



**THE INFLUENCING FACTORS OF EDUCATIONAL
DIGITAL INTELLIGENCE MANAGEMENT IN HUMANITIES &
SCIENCE UNIVERSITY IN CHONGQING, CHINA**

**WU ZHAORUI
6717195033**

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
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INTELLIGENCE MANAGEMENT IN HUMANITIES & SCIENCE**

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WU ZHAORUI

This Independent Study has been Approved as a Partial Fulfillment of the
Requirements for the Degree of Master of Business Administration

Advisor:

(Dr.ZHANG LI)

Date: 6 / 1 / / 2026

.....
(Associate Professor Dr. Jomphong Mongkhonvanit)
Dean, Graduate School of Business

Date..... 17 / 3 / 2026

Siam University, Bangkok, Thailand

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By: WU ZHAORUI
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Advisor:
(Dr. ZHANG LI)

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ABSTRACT

Against the backdrop of global digital transformation and China's push for educational informatization, Educational Digital Intelligence Management (EDIM) has emerged as a core driver for private universities to enhance management efficiency and teaching quality. Humanities & Science University in Chongqing, as a key player in the regional higher education system, face unique challenges in EDIM implementation due to factors like unbalanced resource allocation and inadequate regional policy alignment, while systematic research on this topic remains scarce. This study, grounded in the Technology Acceptance Model (TAM), focused on four key influencing factors: policy support, financial investment, teachers' information technology capabilities, and students' digital literacy. Employing a quantitative research approach, 400 questionnaires were distributed to teachers at Humanities & Science University in Chongqing, yielding 330 valid responses, an effective response rate of 82.5%. Correlation and multiple regression analyses confirmed that all four factors exert a significant positive impact on EDIM. Among them, financial investment demonstrates the strongest influence (standardized coefficient = 0.584), followed by students' digital literacy (0.552), teachers' information technology capabilities (0.546), and policy support (0.473). Additionally, the four factors exhibit mutual synergy, collectively explaining 67.2% of the variance in EDIM outcomes. This research constructed a context-specific EDIM influence factor model for private universities in inland China, filling existing research gaps and providing empirical evidence and actionable strategies for optimizing EDIM through strengthened policy implementation, rational financial allocation, and enhanced digital competencies of teachers and students.

Keywords: Humanities & Science University, Digital Intelligence Management (EDIM), educational digital intelligence management, Technology Acceptance Model (TAM)

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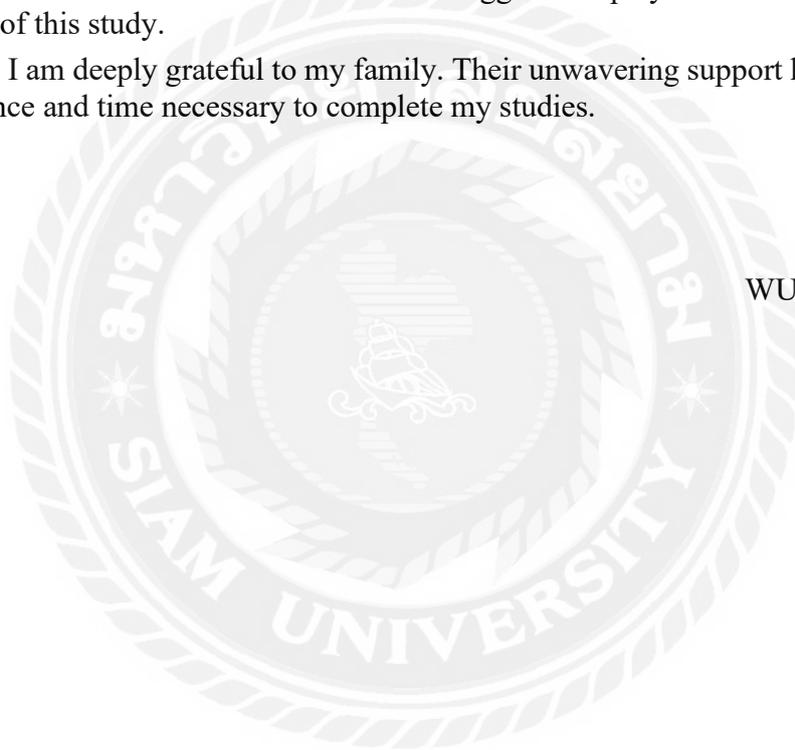
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WU ZHAORUI



DECLARATION

I, WU ZHAORUI, hereby certify that the work embodied in this independent study entitled *"The Influencing Factors of Educational Digital Intelligence Management in Humanities & Science University in Chongqing, China"* is result of original research and has not been submitted for a higher degree to any other university or institution.

(WU ZHAORUI)
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CONTENTS

ABSTRACT.....	I
ACKNOWLEDGEMENT	II
DECLARATION	III
CONTENTS.....	IV
LIST OF TABLES.....	VIII
LIST OF FIGURES	VIII
Chapter 1 Introduction	1
1.1 Background of the Study	1
1.2 Problem of the Study	2
1.3 Questions of the Study	3
1.4 Objectives of the Study.....	3
1.5 Research Scope	4
1.6 Significance of the Study.....	4
1.6.1 Theoretical Significance	4
1.6.2 Practical Significance.....	5
1.7 Definition of Key Terms.....	6
Chapter 2 Literature Review.....	7
2.1 Introduction.....	7
2.2 Literature Review.....	7
2.2.1 Technology Acceptance Model (TAM).....	8
2.2.2 Educational Digital Intelligence Management (EDIM).....	9
2.2.3 Policy Support.....	11
2.2.4 Financial Investment	13
2.2.5 Teachers' Information Technology Capabilities	14
2.2.6 Students' Digital Literacy	16

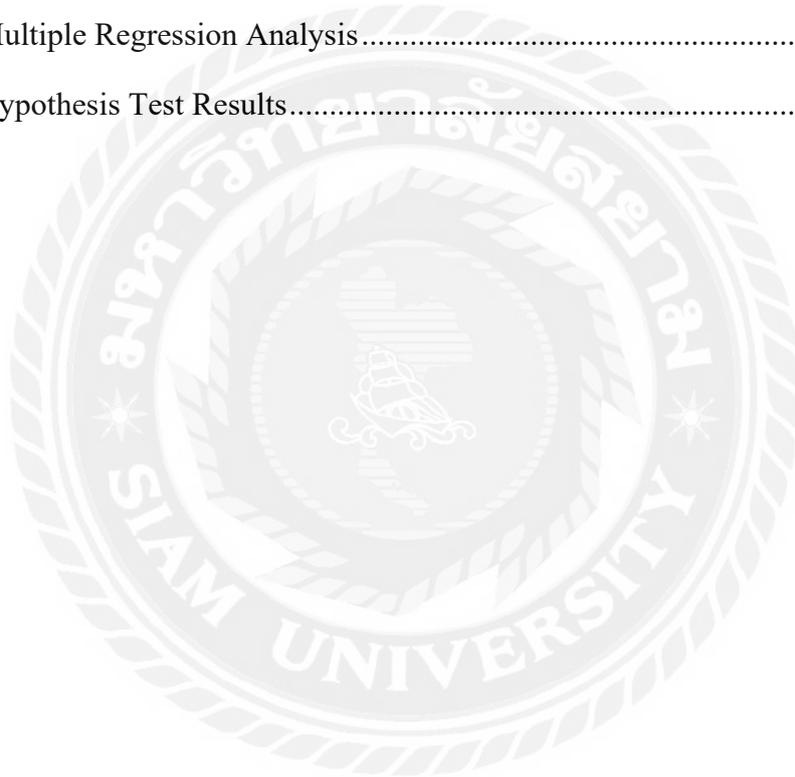
2.3 Overview of Humanities & Science University in Chongqing, China	18
2.4 Conceptual Framework.....	19
Chapter 3 Research Methodology.....	21
3.1 Research Design.....	21
3.2 Population and Sample	21
3.3 Hypothesis.....	22
3.4 Research Instrument.....	23
3.5 Reliability and Validity Analysis of the Scale.....	28
3.5.1 Questionnaire Reliability Analysis	28
3.5.2 Questionnaire Validity Analysis	29
3.6 Data Collection	30
3.7 Data Analysis.....	31
Chapter 4 Findings and Discussion.....	33
4.1 Findings.....	33
4.1.1 Demographic Characteristics of Participants.....	33
4.1.2 Correlation Analysis	34
4.1.3 Multiple Regression Analysis	36
4.2 Discussion.....	39
4.2.1 Policy Support Has a Significant Impact on Educational Digital Intelligence Management in Humanities & Science University.....	39
4.2.2 Financial Investment Has a Significant Impact on Educational Digital Intelligence Management in Humanities & Science University.....	40
4.2.3 Teachers' Information Technology Capabilities Have a Significant Impact on Educational Digital Intelligence Management in Humanities & Science University	42
4.2.4 Students' Digital Literacy Has a Significant Impact on Educational Digital Intelligence Management in Humanities & Science University.....	44

Chapter 5 Conclusion and Recommendation.....	47
5.1 Conclusion	47
5.2 Recommendation	48
5.3 Further Study	54
References.....	56
Appendix.....	61



LIST OF TABLES

Table 3.1 Measurement Items.....	25
Table 3.2 Variable Reliability Test.....	28
Table 3.3 KMO and Bartlett's Test.....	29
Table 4.1 Descriptive Statistical Analysis of Participants.....	33
Table 4.2 Correlation between Variables.....	34
Table 4.3 Multiple Regression Analysis.....	36
Table 4.4 Hypothesis Test Results.....	45



LIST OF FIGURES

Figure 2.1 Conceptual Framework	20
Figure 3.1 Hypotheses	23



Chapter 1 Introduction

1.1 Background of the Study

Since the 21st century, the world has been undergoing a profound technological revolution led by the rapid development of Information and Communication Technology (ICT). Innovative technologies such as Artificial Intelligence (AI), Big Data, Cloud Computing, the Internet of Things (IoT), and mobile learning platforms have transformed various sectors of society, and the education field is no exception. Globally, educational institutions are increasingly recognizing the necessity of integrating these technologies into teaching, learning, and management processes to enhance efficiency, improve quality, and foster innovation (Bakay, 2021). This shift towards educational digital intelligence management is not merely a trend but a vital preparation for students to embrace the digital future and meet the ever-changing demands of the global labor market.

China places great emphasis on educational digital intelligence management, considering it an integral part of its national development strategy (Han et al., 2024). The government has introduced a series of policies and initiatives aimed at promoting the widespread application of information technology in education at all levels, from primary to higher education. For instance, the Action Plan for Educational Informatization 2.0 (2018-2022) sets out ambitious goals for transforming education through digital means, emphasizing the construction of smart campuses, the development of digital teaching resources, and the enhancement of digital literacy among teachers and students. These national policies have created a favorable policy environment and provided financial support for accelerating the process of informatization and digital management in Humanities & Science University across China, including those in Chongqing (Tarien, 2020).

As the only municipality directly under the central government in central and western China, Chongqing holds a pivotal position in the country's Western Development Strategy. It serves not only as an economic hub but also as an important center for education, boasting a large number of higher education institutions, including a significant number of Humanities & Science Universities. These private institutions face unique challenges and opportunities in terms of educational digital intelligence management (Asgeirsdottir et al., 2020). Compared to public universities, private colleges often have limited resources, which necessitate greater innovation and efficiency in technology application. They possess the advantage of being able to adopt new technologies quickly and flexibly, enabling them to tailor digital strategies to specific market demands and student expectations.

The outbreak of the COVID-19 pandemic has accelerated the global transition towards online and blended learning models, highlighting the importance of robust digital infrastructure and effective digital management systems in higher education. In

Humanities & Science University in Chongqing, the pandemic prompted a rapid shift to remote teaching and learning, revealing both strengths and weaknesses in the existing informatization framework (Yang & Zhou, 2021).

Despite the growing importance of educational digital intelligence management in Humanities & Science University in Chongqing, there remains a lack of in-depth research on the specific factors influencing their successful implementation. Understanding these factors is crucial for policymakers, educational leaders, and practitioners to formulate effective strategies, allocate resources efficiently, and overcome potential obstacles. This study aims to fill this gap by systematically examining the key factors influencing educational digital intelligence management in Humanities & Science University in Chongqing, China, providing valuable insights and recommendations for future development.

In summary, since the 21st century, the technological revolution led by the rapid development of Information and Communication Technology (ICT) has profoundly transformed various sectors of society, with the education field being no exception. Educational institutions worldwide have come to recognize the importance of integrating technologies to enhance efficiency, quality, and innovation. China has also made educational digital intelligence management an integral part of its national development strategy, introducing a series of policies to promote educational informatization. As the only municipality directly under the central government in central and western China, Chongqing holds a significant position in the education sector. Its Humanities & Science University faces both opportunities and challenges in terms of digital intelligence management. Currently, there is a lack of in-depth research on the specific factors influencing the successful implementation of educational digital intelligence management in Humanities & Science University in Chongqing. This study aimed to fill this gap and provide insights and recommendations for future development.

1.2 Problem of the Study

In the context of the digital age, the process of educational digital intelligence management in Humanities & Science University in Chongqing is influenced by various factors. Can policy support provide strong external safeguards for Humanities & Science University? Can financial investment meet the demands of educational digital intelligence management? Are teachers' information technology capabilities adequate to meet the requirements of digital teaching? Are students' digital literacy levels sufficient to adapt to information-based learning? Do these factors have a significant impact on educational digital intelligence management? This study focuses on exploring the four key factors of policy support, financial investment, teachers' information technology capabilities, and students' digital literacy, aiming to provide a scientific basis for the further development of educational digital intelligence

management in Humanities & Science University in Chongqing.

1.3 Questions of the Study

1. Does policy support have an impact on educational digital intelligence management in Humanities & Science University?
2. Does financial investment have an impact on educational digital intelligence management in Humanities & Science University?
3. Do teachers' information technology capabilities have an impact on educational digital intelligence management in Humanities & Science University?
4. Does students' digital literacy have an impact on educational digital intelligence management in Humanities & Science University?

1.4 Objectives of the Study

This study aimed to comprehensively and in-depth analyze the influencing factors of educational digital intelligence management in Humanities & Science University in Chongqing, China. Through a correlational study between educational management practices and the Technology Acceptance Model (TAM), it provided a scientific basis for Humanities & Science University to further optimize their educational digital intelligence management and digital management, while also offering practical examples and theoretical references for other private institutions.

Based on the TAM and considering the actual characteristics of educational digital intelligence management in Humanities & Science University in Chongqing, this study constructed a structural model that systematically reflects the influencing factors of educational digital intelligence management. The model encompassed multiple key dimensions, including policy support, financial investment, teachers' information technology capabilities, and students' digital literacy, clarifying the internal logical relationships among these factors and providing a theoretical framework and analytical basis for subsequent empirical research.

The specific objectives are as follows:

1. To explore the impact of policy support on educational digital intelligence management in Humanities & Science University.
2. To explore the impact of financial investment on educational digital intelligence management in Humanities & Science University.

3. To explore the impact of teachers' information technology capabilities on educational digital intelligence management in Humanities & Science University.

4. To explore the impact of students' digital literacy on educational digital intelligence management in Humanities & Science University.

1.5 Research Scope

This study focused on the influencing factors of educational digital intelligence management in Humanities & Science University in Chongqing, conducting an in-depth analysis from four dimensions: policy support, financial investment, teachers' information technology capabilities, and students' digital literacy. The research content covered the specific impact mechanisms of these four factors on educational digital intelligence management, as well as the interrelationships among them. Through empirical analysis, it verified whether these four factors had a significant impact on educational digital intelligence management in Humanities & Science University in Chongqing, providing a scientific basis and decision-making reference for optimizing educational digital intelligence management and digital management in these institutions. This study conducted a questionnaire survey among teachers in Humanities & Science University in Chongqing. This approach aimed to gain an in-depth understanding of the current state of teachers' digital literacy and the actual effects of educational digital intelligence management at the teacher level.

1.6 Significance of the Study

1.6.1 Theoretical Significance

(1) This study enriches the research content in the field of educational digital intelligence management. Research on the application of the Technology Acceptance Model (TAM) in the education sector, especially in the specific context of Humanities & Science University, is relatively scarce. By applying the TAM to the practical context of Humanities & Science University in Chongqing, this study analyzes in-depth how factors such as policy support, financial investment, teachers' information technology capabilities, and students' digital literacy influence educational digital intelligence management. This helps to further validate and expand the application boundaries of the theory, providing new perspectives and empirical evidence for subsequent related research.

(2) This study offers a new perspective for strategic theoretical research on educational digital intelligence management. With the widespread application of information technology in the education field, traditional educational management

models need to be adjusted and innovated. By analyzing the practices of educational digital intelligence management in Humanities & Science University in Chongqing, this study summarizes their successful experiences in policy support, financial investment, teacher training, and student development, providing new perspectives and ideas for strategic theoretical research on educational digital intelligence management. This contributes to promoting the innovative development of educational management theory in the context of emerging technologies.

1.6.2 Practical Significance

(1) This study provides a decision-making basis for Humanities & Science University in Chongqing to optimize their educational digital intelligence management and digital management. Through an in-depth analysis of key factors such as policy support, financial investment, teachers' information technology capabilities, and students' digital literacy, this study clarifies their significant impacts on educational digital intelligence management. Based on these research findings, Humanities & Science University can gain a more precise understanding of their strengths and weaknesses in educational digital intelligence management, enabling them to optimize resource allocation, adjust management strategies, enhance their levels of educational digital intelligence management, and strengthen their competitiveness and resilience in a complex educational environment, thereby better achieving their sustainable development goals.

(2) This study offers valuable references for other Humanities & Science Universities. The practical experiences and challenges faced by Humanities & Science University in Chongqing in terms of educational digital intelligence management are representative to a certain extent. Through an in-depth analysis of Humanities & Science University in Chongqing, this study provides other private institutions with valuable references. Other Humanities & Science Universities can learn from these experiences to formulate educational digital intelligence management strategies suitable for their own resource conditions and management needs, optimize resource allocation, improve educational management efficiency, and better adapt to the development demands of the digital age.

(3) This study contributes to enhancing the educational quality of Humanities & Science University in Chongqing. Educational digital intelligence management are important means of improving educational quality. By optimizing educational digital intelligence management, students can be provided with richer and more convenient learning resources and more personalized learning experiences, thereby improving their learning outcomes and satisfaction. Meanwhile, by enhancing teachers' information technology capabilities and students' digital literacy, schools can better adapt to the requirements of digital teaching, promoting innovation and transformation in educational teaching models, and thus driving the overall improvement of

educational quality in Humanities & Science University in Chongqing.

(4) This study provides a reference basis for the government to formulate relevant educational policies. The development of educational digital intelligence management involves not only the internal management of colleges and universities, but also is closely related to government policy support. By analyzing the current situation and development trends of educational digital intelligence management in Humanities & Science University in Chongqing, this study provides a reference basis for the government to formulate relevant educational policies. The government can, based on the research findings, introduce policy measures to support the educational digital intelligence management of Humanities & Science University, strengthen policy guidance, optimize resource allocation, create a favorable policy environment, and promote the healthy development of educational digital intelligence management in Humanities & Science University.

1.7 Definition of Key Terms

Policy support refers to the actions taken by the government or educational authorities to provide top-level design, institutional guarantees, and resource allocation frameworks for educational digital intelligence management through the formulation of laws, regulations, strategic plans, standards, norms, and incentive measures.

Financial investment refers to the allocation and utilization of funds by the government, schools, or social capital in areas such as educational informatization infrastructure, software systems, resource development, and personnel training. It serves as the material foundation for promoting digital management.

Teachers' information technology capabilities refer to teachers' abilities to use information technology tools (such as online teaching platforms, data analysis software, and AI tools) for instructional design, classroom management, student evaluation, and self-development. They are the core driving force for educational digital intelligence management.

Students' digital literacy refers to students' abilities to acquire, evaluate, create, and communicate information in a digital environment, including technical operational skills, information ethics awareness, critical thinking, and problem-solving abilities. It is the ultimate goal and evaluation criterion for educational digital intelligence management.

Educational Digital Intelligence Management (EDIM) refers to the integration of digital technologies and intelligent systems to optimize educational processes, enhance decision-making, and improve learning outcomes through data-driven insights and automation.

Chapter 2 Literature Review

2.1 Introduction

Educational digital intelligence management represent significant trended in the field of higher education, particularly gaining prominence in Humanities & Science University. With the rapid advancement of information technology, educational digital intelligence management had not only transformed traditional teaching models but also profoundly influenced university management, resource allocation, and talent development. Against this backdrop, Humanities & Science University in Chongqing faces an urgent need to enhance their educational digital intelligence management levels to meet the demands of the digital age and improve educational quality and management efficiency.

This study aimed to explore, through a literature review, the key factors influencing educational digital intelligence management in Humanities & Science University in Chongqing. By systematically reviewing existing literature, it analyzed the impact mechanisms of four factors: policy support, financial investment, teachers' information technology capabilities, and students' digital literacy, on educational digital intelligence management. These factors are not only interconnected but also collectively form the foundational framework for the development of educational digital intelligence management in Humanities & Science University. Therefore, a comprehensive understanding of their mechanisms of action is crucial for formulating effective improvement strategies.

In the literature review section, this study provides a detailed analysis of the current research status of these four factors, offering theoretical support and practical guidance for Humanities & Science University in Chongqing to promote the comprehensive development of their educational digital intelligence management.

2.2 Literature Review

2.2.1 Technology Acceptance Model (TAM)

Since its introduction by Davis in 1989, the Technology Acceptance Model (TAM) has become a core theoretical framework for explaining and predicting user technology acceptance behavior in the field of information systems (Taherdoost, 2021). The core idea is centered around two main factors: perceived usefulness (PU) and perceived ease of use (PEOU). It suggests that a user's willingness to adopt technology is influenced by these two variables. This, in turn, affects actual usage behavior through mediating factors such as attitude and behavioral intention. Davis's classic empirical analysis, through computer system adoption experiments, validated

the significant impact of PU and PEOU on user behavioral intention, laying the theoretical foundation for the model.

In the e-commerce sector, researchers have utilized TAM to analyze consumer acceptance of mobile payments and online shopping platforms, discovering that external variables such as perceived security and privacy protection indirectly influence usage intention through PU (Deslonde & Becerra, 2018). In the healthcare domain, TAM has been employed to evaluate the acceptance of electronic health record systems, indicating that healthcare professionals' perceptions of system ease of use directly affect their long-term usage intention. In the field of educational technology, research on online learning platforms has shown that design features such as interactivity and resource richness significantly enhance student acceptance by improving PU and PEOU (Denaputri & Usman, 2019). Additionally, TAM has been extended to emerging technological scenarios, such as autonomous driving, where researchers have introduced dimensions like perceived reliability and intelligence, combined with mediating effects of technological self-efficacy and trust, to explain public acceptance differences toward autonomous driving technologies.

The theoretical evolution of the model also exhibits a trend of diversification. On one hand, TAM has been deeply integrated with other theoretical models, such as the Unified Theory of Acceptance and Use of Technology (UTAUT), formed by combining with the Theory of Planned Behavior (TPB), incorporating moderating variables like facilitating conditions and gender to enhance its explanatory power in complex behavioral scenarios (Mansour, 2019). On the other hand, researchers have introduced new variables such as hedonic motivation and cultural values to compensate for TAM's neglect of emotional factors and cultural differences.

Early research predominantly employed questionnaires and structural equation modeling, measuring variables like PU and PEOU using Likert scales. With technological advancements, experimental methods, eye-tracking, and neuroscientific approaches have been introduced. Furthermore, the application of big data and machine learning technologies enables researchers to process vast amounts of user behavior data, construct dynamic predictive models, and reveal the long-term evolutionary patterns of technology acceptance behavior (Elango & Kulcharatyothin, 2018).

In the context of educational digital intelligence management in Humanities & Science University in Chongqing, the Technology Acceptance Model (TAM) serves as a core theoretical framework for analyzing user technology adoption behavior, providing a critical perspective for understanding the acceptance logic of teachers, students, and administrators toward information technology. The model, centered on perceived usefulness (PU) and perceived ease of use (PEOU), emphasizes that users' expectations of technology enhancing work performance and their judgments on operational convenience jointly determine their usage intention. In practice at private

colleges in Chongqing, the application of TAM not only reveals the intrinsic psychological mechanisms of technology adoption but also provides empirical support for optimizing digital management strategies. Research by Mursalin (2020) indicated that during the initial introduction of online teaching platforms in universities, teachers exhibited weak usage intention due to perceived complex system operations (low PEOU) and poor integration with existing teaching processes (affected PU). Subsequently, by simplifying the operational interface and developing a digital resource library tailored to offline courses, the perceived usefulness and ease of use among teachers were significantly enhanced, thereby promoting widespread platform adoption.

The theoretical expansion of TAM further deepens its explanatory power in complex educational scenarios. Later iterations of the TAM model incorporated social influence variables, revealing the promotional effect of external factors such as colleague recommendations and leadership requirements on technology acceptance behavior within group environments. In private colleges in Chongqing, this expanded model elucidates the pivotal role of innovative teachers. Research by Li (2019) suggested that universities can effectively shorten the technology diffusion cycle by cultivating a team of key teacher leaders and leveraging their social influence to promote virtual simulation experimental platforms.

From the dual perspectives of teachers and students as well as administrators, TAM exhibits differentiated application pathways in private colleges in Chongqing. For the student population, "perceived fun" is a crucial variable influencing technology acceptance. When digital services (such as course selection systems and library lending) incorporate gamified design elements, students' usage intention significantly increases, maintaining high acceptance levels even with slightly complex operational procedures. For the teacher population, the "facilitating conditions" variable (such as training support and hardware facilities) explains the depth of technology integration. By providing AI-assisted lesson preparation tools (enhancing PU) and phased training (reducing PEOU), universities have substantially increased teachers' utilization rates of digital teaching resources and diversified classroom interaction formats (Rapanta et al., 2020).

2.2.2 Educational Digital Intelligence Management (EDIM)

With the rapid development of information technology, educational digital intelligence management have become significant drivers of transformation in the education sector (Sun & Gao, 2021). Educational digital intelligence management promotes educational reform and development through the comprehensive and in-depth application of modern information technologies, while digital management achieves intelligent, platform-based, and personalized transformation of management processes through digital technologies.

Educational digital intelligence management refers to the process of comprehensively and deeply applying modern information technologies, such as multimedia, networks, and big data, in the field of education and teaching to promote educational reform and development. It emphasizes the widespread application of information technology in education and teaching, aiming to improve educational efficiency and quality and achieve educational modernization (Dneprovskaya, 2018). The development of educational digital intelligence management has evolved from initial exploration to widespread application. Early on, educational digital intelligence management primarily focused on the digitization of teaching resources and the establishment of online learning platforms, such as electronic textbooks and multimedia teaching software (Vasyliuk et al., 2021). With the continuous advancement of information technology, educational digital intelligence management has gradually penetrated into various aspects of teaching, management, and scientific research, forming a diversified educational model that includes online learning, distance education, and personalized teaching.

The application of educational digital intelligence management in teaching is extensive and in-depth. Information technology enriches teaching methods, such as multimedia teaching and virtual reality technology, making abstract knowledge concrete and vivid, thereby enhancing students' learning interest and comprehension (Ponomarenko et al., 2021). Digital teaching management achieves optimal allocation and efficient utilization of teaching resources by constructing digital teaching platforms. Information technology promotes the development of personalized teaching, enabling teachers to design differentiated teaching plans based on students' learning trajectories and interests through learning management systems and data analysis, meeting students' personalized needs. Digital student management utilizes big data and artificial intelligence technologies to conduct comprehensive and accurate analysis and evaluation of student information, providing support for personalized education.

The integrated development of educational digital intelligence management represents an inevitable trend of transformation in the education sector. Educational digital intelligence management provides rich data sources and technological support for digital management, while digital management offers more efficient and intelligent management tools for educational digital intelligence management. The integrated development of the two facilitates the optimal allocation and efficient utilization of educational resources, improves educational efficiency and quality, and promotes the realization of educational equity (Ma & Li, 2022). Some universities have achieved digital management in various aspects, including teaching, students, and resources, by constructing digital campus management systems. Some online education platforms utilize big data and artificial intelligence technologies to provide students with personalized learning recommendations and tutoring services. These practical cases demonstrate the broad prospects and enormous potential of the integrated development of educational digital intelligence management.

Alberola-Mulet et al. (2021) analyzed the cloud sharing model and mechanism of digital educational resources in universities, pointing out that the cloud sharing model can effectively integrate educational resources and enhance resource utilization. Wu Dai & An (2023) studied the dilemmas and development strategies of regional digital educational resource construction, proposing suggestions for strengthening resource integration and sharing. Vanbecelaere et al. (2020) researched the application of digital educational games in primary school English teaching, discovering that they can improve students' learning interest and effectiveness. Skulmowski & Xu (2021) explored the integration strategies of digital educational resources in flipped classrooms, proposing suggestions for optimizing teaching processes. Zelizer (2019) analyzed the impact of digital technology on university governance capacity and efficiency, proposing suggestions for promoting digital transformation from aspects such as top-level design, smart campuses, and management services. Gobble (2018) argued that the construction of digital teaching resources in vocational education should create complete work processes and learning contexts under the guidance of advanced learning theories.

Educational digital intelligence management have made significant progress in both theoretical research and practical applications, but they also face numerous challenges (Olena Pryhodiuk, 2023). Future research needs to continue to focus on technological innovation, resource integration, and educational governance to promote the comprehensive development of educational digitalization and drive the realization of educational modernization. With the continuous innovation and development of technologies such as artificial intelligence, big data, and cloud computing, educational digital intelligence management will embrace broader development opportunities. In the future, these technologies will be more widely applied and further researched in the education sector, driving the continuous innovation and development of educational digital intelligence management.

2.2.3 Policy Support

In the process of educational digital intelligence management, policy support are regarded as the core driving force for promoting educational transformation. Since the "China's National Medium- and Long-Term Education Reform and Development Plan (2010-2020)" explicitly stated in 2012 that "information technology has a revolutionary impact on education," China has established a policy system for educational digital intelligence management through top-level design (Hande, 2021). The "Ten-Year Development Plan for Educational Informatization (2011-2020)" proposed the construction goal of "three connections and two platforms," emphasizing the popularization of infrastructure and the integration and sharing of resources. In 2018, the "Action Plan for Educational Informatization 2.0" further proposed a new model of "Internet + Education" to promote the in-depth integration of information technology and education and teaching. Policies not only clarify the development

direction but also reduce innovation risks through means such as special funds and project support. China's "Smart Education Demonstration Zone" construction project supports regional exploration of the application of technologies such as artificial intelligence and big data in personalized learning through policy preferences (Wang, 2014).

Policy support are important external driving forces for the educational digital intelligence management of Humanities & Science University in Chongqing, China. In recent years, the Chinese central and local governments have issued a series of policy documents aimed at promoting the comprehensive development of educational digital intelligence management (Wang, 2021). These policy documents not only clarify the development goals of educational digital intelligence management but also provide specific guidance and support in terms of infrastructure construction, digital resource development, teacher training, and other aspects, laying a solid foundation for the development of educational digital intelligence management in Humanities & Science University in Chongqing.

However, although national-level policy documents provide macro-guidance for educational digital intelligence management, there are still many challenges in the implementation and refinement of policies at the local level. In the process of policy implementation, Humanities & Science University in Chongqing may face problems such as inaccurate policy interpretation and imperfect local supporting policies (Canzittu, 2023). When applying for special funds for educational digital intelligence management, some Humanities & Science Universities encounter difficulties in fundraising due to the lack of clear local policy support. In addition, the lack of effective supervision and evaluation mechanisms in the implementation of some policies significantly reduces the effectiveness of policy execution. Therefore, it is necessary to further strengthen the refinement and implementation of local policies to ensure that national policies can be effectively implemented in Humanities & Science University in Chongqing.

The impact of policy support on the educational digital intelligence management of Humanities & Science University in Chongqing is also reflected in resource allocation (Carlsen, 2003). The government guides Humanities & Science University to increase investment in information technology infrastructure construction and digital teaching resource development through policy guidance. The education department in Chongqing has issued a series of policy measures to encourage Humanities & Science University to strengthen informatization construction, including providing special subsidies and tax incentives (Fatimah, 2019). These policies have, to some extent, alleviated the financial constraints of Humanities & Science University. However, due to the relatively single source of funds for Humanities & Science University, which mainly rely on tuition fees, it is still necessary to further explore diversified financial investment mechanisms under policy support to ensure the sustainable development of educational digital intelligence

management.

Policy support has a significant impact on the construction of the teaching staff in Humanities & Science University in Chongqing (Liu, 2013). The implementation of educational digital intelligence management requires teachers to have a high level of information technology application ability. Therefore, the government has issued a series of policies to encourage colleges and universities to strengthen the information technology training of teachers. Policy support plays a crucial role in promoting the educational digital intelligence management of Humanities & Science University in Chongqing, but there are still many challenges in policy implementation, resource allocation, and teaching staff construction. In the future, it is necessary to further strengthen the refinement and implementation of policies, improve local supporting policies, optimize resource allocation mechanisms, and strengthen the construction of teacher training systems to ensure that policies can effectively promote the development of educational digital intelligence management in Humanities & Science University in Chongqing and improve educational quality and management level (Canzittu, 2023; Wang, 2021).

2.2.4 Financial Investment

Financial investment is the material foundation for the implementation of educational digital intelligence management, and its allocation efficiency directly affects the sustainability of projects. Financial investment is one of the core elements driving the educational digital intelligence management of Humanities & Science University in Chongqing (Kobo & Ngwakwe, 2017). The implementation of educational digital intelligence management requires a large amount of financial support, including the purchase of hardware equipment, the development and maintenance of software systems, personnel training, and the construction of network infrastructure. In recent years, with the accelerated advancement of educational digital intelligence management, Humanities & Science University in Chongqing has made some progress in financial investment, but they still face many challenges. Research by Minh Sang (2021) indicated that the main source of funds for Humanities & Science University is tuition fees, which limits their financial investment in educational digital intelligence management. Some Humanities & Science Universities have difficulty updating information technology equipment promptly due to insufficient funds, resulting in low operating efficiency of teaching and management systems. Therefore, insufficient financial investment has become one of the key bottlenecks restricting the development of educational digital intelligence management in Humanities & Science University (Kobo & Ngwakwe, 2017).

In terms of the specific directions of financial investment, the educational digital intelligence management of Humanities & Science University mainly focuses on the purchase of hardware equipment and the construction of infrastructure. Compared

with public colleges and universities, Humanities & Science University has relatively less investment in the development and maintenance of software systems and personnel training. This unbalanced capital allocation model leads to deficiencies in the depth and breadth of the application of educational digital intelligence management in Humanities & Science University. Research by Evans & van Vuuren (2019) showed that although some Humanities & Science Universities are equipped with advanced information technology equipment, these devices fail to fully exert their due functions due to the lack of professional software support and teacher training. Therefore, optimizing the structure of financial investment and balancing the investment ratio between hardware and software, equipment, and personnel training are important strategies to improve the level of educational digital intelligence management in Humanities & Science University in Chongqing (Palyvoda et al., 2020).

The source of financial investment is also an important factor affecting the development of educational digital intelligence management in Humanities & Science University. To alleviate financial pressure, Humanities & Science University needs to explore diversified sources of funds. Humanities & Science University can broaden their funding channels by applying for government special subsidies, introducing social capital, and engaging in industry-university-research cooperation (Mishchenko et al., 2021). In recent years, the government has introduced some policy measures to support the development of Humanities & Science University, including the establishment of special subsidy funds, which provide partial financial support for the educational digital intelligence management of Humanities & Science University (Minh Sang, 2021; Shapoval, 2021).

The efficiency and effectiveness of financial investment are also important factors affecting the development of educational digital intelligence management in Humanities & Science University. Under the condition of limited funds, how to improve the efficiency of fund use and ensure that financial investment can generate the maximum benefits is a key issue that Humanities & Science University needs to address. Research by Shihadeh (2021) showed that some Humanities & Science Universities are blind in the process of financial investment and lack scientific planning and evaluation mechanisms. Some colleges and universities fail to fully consider the actual needs and usage efficiency of equipment when purchasing information technology equipment, resulting in equipment idleness or waste. Therefore, establishing a scientific financial investment evaluation system and strengthening the supervision and management of the fund use process are important means to improve the efficiency and effectiveness of financial investment.

2.2.5 Teachers' Information Technology Capabilities

Teachers' information technology capabilities represent the comprehensive

ability of teachers to deeply integrate information technology into the entire process of education and teaching, covering multiple dimensions such as technical operation, instructional design, resource integration, and ethical norms (Cepeda & Arias-Pérez, 2018). The core of teachers' information technology capabilities lies in breaking through the limitations of the "technology tool theory" and regarding information technology as a catalyst for reconstructing teaching relationships and innovating teaching models. Teachers with information technology capabilities can create real problem situations through virtual simulation technology and guide students to carry out inquiry-based learning, rather than merely using PPT as a substitute for blackboard writing. Research by Basheer et al. (2019) showed that teachers' information technology capabilities are significantly positively correlated with students' learning outcomes. In the context of digital transformation, information technology capabilities have become the "basic literacy" for teachers' professional development, and their level directly affects the implementation effect of educational digital intelligence management policies and the depth of school digital transformation.

Teachers' information technology capabilities are one of the key factors affecting the educational digital intelligence management of Humanities & Science University (Trieu et al., 2023). In the context of educational digital intelligence management, as core participants in teaching activities, teachers' information technology application capabilities directly affect the effectiveness of educational digital intelligence management. In recent years, with the advancement of educational digital intelligence management, Humanities & Science University has made some progress in teacher information technology training, but there are still some problems. Some teachers' application of information technology only stays on the surface and lacks in-depth integration capabilities (Awamleh & Ertugan, 2021). In addition, the teacher information technology training system is still imperfect, and the phenomenon of training content being out of touch with actual teaching needs is common. Therefore, improving teachers' information technology capabilities is not only a need for promoting educational digital intelligence management but also an important guarantee for improving teaching quality.

Humanities & Science University faces many challenges in improving teachers' information technology capabilities. First, the training resources for teachers' information technology are relatively scarce. Compared with public colleges and universities, Humanities & Science University have a large gap in terms of funds and resources, and find it difficult to provide systematic information technology training. Second, teachers' awareness of the application of information technology is insufficient. Some teachers lack sufficient understanding of the application of information technology in teaching and regard information technology as merely an auxiliary tool rather than a core component of teaching. This concept leads to low enthusiasm among teachers in applying information technology in teaching practice. In addition, the evaluation mechanism for the effectiveness of teachers' information

technology training is imperfect, and there is a lack of effective feedback and improvement mechanisms, making it difficult for the training effect to meet the expected goals (Norton et al., 2019).

Teachers' information technology capabilities are important factors affecting the educational digital intelligence management of Humanities & Science University. Although Humanities & Science University have made some progress in improving teachers' information technology capabilities, they still face many challenges in terms of training resources, teacher awareness, and training effect evaluation (Basheer et al., 2019; Minh Sang, 2021). Humanities & Science University needs to further improve the teacher information technology training system, strengthen the combination of training content and actual teaching needs, enhance teachers' awareness of information technology application, and improve the training effect evaluation mechanism to ensure that teachers' information technology capabilities can effectively promote the construction of educational digital intelligence management and improve educational quality and management level (Choi et al., 2020).

2.2.6 Students' Digital Literacy

The connotation of students' digital literacy has expanded from a single technical operation ability to a comprehensive ability system covering cognition, emotion, and ethics. Early research focused on "information technology skills," such as basic operations, software use, and web search. As digital technology deeply penetrates educational scenarios, its connotation has gradually extended to the thinking level, including critically evaluating the authenticity of information, creatively using digital tools to solve problems, and constructing a healthy identity in virtual space (Asrizal et al., 2018). The World Economic Forum's "Future of Jobs Report" points out that digital literacy has become a core competitiveness for talent in the 21st century, and its structure includes three dimensions: technical knowledge (such as programming basics), cognitive ability (such as data analysis thinking), and social responsibility (such as network ethical awareness). In academic writing, students not only need to master literature management tools but also need to have the ability to identify the credibility of AI-generated content to avoid academic misconduct (Churchill, 2020).

Currently, students' digital literacy presents a contradiction between "advanced skills and lagging literacy." Research surveys by Perdana et al. (2019) showed that more than 90% of middle school students can skillfully use social media and short video platforms, but they perform poorly in key literacies such as information discrimination and privacy protection. Schools should incorporate digital literacy into compulsory courses and adopt a project-based learning model to allow students to learn skills such as privacy protection and response to cyberbullying in simulated social scenarios. Parents need to change their mindset of technological control and cultivate their children's critical thinking by participating in digital creation together

(such as family short video production). Educational platforms should incorporate literacy assessment tools, such as learning analysis systems that can track students' information retrieval paths, identify their cognitive biases, and provide personalized intervention resources (Asrizal et al., 2018; Choi et al., 2020).

Students' digital literacy is an important component of educational digital intelligence management, and also one of the key indicators for measuring the effectiveness of educational digital intelligence management. With the widespread application of information technology in the field of education, students' mastery of digital technology directly affects their learning outcomes and future development. Research by (Menggo et al., 2021) indicated that the level of students' digital literacy in Humanities & Science University varies greatly, and some students have weak abilities in applying digital technology and find it difficult to adapt to the requirements of informatization teaching. Some students have difficulties in using online learning platforms and digital learning resources, which affects their learning outcomes (Perdana et al., 2020). Therefore, strengthening the cultivation of students' digital literacy, incorporating it into the curriculum system, and improving students' digital technology application abilities through relevant courses and practical activities are important tasks for the educational digital intelligence management of Humanities & Science University.

The cultivation of students' digital literacy requires the support of a systematic curriculum system. Although some colleges and universities have offered information technology-related courses, the course content is relatively limited and lacks a close connection with practical applications. Some courses only focus on basic computer operations and office software use and fail to cover cutting-edge content such as data analysis, artificial intelligence, and network security (Wang, 2024). In addition, the curriculum lacks flexibility and is difficult to meet the needs of students from different majors and with different learning needs.

In addition to the curriculum system, teaching methods and practical activities are also important ways to improve students' digital literacy. Humanities & Science University still mainly adopt traditional teaching methods, lacking interactivity and practicality. Some teachers fail to fully utilize project-based learning, case analysis, and other methods when teaching information technology courses, resulting in low learning enthusiasm among students. The development of practical activities is also relatively insufficient, and students lack opportunities for actual operation and application (Ahmed & Roche, 2021; Perdana et al., 2020). The improvement of students' digital literacy is also affected by the teaching staff. Teachers' information technology application abilities directly affect the cultivation of students' digital literacy. Some teachers in Humanities & Science University have insufficient information technology application abilities and find it difficult to guide students. Some teachers have a low level of mastery of emerging digital technologies and cannot integrate these technologies into teaching.

The cultivation of students' digital literacy also requires the support of rich digital learning resources (Menggo et al., 2021). Humanities & Science University has deficiencies in the development and utilization of digital learning resources. Some colleges and universities have purchased some digital learning resources, but the update and maintenance of these resources are not timely, making it difficult to meet students' learning needs. Some colleges and universities lack independently developed digital learning resources, and students' learning resources are relatively limited.

2.3 Overview of Humanities & Science University in Chongqing,

China

As an important economic and cultural center in western China, Chongqing has witnessed vigorous development of its private higher education in recent years. As an important supplement to the public education system, Humanities & Science University in Chongqing provides diversified higher education options for the region and its surrounding areas, effectively alleviating the pressure of educational resource allocation and playing a positive role in promoting regional talent cultivation and scientific and technological innovation.

Humanities & Science University in Chongqing, China is a full-time private undergraduate institution officially approved by the Ministry of Education of the People's Republic of China and administered by the Chongqing Municipal Education Commission. Located in Hechuan District, Chongqing, the university was founded in 2000 and was transformed into an independent private undergraduate university in 2013, gradually developing into a comprehensive institution with a strong emphasis on applied education. The university offers a wide range of undergraduate programs across disciplines such as humanities, social sciences, education, economics, management, science, engineering, and arts, serving a student population of more than 20,000. Guided by an educational philosophy that emphasizes the integration of knowledge and practice, the university focuses on cultivating students' practical skills, professional competence, and social responsibility through practice-oriented curricula, industry collaboration, and experiential learning opportunities. By aligning academic training with regional development needs, Humanities & Science University in Chongqing, China plays an important role in supplying application-oriented talent and supporting local economic and social development.

In terms of governance and operational mechanisms, Humanities & Science University in Chongqing demonstrates a relatively high level of institutional autonomy and flexibility, enabling it to adjust its academic structure and curriculum in a timely manner in response to regional economic development and labor market demands. The university places strong emphasis on industry–education integration and university–enterprise collaboration by establishing joint practice training bases,

implementing order-based talent cultivation programs, and promoting experiential learning, all of which effectively enhance students' practical skills and employability. In addition, Humanities & Science University in Chongqing actively explores internationalization pathways by developing cooperative relationships with overseas universities and educational institutions, thereby broadening students' global perspectives and intercultural competence.

Despite these achievements, Humanities & Science University in Chongqing continues to face several challenges, including relatively limited social recognition, insufficient stability in faculty development, and a reliance on relatively single funding sources. Moreover, gaps remain in areas such as the depth of disciplinary development, research capacity, and innovation performance when compared with high-level public universities. To address these issues, local authorities have strengthened policy guidance, regulatory oversight, and financial support through project-based funding and targeted subsidies, encouraging Humanities & Science University in Chongqing to improve its internal quality and institutional capacity. At the same time, the university is guided to clarify its strategic positioning, avoid homogeneous development, and cultivate distinctive disciplines and professional programs with sustainable competitive advantages.

2.4 Conceptual Framework

Based on the Technology Acceptance Model (TAM), which posits that perceived ease of use and perceived usefulness are key determinants influencing individuals' acceptance and utilization of technology, this study constructs an influencing factor model for the educational digital intelligence management (EDIM) of Humanities & Science University in Chongqing. The TAM provides a theoretical foundation for understanding how external factors can shape the adoption and effective implementation of digital technologies in educational settings.

Drawing upon the analysis of research results related to EDIM, this study extends the TAM framework to encompass a broader range of influencing factors specific to the context of private higher education in Chongqing. The proposed model categorizes these influencing factors into four distinct dimensions: policy support, financial investment, teachers' information technology capabilities, and students' digital literacy.

Policy support represents the external guidance and regulatory framework provided by governmental and institutional policies, which can facilitate or hinder the adoption of EDIM. Financial investment reflects the availability and allocation of resources necessary for implementing digital technologies and systems. Teachers' information technology capabilities denote the proficiency and readiness of educators to integrate digital tools into their teaching practices. Students' digital literacy

encompasses the skills and competencies required for students to effectively engage with and benefit from digital learning environments.

This model is utilized to investigate the key factors affecting EDIM implementation in Humanities & Science University in Chongqing, examining the interrelationships between these dimensions and their collective impact on EDIM outcomes. By elucidating these relationships, the study aims to provide empirical evidence and actionable recommendations to enhance EDIM adoption and optimize resource allocation and policy design in the studied context. The model is visually represented in Figure 2.1, illustrating the hypothesized connections between the four dimensions and their influence on educational digital intelligence management.

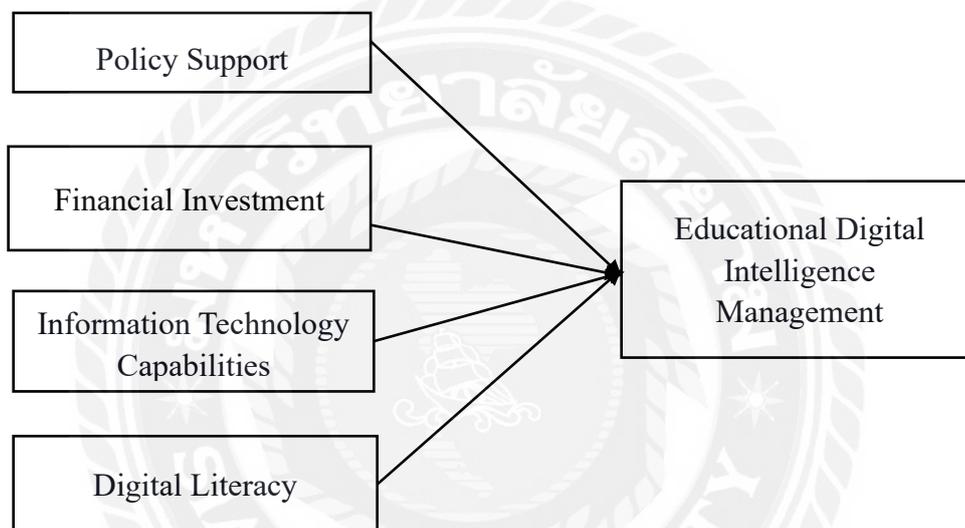


Figure 2.1 Conceptual Framework

Chapter 3 Research Methodology

3.1 Research Design

This study employed a quantitative research approach to construct a structural model of the influencing factors of educational digital intelligence management in Humanities & Science University in Chongqing, China, based on the Technology Acceptance Model (TAM). The research design centered around four core variables: policy support, financial investment, teachers' information technology capabilities, and students' digital literacy, systematically analyzing their relationships with the acceptance of educational digital intelligence management.

Data were collected through a structured questionnaire. The questionnaire included respondents' basic information, perception measurement items for each variable, and an overall evaluation of the effectiveness of informatization implementation, measured using a five-point Likert scale.

To validate the research hypotheses and the model's rationality, structural equation modeling (SEM) was utilized for data analysis. This method can simultaneously handle complex relationships among multiple variables, examine the path coefficients between observed and latent variables, and assess the model fit, thereby systematically evaluating the conditions for the establishment and explanatory power of the proposed hypotheses.

This study conducted a sampling survey among teachers from Humanities & Science University in Chongqing to ensure the representativeness and validity of the data sources. The data analysis tools primarily used were SPSS 26.0 and AMOS 24.0, covering various stages including reliability and validity tests, descriptive statistics, correlation analysis, and hypothesis testing to ensure the scientific rigor of the research process and the reliability of the conclusions.

3.2 Population and Sample

The target population for this study was defined as teachers from Humanities & Science University in Chongqing, China. This group possesses a certain level of experience or awareness in using digital management tools or platforms and can provide effective feedback based on practical application scenarios.

According to statistics from the Chongqing Municipal Education Commission and publicly available information from various schools, the total number of teachers in Humanities & Science University in Chongqing was approximately 12,000. The population size in this study exceeded 10,000. Based on Cochran's (1977) sample size calculation table, at a 95% confidence level ($Z = 1.96$) and a 5% margin of error ($e =$

0.05), considering the characteristics of the study population and the precision requirements for subsequent statistical analysis, Cochran's (1977) sample size calculation formula (applicable to large populations, $N \geq 100,000$) is as follows:

$$n = \frac{Z^2 \cdot p \cdot (1 - p)}{e^2}$$

Where:

$Z = 1.96$ (corresponding to a 95% confidence level, a commonly used standard in statistics indicating that in multiple samplings, there is a 95% probability that the sample statistic falls within a certain interval of the population parameter)

$p = 0.5$ (assuming maximum variance to ensure a sufficiently conservative sample size. When p is 0.5, $p \times (1 - p)$ reaches its maximum value of 0.25, ensuring that the calculated sample size can cover various possible distributions and meet the research requirements.

$e = 0.05$ (margin of error $\pm 5\%$, indicating that we hope the error between the sample statistic and the population parameter does not exceed 5%. A smaller margin of error enhances the accuracy of the research results.

Substituting the above parameters into the formula yields:

$$n_0 = \frac{Z^2 \cdot p \cdot (1 - p)}{e^2} = \frac{(1.96)^2 \times 0.5 \times 0.5}{(0.05)^2} = 384.16 \approx 385$$

Since the sample size must be an integer, the recommended minimum sample size was 385 individuals. However, in practice, considering potential non-response (some respondents not replying after receiving the questionnaire) and invalid data (such as incomplete or logically erroneous questionnaire responses), it was advisable to distribute 400 questionnaires to ensure an adequate number of valid samples are ultimately obtained. This sample size not only met the needs of statistical analysis but also enhances the reliability and generalizability of the results. To ensure the diversity and breadth of the sample, data were collected online, primarily through social media platforms and other channels.

3.3 Hypothesis

This study aims to verify, through factor analysis, the specific impacts of policy support, financial investment, teachers' information technology capabilities, and students' digital literacy on educational digital intelligence management in

Humanities & Science University in Chongqing, providing theoretical support and practical guidance for enhancing these aspects in such institutions in China. Therefore, this study proposes the following hypotheses:

H1: Policy support has a significant impact on educational digital intelligence management in Humanities & Science University.

H2: Financial investment has a significant impact on educational digital intelligence management in Humanities & Science University.

H3: Teachers' information technology capabilities have a significant impact on educational digital intelligence management in Humanities & Science University.

H4: Students' digital literacy has a significant impact on educational digital intelligence management in Humanities & Science University.

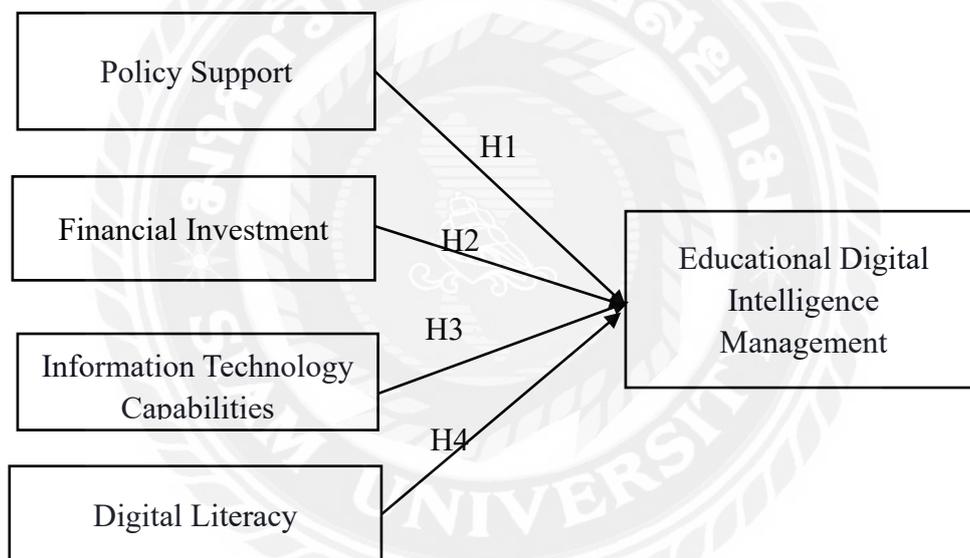


Figure 3.1 Hypotheses

3.4 Research Instrument

The questionnaire consists of 30 items and is divided into two main sections:

The first section contains five questions, primarily focusing on the respondents' personal basic information, including gender, age, highest educational attainment, work experience, and proficiency in using the Internet.

The second section comprises 25 questions, mainly targeting the influencing factors of educational digital intelligence management, as detailed in Table 3.1.

Independent Variable: Policy Support

This variable measures the intensity and clarity of policies, regulations, strategic plans, and guidance issued by national and local education authorities to promote educational digital intelligence management in Humanities & Science University, as well as the response and implementation within the schools.

Independent Variable: Financial Investment

This variable assesses the level and sustainability of the school's investment in educational digital intelligence management in terms of budget allocation, including funding for hardware procurement, software development, system maintenance, and personnel training.

Independent Variable: Teachers' Information Technology Capabilities

These variable measures the ability and willingness of teachers and teaching administrators to apply information technology tools to optimize teaching, conduct data analysis, engage in digital management, and participate in the development of digital teaching resources.

Independent Variable: Students' Digital Literacy

This variable examines students' ability to adapt to a digital learning environment, including their literacy in information acquisition and discrimination, digital tool usage, online collaboration, and network security and ethics.

Dependent Variable: Educational Digital Intelligence Management

This variable comprehensively evaluates the depth, breadth, and effectiveness of the school's educational digital intelligence management applications, covering the digitalization levels of core business areas such as teaching, management, and services.

Table 3.1 Measurement Items

Variable	NO.	Measurement	Measurement Item
Policy Support	PS1	These five questionnaire items on "Policy Support" investigate how policy support affects school education informatization. They respectively explore the guiding role of external policies, the school leadership's strategic commitment, operational mechanisms for policy adherence, responsiveness to policy updates, and tangible project outcomes under policy guidance. Overall, they aim to offer a comprehensive view of policy support's impact on the school's informatization efforts.	The education informatization - related policies and regulations issued by the state and Chongqing Municipality have provided clear directions and foundations for the informatization construction of our school.
	PS2		The school leadership attaches great importance to it and has incorporated the development of education informatization into the overall strategic plan of the school.
	PS3		The school has established a comprehensive set of systems and procedures to effectively implement the informatization policy requirements from higher - level authorities.
	PS4		The school can promptly obtain and comprehend the latest guiding documents and development initiatives from the government regarding education informatization.
	PS5		Under the guidance of government policies, the school has made substantial progress in informatization projects such as smart campuses and online courses.
Financial Investment	FI1	These five items on "Financial Investment" assess different facets of school funding for education informatization. They check for a dedicated, sufficient annual budget, evaluate the sustainability of continuous investment, ensure reasonable fund allocation across areas, verify funds for staff IT training, and gauge success in	The school has set up a special annual budget for education informatization construction, with a sufficient amount of funds.
	FI2		The financial investment in informatization is continuous and stable, rather than a one - time or temporary expenditure.
	FI3		The fund allocation is reasonable, covering not only hardware upgrades but also software procurement/development and post - maintenance services.
	FI4		The school has sufficient funds to support the training of teachers and administrative staff in information technology application capabilities.
	FI5		The school has achieved good results in seeking diversified funding sources

		diversifying funding sources. Overall, they aim to comprehensively understand the school's financial investment in this field.	such as corporate cooperation and social capital.
Teachers' Information Technology Capabilities	TIT1	These five items on "Teachers' Information Technology Capabilities" examine teachers' proficiency in using smart teaching tools, their ability to analyze student data for personalized guidance, their participation in creating digital resources, administrative staff's digital management skills, and teachers' willingness to learn new IT teaching methods. The aim is to comprehensively assess teachers' IT capabilities and their adaptability to educational informatization.	Our school's teachers can proficiently use tools such as smart classrooms and online teaching platforms (e.g., Chaoxing, Yuketang) to carry out teaching activities.
	TIT2		Teachers possess the ability to analyze students' learning behaviors and provide personalized guidance using information technology (e.g., big data analysis tools).
	TIT3		Teachers actively participate in the production of high - quality digital teaching resources (e.g., micro - lectures, online question banks, virtual simulation experiments).
	TIT4		Administrative staff can skillfully use various digital management systems (e.g., educational administration, scientific research, and OA systems) to handle daily work.
	TIT5		Teachers are generally willing to take the initiative to learn and try new educational information technologies and teaching methods.
Students' Digital Literacy	SDL1	These five items on "Students' Digital Literacy" assess students' proficiency in using online learning tools, their ability to retrieve and evaluate online information, their adherence to online ethics and security awareness, their capacity for online collaboration, and their use of IT for self-directed and	Students can proficiently use various online learning platforms and tools to complete learning tasks (e.g., watching online courses, submitting assignments, and participating in discussions).
	SDL2		Students have good information retrieval and screening abilities and can effectively distinguish the authenticity and value of online information.
	SDL3		Students can abide by online ethics and norms and have a good awareness of network security and privacy protection.
	SDL4		Students can use digital tools (e.g., collaborative documents, cloud drives)

		inquiry-based learning. The purpose is to comprehensively evaluate students' digital literacy levels.	to conduct effective online collaboration and communication with their peers.
	SDL5		Students can use information technology for self - directed learning and inquiry - based learning to expand their knowledge.
Educational Digital Intelligence Management	EDIM1	These five items on "Educational Digital Intelligence Management" investigate the school's unified digital platform for data interconnection, the integration of IT into teaching with new models, data-driven decision-making, improved administrative efficiency and service quality through informatization, and its leading position in educational digital intelligence management among peers.	Our school has built an integrated and unified digital management platform, achieving the interconnection of data in educational administration, general administration, and logistics.
	EDIM2		Information technology has been deeply integrated into the teaching process, and new teaching models such as blended learning and flipped classrooms are widely applied.
	EDIM3		The school can conduct analysis and decision - making based on teaching and management big data, achieving scientific and precise management.
	EDIM4		Informatization applications have significantly improved administrative efficiency (e.g., online approval, paperless office) and service quality.
	EDIM5	The purpose is to assess the school's overall level and effectiveness in digital management.	Overall, the level of educational digital intelligence management in our school is among the leading ones among similar institutions.

PS: Policy Support

FI: Financial Investment

TIT: Teachers' Information Technology Capabilities

SDL: Students' Digital Literacy

EDIM: Educational Digital Intelligence Management

3.5 Reliability and Validity Analysis of the Scale

3.5.1 Questionnaire Reliability Analysis

Reliability refers to the degree of consistency in measurement results. It reflects the stability of a measuring instrument across different time points or samples, that is, whether the same measurement object can yield consistent results under similar conditions. In this study, the widely used Cronbach's Alpha coefficient in questionnaire analysis was employed to assess the internal consistency of the overall questionnaire and its individual sub-dimensions. Cronbach's Alpha is a reliable method for reliability testing, which can evaluate the degree of intercorrelation among a set of items. Generally, when the Cronbach's Alpha coefficient is higher than 0.7, the reliability of the measuring instrument is considered satisfactory; if the coefficient approaches or exceeds 0.8, it indicates that the questionnaire has excellent internal consistency.

Table 3.2 Variable Reliability Test

Variables	Cronbach's Alpha	N of Items
PS	0.862	5
FI	0.853	5
TIT	0.835	5
SDL	0.848	5
EDIM	0.844	5
Total	0.855	25

PS: Policy Support

FI: Financial Investment

TIT: Teachers' Information Technology Capabilities

SDL: Students' Digital Literacy

EDIM: Educational Digital Intelligence Management

The variable reliability test results in Table 3.2 provide strong support from the perspective of reliability for the scientific nature of the measuring instruments and the quality of the data in this study, laying a solid foundation for subsequent analyses.

Overall, the total Cronbach's Alpha value of the scale reached 0.855, significantly higher than the minimum acceptable standard of 0.7 and close to the excellent threshold of 0.9. This indicates that the overall scale, consisting of 25 measurement items across five dimensions has a high degree of internal consistency, with strong logical connections among the variables and reliable data. The five dimensions include policy support (PS), financial investment (FI), teachers' information technology capabilities (TIT), students' digital literacy (SDL), and educational digital intelligence management (EDIM)

From the perspective of individual dimensions, policy support (PS) had the

highest reliability (0.862). This may be attributed to the fact that its measurement items focused on specific and quantifiable institutional designs, reducing subjective ambiguity and enabling assessors to consistently perceive the intensity of policy support, thereby enhancing the stability of the impact of policy factors on educational digital intelligence management.

Financial investment (FI) also demonstrated robust reliability (0.853), reflecting that its measurement items comprehensively covered the sources and directions of fund utilization, avoiding single-indicator bias and supporting the hypothesis that financial investment is a key driver of educational digital intelligence management.

Teachers' information technology capabilities (TIT) had a slightly lower but still acceptable reliability (0.835). This may be due to the gap between basic operational and advanced application skills among the teacher group, or differences in the coverage and acceptability of training effects. Subsequent exploratory factor analysis can be conducted to optimize the measurement items and improve the purity of this dimension.

Students' digital literacy (SDL) showed good reliability (0.848). Its measurement items combined both cognitive and behavioral dimensions, aligning with the composite nature of literacy and providing a reliable basis for verifying the positive impact of student literacy on educational digital intelligence management.

As the outcome variable, educational digital intelligence management (EDIM) met the reliability standard (0.844), indicating that its measurement items could effectively reflect the actual achievements of educational digital intelligence management. Although some subjective evaluation indicators may result in slightly lower reliability compared to other objective dimensions due to individual cognitive differences, the reliability of the results can be further enhanced through triangulation.

In conclusion, the data in Table 3.2 fully demonstrate that the scale design in this study is reasonable, the data are reliable, and the reliability of each variable is excellent, providing solid support for verifying the influence mechanism of policy support, financial investment, teacher capabilities, and student literacy on educational digital intelligence management.

3.5.2 Questionnaire Validity Analysis

Table 3.3 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.883
Bartlett's Test of Sphericity	Approx. Chi-Square	4512
	df	351
	Sig.	0.000

The Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity results in Table 3.4 provide strong statistical support for subsequent factor analysis. The KMO measure of sampling adequacy was 0.8583, far exceeding the critical value of 0.6 and approaching the excellent standard (0.9), indicating that there is sufficient overlapping variance information among the variables and that the data are suitable for factor analysis. This result suggests that the measurement items for the five variables including policy support, financial investment, teachers' information technology capabilities, students' digital literacy, and educational digital intelligence management in this study are reasonably designed, with potential structural correlations among the variables, enabling the effective extraction of common factors to simplify the data structure.

The approximate chi-square value of Bartlett's Test of Sphericity was 4512, with degrees of freedom (df) of 3651 and a significance level (Sig.) of 0.000 ($p < 0.001$), strongly rejecting the null hypothesis (i.e., no correlation among the variables). This result further verifies that the variables are not independent but have significant systematic correlations, complementing the KMO test results and jointly proving that the data meet the prerequisites for factor analysis.

Overall, the high pass rates of both tests ($KMO > 0.8$ and $p < 0.001$) not only ensure the reliability of subsequent exploratory factor analysis (EFA) or confirmatory factor analysis (CFA) but also lay a statistical foundation for revealing the potential structure of the influencing factors of educational digital intelligence management.

3.6 Data Collection

This study adopted a quantitative research method aimed at conducting an in-depth exploration of the influencing factors of educational digital intelligence management in Humanities & Science University in Chongqing through systematic data collection and analysis. The research subjects were teachers from Humanities & Science University in Chongqing, who, as direct participants in educational digital intelligence management, have intuitive perceptions of relevant policies, financial investment, teachers' information technology capabilities, and students' digital literacy. The data collection period was set from June 2025 to July 2025. Questionnaire distribution and collection were mainly carried out using the online platform Wenjuanxing.

To ensure the representativeness and diversity of the sample, factors such as gender, age, highest educational qualification, work experience, and proficiency in using the Internet were fully considered when designing the questionnaire distribution strategy. This study ultimately determined a sample size of 400. A total of 400 questionnaires were distributed. During the questionnaire recovery process, the research team conducted rigorous checks to eliminate invalid questionnaires, which

mainly included those that were incomplete or had obviously inconsistent answers. After careful screening, 330 valid questionnaires were finally obtained, with an effective response rate of 82.5%.

3.7 Data Analysis

This study employed a systematic quantitative analysis framework to conduct an in-depth exploration of the influencing factors and their action pathways of educational digital intelligence management in Humanities & Science University. The data analysis process was divided into three key stages, with close logical connections among them, jointly supporting the reliability of the research conclusions.

In the descriptive statistics stage, the study conducted a preliminary exploration of the distribution characteristics of policy support, financial investment, and teacher-student capabilities, revealing their overall levels and dispersion trends. Correlation analysis was also conducted to verify the preliminary associations among the variables, laying a foundation for subsequent in-depth analyses.

The factor analysis stage focused on validating the structural validity of the variable measurement model. Through exploratory factor analysis, the study extracted common factors reflecting policy support and teacher-student capabilities, effectively reducing dimensionality and simplifying the data structure. The rotated factor loading matrix clearly presented the corresponding relationships between each measurement item and the factors, ensuring the accuracy of variable measurement. Furthermore, composite reliability and average variance extracted were used to test the internal consistency and convergent validity of the factors, and discriminant validity analysis was conducted to confirm the independence among the factors, providing high-quality composite variables for subsequent regression analysis.

Multiple regression analysis was the core step for testing the research hypotheses. The study constructed a multiple linear model with educational digital intelligence management as the outcome variable to systematically evaluate the direct effects of policy support, financial investment, teachers' information technology capabilities, and students' digital literacy. By controlling for potential multicollinearity issues and testing the rationality of model assumptions, the study ensured the robustness of the regression results.

In conclusion, this study formed a complete analysis chain of "data exploration - structural validation - mechanism analysis" through descriptive statistics to clarify the data background, factor analysis to validate the measurement model, and multiple regression to test the core hypotheses. The analysis results not only provide a scientific basis for the practice of educational digital intelligence management in Humanities &

Science University but also expand the theoretical perspectives and methodological references for subsequent research.



Chapter 4 Findings and Discussion

4.1 Findings

4.1.1 Demographic Characteristics of Participants

A total of 330 valid questionnaires were collected in this survey, covering individuals with different genders, ages, educational backgrounds, work experiences, and internet proficiency levels. This provides a relatively comprehensive data foundation for studying the influencing factors of educational digital intelligence management in private colleges in Chongqing.

Based on the descriptive statistical analysis data in Table 4.1, among the private college teachers in Chongqing who participated in this survey, females accounted for a slightly higher proportion (56.97%) than males (43.03%) in terms of gender. Regarding age distribution, the largest number of participants were aged between 36 and 45, accounting for 28.18%, followed by those aged 26 - 35 (24.55%), 46 - 55 (22.12%), and 25 years old and below (15.76%). The smallest group was those aged 56 and above, accounting for 9.39%.

In terms of the highest educational attainment, the largest number of participants had a bachelor's degree, with 162 individuals, accounting for 49.09%. This was followed by those with a master's degree (45.76%). The smallest number had a junior college degree or below, accounting for only 1.82%, while those with a doctoral degree or above accounted for 3.33%. Regarding work experience, the largest proportion of participants had 11 - 15 years of work experience, accounting for 26.06%, followed by those with 6 - 10 years (27.58%), 2 - 5 years (23.03%), and 16 years or more (16.06%). The smallest group had 1 year or less of work experience, accounting for 7.27%. In terms of internet proficiency, the largest number of participants were highly proficient, with 142 individuals, accounting for 43.03%. This was followed by those who were relatively proficient (30.91%). Those with moderate proficiency accounted for 16.97%, while those who were slightly proficient and not proficient at all accounted for a relatively small proportion, at 5.76% and 3.33% respectively.

Table 4.1 Descriptive Statistical Analysis of Participants

Variables	Options	NO.	Percentage%
Gender	Male	142	43.03
	Female	188	56.97
Age	25 Years Old and Under	52	15.76
	26 - 35 Years Old	81	24.55
	36 - 45 Years Old	93	28.18
	46 - 55 Years Old	73	22.12

	56 Years Old and Above	31	9.39
Highest Educational Attainment	Junior College or Below	6	1.82
	Bachelor's Degree	162	49.09
	Master's Degree	151	45.76
	Doctoral Degree or Above	11	3.33
Working Years in the Current Institution	1 Year or Less	24	7.27
	2 - 5 Years	76	23.03
	6 - 10 Years	91	27.58
	11 - 15 Years	86	26.06
	16 Years or More	53	16.06
Proficiency Level in Using Computers and the Internet Daily	Very Unskilled	11	3.33
	Somewhat Unskilled	19	5.76
	Average	56	16.97
	Fairly Skilled	102	30.91
	Very Skilled	142	43.03
Total		330	100.00

4.1.2 Correlation Analysis

Table 4.2 Correlation between Variables

	PS	FI	TIT	SDL	EDIM
PS	1				
FI	.636**	1			
TIT	.674**	.662**	1		
SDL	.653**	.674**	.665**	1	
EDIM	.685**	.692**	.678**	.669**	1

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

PS: Policy Support

FI: Financial Investment

TIT: Teachers' Information Technology Capabilities

SDL: Students' Digital Literacy

EDIM: Educational Digital Intelligence Management

Table 4.2 presents the results of the correlation analysis among the variables of policy support (PS), financial investment (FI), teachers' information technology capabilities (TIT), students' digital literacy (SDL), and educational digital intelligence management (EDIM). The analysis is conducted from two aspects: overall correlation and specific correlations between variables.

Overall Correlation

From the data in the table, it can be seen that the correlation coefficients between all variables are greater than 0 and are marked with **, indicating that there are significant positive correlations among all variables. In other words, when the level of one variable increases, the levels of other variables also tend to increase accordingly. This reflects that these factors interact and promote each other in the context of educational digital intelligence management, forming an organic whole.

Specific Correlations between Variables

Policy Support (PS) and Other Variables: The correlation coefficient between PS and FI is 0.636, indicating a strong positive correlation between policy support and financial investment. Reasonable policies can guide more financial investment into educational digital intelligence management. The correlation coefficient between PS and TIT is 0.674, suggesting that policy support has a positive driving effect on the improvement of teachers' information technology capabilities. Policies can encourage teachers to enhance their information technology skills. The correlation coefficient between PS and SDL is 0.653, meaning that policy support helps improve students' digital literacy. For example, relevant educational policies can be formulated to promote digital literacy education. The correlation coefficient between PS and EDIM is the highest, reaching 0.685, showing that policy support play an extremely important role in promoting educational digital intelligence management, and are a key influencing factor for its development.

Financial Investment (FI) and Other Variables: The correlation coefficient between FI and TIT is 0.662, indicating that an increase in financial investment can effectively improve teachers' information technology capabilities. For example, it can provide teachers with more information technology training resources and equipment. The correlation coefficient between FI and SDL is 0.674, suggesting that financial investment can improve teaching conditions and provide students with more opportunities and resources to enhance their digital literacy. The correlation coefficient between FI and EDIM is 0.692, which is one of the highest among all the correlation coefficients between variables and EDIM. This shows that sufficient financial investment is an important guarantee for the development of educational digital intelligence management, supporting the construction of relevant facilities and technological research and development.

Teachers' Information Technology Capabilities (TIT) and Other Variables: The correlation coefficient between TIT and SDL is 0.665, indicating that an improvement in teachers' information technology capabilities helps enhance students' digital literacy. Teachers with high information technology skills can better guide students in learning and applying digital technologies. The correlation coefficient between TIT and EDIM is 0.678, suggesting that teachers' information technology capabilities are an important factor influencing educational digital intelligence management. An improvement in teachers' capabilities can promote the implementation and development of educational digital intelligence management.

Students' Digital Literacy (SDL) and Educational Digital Intelligence Management (EDIM): The correlation coefficient between SDL and EDIM is 0.669, indicating that an improvement in students' digital literacy has a positive promoting effect on educational digital intelligence management. Students with high digital literacy can better adapt to and participate in the environment and activities of educational digital intelligence management.

4.1.3 Multiple Regression Analysis

Table 4.3 Multiple Regression Analysis

Item	Unstd. B	Std. Beta	t	Sig.	VIF	F	Durbin-Watson
C	2.452	-	9.12	0.000		56.34***	1.602
PS	0.477	0.473	4.01	0.000	1.14		
FI	0.578	0.584	4.23	0.000	1.15		
TIT	0.544	0.546	6.78	0.000	1.13		
SDL	0.557	0.552	6.54	0.000	1.19		
R Square	0.672						
Adjusted R Square	0.683						

PS: Policy Support

FI: Financial Investment

TIT: Teachers' Information Technology Capabilities

SDL: Students' Digital Literacy

Table 4.3 presents the results of a multiple regression analysis with educational digital intelligence management (the dependent variable) as the outcome and policy support (PS), financial investment (FI), teachers' information technology capabilities (TIT), and students' digital literacy (SDL) as the independent variables. The analysis was conducted from the following aspects: the overall situation of the regression model, the influence of independent variables, the goodness-of-fit of the model, and multicollinearity and autocorrelation.

Overall Situation of the Regression Model

Significance Test: The overall F-value of the model is 56.34, and the significance level (Sig.) is 0.000, which is less than the significance standard of 0.05. This indicates that the constructed multiple regression model is overall significant, that is, the independent variables (PS, FI, TIT, SDL) jointly have a significant linear impact on the dependent variable (EDIM), and the model has statistical significance.

Constant Term (C): The unstandardized coefficient (Unstd. B) of the constant term is 2.452, the t-value is 9.12, and the significance level (Sig.) is 0.000. This shows that the constant term is significantly present in the model, representing the benchmark level of educational digital intelligence management when all independent variables take a value of 0.

Influence of Independent Variables

Policy Support (PS): The unstandardized coefficient (Unstd. B) is 0.477, the standardized coefficient (Std. Beta) is 0.473, the t-value is 4.01, and the significance level (Sig.) is 0.000. This indicates that policy support has significant positive impact on educational digital intelligence management. When other independent variables remain unchanged, for every one-unit increase in policy support, educational digital intelligence management increase by an average of 0.477 units. The standardized coefficient reflects the relatively important influence of policy support among all independent variables on educational digital intelligence management.

Financial Investment (FI): The unstandardized coefficient is 0.578, the standardized coefficient is 0.584, the t-value is 4.23, and the significance level is 0.000. This shows that financial investment has a significant positive promoting effect on educational digital intelligence management. When other conditions remain unchanged, for every one-unit increase in financial investment, educational digital intelligence management increase by an average of 0.578 units. From the perspective of the standardized coefficient, financial investment has a relatively large impact on educational digital intelligence management.

Teachers' Information Technology Capabilities (TIT): The unstandardized coefficient is 0.544, the standardized coefficient is 0.546, the t-value is 6.78, and the significance level is 0.000. This suggests that teachers' information technology capabilities have a significant positive impact on educational digital intelligence management. When teachers' information technology capabilities increase by one unit, educational digital intelligence management increase by an average of 0.544 units, and this impact is highly significant statistically.

Students' Digital Literacy (SDL): The unstandardized coefficient is 0.557, the standardized coefficient is 0.552, the t-value is 6.54, and the significance level is

0.000. This indicates that students' digital literacy has a significant positive driving effect on educational digital intelligence management. When students' digital literacy improves by one-unit, educational digital intelligence management increase by an average of 0.557 units.

Goodness-of-Fit of the Model

R Square (Coefficient of Determination): The value is 0.672, indicating that the independent variables (PS, FI, TIT, SDL) can explain 67.2% of the variation in the dependent variable (EDIM). This means that the model has a relatively good fit to the data and can well reflect the relationship between the independent and dependent variables.

Adjusted R Square (Adjusted Coefficient of Determination): The value is 0.683. The adjusted coefficient of determination takes into account the influence of the number of independent variables on the goodness-of-fit of the model. Its relatively high value further indicates that the model has good explanatory power and stability.

Multicollinearity and Autocorrelation

Multicollinearity: The variance inflation factor (VIF) values of all variables are relatively small, with the maximum value being 1.19, which is far less than the commonly recognized threshold of 10. This indicates that there is no serious multicollinearity problem among the independent variables; that is, the independent variables are independent of each other and do not cause serious interference to the estimation of regression coefficients.

Autocorrelation: The Durbin-Watson value is 1.602, which is close to 2, indicating that there is no obvious autocorrelation among the residuals, that is, the error terms of the model are independent of each other, meeting one of the basic assumptions of regression analysis.

Therefore, according to the results of the data analysis, policy support has a significant impact on educational digital intelligence management in Humanities & Science University, which supports Hypothesis 1. Financial investment has a significant impact on educational digital intelligence management in Humanities & Science University, which supports Hypothesis 2. Teachers' information technology capabilities have a significant impact on educational digital intelligence management in Humanities & Science University, which supports Hypothesis 3. Students' digital literacy has a significant impact on educational digital intelligence management in Humanities & Science University, which supports Hypothesis 4.

4.2 Discussion

4.2.1 Policy Support Has a Significant Impact on Educational Digital Intelligence Management in Humanities & Science University

Policy support serves as crucial external factors driving educational digital intelligence management in Humanities & Science University. A series of policy documents issued by the national and local governments has provided Humanities & Science University with clear development directions and implementation paths. The "Education Informatization 2.0 Action Plan" emphasizes the in-depth integration of information technology into education and teaching, setting specific goals such as the "Three Connections and Two Platforms." These policy documents not only clarify the development objectives of educational digital intelligence management but also offer specific guidance and support in terms of infrastructure construction, digital resource development, and teacher training. Under policy guidance, Humanities & Science University in Chongqing has actively introduced advanced information technologies, optimized teaching management processes, and enhanced educational quality. However, the implementation of policies still faces several challenges, such as insufficient policy enforcement and inadequate local policy support, which limit the effectiveness of policy implementation.

The impact of policy support on educational digital intelligence management in Humanities & Science University is also reflected in resource allocation. Through policy guidance, the government encourages Humanities & Science University to increase investment in information technology infrastructure construction and digital teaching resource development. The education department in Chongqing has introduced a series of policy measures to encourage Humanities & Science University to strengthen informatization construction, including providing special subsidies and tax incentives. These policies have, to a certain extent, alleviated the financial constraints faced by Humanities & Science University. Nevertheless, due to their relatively limited funding sources, which mainly rely on tuition fees, Humanities & Science University still need to further explore diversified financial investment mechanisms to ensure the sustainable development of educational digital intelligence management construction, even with policy support.

Policy support also has a significant impact on the construction of the teaching faculty in Humanities & Science University. The implementation of educational digital intelligence management requires teachers to possess high levels of information technology application capabilities. Therefore, the government has introduced a series of policies to encourage universities to strengthen information technology training for teachers. The education department in Chongqing has promoted the improvement of information technology application capabilities among teachers in Humanities & Science University by organizing teacher training programs and establishing special

plans for enhancing teachers' information technology skills. However, in practice, some Humanities & Science Universities find it difficult to effectively implement these policies due to financial and resource constraints, resulting in suboptimal information technology training outcomes for teachers. Therefore, Humanities & Science University needs to further improve their teacher training systems to ensure that policies can be truly implemented for every teacher, thereby enhancing their information technology application capabilities.

The impact of policy support on educational digital intelligence management in Humanities & Science University is also evident in the cultivation of students' digital literacy. With the widespread application of information technology, students' mastery of digital technologies directly affects their learning outcomes and future development. Policy documents issued by the government emphasize the importance of students' digital literacy and encourage universities to incorporate digital literacy into their curricula. Under policy guidance, Humanities & Science University in Chongqing have gradually introduced relevant courses and practical activities to enhance students' digital technology application capabilities. However, some universities still have deficiencies in curriculum design and teaching methods, leading to unsatisfactory outcomes in cultivating students' digital literacy. Therefore, Humanities & Science University needs to further optimize their curricula, innovate teaching methods, and strengthen the cultivation of students' digital literacy.

In conclusion, policy support has a significant impact on educational digital intelligence management in Humanities & Science University. Although Humanities & Science University in Chongqing has made certain progress under policy guidance, they still face numerous challenges in policy implementation, resource allocation, teaching faculty construction, and the cultivation of students' digital literacy. In the future, Humanities & Science University needs to further refine and implement policies, improve local supporting policies, optimize resource allocation mechanisms, strengthen teacher training systems, and enhance students' digital literacy to ensure that policies can effectively drive the development of educational digital intelligence management and improve educational quality and management levels.

4.2.2 Financial Investment Has a Significant Impact on Educational Digital Intelligence Management in Humanities & Science University

Financial investment is one of the core elements driving educational digital intelligence management in Humanities & Science University. The implementation of educational digital intelligence management requires substantial financial support, including the purchase of hardware equipment, the development and maintenance of software systems, personnel training, and the construction of network infrastructure. Humanities & Science University in Chongqing has made certain progress in financial investment, but still face challenges due to their relatively limited funding sources,

which mainly rely on tuition fees. This limitation restricts their financial investment in educational digital intelligence management. Some Humanities & Science Universities struggle to update their information technology equipment in a timely manner due to insufficient funds, resulting in low operational efficiency of teaching and management systems. Therefore, inadequate financial investment has become one of the key bottlenecks restricting the development of educational digital intelligence management in Humanities & Science University in Chongqing.

The specific direction of financial investment directly affects the effectiveness of educational digital intelligence management in Humanities & Science University. Currently, the educational digital intelligence management in Humanities & Science University in Chongqing mainly focuses on the purchase of hardware equipment and infrastructure construction. However, compared with public universities, Humanities & Science University invests relatively less in the development and maintenance of software systems and personnel training. This unbalanced capital allocation model leads to deficiencies in the depth and breadth of educational digital intelligence management in Humanities & Science University. Although some universities are equipped with advanced information technology equipment, these devices fail to fully realize their potential due to a lack of professional software support and teacher training. Therefore, optimizing the structure of financial investment and balancing the investment ratios between hardware and software, as well as between equipment and personnel training, are important strategies for improving the levels of educational digital intelligence management in Humanities & Science University in Chongqing.

The sources of financial investment are also crucial factors influencing the development of educational digital intelligence management in Humanities & Science University. The primary funding source for Humanities & Science University in Chongqing is tuition fees, which significantly limits their financial investment in educational digital intelligence management. In contrast, public universities can obtain financial support through various channels, such as government funding and special funds. To alleviate financial pressures, Humanities & Science University in Chongqing needs to explore diversified funding sources. The education department in Chongqing has introduced policy measures to support the development of Humanities & Science University, including establishing special subsidy funds, which provide partial financial support for their educational digital intelligence management. However, these funds are still insufficient to meet all the needs of Humanities & Science University in this regard.

The efficiency and effectiveness of financial investment are also important factors influencing the development of educational digital intelligence management in Humanities & Science University. Given limited financial resources, how to improve the efficiency of fund utilization and ensure that financial investment generates maximum benefits is a key issue that Humanities & Science University needs to address. Research indicates that some Humanities & Science Universities exhibit

blindness in their financial investment processes, lacking scientific planning and evaluation mechanisms. When purchasing information technology equipment, some universities fail to fully consider actual needs and utilization efficiency, leading to equipment idleness or waste. Therefore, establishing a scientific financial investment evaluation system and strengthening supervision and management of fund utilization processes are important means to improve the efficiency and effectiveness of financial investment. By engaging in scientific planning and evaluation, Humanities & Science University can ensure that financial investment truly contributes to enhancing educational digital intelligence management levels, thereby promoting the digital transformation of teaching and management.

In summary, financial investment has a significant impact on educational digital intelligence management in Humanities & Science University. Although Humanities & Science University in Chongqing has made certain progress in financial investment, they still face numerous challenges in terms of funding sources, investment structure, and investment efficiency. In the future, Humanities & Science University in Chongqing needs to further optimize their financial investment structures, broaden funding sources, and establish scientific financial investment evaluation systems to ensure that financial investment can effectively drive the development of educational digital intelligence management and improve educational quality and management levels.

4.2.3 Teachers' Information Technology Capabilities Have a Significant Impact on Educational Digital Intelligence Management in Humanities & Science University

Teachers' information technology capabilities are one of the key factors influencing educational digital intelligence management in Humanities & Science University. In the context of educational digital intelligence management, teachers, as core participants in teaching activities, directly affect the effectiveness of educational digital intelligence management through their information technology application capabilities. Humanities & Science University in Chongqing has made certain progress in teacher information technology training, but still face several issues. Some teachers only have a superficial understanding of information technology applications and lack in-depth integration capabilities. The teacher information technology training system is still imperfect, with training content often disconnected from actual teaching needs. Enhancing teachers' information technology capabilities in Humanities & Science University is not only a necessity for driving educational digital intelligence management but also an important guarantee for improving teaching quality.

Humanities & Science University in Chongqing faces numerous challenges in improving teachers' information technology capabilities. Firstly, training resources for teachers' information technology are relatively scarce. Compared with public

universities, Humanities & Science University has significant gaps in terms of funds and resources, making it difficult to provide systematic information technology training. Secondly, teachers' awareness of the application of information technology in teaching is insufficient. Some teachers view information technology merely as an auxiliary tool rather than a core component of teaching, leading to low enthusiasm for applying information technology in teaching practices. Thirdly, the evaluation mechanism for the effectiveness of teachers' information technology training is incomplete, lacking effective feedback and improvement mechanisms, which makes it difficult to achieve the expected training outcomes.

To enhance teachers' information technology capabilities, Humanities & Science University in Chongqing needs to adopt various measures. Firstly, Humanities & Science University should establish a systematic teacher information technology training system and incorporate information technology training into teachers' career development plans to ensure that every teacher receives systematic training. Secondly, Humanities & Science University should strengthen the alignment between training content and actual teaching needs, improving teachers' information technology application capabilities through case analysis and practical operations. Thirdly, Humanities & Science University should enhance teachers' awareness of the importance of information technology in teaching by organizing special lectures and experience-sharing sessions. Finally, Humanities & Science University should improve the training effectiveness evaluation mechanism and establish feedback and improvement mechanisms to ensure that training outcomes can be truly translated into improvements in teaching capabilities.

The enhancement of teachers' information technology capabilities is also influenced by school management. Humanities & Science University in Chongqing need to strengthen support and guidance for teachers' information technology applications at the management level. Schools can encourage teachers to actively participate in information technology training and application practices by establishing special reward funds. Schools can also establish a teacher information technology application assessment mechanism and incorporate information technology application capabilities into the teacher performance evaluation system to incentivize teachers to improve their information technology application capabilities. Through management-level support and guidance, Humanities & Science University can effectively promote the enhancement of teachers' information technology capabilities.

In conclusion, teachers' information technology capabilities have a significant impact on educational digital intelligence management in Humanities & Science University. Although Humanities & Science University in Chongqing has made certain progress in improving teachers' information technology capabilities, they still face numerous challenges in terms of training resources, teacher awareness, training effectiveness evaluation, and school management. In the future, Humanities & Science University in Chongqing needs to further improve their teacher information technology

training systems, strengthen the alignment between training content and actual teaching needs, enhance teachers' awareness of information technology applications, improve training effectiveness evaluation mechanisms, and strengthen school management-level support and guidance to ensure that teachers' information technology capabilities can effectively drive the development of educational digital intelligence management and improve educational quality and management levels.

4.2.4 Students' Digital Literacy Has a Significant Impact on Educational Digital Intelligence Management in Humanities & Science University

Students' digital literacy directly influences the implementation effectiveness of educational digital intelligence management in Humanities & Science University. In the context of educational digital intelligence management, students, as the main learning participants, determine their ability to utilize digital teaching resources and tools based on their digital literacy levels. If students possess high levels of digital literacy and can skillfully use online learning platforms and data analysis tools, they will significantly enhance teaching interactivity and learning efficiency. Conversely, if students' digital literacy is insufficient, they may struggle to adapt to the digital teaching environment, leading to wasted teaching resources and suboptimal teaching outcomes. Therefore, students' digital literacy is a key indicator for measuring the effectiveness of educational digital intelligence management.

The enhancement of students' digital literacy contributes to promoting teaching model innovation in Humanities & Science University. With the widespread application of information technology in the education field, new teaching models such as blended learning and flipped classrooms are gradually emerging. The implementation of these teaching models relies on students' proficiency in digital technologies. Students with high levels of digital literacy can better participate in online learning, independent inquiry, and collaborative learning, thereby driving the transformation of teaching models from traditional lectures to interactive and inquiry-based approaches. This transformation not only improves teaching outcomes but also promotes the development of students' autonomous learning and innovation capabilities.

Students' digital literacy is of great significance for the effective utilization of educational resources in Humanities & Science University. The richness and diversity of digital educational resources provide students with a broad learning space, but students need to possess corresponding digital literacy to utilize these resources. Students with high levels of digital literacy can quickly screen, evaluate, and integrate online learning resources, transforming them into their own knowledge systems. This not only improves learning efficiency but also promotes in-depth understanding and application of knowledge. The effective utilization of digital resources by students also

reduces teachers' teaching burdens, allowing teachers to focus more on teaching design and personalized guidance.

The cultivation of students' digital literacy places higher demands on educational digital intelligence management in Humanities & Science University. Educational digital intelligence management not only involves the construction of hardware facilities and software systems but also includes the cultivation and assessment of students' digital literacy. Universities need to establish a comprehensive digital literacy education system, incorporate digital literacy into the curriculum, and develop diverse course content. Universities also need to establish a scientific assessment mechanism to regularly evaluate students' digital literacy levels and adjust teaching strategies and resource allocations based on assessment results to ensure the effective implementation of digital literacy education.

The enhancement of students' digital literacy has a profound impact on the sustainable development of educational digital intelligence management in Humanities & Science University. In the digital age, students, as future members of society, will influence not only their current learning outcomes but also their future career development and social adaptability based on their digital literacy levels. Therefore, cultivating students with high levels of digital literacy is one of the important goals of educational digital intelligence management in Humanities & Science University. By enhancing students' digital literacy, universities can cultivate more talents who can adapt to the demands of the digital age for society, thereby promoting the sustainable development of educational digital intelligence management.

In conclusion, students' digital literacy has a significant impact on educational digital intelligence management in Humanities & Science University. Enhancing students' digital literacy can not only improve teaching outcomes and resource utilization efficiency but also promote teaching model innovation and the sustainable development of educational digital intelligence management. Therefore, Humanities & Science University should attach great importance to the cultivation of students' digital literacy, incorporate it into the overall planning of educational digital intelligence management, and comprehensively enhance students' digital literacy levels through measures such as optimizing curricula, innovating teaching methods, and improving assessment mechanisms.

Table 4.4 Hypothesis Test Results

NO.	Hypothesis	Result
H1	Policy support has a significant impact on educational digital intelligence management in Humanities & Science University.	Supported
H2	Financial investment has a significant impact on educational digital intelligence management in Humanities & Science University.	Supported

H3	Teachers' information technology capabilities have a significant impact on educational digital intelligence management in Humanities & Science University.	Supported
H4	Students' digital literacy has a significant impact on educational digital intelligence management in Humanities & Science University.	Supported



Chapter 5 Conclusion and Recommendation

5.1 Conclusion

Achievement of Research Objectives

This study accomplished its set objectives, namely, conducting an in-depth exploration of the influencing factors of educational digital intelligence management in Humanities & Science University in Chongqing, China. Based on the Technology Acceptance Model (TAM), this study constructed a structural model of influencing factors and employed questionnaire surveys to gain valuable insights into the relationships between various factors and educational digital intelligence management.

Key Research Findings

Significant Role of Policy Support: Policy support plays a crucial role in promoting educational digital intelligence management. The results of multiple regression analysis reveal that policy support has a relatively high standardized coefficient and exert a significantly positive impact on educational digital intelligence management. This indicates that relevant government policies can provide clear directional guidance and strong impetus for Humanities & Science University, facilitating their active advancement of informatization and digitalization in areas such as infrastructure construction, resource integration, and teaching mode innovation.

Financial Investment as a Vital Guarantee: Financial investment shows a high degree of positive correlation with educational digital intelligence management and explains a substantial portion of the variance in the dependent variable within the regression model. Sufficient funds serve as the material foundation for Humanities & Science University to carry out educational digital intelligence management. These funds can be utilized for purchasing advanced information technology equipment, developing digital teaching resources, training teachers' information technology skills, and maintaining informatization management systems. Only by ensuring continuous financial investment can the various initiatives of educational digital intelligence management be implemented smoothly and developed sustainably.

Teachers' Information Technology Capabilities as a Key Support: Teachers' information technology capabilities have a notably positive impact on educational digital intelligence management. As the implementers of education and teaching, teachers' levels of information technology capabilities directly influence the effectiveness of informatized teaching and digital management. Teachers with high information technology capabilities can better utilize various digital teaching tools and platforms, innovate teaching methods, and improve teaching quality. They are

also more likely to actively participate in the educational digital intelligence management work of their schools, providing professional support for school management decisions.

Students' Digital Literacy as an Important Driving Force: Students' digital literacy is closely related to educational digital intelligence management, and has a positive promoting effect on it. With the rapid development of information technology, students need to possess high digital literacy to adapt to digital learning environments and modes. When students have high digital literacy, they can participate more actively in digital teaching activities at school, take the initiative to use digital resources for autonomous and inquiry-based learning, thereby improving their learning outcomes. Moreover, students' digital literacy levels also influence schools' demands and expectations for educational digital intelligence management, prompting schools to improve and optimize their informatization and digital management systems.

Interrelation and Synergy among Factors: Through correlation analysis and multiple regression analysis, it is found that there are significant positive correlations among the four factors of policy support, financial investment, teachers' information technology capabilities, and students' digital literacy, and they jointly influence educational digital intelligence management. This indicates that educational digital intelligence management constitute a systematic project that requires the joint efforts and coordinated cooperation of the government, schools, teachers, and students. Policy support provides macro-guidance and policy guarantees for educational digital intelligence management; financial investment offers the material foundation; teachers' information technology capabilities serve as the key support for its smooth implementation; and students' digital literacy acts as an important driving force for its development. Only when these four factors coordinate and promote each other can the sustainable development of educational digital intelligence management be achieved.

5.2 Recommendation

(1) Strengthen Policy support

The Chongqing Municipal Government should issue more specific policy documents to clarify the development goals and implementation paths of educational digital intelligence management in Humanities & Science University. These policy documents should cover key areas such as infrastructure construction, digital resource development, and teacher training to provide clear guidance for Humanities & Science University.

The government needs to strengthen policy enforcement to ensure effective implementation in Humanities & Science University. A dedicated supervision and evaluation mechanism should be established to regularly inspect policy implementation, promptly identify problems, and implement solutions.

The government should improve local supporting policies to ensure the effective implementation of national policies in Humanities & Science University in Chongqing. Additionally, it should enhance policy publicity to raise the awareness and understanding of Humanities & Science University regarding the policies, ensuring that the policies can truly play a guiding role.

Humanities & Science University in Chongqing should actively respond to government policies and formulate detailed educational digital intelligence management development plans based on their actual situations. These plans should define short-term and long-term goals to ensure operability and foresight. During the implementation of the plans, colleges should regularly evaluate progress and adjust plan contents according to actual needs.

Colleges should strengthen communication and collaboration with government departments to seek more policy support and resource allocation. They should also establish internal policy implementation mechanisms to ensure effective policy implementation on campus.

The Chongqing Municipal Education Department should set up special subsidy funds to support the educational digital intelligence management of Humanities & Science University. These funds can be used for purchasing advanced information technology equipment, developing high-quality digital teaching resources, and conducting teacher information technology training. The government should also offer tax incentives to alleviate the financial burden of Humanities & Science University and encourage them to increase investment in educational digital intelligence management. Furthermore, the government should guide social capital to participate in the educational digital intelligence management of Humanities & Science University to broaden funding sources. It needs to strengthen the management and supervision of special subsidy funds to ensure their dedicated use and improve fund utilization efficiency.

Humanities & Science University in Chongqing should optimize resource allocation to maximize the benefits of financial investment. They should establish a scientific financial investment evaluation system to comprehensively evaluate educational digital intelligence management projects and ensure that financial investment truly contributes to enhancing educational digital intelligence management levels. During fund utilization, colleges should strengthen supervision and management, regularly inspect fund usage, and prevent fund wastage. They should strengthen cooperation with enterprises through industry-university-research

collaboration projects to obtain more external financial support. Additionally, colleges should enhance internal financial management, improve fund transparency, and ensure that financial investment can effectively drive educational digital intelligence management.

The Chongqing Municipal Government should strengthen supervision and evaluation of the educational digital intelligence management of Humanities & Science University. A scientific evaluation index system should be established to regularly assess the educational digital intelligence management levels of Humanities & Science University and ensure the achievement of policy goals. The evaluation results should serve as an important basis for colleges to apply for government subsidies and project support, incentivizing them to improve their educational digital intelligence management levels. The government should also strengthen guidance and support for Humanities & Science University to help them solve problems encountered during the educational digital intelligence management process. An information feedback mechanism should be established to timely collect opinions and suggestions from colleges and continuously improve policy measures, providing a better policy environment for the educational digital intelligence management development of Humanities & Science University.

(2) Increase Financial Investment

Humanities & Science University in Chongqing should actively apply for government special subsidies to alleviate financial pressures. The establishment of government special subsidy funds provides important financial support for Humanities & Science University, and colleges should take the initiative to apply for and rationally utilize these funds. They should strengthen communication with government departments to stay informed about policy dynamics and ensure they can obtain more financial support. A management system for special subsidy funds should be established to ensure their dedicated use and improve fund utilization efficiency.

Humanities & Science University in Chongqing should explore diversified funding sources to meet the needs of educational digital intelligence management. In addition to government special subsidies, colleges can broaden funding sources by introducing social capital and conducting industry-university-research collaboration. They can collaborate with enterprises on educational digital intelligence management projects to attract corporate investment. Colleges can also leverage alumni resources to establish educational digital intelligence management development funds and attract alumni donations. Furthermore, they should strengthen cooperation with financial institutions to obtain low-interest loans and provide financial support for educational digital intelligence management.

Humanities & Science University in Chongqing should optimize their financial investment structures to maximize benefits. A scientific financial investment

evaluation system should be established to comprehensively evaluate educational digital intelligence management projects and ensure that financial investment truly contributes to enhancing educational digital intelligence management levels. During fund utilization, colleges should strengthen supervision and management, regularly inspect fund usage, and prevent fund wastage. They should strengthen cooperation with enterprises through industry-university-research collaboration projects to obtain more external financial support. Additionally, colleges should enhance internal financial management, improve fund transparency, and ensure that financial investment can effectively drive educational digital intelligence management.

Humanities & Science University in Chongqing should strengthen fund management to improve fund utilization efficiency. A strict financial management system should be established to ensure standardized and transparent fund usage. During financial investment, colleges should strengthen supervision and management, regularly inspect fund usage, and prevent fund wastage. They should strengthen cooperation with enterprises through industry-university-research collaboration projects to obtain more external financial support. Additionally, colleges should enhance internal financial management, improve fund transparency, and ensure that financial investment can effectively drive educational digital intelligence management.

Humanities & Science University in Chongqing should strengthen cooperation with financial institutions to obtain more financial support. They can collaborate with banks and other financial institutions to obtain low-interest loans and provide financial guarantees for educational digital intelligence management. Colleges should strengthen communication with financial institutions to stay informed about financial policy dynamics and ensure they can obtain more financial support. They should also establish a good credit record to enhance financial institutions' trust and lay the foundation for future financial cooperation.

(3) Enhance Teachers' Information Technology Capabilities

Humanities & Science University in Chongqing should establish a systematic teacher information technology training system to ensure that every teacher receives comprehensive training. Information technology training should be incorporated into teachers' career development plans, and detailed training plans should be formulated to ensure comprehensive and systematic training content. The training content should cover basic information technology, teaching software applications, online teaching platform usage, and other aspects to meet the needs of teachers at different levels. Colleges should regularly evaluate training effectiveness and adjust training content according to actual situations to ensure that training objectives are achieved.

Humanities & Science University in Chongqing should strengthen the integration of training content with actual teaching needs to improve teachers' information

technology application capabilities. Training courses should be designed based on actual teaching needs to ensure that teachers can apply the learned information technology to actual teaching. Project-based training can be conducted to allow teachers to learn and apply information technology in practical projects. Colleges should encourage teachers to participate in teaching reform and innovation, deeply integrate information technology with teaching content, and improve teaching quality. A case library of teachers' information technology applications should be established to share successful experiences of outstanding teachers and promote communication and learning among teachers.

Humanities & Science University in Chongqing should enhance teachers' awareness of the importance of information technology applications in teaching. Special lectures and experience-sharing sessions should be organized to raise teachers' importance of information technology applications. Information technology experts can be invited to give lectures to introduce the latest applications and development trends of information technology in the education field. An incentive mechanism should be established to encourage teachers to participate in information technology training and application practices. A special reward fund can be set up to reward teachers who excel in information technology applications. Teachers' information technology application capabilities should be included in the performance evaluation system to incentivize teachers to improve their information technology application capabilities.

Humanities & Science University in Chongqing should strengthen faculty construction by introducing professionals with information technology capabilities. During the recruitment process, colleges should pay attention to applicants' information technology application capabilities and give priority to hiring teachers with relevant skills. They should strengthen cooperation with universities and research institutions to introduce advanced information technology training resources and talents. A long-term mechanism for improving teachers' information technology capabilities should be established, and teachers should be regularly organized to participate in academic exchanges and training activities to enhance their information technology application levels.

Humanities & Science University in Chongqing should strengthen cooperation with enterprises to conduct teacher information technology training projects. They can collaborate with information technology enterprises to jointly develop training courses and invite enterprise experts to teach teachers. Colleges can organize teachers to visit enterprises for on-site learning to understand the practical applications of information technology. A long-term mechanism for school-enterprise cooperation should be established to regularly conduct teacher information technology training projects to ensure that teachers can timely master the latest information technology application knowledge.

(4) Improve Students' Digital Literacy

Humanities & Science University in Chongqing should incorporate digital literacy into the curriculum by offering relevant courses and practical activities. Diversified digital literacy courses should be designed according to students' actual needs, covering computer operations, data analysis, network security, and other aspects. Rich practical activities, such as digital technology competitions and project-based learning, should be conducted to improve students' digital technology application capabilities. An evaluation mechanism for digital literacy courses should be established to regularly evaluate course effectiveness and adjust course content according to actual situations to ensure that courses meet students' needs.

Humanities & Science University in Chongqing should strengthen the development and utilization of digital learning resources to provide rich learning support for students. Advanced digital learning platforms should be introduced, and diversified digital learning resources should be developed to meet the learning needs of students in different majors. Online courses and virtual laboratories can be developed to provide students with personalized learning experiences. Colleges should strengthen the updating and maintenance of digital learning resources to ensure their timeliness and effectiveness. A sharing mechanism for digital learning resources should be established to promote the sharing and exchange of resources within and outside the school.

Humanities & Science University in Chongqing should innovate teaching methods to improve the cultivation of students' digital literacy. Interactive and practical teaching methods should be adopted to enhance students' learning enthusiasm and participation. Project-based learning and case analysis methods can be used to enable students to master digital technologies in practical operations. Colleges should strengthen the digital teaching capability training of teachers to improve their teaching levels. An incentive mechanism for teaching method innovation should be established to encourage teachers to actively explore new teaching methods and improve the cultivation of students' digital literacy.

Humanities & Science University in Chongqing should establish an evaluation and feedback mechanism for students' digital literacy to ensure that the cultivation effect meets expected goals. A scientific evaluation index system should be established to regularly evaluate students' digital literacy and timely identify and solve problems. Regular digital literacy tests can be conducted to assess students' learning outcomes. A feedback mechanism should be established to timely collect students' opinions and suggestions and adjust teaching content and methods according to actual situations. The evaluation results of students' digital literacy should be included in the comprehensive quality evaluation system of students to incentivize them to improve their digital literacy.

Humanities & Science University in Chongqing should strengthen cooperation with enterprises to conduct students' digital literacy cultivation projects. They can collaborate with information technology enterprises to jointly develop digital literacy cultivation courses and invite enterprise experts to teach students. Colleges can organize students to intern and practice in enterprises to understand the practical applications of digital technologies. A long-term mechanism for school-enterprise cooperation should be established to regularly conduct students' digital literacy cultivation projects to ensure that students can timely master the latest digital technology application knowledge.

In conclusion, to effectively advance educational digital intelligence management in Humanities & Science University in Chongqing, a multi-pronged approach is essential. Strengthening policy support forms the cornerstone, providing clear guidance, ensuring effective implementation, and creating a favorable policy environment through subsidies, tax incentives, and social capital involvement. Increasing financial investment is crucial, encompassing active pursuit of government subsidies, exploration of diversified funding sources, optimization of investment structures, and enhanced fund management. Enhancing teachers' information technology capabilities is indispensable, achieved through systematic training, alignment with teaching needs, awareness-raising, talent introduction, and school-enterprise cooperation. Improving students' digital literacy is equally vital, by integrating it into the curriculum, developing digital learning resources, innovating teaching methods, establishing evaluation and feedback mechanisms, and conducting school-enterprise cooperation projects. By implementing these comprehensive recommendations, Humanities & Science University in Chongqing can significantly enhance their educational digital intelligence management, better preparing students for the digital future and meeting the demands of the global labor market.

5.3 Further Study

Future research should focus on the policy implementation mechanisms of educational digital intelligence management in Humanities & Science University in Chongqing. Currently, although the national and local governments have issued a series of policy documents, some Humanities & Science Universities still face problems such as inaccurate policy interpretation and incomplete local supporting policies during the actual implementation process. Therefore, in-depth research on how to optimize policy implementation mechanisms to ensure effective policy implementation in Humanities & Science University is an important direction for future research. Additionally, it is necessary to explore how to further improve the educational digital intelligence management governance structure of Humanities & Science University through policy guidance and enhance their decision-making efficiency and management levels in digital transformation.

The optimization and sustainability of financial investment are another key area for future research. Humanities & Science University in Chongqing face problems such as a single source of funds and unreasonable investment structures in educational digital intelligence management. Future research should focus on exploring ways to broaden funding sources, such as through the government-social capital cooperation (PPP) model and the establishment of special funds, to provide stable financial support for educational digital intelligence management. Research should also pay attention to how to optimize the financial investment structure to ensure that funds can be precisely used to enhance key areas of educational digital intelligence management, such as teacher training and digital resource development.

The continuous improvement of teachers' information technology capabilities is also an important topic for future research. Currently, Humanities & Science University in Chongqing still face problems such as a disconnect between training content and actual teaching needs, and an imperfect training effectiveness evaluation mechanism in teacher information technology training. Future research should explore how to construct a more systematic and personalized teacher information technology training system to ensure that training content is closely integrated with teaching practice. Research should also focus on how to enhance teachers' enthusiasm for participating in information technology training through incentive mechanisms and career development plans, thereby achieving a comprehensive improvement in teachers' information technology capabilities.

The cultivation mechanism and effectiveness evaluation of students' digital literacy are another focus of future research. With the wide application of information technology in the education field, the importance of students' digital literacy is becoming increasingly prominent. Future research should focus on exploring how to better integrate digital literacy education into the curriculum and develop diversified digital literacy courses and practical activities. At the same time, research should pay attention to how to establish a scientific evaluation system for students' digital literacy and ensure that digital literacy education can effectively improve students' information technology application capabilities through regular evaluation and feedback mechanisms, laying a solid foundation for students' future development.

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Appendix

Questionnaire Title: Survey on Influencing Factors of Educational Digital Intelligence Management in Humanities & Science University in Chongqing

Dear Teacher/Administrator,

Hello!

We are currently conducting an academic study on the influencing factors of educational digital intelligence management in Humanities & Science University in Chongqing. The aim is to gain an in-depth understanding of the current status, strengths, and challenges in the process of educational digital intelligence management in our school (or Humanities & Science University in this region). Your valuable experience and insights are of paramount importance to this research. They will directly assist us in identifying key influencing factors, providing a scientific basis for optimizing management strategies and enhancing digitalization levels in the future.

This questionnaire is filled out anonymously, and all data will be used solely for overall statistical analysis. We will strictly safeguard your personal information and responses, ensuring that they are never disclosed to any third party in any form. It will take approximately 10 - 15 minutes to complete the questionnaire.

Your participation and support are crucial to the success of this research. We sincerely invite you to fill out this questionnaire based on your actual situation. There are no right or wrong answers; your genuine thoughts are the most precious responses.

Thank you for taking the time out of your busy schedule to contribute your wisdom! If you have any questions about the research, please feel free to contact us through the following means.

Part I. Basic Information

B1. Your gender:

- Male
- Female

B2. Your age:

- 25 years old and under
- 26 - 35 years old
- 36 - 45 years old
- 46 - 55 years old
- 56 years old and above

B3. Your highest educational attainment:

- Junior college or below
- Bachelor's degree
- Master's degree
- Doctoral degree or above

B4. Your number of working years in the current institution:

- 1 year or less
- 2 - 5 years
- 6 - 10 years
- 11 - 15 years
- 16 years or more

B5. Your proficiency level in using computers and the Internet daily:

- Very unskilled
- Somewhat unskilled
- Average
- Fairly skilled
- Very skilled

Part II:

Please judge to what extent you agree with the following statement; choose the most appropriate option, and mark the corresponding number "√." The questionnaire used a Likert scale, ranging from 1 to 5 in which one indicates strongly disagree, two indicates relatively disagree, three indicates neutral, four indicates relatively agree, and five indicates strongly agree

Measuring Item	Strongly Disagree	Relatively Disagree	Neutral	Relatively Agree	Strongly Agree
Policy Support					
The education informatization - related policies and regulations issued by the state and Chongqing Municipality have provided clear directions and foundations for the informatization construction of our school.					
The school leadership attaches great importance to it and has incorporated the development of education informatization into the overall strategic					

plan of the school.					
The school has established a comprehensive set of systems and procedures to effectively implement the informatization policy requirements from higher - level authorities.					
The school can promptly obtain and comprehend the latest guiding documents and development initiatives from the government regarding education informatization.					
Under the guidance of government policies, the school has made substantial progress in informatization projects such as smart campuses and online courses.					
Financial Investment					
The school has set up a special annual budget for education informatization construction, with a sufficient amount of funds.					
The financial investment in informatization is continuous and stable, rather than a one - time or temporary expenditure.					
The fund allocation is reasonable, covering not only hardware upgrades but also software procurement/development and post - maintenance services.					
The school has sufficient funds to support the training of teachers and administrative staff in					

information technology application capabilities.					
The school has achieved good results in seeking diversified funding sources such as corporate cooperation and social capital.					
Teachers' Information Technology Capabilities					
Our school's teachers can proficiently use tools such as smart classrooms and online teaching platforms (e.g., Chaoxing, Yuketang) to carry out teaching activities.					
Teachers possess the ability to analyze students' learning behaviors and provide personalized guidance using information technology (e.g., big data analysis tools).					
Teachers actively participate in the production of high - quality digital teaching resources (e.g., micro - lectures, online question banks, virtual simulation experiments).					
Administrative staff can skillfully use various digital management systems (e.g., educational administration, scientific research, and OA systems) to handle daily work.					
Teachers are generally willing to take the initiative to learn and try new educational information technologies and teaching					

methods.					
Students' Digital Literacy					
Students can proficiently use various online learning platforms and tools to complete learning tasks (e.g., watching online courses, submitting assignments, and participating in discussions).					
Students have good information retrieval and screening abilities and can effectively distinguish the authenticity and value of online information.					
Students can abide by online ethics and norms and have a good awareness of network security and privacy protection.					
Students can use digital tools (e.g., collaborative documents, cloud drives) to conduct effective online collaboration and communication with their peers.					
Students can use information technology for self - directed learning and inquiry - based learning to expand their knowledge.					
Educational Digital Intelligence Management					
Our school has built an integrated and unified digital management platform, achieving the interconnection of data in educational administration, general administration, and logistics.					

Information technology has been deeply integrated into the teaching process, and new teaching models such as blended learning and flipped classrooms are widely applied.					
The school can conduct analysis and decision - making based on teaching and management big data, achieving scientific and precise management.					
Informatization applications have significantly improved administrative efficiency (e.g., online approval, paperless office) and service quality.					
Overall, the level of educational digital intelligence management in our school is among the leading ones among similar institutions.					