factors and Performance of Private Colleges**

PESTLE factors play a critical role in influencing the performance of private colleges. The PESTLE factors, which include political, economic, social, technological, legal, and environmental factors, are known to have a collective impact on the stability of an institution, the quality of academic programs, financial viability, and efficiency of an institution. Past literature is consistent in indicating that higher learning institutions are vulnerable to changes in the external environment, considering that they depend on the regulatory, economic, social, and technological environments.

#### **Political Factors and Performance**

Political factors have a significant impact on the performance of private colleges, especially in politically volatile environments. The stability of the government, consistency in policy, education laws, and support from the public sector have a significant impact on the performance of the institution. Political instability and changes in policy have a negative impact on the performance of the institution, as research has indicated that uncertainty in the governance structure affects the confidence levels of the institution, academic innovations, and operational performance (Khan et al., 2020; Moya, 2012; Sheikh Ahmed, 2024).

#### **Economic Factors and Performance**

The economic factors are critical in determining the performance of both academic and financial performance. Economic factors, for instance, include inflation rates, unemployment rates, household income, the cost of tuition fees, and the cost of finance. During an economic recession, private colleges are likely to witness a decline in the number of enrollments, delayed payments of fees, and increased costs of operation. On the contrary, during a favorable economic period, the performance of the institution is likely to be boosted through the increased affordability of the institution, investment in infrastructure, and development of the faculty (Okoth & Onono-Okelo, 2020; Romano & Palmer, 2016; Tsuma & Mugambi, 2014).

#### **Social Factors and Performance**

Social factors affect private colleges in many different ways, including demographic trends, values, attitudes towards education in society, and changing student expectations. For example, population growth, urbanization, aspirations for careers in specific areas of interest, as well as parents' attitudes towards private education, play an important role in shaping the demand for higher learning in society. Colleges that respond to the changing needs of society in terms of their academic programs and teaching strategies tend to achieve better academic outcomes for their students. Social acceptability of private education institutions also adds to their legitimacy (Chia, 2011; Krezel & Krezel, 2017; Wickramasinghe et al., 2024).

#### **Technological Factors and Performance**

The importance of technological development cannot be overemphasized in the performance of private colleges. The presence of technological developments in information technology, online teaching platforms, among other technological applications, is critical in the performance of private colleges. Private colleges that have incorporated technological applications in their teaching methods are likely to experience higher performance compared to those that lack technological applications. On the other hand, technological limitations in private colleges negatively influence their performance (Chan Le Lyn & Muthuveloo, 2019; Ismail & Mahmood, 2018; Utami & Pratolo, 2024).

### **Legal Factors and Performance**

Legal factors influence the operations of an institution through regulatory compliance, accreditation standards, labor laws, data protection laws, and intellectual property rights. Clarity and consistency of laws help to ensure stability in the institution and create an environment conducive to investment. On the other hand, uncertainty and instability of laws create operational risks for the institution. Research has established that private colleges operating in an unstable and ambiguous legal environment experience challenges in governance, staff retention, and quality assurance, which affect their performance (Fang & Hernandez, 2025; L & K, 2020; Sabri, 2011; Tamrat & Teferra, 2020).

### **Environmental Factors and Performance**

Environmental factors are recognized as critical determinants of sustainability within institutions. Weather, environmental laws, disaster risks, and sustainability pressures are critical factors that impact infrastructure development and operational sustainability. Institutions that embrace environmental-friendly strategies are more likely to improve their brand image, stakeholder loyalty, and sustainability performance. Failure to address environmental concerns may compromise academic activities and operational risks, especially in areas prone to climate-related disasters (Almusawy, 2025; Budihardjo et al., 2021; Hassan & Ahmad, 2025).

From the above literature, it is clear that the PESTLE analysis is not a rigid tool, as these factors are ever-changing, and all these factors influence each other, thereby impacting the academic, financial, and operational performance of private colleges. The strategic ability of private colleges to cope with these macro-environmental changes will play a significant role in their sustainability.

## **3. Discussion**

The findings from the literature review reveal that the PESTLE factors have a profound and multifaceted impact on the performance of private colleges. Political instability and regulatory uncertainty have emerged as the key constraints on the performance of private colleges. This is especially true in the context of developing and transitional economies, where higher learning institutions are highly vulnerable to government interference. In the Myanmar context, since the coup in February 2021, the political instability in Myanmar has caused substantial disruption to the higher education sector, resulting in considerable instability for private colleges. The widespread school closures, attacks on campuses, suspension of staff in connection with the Civil Disobedience Movement, and student boycotts have impacted the functioning of institutions (Saito et al., 2024). The private colleges have been subjected to forced closures, security repression, and a lack of regulatory clarity, especially after the 2022 amendments to the National Education Law, which diminished regional autonomy. The arbitrary application of registration and compliance rules (International Trade Administration, 2023b) has further contributed to political and regulatory instability.

The economic factors also contribute to the variability of the performance of private colleges. This is because economic conditions have a direct bearing on the affordability of private higher learning and the demand for private higher learning. According to the literature review, private higher learning institutions have been more vulnerable to economic conditions than public higher learning institutions. The economic downturn in Myanmar since 2021 has greatly impacted the operating capabilities of private universities. The continuously shrinking GDP, high inflation rates, lack of foreign exchange, and international sanctions against the country have reduced the purchasing power

of the population, making it difficult for them to pay tuition fees (Zaw, 2025). The mismanagement of the economy and increased military spending have also reduced the country's growth, while the budget for education has been allocated to meet security needs, further reducing support for the sector. As a result, private universities are experiencing a decrease in the number of students, increased costs of imported goods, and a decrease in sources of income. There have been reports of a large decrease in the number of students enrolled in private universities since the coup (International Trade Administration, 2023a).

Social factors have also emerged as a challenge and an opportunity for private higher learning institutions. This is because demographic trends and societal needs require private higher learning institutions to be dynamic and responsive. In the Myanmar context, social unrest has dramatically altered the demand for private college education in Myanmar. Since 2021, political crisis, youth-led protests and enforcement of the conscription law in 2024 have heightened uncertainty among the youth, leading to forced conscription and mass migration to neighbouring countries (Nathalie Ebead, 2025) This has led to a substantial decrease in the number of enrolments of potential students and undermined the established transition from secondary to college education. Although some students have attempted to defer their conscription through distant education enrollment, this is indicative of resilience in the face of political adversity; the overall trends suggest a rising "brain drain" and a fall in domestic enrollment. However, there remains a demand for foreign-validated credentials, especially from privately or foreign-affiliated colleges (Wilson & Skidmore, 2023). Youth unrest, migration, and demographic changes have thus shrunk and segmented the market for private college education.

The role of the technological factors is considered to be of critical importance as an enabler of performance, especially with regards to the enhancement of the academic and operational efficiency of the institution. The ability of the institution to withstand the effects of the political and economic changes lies with the level of investment in the technological infrastructure. However, technological limitations greatly affect the operational capacity and academic standards of private colleges in Myanmar. Inadequate electricity infrastructure and power failures, especially in rural and ethnic areas, affect the availability of online learning platforms (Data Tech Team, 2024). Internet accessibility is also erratic, expensive, and censored, with frequent shutdowns, especially during times of political turmoil (Free House, 2024). This affects the use of online learning platforms, online libraries, and computerized administrative systems, as well as limiting access to international academic networks for students and faculty. Consequently, technological limitations affect the flexibility and innovation of institutions, creating a structural issue that inhibits the provision of globally competitive higher education.

The regulatory environment in Myanmar is a challenge for private higher education institutions (PHEIs). Despite the enactment of the 2023 Private Education Law, which recognizes private institutions, it has very strict conditions regarding registration, staff qualifications, curriculum approval, and reporting under the close monitoring of the Ministry of Education (International Trade Administration, 2023b). Failure to comply with the law may lead to fines or closure of institutions, further adding to the uncertainty of institutions in a politically and economically unstable environment. Before the enactment of the Private Education Law, many PHEIs were unaccredited institutions, with some institutions registered as business organizations rather than educational institutions. Despite the recognition of private institutions, the state's control over governance and quality is still a challenge to academic freedom and innovation.

Vulnerability to the environment is an additional risk factor for private higher education in Myanmar. This is because the country is very sensitive to climate change and is often affected by monsoon floods, cyclones, heatwaves, and landslides that often interfere with the continuity of education (Kim, 2024). The recent natural disasters, such as the 2025 Mandalay earthquake, have also increased the destruction of schools and colleges, causing long-term disruptions to education. Environmental shocks also impact the socioeconomic security of students, especially those from rural areas, where loss of property and means of livelihood may compel them to withdraw from higher education. Moreover, water scarcity and energy insecurity make it difficult to run the colleges, while the growing need for disaster preparedness and environmental compliance has increased operational expenses.

Overall, the literature suggests that the performance of the institution is not entirely dependent on the internal capabilities of the institution, as the macro-environmental factors are also considered to play an important role in the

overall performance of the institution. The role of the leadership in moderating the effects of the PESTLE factors on private colleges cannot be neglected.

#### 4. Conclusion

This study undertook an analysis of the relationship between the PESTLE factors and the performance of private colleges, using the knowledge gained from the existing literature in the context of higher education. The findings of the study confirm the impact of political, economic, social, technological, legal, and environmental factors on the performance of higher education institutions. In a volatile business environment, particularly in developing countries, the impact of these factors is a major challenge for the sustainability of private higher education institutions.

Private colleges should enhance their capacity to respond to challenges and crises through adopt flexible payment system, develop enrolment strategy, expanding income generation and setting up internet infrastructure for digital learning environment. Private colleges try to improve corporate governance, regulatory compliance, and quality assurance systems to mitigate legal risk related to Private Education Law 2023. Private colleges also focus on student retention strategies, flexible academic programs and employability initiatives to sustainability and environmental risk planning into campus management to address environmental risks.

Policy makers should enhance the clarity and consistency of regulation and institutional autonomy in academic programs. However, regulators must implement a system to investigate and check their academic programs, collaboration and accreditations, academic quality and campus conditions. Policy maker promote economic stabilization, foreign exchange for educational resources, and assistance in digital infrastructure development to ease operational difficulties. Improving public-private partnerships, ensuring the continuity of education during times of crisis, and finding a balance between regulation and innovation are essential for sustaining the role of private colleges in the development of the country's human capital during macro-environmental instability.

The review of the literature reveals that private colleges need to take a proactive approach to respond to the challenges of the external business environment. Building the resilience of the higher education institution through technological development, effective governance, legal compliance, and environmental sustainability is a way of mitigating the impact of these factors on the performance of private colleges. The interrelated nature of the factors of PESTLE is an important area of knowledge that offers valuable insights for the performance of private higher education institutions.

It is recommended that empirically test this relationship and explore the mediating and moderating roles in related topics to strengthen the performance of private colleges under challenging macro-environmental conditions.

#### 5. References

- Afshar, M. Z., & Shah, Dr. M. H. (2025). Strategic Evaluation Using PESTLE and SWOT Frameworks: Public Sector Perspective. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.5141505>
- Alanzi, S. (2019). *PESTLE Analysis Introduction*. <https://www.researchgate.net/publication/327871826>
- Almusawy, A. M. R. (2025). The Role of Sustainability Strategies for Climate Adaptation in Enhancing Institutional Performance for Colleges and Universities is a Case Analysis of Higher Education Institution Development. *Edelweiss Applied Science and Technology*, 9(5), 382–397. <https://doi.org/10.55214/25768484.v9i5.6881>
- Budihardjo, M. A., Ramadan, B. S., Putri, S. A., Wahyuningrum, I. F. S., & Muhammad, F. I. (2021). Towards Sustainability in Higher-Education Institutions: Analysis of Contributing Factors and Appropriate Strategies. *Sustainability*, 13(12), 6562. <https://doi.org/10.3390/su13126562>
- Chan Le Lyn, J., & Muthueloo, R. (2019). Investigating technology and organizational performance of private higher learning institutions in Malaysia. *The International Journal of Information and Learning Technology*, 36(5), 453–466. <https://doi.org/10.1108/IJILT-02-2019-0015>
- Chia, A. (2011). A Study of the Factors Influencing Students' Selection of a Private Educational Institution in Singapore and the Marketing Implications for the Institution. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.1869422>

- Data Tech Team, M. (2024). *Education gap online*.
- Fang, X., & Hernandez, C. (2025). Risk Perception and Strategic Responses: Exploring the Relationship Between Institutional Characteristics and Business Performance in Private Higher Education Institutions. *Psychology and Education: A Multidisciplinary Journal*, 38(4), 320–326. <https://doi.org/10.70838/pemj.380401>
- Free House. (2024). *Myanmar: Freedom on the Net 2024 Country Report*.
- Gutterman, A. S. (2023). *Organizational Performance and Effectiveness*. <http://griffin-oc.com/GOC>
- Hasha R, & Wadesango N. (2022). An Investigation into Factors Militating Against Effective and Efficient Implementation of Successful Continuous Professional Development Programmes in South African Schools. In *African Perspectives of Research in Teaching & Learning (APORTAL)* (Vol. 6, Number 2).
- Hassan, M. M., & Ahmad, A. R. (2025). Systematic literature review on the sustainability of higher education institutions (HEIs): dimensions, practices and research gaps. In *Cogent Education* (Vol. 12, Number 1). Taylor and Francis Ltd. <https://doi.org/10.1080/2331186X.2025.2549789>
- Houston, D. M., & Henig, J. R. (2023). The “Good” Schools: Academic Performance Data, School Choice, and Segregation. *AERA Open*, 9. <https://doi.org/10.1177/23328584231177666>
- International Trade Administration. (2023a, March 21). *Burma Education and Training Sector Snapshot*. Department of Commerce, USA.
- International Trade Administration. (2023b, September 14). *BURMA PRIVATE EDUCATION LAW*. Department of Commerce, USA.
- Ismail, A. O. A., & Mahmood, A. K. (2018). The Influence of Technological Factors on Students’ Academic Performance. *2018 21st Saudi Computer Society National Computer Conference (NCC)*, 1–6. <https://doi.org/10.1109/NCG.2018.8592971>
- Khan, I. U., Idris, M., Khan, A. W., Mardan, U., Aman, P., & Khan, U. (2020). An Investigation of the Factors Affecting Institutional Performance: Evidence from Higher Education Institutions. In *FWU Journal of Social Scineces* (Vol. 2020, Number 3).
- Krezel, J., & Krezel, Z. A. (2017). Social influence and student choice of higher education institution. *Journal of Education Culture and Society*, 8(2), 116–130. <https://doi.org/10.15503/jecs20172.116.130>
- L, F., & K, G. (2020). Regulatory Compliance and Private Education Provision in South Africa: Boon or a Bane? *Asian Journal of Interdisciplinary Research*, 30–35. <https://doi.org/10.34256/ajir2033>
- Laguna, M. B., & Escolano-Pérez, E. (2021). IMPLICACIÓN DE LA RESILIENCIA Y DE LAS FUNCIONES EJECUTIVAS EN EL RENDIMIENTO ACADÉMICO DE EDUCACIÓN OBLIGATORIA. *International Journal of Developmental and Educational Psychology INFAD Revista de Psicología*, 2(2), 309–316.
- Madzinga, Y. T., Wadesango, N., & Sitsha, L. (2024). Factors that Affect the Financial Performance of Schools. *Journal of Educational and Social Research*, 14(5), 210–221. <https://doi.org/10.36941/jesr-2024-0133>
- Moya, M. (2012). Political interference and corporate performance of public universities in Uganda. *Journal of Public Administration and Policy Research*, 4(6), 125–129. <https://doi.org/10.5897/jpapr11.010>
- Nathalie Ebead. (2025). *From protest to purpose: How Myanmar’s youth are shaping a democratic future*.
- Okoth, F., & Onono-Okelo, P. A. (2020). Effects of Economic, Social and School Factors on Students Academic Performance in Secondary Schools in Kuria West Sub County, Kenya. *IOSR Journal of Economics and Finance*, 11(4), 49–58. <https://doi.org/10.9790/5933-1104014958>
- Pan, W., Chen, L., & Zhan, W. (2019). PESTEL Analysis of Construction Productivity Enhancement Strategies: A Case Study of Three Economies. *Journal of Management in Engineering*, 35(1). [https://doi.org/10.1061/\(asce\)me.1943-5479.0000662](https://doi.org/10.1061/(asce)me.1943-5479.0000662)
- Peterdy, K. (2025, August 22). *What is a PESTEL Analysis?* Corporate Finance Institute . <https://corporatefinanceinstitute.com/resources/management/pestel-analysis/>
- Private Higher Education Institutions Association (PHEIA). (2019). The Role of Private Higher Education in Myanmar Opportunites, Challenges, and Hopes. *Higher Education*, 48(1), 1–4.
- Rahman, N. S. F. A., Othman, M. K., Thai, V. V., Md. Hanafiah, R., & Hamid, A. A. (2024). The impact of contemporary socio-economic and technological factors on container terminal performance. *Arab Gulf Journal of Scientific Research*, 42(3), 1191–1208. <https://doi.org/10.1108/AGJSR-03-2023-0106>

- Ramsudeen, R. (2025). A Theoretical, Diagnostic Review of SWOT, PESTLE, Porter's 5 Five Forces Models, as a Strategic Analytical Planning Tools for the Business Environment. *Texila International Journal of Management*, 11(02). <https://doi.org/10.21522/TIJMG.2015.11.02.Art047>
- Romano, R. M., & Palmer, J. C. (2016). The Community College and the Business Cycle. *Change: The Magazine of Higher Learning*, 48(5), 52–57. <https://doi.org/10.1080/00091383.2016.1227676>
- Sabri, H. A. (2011). The Impeding Drivers of Risks at Private Higher Education Institutions in Jordan: An Analytical Approach. *Journal of Education and Vocational Research*, 2(4), 120–131. <https://doi.org/https://doi.org/10.22610/JEVR.V2I4.32>
- Saito, E., Zakhung, J. H. A., & Lwin, H. N. (2024). Myanmar's education crisis deepens under military rule. <https://doi.org/10.59425/eabc.1734127200>
- Sheikh Ahmed, S. A.-B. (2024). Lecturers and Education Experts Perceptions of Private Universities in Mogadishu, Using PESTEL Analysis and AHP. *Serdec Educational Journal*, 1(1), 1–14. <https://doi.org/10.70595/sej83>
- Tamrat, W., & Teferra, D. (2020). Private higher education in Ethiopia: risks, stakes and stocks. *Studies in Higher Education*, 45(3), 677–691. <https://doi.org/10.1080/03075079.2019.1582010>
- Tijani, B., Jin, X. H., & Osei-Kyei, R. (2023). PESTEL analysis of mental health management of project management practitioners (PMPs) in architecture, engineering and construction (AEC) project organization. *Smart and Sustainable Built Environment*, 12(5), 1002–1030. <https://doi.org/10.1108/SASBE-04-2022-0074>
- Trivedi, M. K., Rastogi, N., & Trivedi, M. K. (2016). *PESTLE Technique - A Tool to Identify External Risks in Construction Projects*. [www.irjet.net](http://www.irjet.net)
- Tsuma, A. N., & Mugambi, F. (2014). Factors Influencing Performance of Income Generating Units in Public Universities. In *European Journal of Business and Management* [www.iiste.org](http://www.iiste.org) ISSN (Vol. 6, Number 10). Online. [www.iiste.org](http://www.iiste.org)
- Turk, Ž. (2023). Structured analysis of ICT adoption in the European construction industry. *International Journal of Construction Management*, 23(5), 756–762. <https://doi.org/10.1080/15623599.2021.1925396>
- Utami, T. P., & Pratolo, S. (2024). The Influence of IT Governance and IT Capability on The Performance of Private Higher Education Institutions: The Mediation Role of Performance Management Systems. *Jurnal Kajian Akuntansi*, 7(2), 270–290. <https://doi.org/10.33603/jka.vol7.no2.a17>
- Visockaitė, A., & Čižikienė, J. (2015). Operational Efficiency Criteria of School. *SOCIETY, INTEGRATION, EDUCATION. Proceedings of the International Scientific Conference*, 2, 265. <https://doi.org/10.17770/sic2015vol2.454>
- Vivek, R. (2024). A Systematic Review: COVID-19 and Expansion of PESTLE Framework: Time to Perceive Health Environment as a Separate Dimension. *International Journal of Environmental, Sustainability and Social Science*, 5(2), 504–516.
- Wang, L., Zhao, F., & Zhang, G. (2022). Analysis on the Impact of Large-Scale Sports Events on Regional Economy Based on SWOT-PEST Model. *Journal of Mathematics*, 2022. <https://doi.org/10.1155/2022/7769128>
- Wang, T. C., Phan, B. N., & Nguyen, T. T. T. (2021). Evaluating operation performance in higher education: The case of vietnam public universities. *Sustainability (Switzerland)*, 13(7). <https://doi.org/10.3390/su13074082>
- Wickramasinghe, G., Mohammed, L. A., & Dhanapala, R. M. (2024). Aligning Strategies of Institutes with Student Expectations: An Exploration of External Factors Shaping Students' Choice of Private Higher Education Institutes. *Social Science and Humanities Journal*, 8(08), 4626–4638. <https://doi.org/10.18535/sshj.v8i08.1281>
- Wilson, T., & Skidmore, M. (2023). *Dictatorship, Disorder and Decline in Myanmar*. The Australian National University.
- Zaw, M. S. (2025). Myanmar's human capital on the brink. <https://doi.org/10.59425/eabc.1758664800>
- Zindros, S., & Anagnostopoulou, A. (2024). Assessing the Macro-Environmental Factors Affecting Innovative Last-Mile Delivery Solutions. *Transport and Telecommunication*, 25(1), 1–10. <https://doi.org/10.2478/tjt-2024-0001>