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Enhancing School Effectiveness: An Integrated Approach Using IE Matrix and QSPM (Case Study: International Foreign Language School (IFLS) in Banteay Meanchey Province, Cambodia)

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Abstract

An organization's ability to succeed depends on its effective leadership and strategic management. This can then be accomplished by putting appropriate leadership and strategy techniques into practice and having a deep understanding of issues including decision-making, strategic planning, human resource management, and other development skills. Effectively developing and establishing powerful strategic management to achieve long-term success is critical to fully understanding the organization's strengths, weaknesses, opportunities, and

threats. This research study conducts a practical study on the implementation of integrating approaches using the IE matrix and QSPM strategy formulation as the main strategic alternatives to examine the International Foreign Language School (IFLS) in Banteay Meanchey Province, Cambodia. This research seeks to give this local international school the effective tools and strategies for managing complex circumstances and reaching long-term success.

Keywords: *Enhancing School Effectiveness, Integrated Approach, EFE, IFE, IE Matrix, QSPM, IFLS*

Summary

This research study investigates how effectively the IE matrix obtained aspects from SWOT analysis (internal and external factors) and QSPM models could possibly be applied to develop strategic planning for the international school (IFLS) in Banteay Meanchey Province, Cambodia. The study highlights the significance of qualified leadership and management for achieving long-term success through strategic planning. The researchers used a case study process that involved conducting a semi-structured interview face-to-face with the general director, management teams, administrative manager, educational managers, potential staff members, qualified and professional teachers with a sampling size of about 80% of the total population. The following is to collect and analyze the school's SWOT aspects to form the basis for further analysis with the IE matrix and QSPM to demonstrate the effectiveness of strategy formulation. The research findings indicate that a Market Development Strategy is the most effective strategy for the IFL School, with a focus on gaining new students for existing programs rather than building new ones for its current market. This strategy supports the IFL School's strengths and allows them to expand the market even more. Researchers also provided various recommended strategies in addition to the stated alternative strategy in an effort to enhance the effectiveness of the school.

1. Introduction

Enhancing school effectiveness remains a critical objective in educational institutions. It requires efficient approaches that determine key spots for improvement to reach the school's

potential target. Recently, the Cambodian education sector has undergone significant reform, with an increased emphasis on internationalization and foreign language proficiency (MoEYS, 2012). To navigate this context effectively, five effective strategic planning management processes involve using SWOT analysis to analyze both internal (S&W) and external (O&T). Continuing the SWOT analysis, the process analyses based on the weight calculation are the EFE evaluation (external factors) and the IFE evaluation (internal factors). After that, apply the results to an IE matrix to determine the strategic position of the IFL School. The QSPM ultimately improves previous processes by providing a more logical way to determine alternative strategies based on the highest STAS for implementation.

The strategic planning and management method for this research is SWOT analysis. The words S-strength, W-weakness, O-opportunity, and T-threat form the abbreviation SWOT. Using this method, organizations could evaluate internal (strengths and weaknesses, S & W) and external (opportunities and threats, O & T) factors that affect their accomplishments (Kolbina, E. T., 2015). In addition, the external factor evaluation (EFE) matrix is a strategic management instrument used to examine or analyze opportunities and threats in the functional fields of business operations. The EFE matrix is a useful instrument to foresee and prioritize the opportunities and threats that a business encounters. The external factors that are subject to the influence of political, social, economic, legal, and other external forces are the ones that are evaluated in the EFE matrix (Maxi-Pedia, retrieved, 2024). The internal factor evaluation (IFE) matrix is also a strategic management instrument used to examine or analyze major strengths and weaknesses in the functional fields of business operations. Additionally, the IFE matrix gives an outline to identify the connections and relationships among those areas. The internal and external factors evaluation matrix, or shortened IFE and EFE matrix, is used in applying strategic management formulation (Maxi-Pedia, retrieved, 2024). The EFE and IFE matrix models are carried over into the IE matrix.

The IE matrix is also one of the instruments for strategic management that is used to evaluate an organization's internal strengths and weaknesses (internal factor evaluation, or IFE) in terms of the external opportunities and threats (external factor evaluation, or EFE) of the marketplace conditions. The IE matrix delivers significant knowledge for strategic decision-making by tracking both internal and external influences on a nine-cell grid (Capps, T., & Glissmeyer, G., 2012).

The Quantitative Strategic Planning Matrix (QSPM) is a strategic planning method that improves on the concepts developed from the IE matrix. It additionally makes it possible to

weigh different strategic alternatives by considering their potential and how well they might leverage internal strengths, combat threats, take advantage of outside opportunities, and overcome weaknesses. Through a thorough evaluation process, the QSPM facilitates prioritizing these strategies and ultimately helps businesses get closer to the best potential strategic decisions (Johnson, G., Lynch, R., & Roth, K., 1984).

The aim of this research study is to obtain insight into how effectively both structures work together. Therefore, the IFL School can be able to comprehend their own environment and develop effective strategies by integrating deep analysis and using the best strategic planning methods of the IE matrix and QSPM. Through a critical analysis and the total attractiveness score (TAS) in QSPM, the study seeks to discover opportunities for growth and establish effective strategies to strengthen the school's status as an inspiration for providing high-quality education in the local area.

2. Methods

In this research study, the research methods chosen to study and understand were based on qualitative and quantitative methods. Mixed-methods research provides a useful strategy to take into consideration as we aim to obtain a full understanding of the research issue based on the topic. Mixed methods Research can be stated as “research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or program of inquiry” (Tashakkori & Creswell, 2007, p. 4, cited in DeCuir & Schutz, 2017). In addition, many academic disciplines, such as the health sciences, nursing, business, sociology, psychology, and education, have commonly used mixed-methods research (Creswell & Plano Clark, 2011, cited in DeCuir & Schutz, 2017). In short, by employing the efficient research methods discussed earlier, this study can provide the IFL School with valuable knowledge for analysis and future strategic planning.

The quota of non-random sampling seemed to be a suitable option for this research study. The goal of our research was to reach 80% of the target population. This means the selected participants, including the general director, management teams, administrative manager, educational managers, potential staff members, and qualified and professional teachers, were recruited through in-person interviews and surveys to meet the research findings. The study

took place at the IFL School, situated in Serey Sophorn, Banteay Meanchey Province, Cambodia.

2.1. Data Collection

This paper's data collection processes were based on both qualitative and quantitative research methods. The data collection, as outlined by the research questions, includes the study's results and some related data from the IFL School's general director. The process for collecting data began with:

Gathering the necessary data in person through a semi-structured interview with the general director, management teams, administrative manager, educational managers, to better understand and fulfill the criteria according to the research questions. Building on this, structured questions that inquired deeply into the internal and external aspects of the school's SWOT were gathered to survey potential staff members and qualified and professional teachers. The full interview was recorded on audio, as this made it convenient for researchers to identify specific information from the said participants.

2.2. Data Analysis

The data analysis process allowed us to critically understand the collected data. The stage involved gathering the collected data into a basic approach via Microsoft Word to code and categorize the data. Each piece of data was then further classified according to its relevant category. After that, the classified data was processed with explanations to effectively meet the research questions in relation to the SWOT aspects of the IFL School. The stated processes made it less difficult for the researchers to look over every issue before integrating them into an IE matrix and QSPM strategic planning method.

3. Result and Discussion

3.1. Flowchart Process for Strategic Planning of The Research

The following is a flowchart that outlines the processes for carrying out this research aspect. Each step will be clearly defined by giving readers a clear understanding of every process to obtain useful results on how we integrate each matrix to enhance the effectiveness of the IFL school (**Figure 1**).

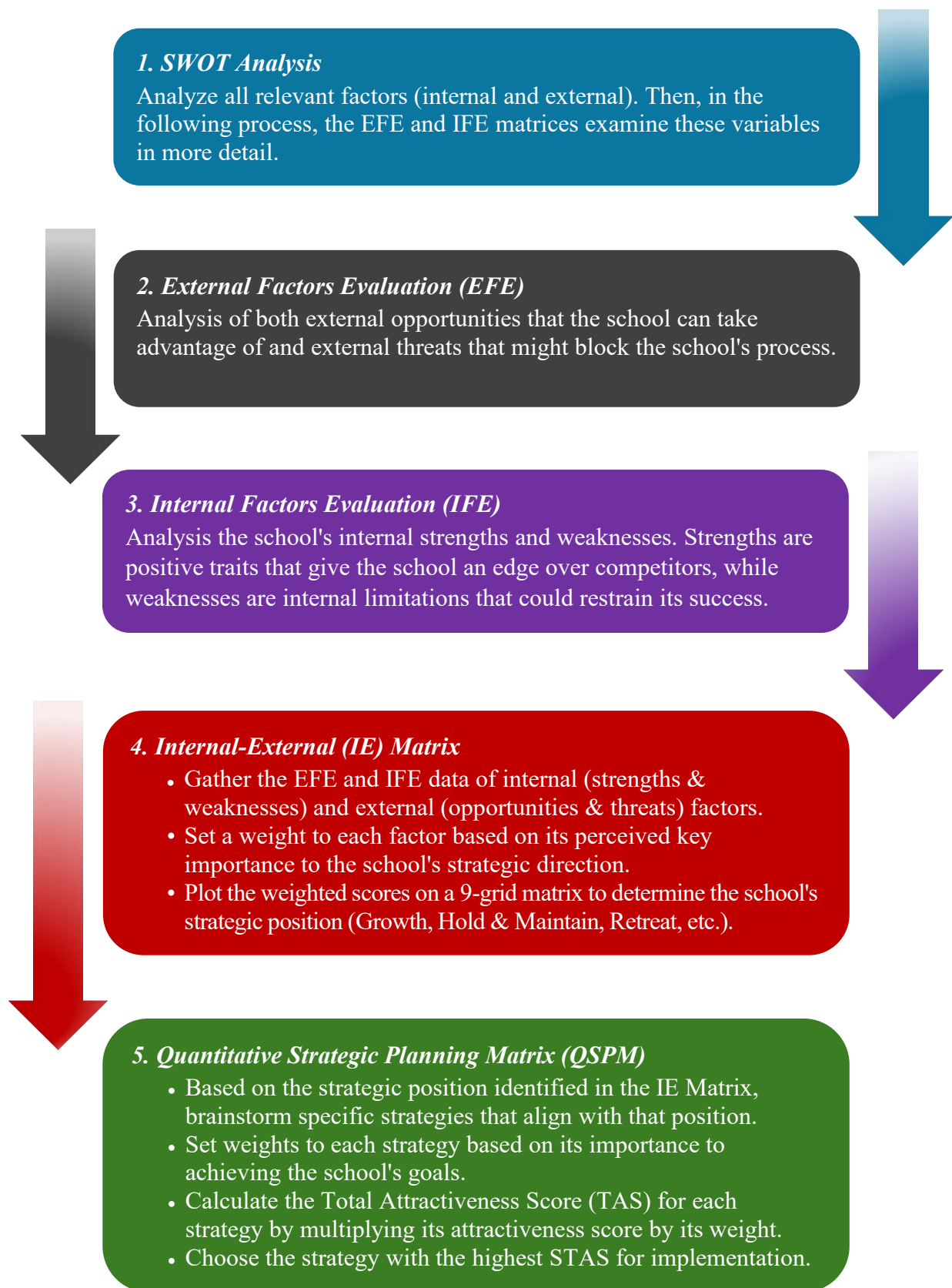


Figure 1. Flowchart process for strategic planning of the research

3.2. SWOT Analysis

The IFL School can identify and evaluate internal (strengths and weaknesses, S & W) and external (opportunities and threats, O & T) aspects that affect the school. The results of the SWOT analysis outline are shown in **Figure 2**.

3.2.1. Strengths

- **Quality, discipline, and morality:** The IFL School conducts an admirable task of upholding the quality, discipline, and morality of management; each of these are the essential components of an organization's identity development. It also helps to build trust and respect within the organization. Undoubtedly, the school always puts an emphasis on quality, discipline, and morality to promote a culture of integrity that not only contributes to the growth of the school but also cultivates students' virtues as well. As a result, the school can help improve a positive attitude among staff and students to become responsible and moral citizens in society regarding the earlier mentioned school core values.
- **Potential location:** The IFL School is conveniently located and easy to reach. It is close to public transportation or the main street, which makes it easier for students to get to and from school. It is situated in the south of Meanchey Park (Vetaka Park), in the center of Serei Sophorn town. This potential location can be an ideal location for both staff and students.
- **Reasonable price:** The IFL school's fee is reasonably priced. Since all courses offered by the school are competitively affordable, all students are welcome to enroll. Of course, regardless of their financial background, low-income students benefit exceptionally from lower school fees. In addition, the school provides scholarships and additional benefits to outstanding students and monk students. Nevertheless, all educational institutions shouldn't be a privilege only for the wealthy. As a result, the IFL school remains committed to offering affordable educational opportunities for all students.
- **Quality curriculum:** Effective curriculum design is one of the major strengths of the IFL School. All students' achievement in school is mostly determined by the quality of the school curriculum. The school pushes students to obtain a strong foundation in every component of their English language proficiency. The well-designed curriculum and pedagogical approaches to teaching are integrated by many seasoned teachers and other professional English educators. Students also receive treatment, evaluations, and opportunities

for further growth from the school. These essential components could advance the students learning outcomes in both full-time and part-time English language programs.

- **Good relationship with the parents of the students:** Building strong relationships between students' parents and the school is a must in school policy. By working actively with students' parents, the learning results for the students will be improved. It could not only help and support their children in developing a deeper knowledge of what they are learning, but it could also significantly contribute to the increase in all students' success. In order to improve the standard and quality of students' learning, the IFL School is constantly trying hard to strengthen this collaboration and make it even better.
- **Qualified employees:** The success of the IFL School is not only determined by the quality of the curriculum, a reasonable price, and strong relationships with the parents of the students, but also by the ability of the staff. The IFL School's staff is exceptionally qualified, knowledgeable, and courteous. They are the driving force behind the school's current success, acting as the spearhead. In addition, creating a culture of sharing knowledge with one another among the staff and developing habitual learning on a regular basis are also vital for enhancing the quality of the school.

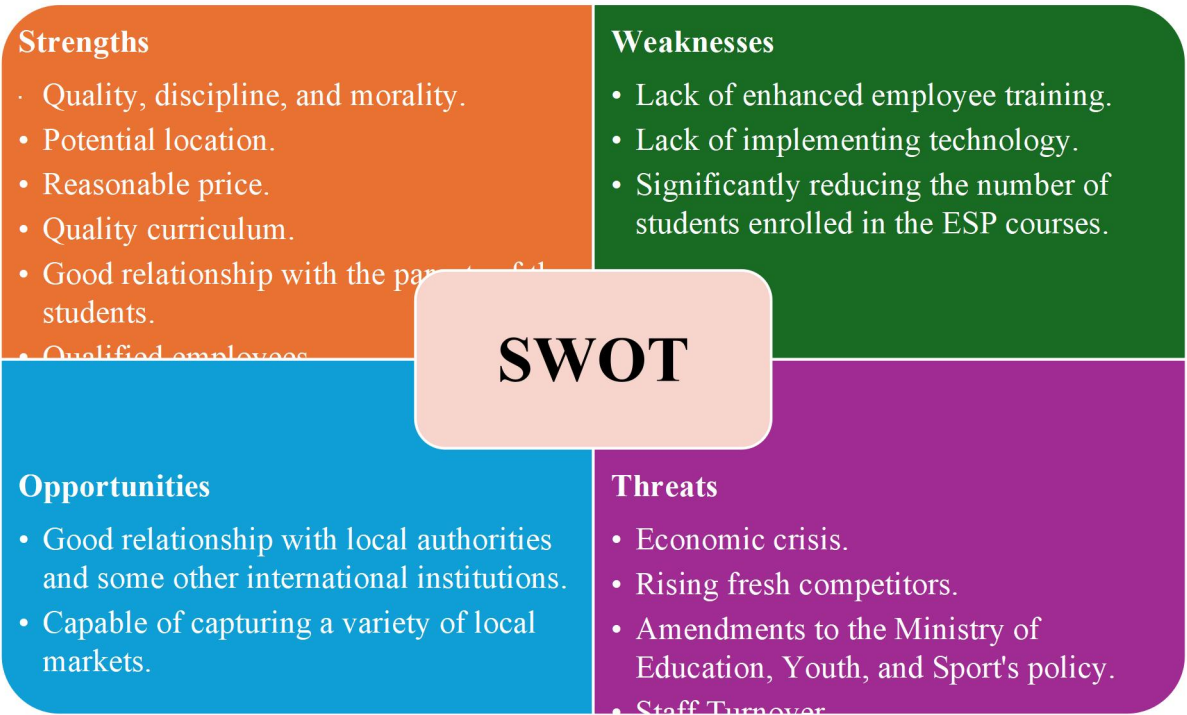


Figure 2. SWOT Analysis of the IFL School

3.2.2. Weaknesses

- **Lack of enhanced employee training:** One of the weaknesses of the IFL School is that school staff members lack technical training. However, the school leader aims to prioritize and seek out more training opportunities because, in today's digital age, technical training and staff training are essential to improving productivity, reducing turnover, and creating an effective workforce. In short, staff development is simply a win-win situation for both the school and the staff career.
- **Lack of implementing technology:** Another issue concerning the IFL school is the least effective use of technology. Obviously, a lack of serious understanding of technology in this digital age and AI era faces lots of difficulties and wastes valuable time. The qualities of all levels of staff and teachers should be enhanced by the use of technology. To support effective learning and overcome the technical barrier in the working process, the school needs to keep looking for good solutions to improve this weakness.
- **Significantly reducing the number of students enrolled in the ESP courses:** The number of students enrolled in short-term ESP courses at the IFL School has significantly decreased in recent months. In fact, the school short-term ESP courses are attractive and quality for students and also offer standard English programs based on the necessary skills, including TOEFL or IELTS skills, translation, essay writing on newspapers, and academic essay writing in English. Specifically, for students looking to apply for study abroad scholarships, English proficiency is necessary. Therefore, the main cause of the school's concern is the recent decrease in enrollment for the aforementioned ESP courses. However, further research is needed to determine the specific reasons behind this decline.

3.2.3. Opportunities

- **Good relationship with local authorities and some other international institutions:** The IFL School has built strong connections with various educational foreign institutions and local governments. This beneficial connection is a result of the school's own efforts in forging strong partnerships with foreign institutions and local government. In fact, cooperation among local governments and educational institutions is essential to improving the quality of education and the school's reputation. Therefore, to maintain and support students learning outcomes, the IFL School inspires students to connect with the curriculum and exchange programs with other foreign language institutions to gain new experiences and increase their knowledge.

- **Capable of capturing a variety of local markets:** The IFL School is a foreign language school that prioritizes English language proficiency while upholding its quality, discipline, and morality as major traits. Since the school is very strict and puts a strong emphasis on students' quality, discipline, and morality, the IFL School has the potential to attract a variety over the local market. This is due to the quality of the school's programs and courses provided by the school, both full-time and part-time, as well as the trust and support from students.

3.2.4. Threats

- **Economic crisis:** Economic stability has always been threatened by global economic recessions. In fact, many educational institutions are dealing with financial challenges, budget cuts, and layoffs during a time when the economy is still trying to recover from the terrible consequences of the COVID-19 pandemic. In fact, back then, the COVID-19 pandemic also had an impact on the IFL School, which was a significant challenge and caused concern for the school. Since schooling is the cornerstone of society, it was crucial to seek solutions to deal with the issues and implement effective options to avoid any possible consequences from the economic crisis in order to ensure that students could still access quality education from school.
- **Rising fresh competitors:** The business world of today seems fast-paced and always evolving; thus, everyone involved needs to be on the lookout for new and rising competitors. The IFL School needs to cope with the increasing risk of new competitors. In order to remain stable, the school has to constantly search for innovative tactics and strategies. This forces the school to learn to adapt to competitors and continuously innovate in aspects like flexibility and agility to maintain market share. The following points are some of the main causes of the rise of new competitors:
 - Globalization
 - Technological innovations
 - Changing consumer preferences

However, by understanding the above reasons behind the rise of new competitors, the IFL school can reduce this potential threat if there is an appropriate strategy. In a timely manner, it could even convert this threat into an opportunity for the school, such as integrating innovation (R&D), focusing on curriculum quality, building collaborative partnerships with

well-known institutions, and creating a unique school identity, which is a crucial component that competitors find hard to address.

- **Amendments to the Ministry of Education, Youth, and Sport's policy:** The Ministry of Education's policies have a significant impact on the direction of education in an entire country. These modifications to policy could pose an obstacle to the school; hence, it is important to pay close attention to them. In fact, the factors that have an impact on the IFL school, like the school implementation difficulties with new policies and the school curriculum, make it difficult to adapt to the new rules and conditions. It is challenging for the school and students to settle in.

- **Staff Turnover:** One serious issue at the IFL School is staff turnover. The stability and educational environment of the school are disturbed when employees depart, ranging from management staff to teaching staff. Because of this, there could be a negative effect on students' performances, involvement, and commitment as well as their learning outcomes. Obviously, when a teacher's staff quits, their students may not receive the same treatment from the substitute teacher due to the different teaching approaches. Moreover, frequent teacher losses could even impact profound relationships between teachers and students, which is crucial for building a positive learning environment in the classroom. It may also result in a loss of motivation for students' learning growth. For the above reasons, the IFL School must address these serious concerns by finding ways to attract and retain them. The school must place a high priority on cultivating an enjoyable work environment, affording competitive benefits, and offering plenty of possibilities for their career growth.

3.3. External Factor Evaluation

The results of the external factors (opportunities and threats) are shown in **Table 1** below. According to David, F. R., & David, F. R., (2014), in the following summary, the EFE matrix can be developed:

The weights set to various factors represent their relative importance; opportunities receive higher weights, while threats, if severe enough, also receive higher weights. The sum of all weights must equal 1.0. After determining how these external factors deserve to be weighted, we can proceed to set each important external factor a rating score from 1 to 4 for each factor to indicate how effectively the school's current strategies respond to the factor as follows:

- 1 = the response is poor
- 2 = the response is average

- 3 = the response is above average
- 4 = the response is superior

Ratings are based on the effectiveness of the school's strategies; therefore, they determine ratings, and the weights are based on sector. It is important to note that both opportunities and threats can receive a 1, 2, 3, or 4 rating score. In this situation, the rating (score) is multiplied by the weights of the key important factors to get the weighted score, then sum the weighted scores for each variable to obtain the school's total weighted score.

Table 1. EFE (External Factor Evaluation) of the IFL School

| N° | External Factors | Weight | Rating | Weighted Score |
|-----------------------------|--------------------------------------------------------------------------------------|----------|--------|----------------|
| Opportunities | | | | |
| | 1.Good relationship with local authorities and some other international institutions | 0.2 | 4 | 0.80 |
| | 2.Capable of capturing a variety of local markets. | 0.2 | 4 | 0.80 |
| Threats | | | | |
| | 1.Economic crisis | 0.2 | 2 | 0.40 |
| | 2.Rising fresh competitors | 0.15 | 3 | 0.45 |
| | 3.Amendments to the Ministry of Education, Youth, and Sport's policy | 0.1 | 3 | 0.30 |
| | 4.Staff Turnover | 0.15 | 2 | 0.30 |
| Total Weighted Score | | 1 | | 3.05 |

The above average indicates a total weighted score of **3.05**.

3.4. Internal Factor Evaluation

The results of the internal factors (strengths and weaknesses) are shown in **Table 2** below. According to David, F. R., & David, F. R., (2014), in the following summary, the IFE matrix can be developed:

The weight set ranges from 0.0 (not important) to 1.0 (all-important) for each factor to indicate its relative importance to the school's success in its sector. Each factor with the biggest impact on school performance should be given the highest weight, despite whether they are internal strengths or weaknesses. The sum of all weights must equal 1.0. After determining how these internal factors deserve to be weighted, we can proceed to set each factor a rating score from 1 to 4 to indicate whether its factor represents a major or minor (rating score) as follows:

- a major weakness (rating = 1)
- a minor weakness (rating = 2)
- a minor strength (rating = 3)
- a major strength (rating = 4)

Please take note that strengths must receive a 3 or 4 rating score, and weaknesses must receive a 1 or 2 rating score; therefore, they determine ratings, and the weights are based on sector. In this case, the rating (score) is multiplied by the weights of the key important factors to get the weighted score, then sum the weighted scores for each variable to obtain the school's total weighted score.

Table 2. IFE (Internal Factor Evaluation) of the IFL School

| Nº | Internal Factors | Weight | Rating | Weighted Score |
|-----------------------------|---------------------------------------------------------------------------|----------|--------|----------------|
| Strengths | | | | |
| 1. | Quality, discipline, and morality | 0.2 | 4 | 0.80 |
| 2. | Potential location | 0.05 | 3 | 0.15 |
| 3. | Reasonable price | 0.1 | 3 | 0.30 |
| 4. | Quality curriculum | 0.15 | 4 | 0.60 |
| 5. | Good relationship with the parents of the students. | 0.05 | 3 | 0.15 |
| 6. | Qualified employees | 0.15 | 4 | 0.60 |
| Weaknesses | | | | |
| 1. | Lack of enhanced employee training | 0.05 | 1 | 0.05 |
| 2. | Lack of implementing technology | 0.1 | 2 | 0.20 |
| 3. | Significantly reducing the number of students enrolled in the ESP courses | 0.15 | 2 | 0.30 |
| Total Weighted Score | | 1 | | 3.15 |

The above average indicates a total weighted score of **3.15**.

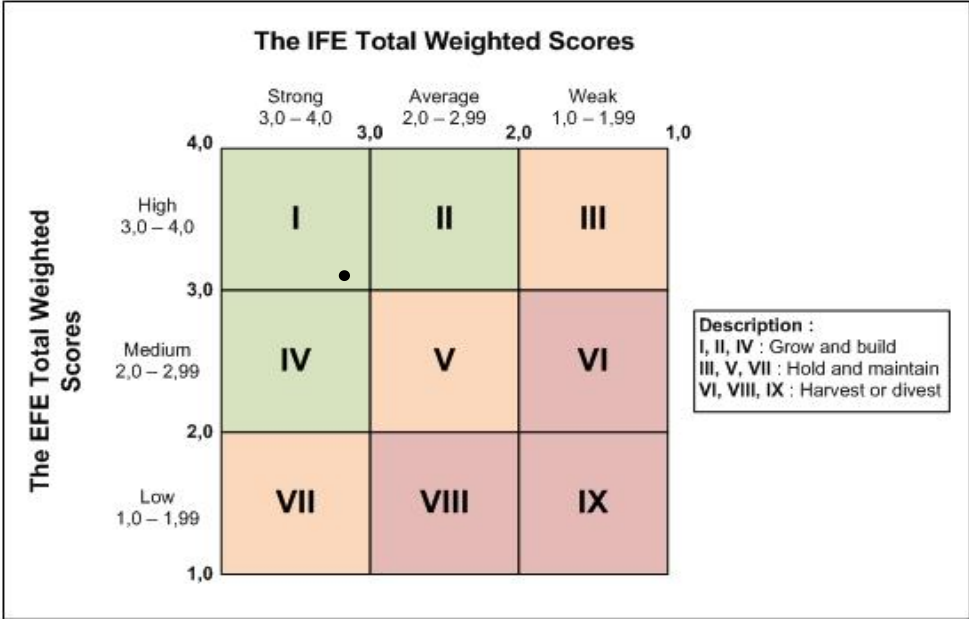
3.5. Internal-External (IE) Matrix

The following **Table 3** is the IE matrix that indicates the numerical analysis of the internal factors (strengths, weaknesses) and external factors (opportunities, threats). Based on the above total weighted score of EFE and IFE factors evaluations in **Table 2, 3**, these results showed that the IFE factor got a high total weighted score of 3.15, while the EFE factor got a total weighted score of 3.05. We can then gather the high total weighted score of the IFE

factor to plot its weighted scores on a 9-grid matrix (Figure 3) to determine the strategic position of the IFL School.

Table 3. IE Matrix Score of the IFL School

| Segment | EFE Score | IFE Score |
|------------|-----------|-----------|
| IFL School | 3.05 | 3.15 |



Source: (David, F. R., 2011)

Figure 3. The IFE Total Weighted Scores of the IFL School

According to David, F. R., 2011, cited in Candra & Linda, (2014), The IE matrix can be divided into three main areas, and each has implications for a variety of strategies as follows:

- Cell division I, II, or IV can be described as a grow and build. Intensive strategy (market penetration, market development, and product development) or integrative (backward integration, forward integration, and horizontal integration) may be the most suitable for these divisions.
- Cell division III, V, and VII can be described as hold and maintain. It can be conducted in the most effective way to protect and defend. The two most often used strategies for this division are market penetration and product development.
- Cell division VI, VIII, and IX is harvest or divest. Savings and divestments are the division's strategy.

Thus, based on the IFE Total Weighted Scores (**Figure 3**), the IFL School is in cell division **I**, so the school should apply the following strategy:

- Intensive strategy (market penetration, market development, and product development) or Integrative (backward integration, forward integration, and horizontal integration).

3.6. Quantitative Strategic Planning Matrix (QSPM)

QSPM uses input data from SWOT analysis and the IE matrix to develop and determine alternative strategies. As a result, QSPM provides a basis for logically selecting specific strategies. The results of Quantitative Strategic Planning Matrix (QSPM) are shown in **Table 3**. Conceptually, according to David, F. R., & David, F. R. (2014), in the following summary, it is also necessary to note that the QSPM's basic structure consists of:

- Key factors: all the data was gathered directly from the EFE and IFE matrices.
- The weights found in the EFE and IFE matrices are exactly the same to the QSPM.
- Attractiveness scores (AS): are values in numbers that represent the relative attractiveness of strategies to a given set of alternatives. To calculate these scores, every key internal or external factor is examined to see if it affects the choice of strategies. The range for AS is 1 = not attractive, 2 = somewhat attractive, 3 = reasonably attractive, and 4 = highly attractive. The strategy of AS builds on its strengths, improves on its weaknesses, creates opportunities, or avoids threats.
- Total attractiveness scores (TAS): The weights multiplied by the AS in each row obtain the TAS. Each alternative strategy's relative attractiveness is indicated by the TAS. The higher the TAS, the more attractive the strategic alternative.
- The sum total attractiveness score (STAS): determines the most attractive strategy in each set of alternatives. Higher scores represent more attractive strategies, considering all relevant internal and external elements that may have an impact on strategic decisions.

Table 3. Quantitative Strategic Planning Matrix (QSPM) of the IFL School

| N° | Key Factors | Product Development | | | Market Development | | |
|----|------------------------------------------------------------------------------------|---------------------|-----|------|--------------------|----|------|
| | | Weight | AS | TAS | Weight | AS | TAS |
| 1. | Good relationship with local authorities and some other international institutions | 0.2 | 2 | 0.40 | 0.2 | 3 | 0.60 |
| 2. | Capable of capturing a variety of | 0.2 | (-) | (-) | 0.2 | 4 | 0.80 |

| | | | | | | | |
|---------------------------------------|---------------------------------------------------------------------------|----------|-----|-------------|-------------|-----|------------|
| local markets. | | | | | | | |
| External Threats | | | | | | | |
| 1. | Economic crisis | 0.2 | 2 | 0.40 | 0.2 | (-) | (-) |
| 2. | Rising fresh competitors | 0.15 | 3 | 0.45 | 0.15 | 2 | 0.30 |
| 3. | Amendments to the Ministry of Education, Youth, and Sport's policy | 0.1 | (-) | (-) | 0.1 | 1 | 0.10 |
| 4. | Staff Turnover | 0.15 | 2 | 0.30 | 0.15 | (-) | (-) |
| Total Weighted Score | | 1 | | 1.55 | 1 | | 1.8 |
| Internal Strengths | | | | | | | |
| 1. | Quality, discipline, and morality. | 0.2 | 4 | 0.80 | 0.2 | 3 | 0.60 |
| 2. | Potential location. | 0.05 | (-) | (-) | 0.05 | 3 | 0.15 |
| 3. | Reasonable price. | 0.1 | 3 | 0.30 | 0.1 | 4 | 0.40 |
| 4. | Quality curriculum | 0.15 | 4 | 0.60 | 0.15 | 3 | 0.45 |
| 5. | Good relationship with the parents of the students. | 0.05 | 3 | 0.15 | 0.05 | 4 | 0.20 |
| 6. | Qualified employees. | 0.15 | 4 | 0.60 | 0.15 | 2 | 0.30 |
| Internal Weaknesses | | | | | | | |
| 1. | Lack of enhanced employee training. | 0.05 | (-) | (-) | 0.05 | (-) | (-) |
| 2. | Lack of implementing technology. | 0.1 | 2 | 0.20 | 0.1 | 3 | 0.30 |
| 3. | Significantly reducing the number of students enrolled in the ESP course. | 0.15 | 1 | 0.15 | 0.15 | 2 | 0.30 |
| Total Weighted Score | | 1 | | 2.8 | 1 | | 2.7 |
| Sum Total Attractiveness Score | | | | 4.35 | < | | 4.5 |

Source: (David, F. R., 2009)

Based on the above calculations in the Quantitative Strategic Planning Matrix (QSPM) **Table 3**, we found that the IFL School must have a Market Development Strategy as a better strategy. The Market Development Strategy obtains a higher score than the Product Development Strategy, which is supported by the sum total attractiveness score (STAS). The Product Development Strategy has a lower score of less than 4.35, while the Market Development Strategy has a higher score of 4.50.

4. Conclusion

The optimal solution for development was analyzed by integrating all the above processes to determine its optimal growth strategy. While the QSPM final process study recommended a Market Development Strategy as the most optimal strategy for action, according to its higher sum total effectiveness score (4.50), the IFL School should give priority to developing new market strategies over the existing ones rather than focusing on making other investments for its current situation. This impressive score can enable the IFL School to reach more students and take a larger percentage of the market for the best local foreign language school in Banteay Meanchey, Cambodia.

5. Recommendations

Regardless of the sum total attractiveness score (STAS) in **Table 3**, the strategy for market development gains a higher score than the strategy for product development. We emphasize proposing some recommendations that can be beneficial for market growth and improvement to reach the school's target. The considerations for enhancing and retaining market development include the following:

- **Prioritizing Market Research:** Understanding the needs and challenges of the school's target market is enhanced by market research. It helps to lower the risk of failure and enables the development of products and services that meet the demands of customers. Market research also provides useful data to support marketing, pricing, and product development strategies, resulting in more effective and deeper decisions.
- **Advancing Marketing's Four Ps:** The school can increase student enrollment, which promotes long-term success, by updating the four Ps to fit the changing marketing environment. But since the context of marketing is always changing, advancing these Ps means adjusting to new advances in both technology and trends.
- **Influencer Marketing:** Collaborating to promote school identity to influencers' audiences, since influencer marketing is a power tactic in the current online context. It's crucial to hire suitable influencers to produce relevant content that matches the school's target market for the best results.
- **Setting up a Profit-Sharing Agreement for Marketing Staff:** By offering a well-planned profit-sharing plan to marketing staff members, they can benefit from an attractive

incentive that boosts performance and helps the school and its staff members succeed in the long term.

- **Marketing Training and Development Programs:** Through conferences, workshops, or online courses, allow your staff members the chance to gain new skills and stay updated on the latest innovations in the field of marketing.

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