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Prioritizing Strategies to Improve University Students' Reading Interest: An Integrated SWOT–Analytical Hierarchy Process Approach

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ABSTRACT

University students' reading interest remains a significant challenge in higher education despite the widespread availability of libraries, digital resources, and internet access. Low intrinsic motivation, assignment-oriented reading habits, and increasing digital distractions have limited the development of a sustainable academic reading culture. Therefore, identifying strategic priorities that effectively improve students' reading interest has become increasingly important for universities. This study aims to formulate and prioritize strategies for improving university students' reading interest by integrating the Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis with the Analytical Hierarchy Process (AHP). A qualitative descriptive approach was employed. Data was collected through semi-structured interviews with seven purposively selected student informants to identify internal and external factors affecting reading interest. Subsequently, SWOT analysis was used to formulate strategic alternatives, while expert judgment from lecturers was utilized in the AHP pairwise comparison to determine strategy priorities. The findings indicate that students' reading interest is influenced by both internal and external factors. Internal strengths include the availability of university libraries, internet access, lecturer support, and digital academic resources, whereas the major weaknesses are low intrinsic motivation and reading practices that are primarily driven by academic assignments. Externally, digital technology provides opportunities to strengthen literacy programs but also presents challenges through social media and digital entertainment. The SWOT analysis generated eight strategic alternatives, and the AHP prioritization identified the Extensive Reading Program as the highest-priority strategy, followed by the Campus Reading Culture Program, Gamified Reading Challenge, Reading Strategy Instruction, Critical Reading Skills Training, Reading Mentorship Program, Digital Reading Platform Optimization, and the Collaborative Literacy Community. The novelty of this study lies in integrating SWOT and AHP to develop a systematic decision-making framework for prioritizing strategies to improve university students' reading interest. Unlike previous studies that primarily identify factors influencing reading behavior, this research provides evidence-based strategic priorities that can support literacy policy development and implementation in higher education institutions.

Keywords: reading interest, SWOT analysis, Analytical Hierarchy Process, higher education, literacy strategy

INTRODUCTION

Reading skills are one of the fundamental competencies in higher education because they are the basis for the development of critical thinking skills, information literacy, problem-solving, and lifelong learning. Reading activities allow students to acquire, analyze, evaluate, and integrate various information so that they can generate new knowledge that supports academic success. As digital technology develops, access to learning resources is increasingly open through electronic journals, digital books (e-books), institutional repositories, and

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various online learning platforms. These developments basically provide a huge opportunity to improve reading culture because students can access information more easily, quickly, and flexibly. In addition to expanding access to information, digital technology also presents various reading media that are more interactive so that it has the potential to improve the learning experience if used optimallyl (Arhas & Sumarlin, 2026; Darwis et al., 2022; Lestari et al., 2025; Merga, 2014; van der Weel & Mangen, 2022).

Although technological developments have expanded access to learning resources, various studies show that students' interest in reading has experienced a declining trend in the digital era. One of the main reasons is the increasing competition between reading activities and various forms of digital entertainment, such as social media, short videos, online games, and multimedia platforms that offer instant satisfaction so that it is more interesting than reading books (Mamontova et al., 2018; Walia & Sinha, 2014). This condition is exacerbated by the abundance of information on the internet which encourages the emergence of the habit of superficial reading so that the ability to understand information in depth is decreasing (Baba & Affendi, 2020; Gunobgunob-Mirasol, 2019; Howard et al., 2018; Saito, 2025). Other research also revealed that low interest in reading is influenced by the perception that printed books are less attractive than digital media, weak intrinsic motivation to read, declining reading traditions in families, and academic reading materials that are considered less relevant and less interesting for students (Cekiso, 2025; van der Weel & Mangen, 2022). Although these studies have provided a comprehensive understanding of the various determinants of reading interest, most still focus on identifying causative factors or relationships between variables. Previous research has not developed much of an approach that is able to formulate the priority of strategies for increasing reading interest through analysis that considers internal and external conditions simultaneously and produces a sequence of strategies based on their level of importance as the basis for decision-making in higher education.

Based on these gaps, this study offers the integration of Strengths, Weaknesses, Opportunities, and Threats (SWOT) with the Analytical Hierarchy Process (AHP) as an approach to develop a strategy to increase students' reading interest. SWOT analysis is used to identify internal and external factors that influence students' reading culture, while AHP is used to give priority weight to each alternative strategy to produce more objective, systematic, and measurable recommendations. Thus, this study aims to formulate a priority strategy for increasing students' reading interest through SWOT-AHP integration as the basis for the formulation of policies for the development of a more effective literacy culture in the university environment.

METHODS

Research Design

This study employed a qualitative descriptive approach integrated with the Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis and the Analytical Hierarchy Process (AHP). The qualitative approach was used to identify the internal and external factors influencing students' reading interest, while AHP was applied to determine the priority of strategic alternatives for improving reading interest. This integration enables the formulation of strategies that are not only based on empirical findings but also prioritized through a systematic decision-making process.

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Informants

The study was conducted at a private university in Indonesia. The research involved two groups of informants, namely the primary informants and the expert informants. The primary informants consisted of seven undergraduate students selected through purposive sampling based on their experience and knowledge of reading habits, the use of digital learning resources, and literacy culture within the university environment. The informants were chosen because they were able to provide relevant and in-depth information aligned with the objectives of the study.

The expert informants (expert judgment) consisted of university lecturers with expertise and experience in teaching, academic literacy, and student development. The expert informants evaluated the strategic factors identified through the SWOT analysis using the Analytical Hierarchy Process (AHP). Their assessments were conducted through pairwise comparisons to determine the relative importance of each strategic factor and to establish priority strategies for improving students' reading interest.

Three lecturers participated as expert judges in the AHP process. They were selected purposively based on the following criteria: (1) having at least five years of teaching experience in higher education, (2) possessing expertise in literacy, educational management, or curriculum development, and (3) being actively involved in academic policy development or student development programmes. These experts were considered appropriate because the strategies evaluated in this study were intended to support literacy policy and reading culture development within higher education institutions. Each expert independently completed the pairwise comparison matrix using Saaty's nine-point scale before the priority weights and Consistency Ratio (CR) were calculated.

Instruments

The primary research instrument was a semi-structured interview guide developed based on the SWOT dimensions. The interview explored students' reading habits, reading motivation, utilization of digital learning resources, academic support, available facilities, and challenges influencing students' reading interest.

During the AHP stage, a pairwise comparison questionnaire was developed using Saaty's 1–9 fundamental scale. The questionnaire was administered to the expert lecturers to evaluate the relative importance of each SWOT factor and strategic alternative. The consistency of expert judgments was assessed using the Consistency Ratio (CR), where a CR value of ≤ 0.10 indicated acceptable consistency.

Procedures

The research was conducted in five stages. The first stage involved a literature review to identify theoretical concepts and previous studies related to students' reading interest, SWOT analysis, and the Analytical Hierarchy Process. The second stage involved collecting qualitative data through semi-structured interviews with seven undergraduate students to identify factors influencing reading interest. The third stage consisted of thematic analysis to classify the interview findings into the four SWOT dimensions: Strengths, Weaknesses, Opportunities, and Threats.

The fourth stage involved constructing a SWOT matrix to formulate strategic alternatives, including SO (Strengths–Opportunities), WO (Weaknesses–Opportunities), ST (Strengths–Threats), and WT (Weaknesses–Threats) strategies. Finally, the proposed strategies were prioritized using the Analytical Hierarchy Process (AHP). At this stage, expert lecturers performed pairwise comparisons of the identified factors and strategic alternatives. The

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resulting weights and priority rankings were analyzed to determine the most effective strategies for improving students' reading interest in the private university.

RESULT AND DISCUSSION

Identification of SWOT Factors

The SWOT factors were developed through thematic analysis of semi-structured interviews conducted with seven student informants. All interview transcripts were subjected to an open coding process to identify themes related to students' reading interest. Similar themes were subsequently categorized into internal factors (Strengths and Weaknesses) and external factors (Opportunities and Threats). These categories formed the basis for constructing the SWOT matrix.

The findings indicate that students have adequate academic facilities to support reading activities, including library services, internet access, and digital learning resources. Nevertheless, these facilities have not translated into strong reading habits. Most informants reported reading primarily to complete academic assignments, while their leisure time was predominantly spent on social media, short-video platforms, and other forms of digital entertainment. At the same time, technological development has created significant opportunities through the increasing availability of digital learning resources, university literacy programs, and interactive educational technologies.

To illustrate the prominence of each identified theme, the coding results were summarized according to the number of informants mentioning each factor. The frequency of occurrence was used to indicate the relative dominance of each theme before developing strategic alternatives using SWOT analysis.

Table 1: Frequency of SWOT Factors Identified from Interview Data

No.	Identified Factor	SWOT Category	Frequency (n = 7)
1	Low reading motivation	Weakness	7
2	Reading is primarily undertaken to complete academic assignments	Weakness	7
3	Social media reduces time allocated for reading	Threat	6
4	Short-video platforms and digital entertainment distract students from reading	Threat	6
5	Lecturers regularly recommend books and scientific articles	Strength	6
6	Availability of university library facilities	Strength	5
7	Easy access to e-books and electronic journals	Strength	5
8	Campus internet access supports information retrieval	Strength	5
9	University literacy programs can be further developed	Opportunity	6
10	Digital platforms provide broader access to learning resources	Opportunity	6
11	Collaboration with libraries and literacy communities	Opportunity	5
12	Educational technology can support reading activities	Opportunity	5

Based on the results of the identification, factors that have similar characteristics are then grouped into four SWOT dimensions as presented in Table 2.

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Table 2: SWOT Matrix for Improving Students' Reading Interest

Strengths (S)	Weaknesses (W)
S1. University library facilities are available and easily accessible.	W1. Students' reading interest remains low.
S2. Campus internet access facilitates access to academic resources.	W2. Reading activities are largely driven by academic assignments.
S3. Lecturers regularly recommend books and scientific articles.	W3. Students have low intrinsic motivation to read.
S4. E-books and electronic journals are readily available through the university.	W4. Students spend more time on social media than on reading activities.
Opportunities (O)	**Threats (T)**
O1. Digital platforms provide abundant learning resources.	T1. Social media reduces students' reading time.
O2. University literacy programs can be continuously strengthened.	T2. Short-video platforms and digital entertainment are more attractive than reading.
O3. Opportunities exist for collaboration with libraries and literacy communities.	T3. Instant information consumption discourages deep reading.
O4. Educational technologies can enhance students' engagement in reading.	T4. Digital distractions reduce students' concentration while reading.

The findings of the study show that internal factors are more dominated by the availability of academic facilities that have supported reading activities. On the contrary, the main weakness lies in the behavioral aspect, namely low intrinsic motivation and the tendency of students to read only when faced with academic demands. Externally, the development of digital technology presents a great opportunity to expand access to learning resources, but at the same time it is also a threat through increasing digital distractions that cause reading activities to lose priority in students' academic lives.

SWOT Matrix

Based on the identified internal and external factors, a SWOT matrix was constructed to Based on the identified internal and external factors, a SWOT matrix was developed to formulate strategic alternatives for improving students' reading interest. The strategic alternatives were generated by combining Strengths (S), Weaknesses (W), Opportunities (O), and Threats (T) factors to maximize strengths and opportunities while minimizing weaknesses and external threats. Eight strategic alternatives were identified and subsequently evaluated using the Analytical Hierarchy Process (AHP) to determine their implementation priorities.

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Table 3: SWOT Matrix for Improving Students' Reading Interest

Strategic Combination	Strategic Alternative	Strategy Code
S1, S2, S3, S4 × O1, O2	Develop an Extensive Reading Program utilizing university libraries, e-books, and electronic journals while allowing students to choose reading materials based on their interests.	STG1
S3, S4 × O2, O3	Establish a Campus Reading Culture Program through collaboration among lecturers, libraries, and literacy communities.	STG2
S2, S4 × O1, O4	Optimize a Digital Reading Platform to provide accessible, engaging, and interactive learning resources.	STG3
W1, W2 × O2, O3	Develop a Reading Mentorship Program through study groups, book discussions, and academic mentoring.	STG4
W3, W4 × O4	Implement a Gamified Reading Challenge to increase reading motivation through academic rewards and competitive activities.	STG5
S3 × T1, T2	Conduct Critical Reading Skills Training to strengthen students' ability to evaluate and utilize digital information critically.	STG6
W2, W3 × T3, T4	Implement Reading Strategy Instruction to improve effective reading skills and reduce superficial reading habits.	STG7
S1, S4 × O3, T1	Establish a Collaborative Literacy Community involving students, lecturers, and university libraries in sustainable reading activities.	STG8

The SWOT matrix indicates that the proposed strategies extend beyond improving access to reading materials. The strategic alternatives also emphasize strengthening intrinsic motivation, cultivating a sustainable reading culture, optimizing the educational use of digital technology, enhancing critical reading competencies, and fostering collaboration among key stakeholders within the university environment. These eight strategic alternatives were subsequently evaluated using the Analytical Hierarchy Process (AHP) to determine their relative priorities for implementation.

AHP Priority Analysis

Following the development of strategic alternatives through the SWOT analysis, the Analytical Hierarchy Process (AHP) was employed to determine their implementation priorities. Pairwise comparisons were conducted by expert lecturers using Saaty's nine-point fundamental scale. The comparison matrices were subsequently processed to calculate the priority weights of each strategic alternative and to assess the consistency of expert judgments. The resulting Consistency Ratio (CR) was 0.08, indicating acceptable consistency because it was below the recommended threshold ($CR \leq 0.10$).

The AHP results indicate that the proposed strategies differ in their relative importance. Strategies with higher weights should receive greater implementation priority, whereas lower-ranked strategies remain important as complementary initiatives that can be implemented progressively according to institutional resources and policy priorities.

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Table 4: Priority Strategies for Improving Students' Reading Interest Based on AHP

Code	Strategic Alternative	Weight	Rank
STG1	Extensive Reading Program	0.236	1
STG2	Campus Reading Culture Program	0.181	2
STG5	Gamified Reading Challenge	0.157	3
STG7	Reading Strategy Instruction	0.132	4
STG6	Critical Reading Skills Training	0.108	5
STG4	Reading Mentorship Program	0.082	6
STG3	Digital Reading Platform Optimization	0.061	7
STG8	Collaborative Literacy Community	0.043	8
	Total	1.000	

As shown in Table 4, the Extensive Reading Program (STG1) obtained the highest priority weight (0.236), indicating that it should be implemented as the primary strategy for improving students' reading interest. This strategy emphasizes students' autonomy in selecting reading materials based on their academic needs and personal interests while utilizing existing library collections, e-books, and electronic journals.

The second priority was the Campus Reading Culture Program (STG2) with a weight of 0.181, highlighting the importance of creating a university environment that continuously supports reading activities through collaboration among lecturers, libraries, and literacy communities. The Gamified Reading Challenge (STG5) ranked third (0.157), suggesting that reward-based and game-oriented approaches are perceived as effective in enhancing students' motivation to engage in reading.

The remaining strategies, including Reading Strategy Instruction, Critical Reading Skills Training, Reading Mentorship Program, Digital Reading Platform Optimization, and the Collaborative Literacy Community, received relatively lower weights. Nevertheless, these strategies remain essential components of a comprehensive framework for strengthening reading culture within higher education institutions.

1. Extensive Reading as the Primary Strategy for Improving Students' Reading Interest

The findings indicate that the Extensive Reading Program emerged as the highest-priority strategy for improving students' reading interest. This result suggests that increasing reading interest requires more than simply providing reading materials; it requires creating opportunities for students to read voluntarily according to their personal interests. The interview findings revealed that students tended to read only when completing academic assignments, while reading for pleasure or self-development was relatively uncommon. Consequently, a strategy that promotes autonomous reading is considered the most appropriate intervention for transforming reading from an obligation into a habitual activity.

The interview findings revealed that almost all participants associated reading with academic obligations rather than personal development. Several students admitted that they rarely visited the library unless lecturers assigned reading tasks. This indicates that students have not yet developed reading as a habitual activity but instead perceive it as a requirement for completing coursework. Consequently, the Extensive Reading Program becomes particularly relevant because it encourages students to read voluntarily based on their own interests rather than external academic pressure.

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This finding is consistent with Saito (2025), who argues that extensive reading encourages learners to select reading materials that match their interests and language proficiency, thereby fostering enjoyment and long-term reading habits. Rather than emphasizing intensive analysis of a limited number of texts, extensive reading allows students to engage with a large volume of meaningful materials, ultimately strengthening reading fluency and intrinsic motivation.

Similarly, Rajoo & Selvaraj (2010) emphasize that reading interest increases when learners are provided with reading materials that are relevant to their preferences and academic needs. Students are more willing to read when they perceive reading as personally meaningful instead of merely fulfilling institutional requirements. This perspective aligns closely with the present findings, where the majority of informants admitted that compulsory reading alone had not succeeded in developing sustainable reading habits.

The importance of extensive reading is further reinforced by Megala and Premraj (2020), who demonstrate that regular exposure to self-selected reading materials contributes not only to reading proficiency but also to positive attitudes toward reading. Their findings suggest that students who frequently participate in extensive reading activities gradually develop greater confidence and enjoyment, which ultimately leads to increased reading frequency.

In addition, Arhas & Sumarlin (2026) highlights that guided reading activities remain important in supporting extensive reading, particularly during the early stages of habit formation. Guidance from lecturers enables students to identify appropriate reading materials while gradually developing independent reading behaviors. Therefore, the present findings suggest that an extensive reading program should not merely increase the quantity of reading materials but should also provide appropriate academic guidance to sustain students' engagement.

Overall, the prioritization of extensive reading demonstrates that improving reading interest should begin by cultivating intrinsic motivation through enjoyable, accessible, and student-centered reading experiences rather than relying solely on compulsory academic reading.

2. Building a Sustainable Campus Reading Culture

The second highest-ranked strategy was the development of a Campus Reading Culture Program. This finding reflects the understanding that reading interest is strongly influenced by the surrounding academic environment. Although universities may provide adequate libraries, internet access, and digital resources, these facilities alone are insufficient to establish a sustainable reading culture without institutional support and collective participation.

The findings support the argument of Maldybaevna et al. (2022), who emphasize that reading culture is developed through continuous institutional practices rather than isolated literacy activities. Universities that consistently organize reading campaigns, discussion forums, and collaborative learning activities create an environment in which reading becomes a shared academic norm.

Likewise, Mohamed et al. (2012) report that students' reading behavior is shaped by interactions among individual motivation, institutional encouragement, and social influence. Students are more likely to engage in reading when reading activities are integrated into everyday academic life through lecturer recommendations, peer discussions, and library initiatives.

This interpretation is also supported by Kim (2020), who argues that positive reading attitudes are closely associated with supportive learning environments. Reading interest

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develops gradually when students experience reading as an enjoyable and socially valued activity rather than as an isolated academic obligation.

The interview findings reinforce these perspectives. Several informants acknowledged that lecturers frequently recommended books and journal articles, yet reading activities rarely extended beyond coursework. Therefore, strengthening institutional literacy programs involving lecturers, libraries, and student organizations represents an important strategy for embedding reading within the broader academic culture.

3. Digital Technology as Both an Opportunity and a Challenge

An important finding of this study is that digital technology represents both a significant opportunity and a major challenge for improving students' reading interest. The SWOT analysis identified digital platforms as valuable opportunities because they provide broader access to e-books, electronic journals, and other educational resources. However, the same technological environment also generates substantial distractions through social media, short-video platforms, and instant digital content.

These findings are consistent with Nova et al. (2025), who argue that modern university libraries should no longer function solely as physical repositories but should increasingly provide integrated digital services that enhance students' access to academic resources. Optimizing digital library systems can improve reading accessibility while meeting students' preferences for technology-based learning.

At the same time, Chans & Portuguez Castro (2021) demonstrate that digital technologies can positively influence students' engagement when learning activities incorporate gamification principles. Reward systems, achievement badges, reading challenges, and collaborative competitions encourage active participation while increasing students' motivation to read.

The interview findings indicate that many students spend considerably more time consuming entertainment-oriented digital content than engaging with academic reading materials. Consequently, universities should avoid perceiving technology solely as a source of distraction. Instead, educational institutions should redesign digital environments so that technology becomes an instrument for promoting reading through interactive platforms, personalized recommendations, and gamified literacy activities.

These findings suggest that successful literacy interventions should balance technological accessibility with strategies that minimize digital distractions. In this regard, technology should function as a facilitator of meaningful reading experiences rather than as a competing source of entertainment.

4. Reading Mentoring and Reading Strategy Instruction

Besides providing reading opportunities and strengthening institutional culture, improving students' reading interest also requires systematic support in developing reading competencies. The SWOT-AHP analysis identified Reading Mentorship Programs and Reading Strategy Instruction as important complementary strategies that enhance students' ability to engage effectively with academic texts.

According to Li et al. (2025), mentoring relationships significantly improve students' academic engagement by providing guidance, encouragement, and constructive feedback throughout the learning process. Reading mentors help students overcome reading difficulties while maintaining motivation through continuous academic interaction.

Similarly, Nasaruddin et al. (2024) argues that explicit instruction in reading strategies enables students to comprehend texts more efficiently through techniques such as previewing, questioning, summarizing, and monitoring comprehension. Students who

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master these strategies generally experience greater confidence, which subsequently contributes to stronger reading motivation.

The importance of reading instruction across disciplines is also emphasized by Bharuthram (2012), who contends that reading should become a shared responsibility among university lecturers rather than remaining the exclusive concern of language courses. Integrating reading strategy instruction into various academic subjects enables students to develop discipline-specific literacy skills that support lifelong learning.

The present findings indicate that low reading interest is closely associated with limited intrinsic motivation and the tendency to read only when academic assignments require it. Consequently, mentoring and strategy instruction should be viewed as complementary interventions that strengthen students' confidence, reading competence, and independent learning capacity.

The findings of this study provide several practical implications for higher education institutions seeking to improve students' reading interest. First, universities should prioritize the implementation of extensive reading programs that encourage students to read voluntarily according to their interests while maximizing existing library and digital resources.

Second, institutional literacy policies should move beyond providing facilities by establishing a sustainable reading culture through collaboration among lecturers, university libraries, student organizations, and literacy communities. Reading activities should become an integral component of academic life rather than isolated extracurricular initiatives.

Third, digital technology should be strategically utilized to enhance reading engagement through digital libraries, personalized reading recommendations, gamified reading activities, and interactive learning platforms while simultaneously reducing the negative effects of digital distractions.

Lecturers should integrate reading mentoring and explicit reading strategy instruction into classroom learning to strengthen students' academic literacy and independent learning skills. The integration of these complementary strategies is expected to produce a comprehensive literacy ecosystem capable of sustaining students' reading interest over the long term.

CONCLUSION

This study demonstrates that improving university students' reading interest requires a comprehensive strategy that addresses both internal and external factors influencing reading behavior. The SWOT analysis revealed that although universities have provided adequate academic resources, including libraries, internet access, e-books, and electronic journals, these facilities alone are insufficient to cultivate sustainable reading habits. The primary internal challenges remain students' low intrinsic motivation and their tendency to read only for academic assignments, while external challenges are dominated by digital distractions, particularly social media and short-form digital entertainment.

By integrating SWOT with the Analytical Hierarchy Process (AHP), this study not only identified strategic alternatives but also established their implementation priorities. Among the proposed strategies, the Extensive Reading Program emerged as the highest priority because it promotes students' autonomy in selecting reading materials according to their interests and academic needs. Other important strategies include strengthening campus reading culture, utilizing digital technologies to support literacy, implementing gamified reading activities, providing reading mentorship, and integrating reading strategy instruction into university learning. Together, these strategies form a comprehensive framework for enhancing students' reading interest in higher education.

Theoretically, this study contributes to literature by demonstrating the applicability of the SWOT-AHP approach in educational strategy development, particularly for addressing reading interest among university students. Previous studies have generally focused on identifying factors influencing reading behavior or evaluating individual literacy interventions. In contrast, this study provides a systematic decision-making framework that integrates qualitative findings with strategic prioritization, thereby offering a more practical basis for institutional decision-making.

Practically, the findings provide guidance for university leaders, lecturers, and academic libraries in designing literacy policies. Rather than focusing solely on expanding reading resources, universities should prioritize the development of student-centered reading programs, strengthen institutional reading culture, and optimize digital technologies that encourage meaningful reading engagement. Collaborative efforts among lecturers, libraries, and student organizations are essential for creating a sustainable literacy ecosystem.

This study has several limitations. First, the findings were derived from interviews with a limited number of student informants at a single private university, which may restrict the transferability of the results to other institutional contexts. Second, the prioritization of strategies was based on expert judgment, making the results dependent on the perspectives of the experts involved. Future research is therefore encouraged to involve larger and more diverse samples across multiple universities, incorporate additional stakeholders such as librarians and university administrators, and validate the proposed strategic framework using quantitative approaches or mixed methods designs. Comparative studies across different institutional settings would also provide broader evidence regarding the effectiveness of the recommended strategies.

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