Strategic Management for Academic Excellence in Middle School Administration: Navigating the Digital in Chongqing, China.

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Received: March 11, 2024, Revised: May 26, 2024, Accepted: June 6, 2024

Abstract

The objectives of this study were: 1) to study strategic management in the digital age toward Excellence in Academic Administration In middle school in Chongqing, China, 2) to study the scope of academic administration, 3)To study the relationship between Strategic Management in the Digital Age and the scope of Academic Administration In middle schools in Chongqing, China. With a sample size of 363.31 people, the research tools for this research and the questionnaire were five-level rating scales. The statistics used for data analysis were frequency distribution, Percentage, Average, Standard Deviation, and Multiple Regression.

The study's findings show that while participants, mainly young female principals with doctoral degrees, recognize the importance of various strategic management aspects in academic administration, there remains a disconnect between Strategic Management in the Digital Age and the broader scope of academic administration. This suggests a pressing need to address teachers' workload and enhance the workplace environment. Despite the emphasis on teaching content, teachers require additional skill development and digital teaching tools to prepare for the digital era adequately. This research adds valuable insights to the evolving discourse on the role of strategic management in academic administration in today's digital age.

Keywords: Strategic Management, excellence in academic administration, middle Schools in Chongqing, digital readiness in education

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Introduction

Management innovation is crucial for economic progress, though it occurs less frequently than technological innovation. Silicon Valley, Japan, and Europe have contributed significantly in both domains (Steiber, 2017). In response to COVID-19, China's leaders have accelerated efforts to transform the nation into a high-tech superpower, leveraging digital technologies to drive innovation and economic transformation (Huotari et al., 2020). The government's collaboration with tech companies during the pandemic highlighted the role of digitalization in this effort (Hooi, 2020).

China's digital economy is notable for its scale, with nearly one billion internet users and over 200 million digital natives. This vast user base has made China the world's largest e-commerce market and a leader in digital payments, with daily mobile payment users significantly outnumbering those in the US (Lambert et al., 2021). China's digital ecosystems are driven by major internet companies like Baidu, Alibaba, Tencent ("BAT"), and newer players in different domains labeled "TMD" and "PKB." These companies have developed multifaceted lifestyles and super apps, integrating various services and achieving rapid market growth (Lambert et al., 2021).

Amid the COVID-19 pandemic, countries worldwide have recognized the strategic importance of digital transformation, especially in higher education. This shift towards digitalization is critical to enhancing inclusiveness, fairness, and quality in higher education (ChinaDaily, 2022).

Therefore, based on the statement and significance of the problem, the researcher is interested in studying strategic management in the digital age toward excellence in academic administration in middle school in Chongqing, China. Academic Administration will be essential in the beginning to lead the students to the rapid world in the future.

Research Objective

1. To study Strategic Management in the Digital Age toward Excellence in Academic Administration In middle school in Chongqing, China.

2. To study the excellence of academic administration in middle schools in Chongqing, China.

3. To study the relationship between Strategic Management in the Digital Age and the scope of Academic Administration In middle schools in Chongqing, China.

Expected benefit

1. To know the relationship between Strategic Management in the Digital Age and the scope of Academic Administration In middle schools in Chongqing, China.

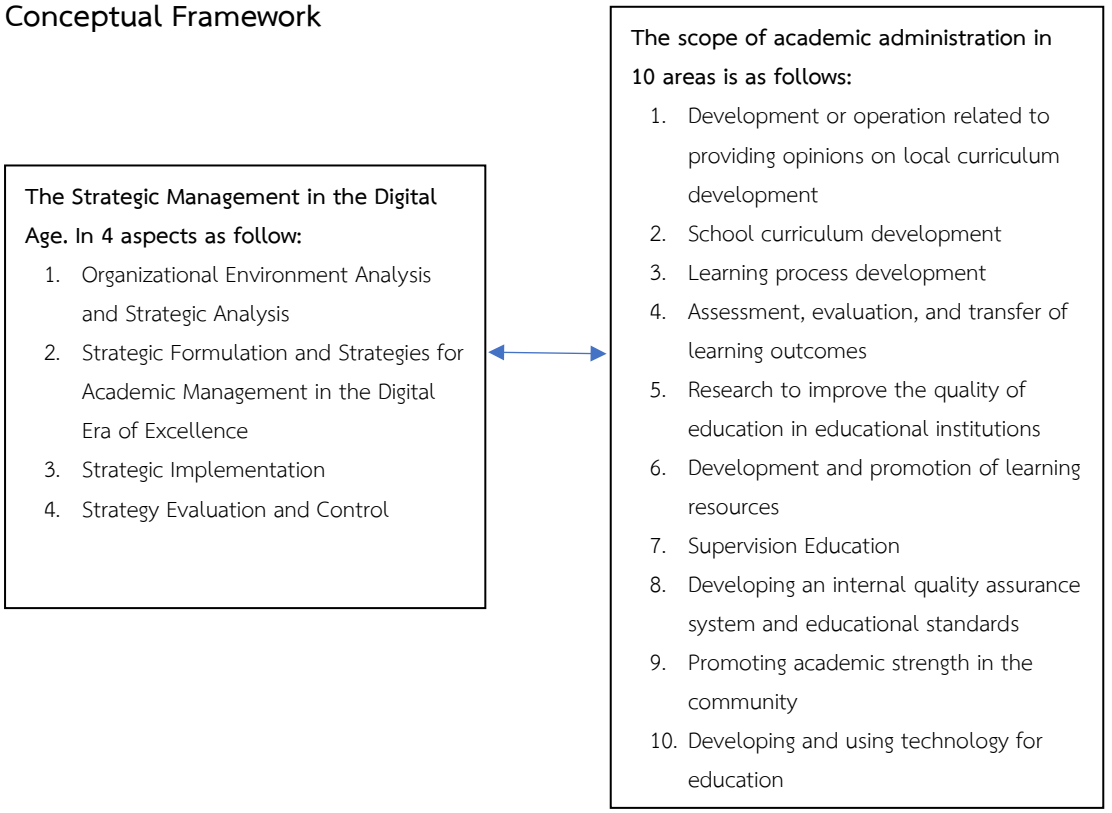
2. To improve Strategic Management in the Digital Age toward Excellence in Academic Administration in Chongqing, China middle schools.

Research Hypothesis

H1: The relationship between Strategic Management in the Digital Age and Academic Administration in Chongqing, China.

H2: The relationship between strategic management in the digital age and academic administration in middle schools in Chongqing, China. It is high level.

Conceptual Framework



Literature Review

Strategic management

Strategic management is a comprehensive process integral to the success and growth of organizations. It involves several key components, each crucial in guiding an organization toward achieving its long-term objectives. Here is a breakdown of the core components of strategic management:

1. **Organizational Environment Analysis and Strategic Analysis**
   - **Organizational Environment Analysis**: This involves assessing internal and external factors affecting an organization's performance, such as the competitive landscape, market conditions, and technological advancements.

- **Strategic Analysis**: It evaluates an organization's strengths, weaknesses, opportunities, and threats (SWOT analysis). This analysis aims to understand the internal capabilities and external factors shaping effective strategies.
- Components of Analysis:

- **SWOT Analysis**: Identifies organizational strengths, weaknesses, opportunities, and threats.
- **PESTEL Analysis**: Evaluates political, economic, social, technological, environmental, and legal factors.
- **Competitor Analysis**: Assesses the strengths and weaknesses of competitors.
- **Internal Analysis**: Examines the organization’s resources, capabilities, and core competencies.

2. **Strategic Formulation and Strategies for Academic Management in the Digital Era of Excellence:**
   - Strategic Formulation: It involves developing strategies to pursue the organization's mission based on the insights gained from the organizational environment and strategic analysis.
   - Strategies for Academic Management: In the context of academic institutions, particularly in the digital era, strategies might involve digital transformation, curriculum development, and stakeholder engagement to achieve excellence in education.
3. **Strategic Implementation**

Implementation: This step is about putting the formulated strategies into action. It involves allocating resources, aligning organizational structures and processes, and ensuring effective strategies are executed.

4. **Strategy Evaluation and Control**

Evaluation and Control: This stage is crucial for monitoring the performance of implemented strategies, assessing their effectiveness, and making

necessary adjustments. It ensures that the organization stays on track toward achieving its strategic goals.

Strategic management also involves understanding the difference between intended and realized strategies. Intended strategies are the initial plans, whereas realized strategies are the ones that are actually implemented, often modified due to changing internal or external circumstances. An example is Honda's entrance into the American motorcycle market, where its initial strategy was modified based on market response, leading to a successful realized strategy.

Moreover, strategic management is influenced by the values and philosophies of top management, which can significantly shape the direction of an organization. Examples include Lee Iacocca at Chrysler Corporation and Jack Welch at General Electric, whose management styles and visions profoundly impacted their respective companies.

Strategic management encompasses a series of methodical steps - from analyzing the organizational environment to implementing and evaluating strategies. It is a dynamic process that adapts to internal capabilities and external market conditions, heavily influenced by the leadership's vision and values (Abbass F.A., 2000).

The Concept of Excellence in Academic Administration

The concept of "excellence" in academic administration is multifaceted and complex, with various interpretations and applications depending on the context and stakeholders involved. The discussion of excellence, as emphasized by Karl Dittrich and others, reflects its evolving nature in higher education.

Critical Aspects of Excellence in Academic Administration

1. Historical and Traditional Roles of Quality Assurance (QA)

- **Enhancement Function:** Traditionally executed in high-trust systems to improve the quality of institutions and programs.
- **Accountability Function:** Developed to prevent poor quality in institutions and programs, thereby protecting students and society.

2. **Rise of the Concept of Excellence**
   - **Influence of Rankings:** Rankings have stimulated the concept of excellence, highlighting the diversity in quality between and within Higher Education Institutions (HEIs).
   - **Positive and Negative Impacts:** Rankings have driven enhancement efforts but also created misconceptions about the ease of achieving excellence.
3. **Challenges and Realities**
   - **Striving for Excellence:** HEIs often assert their pursuit of excellence in research and teaching, facing challenges in delivering outstanding quality.
   - **Evolving Student Demographics:** Attention is increasingly given to differences in the student population and experiences, with initiatives promoting excellent tracks and honors degrees.
4. **Evaluating and Defining Excellence**
   - **Working Group Initiatives:** Initiatives like the ENQA Board's working group on excellence aim to define and understand excellence in education.
   - **Key Questions and Considerations:**
   - Defining and measuring excellence.
   - The relativity or absoluteness of excellence.
   - Evaluating excellence in teaching and learning.
   - The role of QA agencies in judging excellence.
5. **Approaches to Excellence**

- **Excellence as a Social Phenomenon** involves theoretical, cultural, and practical applications in management and technological development.
- **Stakeholder Perspectives:** Analyzing excellence through the lens of critical stakeholders like students, families, society, and employers.
- **Application in Accreditation:** Used by accreditation schemes in higher education management to define quality service levels.

6. **Defining Excellence in Academic Context**
   - **Varied Definitions:** Depending on the context, excellence relates to teaching quality, student capabilities, resource provision, and student achievement levels.
   - **Stakeholder Expectations:** The term 'excellence' is explored in contexts reflecting different stakeholder expectations.

In summary, the concept of excellence in academic administration is dynamic and context-dependent. Historical quality assurance roles influence it, the impact of rankings, stakeholder expectations, and the practical challenges of defining and achieving excellence in the diverse landscape of higher education. This concept continues to evolve, necessitating ongoing dialogue, research, and reassessment to align with the changing needs and expectations of the educational community.

Research Methodology

Population and sample

In Chongqing, China, there are 3,962 teachers across 1,132 middle schools. The focus group for this study consists of middle school administrators in Chongqing. The sample size was calculated using the Taro Yamane method (1967), ensuring a 95% confidence level with an error margin below 5%. This calculation resulted in a sample size of approximately 363.31 individuals.

Consequently, the researcher decided to set the sample size for this study at 365 individuals.

Research Instrument Design

The data collection tool for this study is a questionnaire, which utilizes a 5-level rating scale: very low, low, moderate, high, and highest. This questionnaire has been refined from previous research versions, adhering to the Likert Scale methodology (Likert, 1932). It comprises two parts:

Part 1: Respondent Status

This section consists of five multiple-choice questions. It aims to gather information about the respondents' characteristics and backgrounds.

Part 2: Strategic Management in the Digital Age Towards Excellence in Academic Administration in Middle Schools in Chongqing, China.

An estimation scale with questions categorized into four areas: 1) Organizational Environment Analysis and Strategic Analysis, 2) Strategic Formulation and Strategies for Academic Management in the Digital Era of Excellence. 3) Strategic Implementation. 4) Strategy Evaluation and Control.

Additionally, the questionnaire explores ten areas related to Academic Administration Management Factors in middle schools, including 1) Development or operation regarding local curriculum development feedback. 2) School curriculum development. 3) Learning process development. 4) Assessment, evaluation, and transfer of learning outcomes. 5) Research for enhancing educational quality in institutions. 6) Development and promotion of learning resources. 7) Supervision of education. 8) Developing internal quality assurance systems and educational standards. 9) Promoting academic strength in the community. 10) Developing and utilizing technology in education.

Research Result

Gender	Frequency	Percent

Male	168	46.0
Female	195	53.4
LGBTQI+	2	0.5
Total	**365**	**100.0**
Age		
Under 30 years	120	32.9
31-35 years	113	31.0
36-40 years	86	23.6
41 years Above	46	12.6
Total	**365**	**100.0**
Education		
Bachelor Degree	86	23.6
Master Degree	129	25.3
Doctoral Degree	150	41.1
Total	**365**	**100**
Income		
Less Than CYN. 6,000	48	13.2
CYN. 6,001 – 8,000	137	37.5
CYN. 8,001 – 10,000	128	35.1
Greater than CYN. 10,001	52	14.2
Total	**365**	**100**
Position		
General Manager	104	28.5
Principal	110	30.1
General Administration	70	19.2
Vice President	81	22.2
	365	
	100	

		Organizational Environment Analysis and Strategic Analysis	Strategic Formulation and Strategies for Academic Management in the Digital Era of Excellence	Strategic Implementation	Strategy Evaluation and Control
Teachers have a good competency	Pearson Correlation	.127*	-017	-038	-.200**
	Sig.(2Tailed)	.015	.744	.465	.000
	N	365	365	365	365
Teachers are respectful of student and schools	Pearson Correlation	.020	.441**	519**	.550**
	Sig.(2Tailed)	.707	.000	.000	.000
	N	365	365	365	365
Development or operation related to providing opinions on local curriculum development	Pearson Correlation	.013	.068	.016	.053
	Sig.(2Tailed)	.800	.194	.759	.314
	N	365	365	365	365
School curriculum development	Pearson Correlation	-.017*	-.055*	.049	-.046
	Sig.(2Tailed)	.041	.296	.346	.348
	N	.365	.365	365	365
Learning process development	Pearson Correlation	.574**	.398**	-.366**	-.173**
	Sig.(2Tailed)	.000	.000	.000	.000
	N	365	.365	.365	365
Teachers have an appropriate teaching	Pearson Correlation	-.148**	.130*	.055	.207**
	Sig.(2Tailed)	.005	.013	.295	.000
	N	365	.365	.365	365
Assessment, evaluation, and transfer of learning outcomes	Pearson Correlation	.290**	.085	-254**	-.180**
	Sig.(2Tailed)	.000	.106	.000	.000
	N	365	365	365	365

Research to improve the quality of education in educational institutions	Pearson Correlation Sig.(2Tailed) N	.611** .000 365	.389** .000 365	-348** .000 365	-.100 .000 365
Development and promotion of learning resources	Pearson Correlation Sig.(2Tailed) N	.205** .000 365	.128* .014 365	.275** .000 365	.138** .000 365
Developing an internal quality assurance system and educational standards	Pearson Correlation Sig.(2Tailed) N	.400** .000 365	.187** .000 365	-.298** .000 365	-.081 .122 365

The table presents the relationship between Strategic Management in the Digital Age and the Scope of the academic administration. A significance of 0.05 can illustrated from the Hypothesis as follows.

Hypothesis

H0: There is no relationship between Strategic Management in the Digital Age and the scope of the academic administration

H1: There is the relationship between the Strategic Management in the Digital Age and the scope of the academic administration

The correlation shows that the Correlation Coefficient is a low relationship between Strategic Management in the Digital Age and the scope of academic administration. From Pearson's correlation at .273** significant at .000, then reject the H0 and accept H1.

The interpretation of correlation coefficient (Best,1977)

Correlation CoefficientInterpret between Variable

0.00 – 0.20 Lowest Relation

0.21 – 0.50 Low Relation

0.51 – 0.80 Medium Relation

0.81 – 1.00 High Relation

Conclusion

The respondents are in academic administration at a middle school in Chongqing, China. Most are Female 53.4 percent; age is under 30 years 32.99 percent; Education is a Doctoral degree 41.1 percent; and Income is CYN. 8,001 – 10,000 37.5 percent, and Position is Principal 30.1 percent. The significant level of the Organizational Environment Analysis and Strategic Analysis of Strategic Management in the Digital Age towards Excellence in Academic Administration In middle school in Chongqing, China. Agrees that the school's management is satisfactory, the colleagues are suitable for working, and the Teachers are satisfied with the atmosphere.

The significant level of Strategic Formulation and Strategies for Academic Management in the Digital Era of Excellence of the Strategic Management in the Digital Age towards Excellence in Academic Administration In middle schools in Chongqing, China., and moderate Teachers are always up-skill for the digital transformation, the gadget for learning is developed by teachers; schools provide the hi-technology teaching instrument. Respectively.

The significant Strategic Implementation of Strategic Management in the Digital Age towards Excellence in Academic Administration In middle schools in Chongqing, China. is agreed that the course design for digital teaching is implementable. Teachers know how to implement the course contents for the students, and school administrators cooperate with students to design the contents.

The significant Strategy Evaluation and Control of Strategic Management in the Digital Age towards Excellence in Academic Administration In middle schools in Chongqing, China. It is agreed upon that All the students are evaluated,

School administrators bring the results to the schools' management, and Teachers keep self-evaluating and improving the teaching style, respectively.

The significant level of the scope of academic administration factors of the Strategic Management in the Digital Age towards Excellence in Academic Administration In middle school in Chongqing, China. are agree and moderate, as Development and promotion of learning resources, Development or operation related to providing opinions on local curriculum development, School curriculum development, Research to improve the quality of education in educational institutions, Research to improve the quality of education in educational institutions, Teachers are respect to student and schools, Assessment, evaluation, and transfer of learning outcomes, Teachers have an appropriated teaching, Learning process development, and Teachers have a pleasing competency, respectively.

From the correlation, the Correlation Coefficient is the low relationship between Strategic Management in the Digital Age and the scope of the academic administration.

Discussion

The research focused on exploring the relationship between strategic management in the digital era and academic administration in Chongqing's middle schools. The correlation analysis revealed a notable finding: a low relationship between strategic management in the digital age and the overall scope of academic administration, suggesting areas for improvement in adapting to digital advancements.

The findings indicate a predominant emphasis on teaching content among respondents. This focus might contribute to a lag in readiness for the digital age within academic administration. This observation aligns with the (OECD, 2015) study on educational priorities, emphasizing the need for a more holistic approach beyond traditional teaching methods. The study reveals that Digital Age

Readiness many educators are not fully prepared for the digital age, highlighting a gap in digital skillset and resource allocation. (Li & Yu, 2022) discusses similar challenges in educational settings, stressing the importance of digital literacy in modern academic administration. The study suggests that school administrators should implement strategies to enhance teachers' digital competencies to address this gap. This could include professional development programs and providing necessary digital tools, as suggested by (Haleem et al., 2022) in their research on digital transformation in education.

Suggestion

1. For the following research, the researcher should study the university administration to respond to the university instructors.
2. Next study, the researcher ought to study the factors affecting the Strategic Management in the Digital Age in Wuhan, China
3. For the subsequent research, we ought to study the different areas in China country.

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