



**THE INFLUENCING FACTORS OF DIGITAL
TRANSFORMATION OF UNIVERSITY EDUCATIONAL
ADMINISTRATION: A CASE STUDY OF HEBEI NORMAL
UNIVERSITY**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
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Requirements for the Degree of Master of Business Administration

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Title: The Influencing Factors of Digital Transformation of University Educational Administration: A Case Study of Hebei Normal University

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ABSTRACT

Against the backdrop of global digital transformation and the rapid development of China's economy and society, the digital transformation of university educational administration has become an urgent necessity, as traditional management models struggle to meet the demands of modern higher education. Taking Hebei Normal University as a case study, this research aims to systematically examine the influence of three key dimensions—perception of educational administration transformation, digital experience in educational administration, competency perception of educational administration teams—on the effectiveness of the digital transformation of university educational administration.

A quantitative research method was employed, with a questionnaire serving as the research instrument. The study population consisted of teachers and students from Hebei Normal University, and a stratified random sampling technique was used to select 400 participants. A total of 381 valid questionnaires were collected, achieving an effective response rate of 95.25%. Data analysis was conducted using reliability and validity tests to ensure the quality of the research instrument, followed by factor analysis and linear regression to test the research hypotheses.

The findings reveal that university teachers and students have a partial understanding of the digitalization of educational administration but lack sufficient recognition of its significance; there is a noticeable gap between existing management systems and actual user needs, and the digital competency of the educational administration team is inadequate. Furthermore, all three hypotheses were supported:

Perception of educational administration transformation, Digital experience in educational administration, and Competency perception of educational administration teams exert a significant positive impact on the effectiveness of digital transformation.

The research concludes that the three key dimensions play crucial roles in promoting the digital transformation of university educational administration. To address practical challenges, universities should accelerate the transformation of educational administration concepts, strengthen the construction of digitally competent teams, and optimize relevant planning and design, thereby advancing the high-quality development of educational administration digitalization.

Keywords: digital transformation, educational administration, university



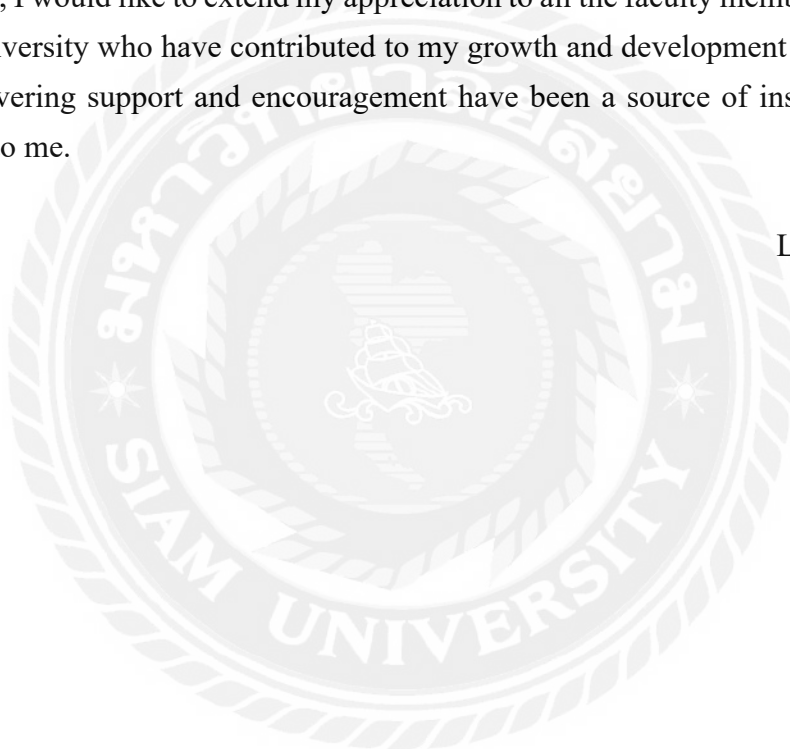
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LI GUOHAO



DECLARATION

I, LI GUOHAO, hereby declare that this Independent Study entitled “THE INFLUENCING FACTORS OF DIGITAL TRANSFORMATION OF UNIVERSITY EDUCATIONAL ADMINISTRATION: A CASE STUDY OF HEBEI NORMAL UNIVERSITY” is an original work and has never been submitted to any academic institution for a degree.

(LI GUOHAO)

Dec 1, 2025



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Chapter 1 Introduction

1.1 Background of the Study

Against the backdrop of global digital transformation, the digital economy has experienced rapid development and emerged as a key driver of global economic growth and competitiveness enhancement. During the "14th Five-Year Plan" period (2021-2025), China has entered a new stage of development, embarked on a new journey of modernization, and stepped into a new digital era.

Currently, numerous international studies have explored the digital transformation of higher education institutions. Aldhafeeri (2023) identified four prominent bottlenecks restricting the digital upgrading of university administrative systems: insufficient full-scale deployment of digital tools, immature institutional digital management frameworks, shortages of professional technical staff and stable financial input, and incomplete campus information infrastructure construction. Vicente (2022) argued that university administrators must recognize the importance of digital technologies for their institutions. Successful digital transformation in higher education requires not only the adoption of technologies but also human participation and the cultivation of an organizational culture aligned with shared goals. Pelin (2021) emphasized that universities undergoing digital transformation should not only formulate clear strategic plans but also ensure their effective implementation, while fostering transparent governance mechanisms.

Chinese scholars have also conducted in-depth research on the digital transformation of academic administration in higher education. Cai (2022) contended that in the era of big data, the digital transformation of applied academic administration can improve operational efficiency, promote the preservation and utilization of teaching resources, and support the long-term development of universities. Zhai (2020) pointed out that the key challenge of university academic management systems lies in the application of core functional modules, emphasizing the need for close collaboration between developers and end-users, as well as the seamless integration of academic systems with digital campus initiatives. Cheng (2023) highlighted the main problems in the digital transformation of academic administration in China, including the lack of unified digital construction standards, outdated digital database networks, insufficient professional skills of academic administrators, and inadequate investment in digital infrastructure. To address these challenges, he proposed measures such as changing mindsets, advancing research and development, providing professional training, and increasing financial input. Liu (2022) argued that traditional teaching management

models can no longer meet the evolving needs of universities and called for the adoption of innovative methods in teaching management.

Taking Hebei Normal University as a case study, this study investigated the influencing factors of the digital transformation of educational administration and analyzed the impact of three key factors in the digital transformation on educational administration.

1.2 Questions of the Study

Driven by worldwide digital transformation, the digital economy fuels global economic expansion and competitiveness. In the 14th Five-Year Plan period (2021-2025), China has ushered in a new modernization phase featured by digital development. Currently, numerous international studies have explored the digital transformation of higher education institutions. Aldhafeeri (2023) identified four prominent bottlenecks restricting the digital upgrading of university administrative systems: insufficient full-scale deployment of digital tools, immature institutional digital management frameworks, shortages of professional technical staff and stable financial input, and incomplete campus information infrastructure construction. Vicente (2022) argued that university administrators must recognize the importance of digital technologies for their institutions. Successful digital transformation in higher education requires not only the adoption of technologies but also human participation and the cultivation of an organizational culture aligned with shared goals. Pelin (2021) emphasized that universities undergoing digital transformation should not only formulate clear strategic plans but also ensure their effective implementation, while fostering transparent governance mechanisms.

Chinese academics have also conducted comprehensive research on digital reform in university educational administration. Cai (2022) indicated that digital administrative systems built on big data can optimize work efficiency, protect teaching resources and support the sustainable development of colleges and universities. Zhai (2020) thought the biggest bottleneck of campus management platforms lies in the operation of core modules. He highlighted the importance of communication between developers and users, as well as smooth docking between administrative systems and digital campus projects. Cheng (2023) summed up common domestic problems such as disunified digital construction standards, outdated database networks, insufficient digital skills of administrative staff and insufficient infrastructure funds. He proposed targeted solutions including updating management concepts, developing technology, organizing professional training and raising financial support. Liu (2022) pointed out that

traditional teaching management modes cannot adapt to the current development needs of universities, and it is essential to adopt new digital management methods.

Taking Hebei Normal University as a case study, this study explored factors affecting digital educational administration and analyzed how three core dimensions exert impacts on its digital transformation.

The questions that guided this study are as follows:.

1. Does the perception of educational administration transformation influence digital educational administration?
2. Does the digital experience in educational administration influence digital educational administration?
3. Does the competency perception of educational administration teams influence digital educational administration?

1.3 Objectives of the Study

1. To examine the influence of perception of educational administration transformation on digital educational administration.
2. To examine the influence of digital experience in educational administration on digital educational administration.
3. To examine the influence of competency perception of educational administration teams on digital educational administration.

1.4 Scope of the Study

Taking Hebei Normal University as a case study, this study adopted a questionnaire survey method and used a quantitative research method. The university had more than 20,000 teachers and students in total. Considering research operability, 400 participants were selected, accounting for 2% of the whole population. This sample size met the standard of quantitative research, and stratified random sampling was used across different groups to guarantee sample representativeness.

Combined with questionnaire data and current status analysis, targeted suggestions were put forward to advance digital educational administration in universities. The research scope was limited to the digital administration status within Hebei Normal University, without extending to other colleges and universities.

1.5 Significance of the Study

The significance of this research is twofold, encompassing both theoretical and practical dimensions.

I. Theoretical Significance

1. This study enriches the theoretical system of digital educational administration in universities. Current academic research on the digital transformation of higher

education mostly focuses on macro-level strategic planning or technological application, while systematic research targeting Educational Administration as a core business module remains relatively scarce. Taking Hebei Normal University as a case study, this research constructed a theoretical analytical framework of "perception of educational administration transformation - digital experience in educational administration - competency perception of educational administration teams", decomposing the abstract concept of digital transformation into quantifiable three-dimensional variables. It fills the research gap in the micro-influence mechanism of digital educational administration and provides empirical support in a specialized field for the theory of digital transformation in higher education management.

2. This study expands the perspective on the influencing factors of digital transformation. Existing studies mostly start from objective factors such as technology, funds, and policies, with insufficient attention to the subjective cognition and experience of "people". This research focuses on subjective dimensions including the perception of educational administration transformation, digital experience in educational administration, competency perception of educational administration teams among teachers, students, and administrators. It verifies the significant positive impact of these factors on the effectiveness of digital educational administration, breaking through the limitation of "valuing technology over humanity" in traditional research. It injects new connotations of a "people-oriented perspective" into the theory of digital transformation and provides a referable variable design and analytical paradigm for subsequent research.

3. This study deepens the application of quantitative research methods in higher education management. This research adopted standardized quantitative research methods such as stratified sampling, reliability and validity tests, factor analysis, and linear regression to conduct empirical analysis on the influencing factors of digital educational administration. It not only ensures the scientificity and reliability of the research conclusions but also provides a practical example for the operationalization of abstract concepts in higher education management. It promotes the development of research in this field from qualitative description to the combination of quantitative and qualitative analysis, enhancing the rigor and persuasiveness of the research.

II. Practical Significance

1. Optimize universities' cultivation of high-level digital technology talents. This study analyzes how teachers' and students' digital cognition, experience and team capacities influence digital education administration transformation. It provides targeted digital design optimization solutions for talent training by embedding digital

thinking into course selection, practice arrangement and grade feedback. These designs continuously improve students' digital literacy and support universities to cultivate social-oriented digital talents through comprehensive campus management based on Digital Educational Administration.

2. Promote modernized university governance and strengthen digital technology application capacity. This research took Hebei Normal University as the research sample to identify practical obstacles in constructing digital educational administration and propose corresponding solutions. It clarifies the specific impact intensity of three core variables: Perception of educational administration transformation, Digital experience in educational administration, and Competency perception of educational administration teams.

3. Provide replicable digital transformation paths for peer universities. Hebei Normal University, a local normal university, faces typical digital educational administration dilemmas including inadequate digital cognition among teachers and students, mismatched system functions and insufficient team capacity, which widely exist in regional Chinese universities.

By sorting the university's transformation status, analyzing key influencing factors empirically and proposing targeted suggestions, this research forms a complete practical framework of "problem diagnosis - factor analysis - countermeasure proposal". Other local normal universities can adopt this framework to avoid repetitive trials, cut transformation costs and rapidly advance their own Digital Educational Administration construction.

4. Improve the quality and efficiency of university educational administration services. Current educational administration problems such as outdated course selection systems, cumbersome grade inquiry processes and delayed teaching schedule adjustments mainly derive from insufficient Digital experience in educational administration and weak team competency.

The countermeasures proposed for optimizing Digital experience in educational administration and team competency construction can directly guide universities to upgrade administration systems, streamline work procedures and enhance system stability and usability. Administrative teams equipped with solid digital capabilities reduce human errors and shorten processing cycles, substantially lifting teachers' and students' satisfaction with administrative services and guaranteeing stable teaching operations on campus.

1.6 Definition of Key Terms

1.6.1 Digital Transformation

Definition adopted in this study: Digital transformation refers to the digital reconstruction of all links of university teaching administration relying on information technology, which serves as the research carrier to analyze human influencing factors in digital reform.

1.6.2 Educational Administration

Definition adopted in this study: Educational administration specifically refers to daily teaching operation management executed by university administrative teams, whose digital evolution process is the core research object of this study.

1.6.3 Perception of Educational Administration Transformation

Definition adopted in this study: It refers to the subjective understanding, judgment and recognition held by teachers, students and administrative staff towards the goals, values and development paths of educational administration digital transformation within universities.

1.6.4 Digital Experience in Educational Administration

Definition adopted in this study: It represents the overall feelings, feedback and practical experience of teachers, students and administrators when using various digital platforms and systems for educational administration work and related affairs.

1.6.5 Competency Perception of Educational Administration Teams

Definition adopted in this study: It means the self-cognition and subjective evaluation of educational administration teams on their own digital knowledge, operation ability and comprehensive quality required for carrying out digital educational administration work.

Chapter 2 Literature Review

2.1 Digital Transformation

Digital transformation refers to the strategic integration of digital technologies and digital thinking into an organization's business processes and management systems, thereby achieving a systematic innovation of organizational structure, operational models, and customer value. This process involves far more than the upgrading of technical tools; it also encompasses internal process reengineering, organizational restructuring, and cultural change. In the field of education, Digital Transformation is entrusted with the special mission of promoting educational equity and improving teaching quality. Its core lies in breaking the temporal and spatial constraints as well as information barriers of traditional management through the in-depth integration of digital technologies and Educational Administration, and building a more efficient, flexible, and user-centric management ecosystem. In this study, the three independent variables were derived from the core driving mechanisms of digital transformation:

1. The proposal of perception of educational administration transformation stems from the necessity of reaching consensus among stakeholders in digital transformation. As a systematic change, digital transformation requires teachers, students, and administrators to form a common understanding of its goals and significance. Without such cognitive recognition, resistance to change and behavioral deviations will hinder the progress of the transformation, making it a fundamental factor driving change. Bulusu (2023) noted in *The Power of Consensus: Unlocking Successful Digital Transformations* that in the field of digital transformation, people are more important than technology, and great emphasis should be placed on building consensus in change management—gaining the consensus of all stakeholders is crucial. This view is particularly prominent in higher education. As core venues for knowledge dissemination and innovation, universities' teachers, students, and administrators' perception of the transformation not only affects the speed of change but also determines the depth and direction of the transformation. For example, when teachers generally recognize the value of digital educational administration in integrating teaching resources, they will be more proactive in participating in system use and providing feedback; while students' understanding of the transformation goals directly influences their acceptance and frequency of use of digital services such as course selection and grade inquiry. In addition, the "Educational Change Implementation Model" proposed by Hall and Hord (2019) also pointed out that the consistency of change perception is the key to promoting educational reform from the "initiation stage"

to the "institutionalization stage." If different stakeholders have divergent perceptions of the transformation, problems such as "superficial implementation" and "selective implementation" are likely to occur, leading digital tools to become mere formalities that fail to exert practical effects.

2. Digital experience in educational administration originates from the need to evaluate the effectiveness of technology integration in digital transformation. The success of digital transformation depends on the degree of matching between digital tools (such as management systems) and actual management needs. As pointed out in *Research on the Construction and Application of Digital Transformation Evaluation Index System: Framework, Methods, and Practical Cases*, various fields of digital transformation are interrelated, and the role of technology in promoting business can be measured by evaluating the application effect of new technologies in business processes (Blog Garden, 2025). User experience—reflecting system usability, functional completeness, and process efficiency—is a direct feedback of transformation effects, which can highlight gaps and optimization spaces in the transformation. In the context of university educational administration, the quality of digital experience in educational administration directly affects teachers' and students' willingness to use and satisfaction. For example, if the educational administration system has problems such as complex operation interfaces, slow response speeds, or missing functional modules, teachers will incur higher time costs when entering grades or submitting teaching plans, and students are prone to system crashes or failure to select target courses during peak course selection periods. These negative experiences will weaken teachers' and students' trust in digital transformation and even trigger resistance. In addition, Nielsen's (2021) "Usability Principles" proposed in user experience research are also applicable to educational administration systems. The indicators he emphasized, such as "learnability," "efficiency," and "error tolerance," are the core dimensions for measuring digital experience in educational administration. Existing empirical research on academic digital platforms reflects widespread user dissatisfaction with university educational administration systems. Demissie (2024) collected questionnaire and usability test data from faculty and students and discovered that only a small proportion of users thought campus academic platforms could fully match daily teaching and learning demands. The most prominent pain points include mismatched functional modules that cannot adapt to diverse teaching scenarios and overly complex operation workflows that raise users' time costs. This further confirms the necessity of digital experience in educational administration as an indicator for evaluating transformation effectiveness.

3. Competency perception of educational administration teams stems from the core support for implementation in digital transformation. digital transformation requires management teams to possess technical operation capabilities, process restructuring skills, and change management literacy; their competency level directly determines the depth of strategy implementation. Meanwhile, stakeholders' perception of team competency affects trust and collaboration, which is crucial for the continuous advancement of the transformation. Krunoslav (2024) mentioned in *The Crucial Role of Stakeholder Engagement in Digital Transformation* that IT staff and department heads are responsible for implementing and managing the technical aspects of the transformation, and their professional knowledge and recognition are vital to the technical success of the project and ensuring the smooth integration of new technologies into existing systems. In the digital transformation of university educational administration, the team's capabilities include not only the operation and maintenance of the educational administration system but also comprehensive literacy such as data analysis, demand mining, and cross-departmental coordination. For example, facing information such as teaching quality and students' learning behaviors contained in educational administration data, the management team needs to possess data interpretation capabilities to convert data into a basis for optimizing teaching arrangements and improving management strategies; when promoting system upgrades, it is necessary to coordinate resources from multiple parties such as the technical department, teaching colleges, and student management department, which requires the team to have strong communication and coordination capabilities. In addition, Bandura's (2018) Self-Efficacy Theory points out that stakeholders' perception of team competency will affect their expectations of transformation outcomes—if teachers and students believe that the management team can effectively solve problems arising in the digitalization process, they will be more willing to cooperate with the transformation; on the contrary, if they lack trust in the team's capabilities, they may adopt a passive attitude in system use and information provision. Cheng's (2023) research also found that "insufficient professional skills of administrators" is one of the main problems in the digital transformation of educational administration in domestic universities. This problem is reflected not only in the actual competency level but also in the low perception of the team's capabilities among teachers and students, which interact to restrict the progress of the transformation.

2.2 University Educational Administration

The concept of university educational administration originates from higher education management. It refers to the systematic teaching business management

activities implemented by institutions of higher education to ensure the orderly conduct of teaching. Its core lies in the efficient achievement of educational and teaching objectives through the overall allocation of teaching resources, standardized control of teaching processes, and dynamic monitoring of teaching quality. The evolution of this concept is deeply bound to the development of higher education. With the expansion of university scale, functional extension, and technological innovation, its connotation has been continuously enriched—evolving from traditional "transaction execution" to a composite management system integrating "service support" and "strategic guidance."

Clark (1963), as the president of the University of California, first proposed the concept of "Multiversity" in *The Uses of the University*, which profoundly revealed the trend of modern universities transforming from single teaching institutions to complex organizations integrating teaching, scientific research, and social services. This transformation has posed unprecedented challenges to university educational administration: on the one hand, the surge in academic disciplines requires educational administration to break the traditional single-discipline management model and achieve interdisciplinary curriculum coordination and resource integration. For example, in the design of general education courses, it is necessary to balance the knowledge proportion of different disciplines such as liberal arts, science, and engineering; on the other hand, the expansion of student scale has forced the transformation of educational administration processes from "extensive" to "refined." For instance, in links such as curriculum scheduling and classroom allocation, it is necessary to take into account the needs of students from different majors and grades to avoid problems such as "curriculum conflicts" and "waste of classroom resources." Clark's theory provided early theoretical guidance for the large-scale and complex development of university educational administration, prompting academic circles to pay attention to the adaptability between educational administration and the organizational characteristics of universities, and also laid the ideological foundation for the subsequent construction of standardized systems for educational administration.

Clark (1983) proposed the "Triangle Coordination Model" in *The Higher Education System: Academic Organization in Cross-National Perspective*, pointing out that the development of universities is jointly influenced by three forces: state power, market demand, and academic authority. This model provides a key framework for analyzing the operational logic of university educational administration: from the perspective of state power, educational administration must comply with the teaching norms and quality standards formulated by educational administrative departments. For example, curriculum settings must meet national professional construction

requirements, and graduation review must be based on unified credit recognition rules. From the perspective of market demand, educational administration needs to keenly capture industry development trends and adjust curriculum content to enhance students' employability. For instance, courses such as artificial intelligence, big data, and cross-border e-commerce added by domestic universities in recent years are direct responses to market demand. From the perspective of academic authority, educational administration must respect the professionalism of teachers in teaching content design and teaching method selection, and balance the relationship between administrative control and academic autonomy. For example, when formulating talent training programs, it is necessary to organize teachers to conduct multiple rounds of demonstrations to ensure that the curriculum system not only meets norms but also reflects disciplinary characteristics. Clark's research elevated university educational administration from pure "transactional management" to the level of "organizational governance," emphasizing its core role in coordinating multi-stakeholder interests and balancing diverse goals, and also provided a theoretical basis for the modernization reform of university educational administration in subsequent years.

Since the 1990s, the rapid development of information technology has promoted university educational administration to enter the initial stage of digital transformation. Student Information Systems (SIS) developed by enterprises such as IBM and Oracle have become important carriers of digital educational administration. These systems integrate basic functions such as student registration management, course enrollment, and grade entry, realizing the leap of educational administration from "paper-based" to "electronic." American universities took the lead in practical exploration, among which the case of the Massachusetts Institute of Technology (MIT) is highly representative. MIT introduced an Enterprise Resource Planning (ERP) system for educational administration in 1995, which not only realized the full-process data management of students from enrollment to graduation but also constructed a prototype of cross-departmental collaborative management in universities through the connection between the system and research management and financial management modules. For example, in the curriculum arrangement link, the system can automatically associate teachers' research project schedules with students' internship plans to avoid time conflicts; in the grade management link, the system can generate real-time academic analysis reports to provide data support for students' personalized learning guidance; in the resource allocation link, the system can intelligently allocate laboratory equipment and consumables according to the experimental needs of different majors. MIT's practice verified the value of digital tools in improving the efficiency of educational

administration and breaking departmental information barriers, and its management concept of "data-driven decision-making" has profoundly influenced the development direction of university educational administration worldwide.

At the same time, European universities have also carried out differentiated explorations. The University of Oxford in the United Kingdom launched the "Oxford Student Information System" (OSIS) in 2000. Combined with its "college system" characteristics, it added a dual management module of "college-faculty" to the system, which not only ensures the unification of teaching norms at the university level but also retains the autonomy of colleges in student training. For example, students' course selection requires dual approval from the academic tutor of their college and the faculty's educational administration office, and the system can automatically synchronize the approval opinions of both parties to avoid redundant processes. This digital transformation adapted to the organizational characteristics of universities provides diversified references for the digital educational administration of different types of universities.

In terms of core content, modern university educational administration has formed a complete system covering teaching operation management, educational administrative management, and teaching document management, and each module presents new characteristics in the digital context. As the core link, teaching operation management includes curriculum system construction, teaching plan formulation, classroom teaching organization, and practical teaching arrangement. Digital tools enable dynamic adjustments—for example, optimizing the proportion of course offerings by analyzing students' course selection data, adjusting teaching progress in real-time based on teaching feedback, and expanding practical teaching scenarios using virtual simulation technology. educational administrative management involves transactional work such as student registration management, enrollment, and graduation review. digital transformation has transformed it from "offline processing" to "online handling." For instance, students can independently complete applications for student status changes and deferred exams through the educational administration system, and administrators can batch process graduation eligibility reviews and degree award announcements through the system, greatly improving management efficiency and service convenience. Teaching document management covers the management of teaching syllabuses, lesson plans, test papers, grade files, and other materials. digital storage not only solves the problems of large space occupation and inconvenient query of traditional paper files but also ensures the security and traceability of documents through permission settings. For example, teachers can only view the teaching

documents of their own courses, administrators have full permission management rights, and the system can automatically record document modification traces to ensure the standardization and completeness of teaching materials.

Chinese scholars' research on university educational administration has also deepened with the process of educational reform. Cai Lizhu (2022) pointed out in *Research on the digital transformation of academic administration in applied universities in the era of big data* that the educational administration of applied universities should pay more attention to the digital control of practical teaching links. She suggested building a "practical teaching management platform" to realize the full-process onlineization of internship unit connection, internship process tracking, and internship report submission, thereby improving the quality of practical teaching. Zhai (2020) emphasized in *Key Challenges and Integration Paths of University Academic Management Systems* that the seamless integration of educational administration systems with digital campuses is the key to improving management efficiency. He proposed unifying data standards and opening up system interfaces to realize the real-time sharing of educational administration data with student management and financial management data. For example, students' payment status can be automatically synchronized to the educational administration system, and students who have not paid fees will be restricted from course selection to avoid management loopholes. These studies are based on the actual situation of domestic universities and provide localized theoretical and practical references for the digital transformation of educational administration.

Overall, the development history of university educational administration is an evolutionary process of adapting to higher education reforms and integrating advanced management concepts and technical tools. From Clark Kerr's "Multiversity" to Burton R. Clark's "Triangle Coordination Model," and then to system integration and intelligent management in the digital era, the connotation of university educational administration has been continuously enriched, and its role in ensuring teaching quality and promoting the modernization of university governance has become increasingly prominent. Currently, with the in-depth application of technologies such as artificial intelligence and big data, university educational administration is moving towards "intelligence" and "personalization." How to improve flexibility and accuracy while maintaining management standardization, and how to balance technological empowerment and humanistic care have become core issues of common concern to academic and practical circles.

2.3 Introduction to Hebei Normal University

2.3.1 Overview

Hebei Normal University is located in Shijiazhuang, the capital of Hebei Province. As a key provincial university co-constructed by the People's Government of Hebei Province and the Ministry of Education, its educational history can be traced back to the Shuntian Prefecture School founded in 1902 and the Beiyang Women's Normal School established in 1906, boasting a history of over 120 years. The university was reorganized in 1996 through the merger of the former Hebei Normal University, Hebei Normal College, Hebei Institute of Education, and Hebei Vocational and Technical Normal College, forming a new educational structure. After years of development, Hebei Normal University has evolved into a comprehensive university with teacher education as its core, featuring coordinated development across multiple disciplines including Literature, Science, Education, History, Law, Economics, Management, and Art. It is also one of the universities included in Hebei Province's "Double First-Class" Initiative. Adhering to the school motto of "Caring for the World, Seeking Truth" and the educational philosophy of "Prioritizing Undergraduate Education and Moral Character," the university has achieved remarkable accomplishments in talent cultivation, scientific research, social services, and cultural inheritance and innovation, making significant contributions to the development of national and local education.

2.3.2 Current Status of Digital Transformation of Educational Administration at Hebei Normal University

In recent years, Hebei Normal University has actively responded to the national educational digitalization strategic initiative, comprehensively advancing the digital and intelligent transformation of educational management. With the overall goal of building a "Smart Campus," the university has gradually constructed an integrated management system integrating teaching, scientific research, administration, and services, relying on improved information infrastructure. Currently, the university has built a high-speed campus network and data center covering the entire campus, basically realizing full wireless network coverage, and launched a unified identity authentication system to provide security support for various teaching and management applications. In terms of educational administration, Hebei Normal University has achieved the full-process onlineization and intelligence of curriculum management, course selection and scheduling, examination arrangement, grade assessment, and teaching evaluation through the construction of an "Integrated Educational Administration Management System," greatly improving the efficiency and transparency of educational administration operations. For example, students can

conduct course inquiries, course selection, and grade feedback through the "Hebei Normal University Educational Administration Platform," while teachers can submit teaching plans and register grades online, realizing two-way information flow between teaching and learning.

In addition, the university has actively applied big data and artificial intelligence technologies to build a "Teaching Quality Monitoring and Analysis System," which can dynamically monitor and conduct visual analysis of students' learning status, teachers' teaching behaviors, and the use of curriculum resources, providing scientific basis for teaching decision-making. Meanwhile, Hebei Normal University has also established a "Smart Logistics Management Platform" and a "One-Stop Student Service Hall," integrating multiple services such as student registration management, scholarship and loan applications, dormitory transfers, and affair approval online to achieve data sharing and paperless office. Relying on the School of Software, the university has developed a "Student Growth File System," which records the entire process of students' learning, scientific research, and social practice through digital means, supporting personalized training and precise management. Overall, the digital transformation of educational administration at Hebei Normal University has achieved initial results, with continuous improvement in the scientificity and intelligence of campus governance. However, further efforts are needed to enhance system compatibility, the depth of data integration, and intelligent decision support.

2.4 Conceptual Framework

The research framework proposed that perception of educational administration transformation, digital experience in educational administration, and competency perception of educational administration teams jointly influence digital educational administration. By analyzing and optimizing these factors, it is conducive to the development of Digital Educational Administration at Hebei Normal University, as well as enhancing the university's digital technology application capabilities and competitiveness.

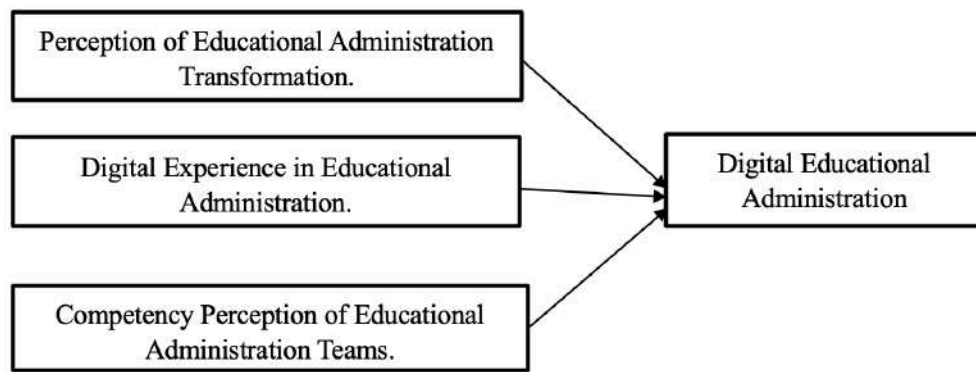


Figure 2.1 Conceptual Framework



Chapter 3 Research Methodology

3.1 Research Design

This study adopted a quantitative cross-sectional research design to explore human factors in the digital transformation of university educational administration. Three core independent variables were identified in this research, namely perception of educational administration transformation, digital experience in educational administration, and competency perception of educational administration teams. This research selected stakeholders who had direct contact with university educational administration as research subjects, and adopted stratified sampling as the overall sampling framework to collect cross-sectional perceptual data via online questionnaires for subsequent mechanism analysis.

The questionnaires were distributed online to educational administration staff, teachers, and students of Hebei Normal University with the assistance of the Human Resources Department. The respondents included educational administration personnel, non-administrative teachers, and undergraduate students from Grade 1 to Grade 4. Considering the heterogeneity of the actual sample and the scope of educational administration work, a stratified sampling method combined with position-based selection was adopted. The specific respondents were determined after considering factors such as job position and grade level..

3.2 Population and Sample

A stratified sampling method was adopted in this study to survey educational administration staff, teachers, and students. Hebei Normal University had a large number of teachers and students, who were distributed across various positions. Therefore, when organizing the questionnaire survey, full consideration was given to the comprehensiveness and representativeness of the respondents, as well as the timeliness of the survey time and results. Teachers in different positions and students in different grades had varying understandings, perceptions, and applications of educational administration, as well as different perceptions of the digital transformation of educational administration. Consequently, when selecting respondents at Hebei Normal University, it was necessary to comprehensively consider the scope and coverage of the respondents.

Firstly, this study selected some teachers from the faculty of Hebei Normal University, taking into account the comprehensiveness of the survey from multiple perspectives such as age structure and different positions, with a focus on teachers involved in educational administration.

Secondly, students were selected from Hebei Normal University, mainly sophomores and juniors. These students were more familiar with educational administration activities and various school works, and also had the ability to express their opinions independently.

3.3 Hypothesis

H1: Perception of Educational Administration Transformation has a positive impact on Digital Educational Administration.

H2: Digital Experience in Educational Administration has a positive impact on Digital Educational Administration.

H3: Competency Perception of Educational Administration Teams has a positive impact on Digital Educational Administration.

3.4 Research Instrument

A structured questionnaire was adopted as the research instrument in this study. Its primary purpose is to gain an in-depth understanding of the current status of educational administration at Hebei Normal University, identify existing problems and their underlying causes, and thereby propose targeted recommendations for digital transformation based on the actual situation of the university's educational administration.

The core content of the survey focuses on digital educational administration, with emphasis on three independent variables—perception of educational administration transformation, digital experience in educational administration, and competency perception of educational administration teams—as well as the dependent variable of the digital transformation of educational administration at Hebei Normal University. This research instrument ensures that all variables are researchable, observable, and consistent with the research objectives and hypotheses.

The questionnaire consists of two main sections: basic information and core questions.

Section 1: Basic Information

This section collects demographic data and is split into teacher-specific and student-specific subsections for different respondent groups to fill out separately. Teachers need to provide three demographic items: gender, position, and age, while students are required to complete three items including gender, grade level, and academic stream (liberal arts or science).

Section 2: Core Questions

Guided by the three independent variables sorted out in the literature review, this section is divided into three corresponding dimensions: perceptions of the digital

transformation of educational administration (i.e., perception of educational administration transformation), experiences reflecting the digitalization level of educational administration (i.e., digital experience in educational administration), and perceptions regarding the competency of the educational administration team (i.e., competency perception of educational administration teams). This section contains 12 items, all measured with a 5-point Likert scale ranging from "(1) Strongly Disagree" to "(5) Strongly Agree".

3.5 Reliability and Validity Analysis of the Scale

Reliability analysis is conducted to evaluate the reliability of questionnaire results. Generally, a Cronbach's Alpha coefficient above 0.9 indicates an ideal result; above 0.8, an acceptable result; and above 0.7, a result suitable for analysis. If the coefficient is below 0.7, the result is considered unreliable. Reliability tests were performed on the Perception of the Transformation of Educational Administration, Digital Experience of Educational Administration, and Competency Perception of Educational Administration Teams.

As shown in Table 3.1, the KMO values for the perception of educational administration transformation, digital perception of educational administration, and competency perception of educational administration teams in this questionnaire are 0.845, 0.901, and 0.878, respectively, indicating that the sample has good validity.

Table 3.1 KMO and Bartlett's Test Results

Dimension	KMO	Approx. Chi-Square	Df	Sig.
Perception of Educational Administration Transformation	0.845	1724.096	154	0.000
Digital Experience in Educational Administration	0.901	824.287	128	0.000
Competency Perception of Educational Administration Teams	0.878	756.945	78	0.000

Reliability analysis is used to assess the reliability of the questionnaire results. It is generally accepted that a Cronbach's Alpha coefficient above 0.9 indicates a relatively ideal result; above 0.8, the result is acceptable; above 0.7, the result is suitable for analysis; and if it is below 0.7, the result is considered unreliable. Reliability tests were conducted on the Perception of Transformation of Educational Administration, Digital Experience of Educational Administration, and Competency Perception of Educational Administration Teams. The results are presented in Table 3.2. The Cronbach's Alpha coefficients for the three parts of the questionnaire are 0.918, 0.887,

and 0.914, respectively, indicating that the questionnaire has high reliability and the results are suitable for analysis.

Table 3.2 Validity Analysis Results

Dimension	Cronbach's Alpha	Number of Items
Perception of Educational Administration Transformation	0.918	3
Digital Experience in Educational Administration	0.887	3
Competency Perception of Educational Administration Teams	0.914	3

The above data indicates that the Cronbach's Alpha coefficients of all variables are far higher than 0.8, demonstrating good internal consistency. Both the KMO values and Cronbach's Alpha coefficients confirm that the research instruments adopted in this study are accurate and valid, laying a solid foundation for subsequent data analysis.

3.6 Data Collection

To ensure the scientificity and authenticity of this survey, the survey was conducted online using a WeChat mini-program called "Wenjuanxing" (Questionnaire Star), so as to accurately obtain relevant data.

A total of 400 online questionnaires were distributed, including 100 teacher questionnaires and 300 student questionnaires. Among them, 98 teacher questionnaires and 286 student questionnaires were recovered, totaling 384 recovered questionnaires, with an overall recovery rate of 96%. Among the recovered questionnaires, 98 teacher questionnaires and 283 student questionnaires were valid, making a total of 381 actually valid questionnaires, with an overall questionnaire validity rate of 95.25%, which meets the research requirements.

Table 3.3 Data Collection Summary

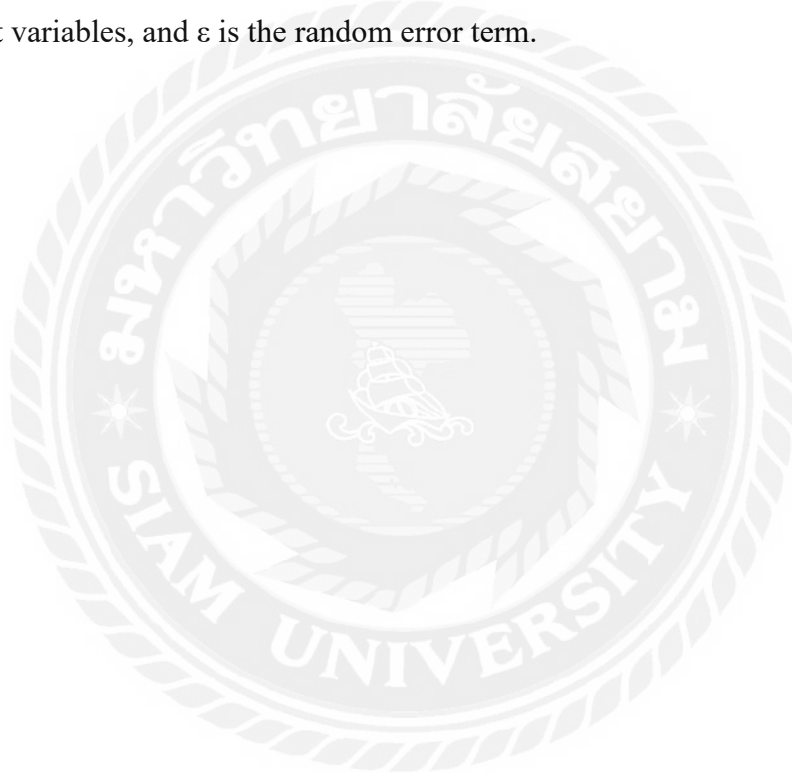
Describe	Teacher	Student	Total Number of Questionnaires	Percentage (%)
Distribution	100	300	400	100%
Replied	98	286	384	96%
Invalid reply	0	19	3	4.75%
Valid reply	98	283	381	95.25%

3.7 Data Analysis

This study adopted multiple linear regression analysis to examine the relationships between perception of educational administration transformation, digital experience in educational administration, competency perception of educational administration teams and digital educational administration transformation. The core regression model was set as follows:

$$\text{Digital Educational Administration} = \beta_0 + \beta_1 \times \text{Perception of Educational Administration Transformation} + \beta_2 \times \text{Digital Experience in Educational Administration} + \beta_3 \times \text{Competency Perception of Educational Administration Teams} + \varepsilon$$

Where β_0 is the intercept term, β_1 , β_2 , β_3 are regression coefficients of the three independent variables, and ε is the random error term.



Chapter 4 Findings and Discussion

4.1 Findings

4.1.1 Demographic Characteristics of Respondents

As shown in Table 4.1, the sample of this survey is diverse, covering teachers and students from Hebei Normal University. The detailed demographic characteristics of the respondents are presented in Table 4.1:

Table 4.1 Descriptive Statistics of Respondents

Demographic Variable	Frequency		Percentage (%)
Gender	Teacher	Student	
Male	41	112	40%
Female	57	171	60%
Position			
Education Administration	38	-	10%
Non- Education Administration	60	-	16%
Age			
Under30	5	-	1%
30-40	35	-	9%
40-50	42	-	11%
Over 50	18	-	5%
Grade			
Freshman	-	21	6%
Sophomore	-	115	30%
Junior	-	124	33%
Senior	-	23	6%
Discipline			
Liberal Arts	-	181	48%
Science	-	102	27%

4.1.2 Descriptive Statistics of Variables

Table 4.2 presents respondents' responses regarding perception of educational administration transformation, digital experience in educational administration,

competency perception of educational administration teams, and digital educational administration.

Table 4.2 Descriptive Statistics of Variables

Variable	Measurement Item	Mean	Standard Deviation
Perception of Educational Administration Transformation	Q1	3.6	0.8
	Q2	3.7	0.7
	Q3	3.8	0.6
Digital Experience in Educational Administration	Q4	3.5	0.9
	Q5	3.4	0.8
	Q6	3.3	0.9
Competency Perception of Educational Administration Teams	Q7	3.6	0.7
	Q8	3.5	0.8
	Q9	3.4	0.8
Digital Educational Administration	Q10	3.7	0.7
	Q11	3.8	0.6
	Q12	3.6	0.7

As presented in Table 4.2, the mean and standard deviation of each variable clearly reflect the core perceptions of respondents.

For the dimension of Perception of Educational Administration Transformation, the mean ranges between 3.6 and 3.8. This indicates that teachers and students possess a basic understanding of the goals, value, and trends of digital transformation, yet their overall recognition has not reached a high level of agreement. This aligns with the research conclusion by Cheng (2023) that "university teachers and students have insufficient awareness of the importance of digital transformation," reflecting that a comprehensive consensus on transformation perception has not been fully formed within universities, leaving room for improvement.

In the dimension of Digital Experience in Educational Administration, the mean falls between 3.3 and 3.5, a moderately low level. Among related items, scores for

"digital tools meeting needs" and "service response stability" are relatively low. This corresponds to the issue identified by Zhai (2020) that "key functional modules of educational administration systems lack adaptability," highlighting gaps between the functional design and technical support of existing digital systems and the actual needs of teachers and students. Problems such as cumbersome operations and delayed responses have not been fundamentally resolved.

Regarding the dimension of Competency Perception of Educational Administration Teams, the mean ranges from 3.4 to 3.6. This suggests respondents have basic recognition of the team's digital skills and basic problem-solving capabilities, but evaluations of "process optimization ability" are relatively low. This matches the view emphasized by Liu (2022) that "traditional educational administration teams have weak digital transformation capabilities," indicating the team needs to strengthen advanced competencies such as in-depth digital management operation and process innovation.

For the dimension of Digital Educational Administration, the mean (3.6–3.8) is slightly higher than that of the three independent variables. This indicates that digital transformation has achieved initial outcomes, particularly gaining high recognition in "information transparency and sharing." This verifies the conclusion by Cai (2022) that "digital transformation can improve educational administration efficiency and resource utilization," though there remains significant room for enhancing overall effectiveness.

In conclusion, respondents hold a positive attitude toward the direction and initial outcomes of digital educational administration transformation. However, there is noticeable dissatisfaction with the practicality of digital experience and the in-depth service capabilities of the team, and the comprehensiveness of transformation perception is insufficient.

4.1.3 The Relationship between Perception of Educational Administration Transformation and Digital Educational Administration

Table 4.3 Regression Analysis of Perception of Educational Administration Transformation and Digital Educational Administration

Variable	Coefficient (β)	Std. Error	t-value	p-value
Constant Term	1.523	0.215	7.084	<0.001
Perception of Educational Administration Transformation	0.321	0.041	7.892	<0.001
R^2	0.236	-	-	-
Adjusted R^2	0.231	-	-	-

The regression analysis results indicate that the regression coefficient of Perception of Educational Administration Transformation is 0.321 ($p < 0.001$), showing a significant positive correlation. This suggests that the higher the level of teachers' and students' perception of digital transformation, the more prominent the effectiveness of Digital Educational Administration transformation. The R^2 value is 0.236, meaning that Perception of the Transformation of Educational Administration can explain 23.6% of the variance in Digital Educational Administration.

Specifically, the relatively high t-value (7.892) and extremely low p-value (<0.001) further reinforce the significance and reliability of this relationship, while the adjusted R^2 value also verifies that the model has good fit. This result aligns with the view emphasized by Bulusu (2023) that "digital transformation requires consensus among stakeholders": when teachers and students clearly understand the goals of transformation and recognize its value, they will more proactively participate in the use of digital tools, provide feedback on optimization suggestions, reduce transformation resistance, and thus promote the improvement of digital transformation effectiveness.

4.1.4 The Relationship between Digital Experience in Educational Administration and Digital Educational Administration

To test the second research hypothesis (H2: Digital Experience in Educational Administration has a positive impact on Digital Educational Administration), this study conducted a linear regression analysis with Digital Educational Administration as the dependent variable and Digital Experience in Educational Administration as the independent variable. The results are presented in Table 4.4.

Table 4.4 Regression Analysis of Digital Experience in Educational Administration and Digital Educational Administration

Variable	Coefficient (β)	Std. Error	t-value	p-value
Constant Term	1.672	0.234	7.145	<0.001
Digital Experience in Educational Administration	0.289	0.043	6.743	<0.001
R^2	0.193	-	-	-
Adjusted R^2	0.188	-	-	-

The regression analysis results show that the regression coefficient of Digital Experience in Educational Administration is 0.289 ($p < 0.001$), indicating a significant positive correlation. This suggests that the optimization of digital experience can significantly enhance the effectiveness of Digital Educational Administration transformation. The R^2 value is 0.193, meaning that Digital Experience of Educational

Administration can explain 19.3% of the variance in Digital Educational Administration.

From the perspective of statistical indicators, the relatively high t-value (6.743) and significant p-value (<0.001) confirm the reliability of this relationship, and the model exhibits good fit. This result validates Nielsen's (2021) "usability principles" and is consistent with the research conclusion by Demissie (2024) that "the functional adaptability of educational administration systems affects transformation outcomes": when digital tools feature simple operations, function-matching needs, and stable service responses, teachers' and students' willingness to use them and satisfaction will be significantly improved, and the depth and breadth of digital tool application will also expand, thereby directly promoting the improvement of transformation effectiveness. Conversely, cumbersome operational processes and delayed response speeds will weaken teachers' and students' participation and restrict the advancement of digital transformation.

4.1.5 The Relationship between Competency Perception of Educational Administration Teams and Digital Educational Administration

To test the third research hypothesis (H3: Competency Perception of Educational Administration Teams has a positive impact on Digital Educational Administration), this study conducted a linear regression analysis with Digital Educational Administration as the dependent variable and Competency Perception of Educational Administration Teams as the independent variable. The results are presented in Table 4.5.

Table 4.5 Regression Analysis of Competency Perception of Educational Administration Teams and Digital Educational Administration

Variable	Coefficient (β)	Std. Error	t-value	p-value
Constant	1.486	0.227	6.546	<0.001
Competency Perception of Educational Administration Teams	0.357	0.043	8.365	<0.001
R^2	0.284	-	-	-
Adjusted R^2	0.279	-	-	-

The regression analysis results indicate that the regression coefficient of Competency Perception of Educational Administration Teams is 0.357 ($p < 0.001$), showing a significant positive correlation. As the largest coefficient among the three independent variables, it suggests that the higher the recognition of teachers and

students towards the capabilities of educational administration teams, the more prominent the effectiveness of Digital Educational Administration. The R^2 value is 0.284, meaning that Competency Perception of Educational Administration Teams can explain 28.4% of the variance in Digital Educational Administration, making it one of the core factors influencing transformation outcomes.

From the statistical results, the high t-value (8.365) and extremely significant p-value (<0.001) fully verify the strength and reliability of this relationship, while the adjusted R^2 value confirms the model's good fit. This result aligns with the view emphasized by Krunoslav (2024) that "the professional competence and recognition of management teams are crucial for digital transformation" and is consistent with the research conclusion proposed by Cheng (2023) that "insufficient professional skills of managers restrict the advancement of transformation": When educational administration teams possess solid digital operation skills, rapid problem-solving capabilities, and efficient process optimization abilities, they can promptly respond to the needs of teachers and students, address pain points in digital applications, continuously iterate and optimize management models, thereby maximizing the value of digital transformation. Conversely, weak team capabilities will prevent digital tools from fully exerting their effects, and even lead to problems such as "technology idleness" and "rigid processes," hindering the transformation process.

4.2 Discussion

4.2.1 Interpretation of Research Results

Through descriptive statistics and regression analysis, this study systematically explored the impacts of Perception of Educational Administration Transformation, Digital Experience in Educational Administration, and Competency Perception of Educational Administration Teams on the transformation of Digital Educational Administration. All research hypotheses were supported by the data, with distinct characteristics in the mechanism and intensity of influence of each dimension.

From the perspective of variable status, the descriptive statistical results show that the mean value of the effectiveness of Digital Educational Administration transformation is slightly higher than that of the three independent variables. This indicates that initial progress has been made in the digital transformation of university educational administration, but there remains significant room for optimization in the core influencing factors. Although the dimension of Perception of the Transformation of Educational Administration has a certain foundation, a comprehensive consensus has not yet been formed, reflecting that universities need to strengthen the dissemination of digital transformation concepts and the interpretation of goals. The relatively low score

in the Digital Experience in Educational Administration dimension highlights the gap between existing systems and the actual needs of teachers and students in terms of functional adaptability, operational convenience, and operational stability, which are prominent pain points in the current transformation process. In the dimension of Competency Perception of Educational Administration Teams, there is recognition of basic skills but a lack of recognition of advanced capabilities, indicating that educational administration teams have the basic conditions for digital transformation but still have shortcomings in in-depth operational capabilities such as process optimization and problem-solving.

From the perspective of regression analysis results, all three independent variables exert a significant positive impact on transformation effectiveness, but there are differences in the intensity of influence. Among them, Competency Perception of Educational Administration Teams has the largest regression coefficient ($\beta = 0.357$) and the strongest explanatory power ($R^2 = 0.284$), making it the core factor affecting the effectiveness of digital transformation. This indicates that the comprehensive capabilities of educational administration teams directly determine the depth of application of digital tools and the realization of transformation value. Whether the team can proficiently use digital technologies, quickly solve application problems, and continuously optimize management processes is the key to the digital transformation moving from "formal implementation" to "substantive results".

The regression coefficient of Perception of Educational Administration Transformation is 0.321 ($R^2 = 0.236$), with an influence intensity second only to that of team competency perception. This shows that the consensus of stakeholders on the transformation is an important prerequisite for promoting digitalization. When teachers and students clearly understand the transformation goals and recognize the transformation value, they will take the initiative to cooperate with the use of digital tools, actively provide feedback on optimization suggestions, effectively reduce transformation resistance, and form a virtuous cycle of "cognitive consensus—behavioral collaboration—effectiveness improvement". Conversely, vague or disapproving cognition will lead to passive participation, resistance to use, and other issues, restricting the transformation process.

The regression coefficient of Digital Experience in Educational Administration is 0.289 ($R^2 = 0.193$). Although its influence intensity is relatively weak, it is still an indispensable key factor. Digital experience is directly related to teachers' and students' willingness to use and satisfaction. Digital tools with simple operations, suitable functions, and stable responses can reduce usage costs and improve service efficiency,

thereby promoting the widespread implementation of digital transformation. In contrast, systems with poor experiences will weaken teachers' and students' enthusiasm for participation, leading to "low usage rates and reduced effectiveness" of digital tools, making it difficult to exert their due value.

Overall, Perception of Educational Administration Transformation, Digital Experience in Educational Administration, and Competency Perception of Educational Administration Teams do not act in isolation but form a synergistic effect to jointly promote the improvement of digital transformation effectiveness: transformation perception provides the ideological foundation for the transformation, digital experience provides technical support, and team competency perception provides the implementation guarantee. The three complement each other and are indispensable.

4.2.2 Relationship with and Extension of Previous Studies

The results of this study are highly consistent with the conclusions of existing relevant research, while forming supplements and extensions in research scenarios and variable relationships.

Regarding the impact of transformation perception, this study verified the "critical role of stakeholder consensus in digital transformation," which aligns with the view emphasized by Bulusu (2023) that "digital transformation requires consensus among all stakeholders." It further focuses this conclusion on the scenario of university educational administration, clarifying that teachers' and students' perception of transformation goals and value is an important prerequisite for promoting Digital Educational Administration in universities, and filling the research gap in the micro-level cognitive influence mechanism in this field.

In terms of the role of digital experience, the research results echo Nielsen's (2021) "usability principles" and the research conclusion by Wang (2022) that "the functional adaptability of educational administration systems affects transformation outcomes." Through quantitative data, it confirms the significant impact of experience dimensions such as operational convenience, functional matching degree, and operational stability on the effectiveness of Digital Educational Administration in universities. Meanwhile, it points out the shortcomings of current digital experiences in university educational administration, providing more specific directions for subsequent system optimization.

Concerning Competency Perception of Educational Administration Teams, the results of this study are consistent with Krunoslav (2024) view that "the professional competence and recognition of management teams are crucial for digital transformation." Furthermore, through the comparison of regression coefficients, it clarifies the core position of team competency perception in the digital transformation

of university educational administration, supplements the research conclusion proposed by Cheng (2023) that "insufficient professional skills of managers restrict transformation," quantifies the impact degree of team capabilities on transformation effectiveness, and provides empirical support for universities to strengthen the digital capacity building of educational administration teams.

In addition, by constructing an analytical framework of "Perception of Educational Administration Transformation—Digital Experience in Educational Administration—Competency Perception of Educational Administration Teams," this study systematically explored the independent impacts and relative importance of the three dimensions on the effectiveness of Digital Educational Administration, and clarifies the core role of team competency perception. This finding enriches the research system of influencing factors for the digital transformation of university educational administration, provides a referable analytical paradigm for subsequent related studies, and offers a clearer logical basis for universities to formulate targeted transformation strategies.

4.2.3 Research Limitations

Although this study has achieved the expected results, it still has certain limitations that need to be improved in subsequent research.

In terms of research scope, this study took Hebei Normal University as a single case, with samples concentrated on teachers and students of the university. While it could reflect the common characteristics of the digital transformation of educational administration in local normal universities, the representativeness of the samples in terms of region and university type was limited. The generalizability of the research conclusions may be affected, making it difficult to fully cover the transformation differences among universities of different levels and types.

From the perspective of research methods, this study adopted cross-sectional data for quantitative research, which could only reveal the correlation between variables but could not dynamically present the long-term impact process of various factors on the effectiveness of digital transformation, nor could it capture changes in the mechanism of action at different stages of transformation. Meanwhile, the questionnaire survey relied on the subjective evaluations of respondents, which may lead to cognitive biases. Additionally, it has not been cross-validated with qualitative research methods (such as in-depth interviews and case tracking), so the depth and richness of the research conclusions need to be improved.

Regarding variable design, this study focused on three core independent variables: "Perception of Educational Administration Transformation ", "Digital Experience in

Educational Administration", and "Competency Perception of Educational Administration Teams". It did not include external objective factors such as policy support, fund investment, and technological iteration, nor did it consider the moderating role of individual characteristics of teachers and students (such as digital literacy, age, and academic background). This may overlook more complex influence mechanisms and fail to fully present the multi-dimensional influencing factor system of the digital transformation of university educational administration.

4.2.4 Practical Implications

Based on the research results and analysis of limitations, this study provides the following practical implications for the digital transformation of university educational administration:

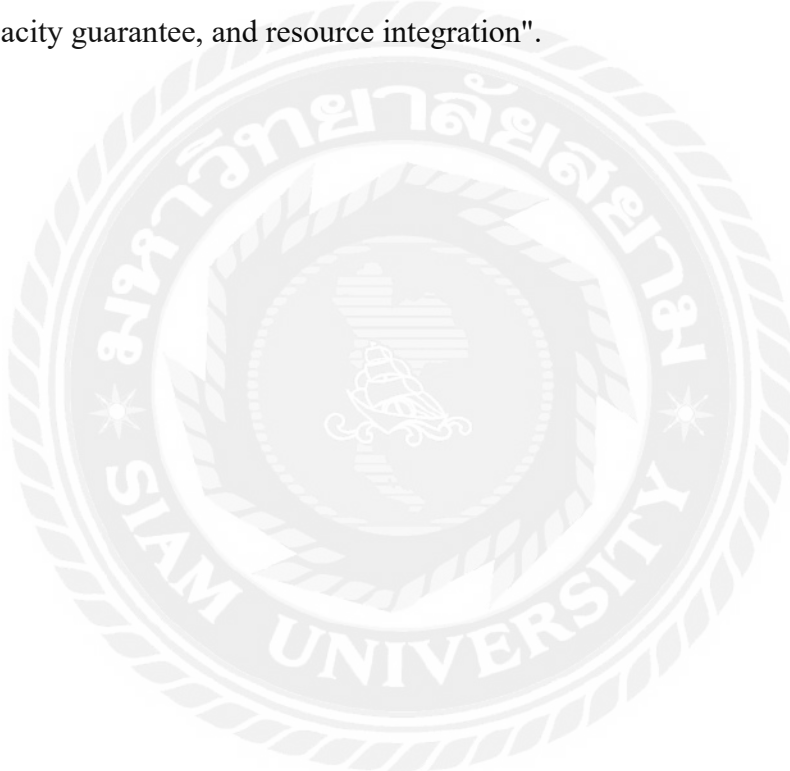
First, strengthen the dissemination of transformation perception and build consensus among all members. Universities should systematically explain the goals, value, and paths of the digital transformation of educational administration through various forms such as special training, online lectures, and manual distribution. Conduct special interpretations on the pain points concerned by teachers and students to eliminate ambiguous cognitive areas. Meanwhile, establish a participation mechanism for teachers and students, encourage them to put forward suggestions during the transformation process, and transform stakeholders from "passive recipients" to "active participants", forming a good atmosphere where all members support the transformation.

Second, optimize digital experience and address application pain points. Based on feedback from teachers and students, universities should iteratively upgrade the existing educational administration management system, simplify operational processes, supplement adaptive functions, and improve operational stability to create "easy-to-use, practical, and user-friendly" digital tools. At the same time, construct personalized service scenarios, provide customized digital service modules according to the needs of teachers in different positions and students in different grades, reduce the threshold for use, and improve the satisfaction of teachers and students.

Third, focus on team capacity building and lay a solid foundation for implementation. Incorporate the digital capacity training of educational administration teams into the university's talent development plan, and build a hierarchical training system of "basic skills + advanced capabilities", focusing on improving the team's digital operation, problem-solving, and process optimization capabilities. Meanwhile, establish an incentive mechanism to encourage team members to participate in research projects and exchange activities related to digital transformation, stimulate their

enthusiasm for proactive capacity improvement, and build a professional digital management team.

Fourth, construct a collaborative promotion mechanism and integrate diverse resources. Universities should coordinate relevant departments such as the Academic Affairs Office, Information Center, and various teaching colleges, establish a collaborative working group for digital transformation, clarify division of responsibilities, and strengthen communication and collaboration. Meanwhile, rationally allocate fund investment to ensure the continuous advancement of digital system upgrades, team training, and other work. Combine policy orientation and technological development trends to dynamically adjust transformation strategies, forming a comprehensive transformation pattern of "cognition leadership, experience support, capacity guarantee, and resource integration".



Chapter 5 Conclusion and Recommendation

5.1 Conclusion

Based on the context of global digital transformation and the high-quality development of higher education in China, this study took Hebei Normal University as a case and adopts a quantitative research method to systematically explore the core influencing factors and their mechanism of action in the digital transformation of university educational administration, relying on the analytical framework of "Perception of Educational Administration Transformation—Digital Experience in Educational Administration—Competency Perception of Educational Administration Teams". It aimed to provide theoretical support and practical reference for the digital transformation of university educational administration.

Through descriptive statistics and linear regression analysis of 381 valid questionnaires, the study verified all research hypotheses: Perception of Educational Administration Transformation, Digital Experience in Educational Administration, and Competency Perception of Educational Administration Teams all have a significant positive impact on the effectiveness of Digital Educational Administration transformation ($p < 0.001$), and the three together constitute a key support system for promoting transformation and development.

From the perspective of variable status, initial results have been achieved in the digital transformation of university educational administration, but there remains significant room for optimization in the core influencing factors: the mean value of the Perception of Educational Administration Transformation dimension ranges from 3.6 to 3.8, indicating a certain foundation but the lack of a comprehensive consensus. This reflects that universities need to strengthen the dissemination of digital transformation concepts and the interpretation of goals; the mean value of the Digital Experience in Educational Administration dimension is between 3.3 and 3.5, a moderately low level, highlighting the gap between existing systems and the actual needs of teachers and students in terms of functional adaptability, operational convenience, and operational stability, which are prominent pain points in the current transformation process; the mean value of the Competency Perception of Educational Administration Teams dimension ranges from 3.4 to 3.6, with recognition of basic skills but a lack of recognition of advanced capabilities. This indicates that educational administration teams have the basic conditions for digital transformation but still have shortcomings in in-depth operational capabilities such as process optimization and problem-solving.

In terms of the intensity of influence, Competency Perception of Educational Administration Teams has the largest regression coefficient ($\beta = 0.357$) and the strongest explanatory power ($R^2 = 0.284$), making it the core factor affecting transformation effectiveness. Its comprehensive capabilities directly determine the depth of application of digital tools and the realization of transformation value; followed by Perception of Educational Administration Transformation ($\beta = 0.321$, $R^2 = 0.236$), which provides the ideological foundation for the transformation, and the consensus of stakeholders can effectively reduce transformation resistance; although the influence of Digital Experience in Educational Administration ($\beta = 0.289$, $R^2 = 0.193$) is relatively weak, it is directly related to teachers' and students' willingness to use and serves as an important support for the implementation of the transformation. The three act synergistically and are indispensable, jointly promoting the digital transformation of educational administration from "formal implementation" to "substantive results".

In summary, the digital transformation of university educational administration is a systematic project. It is necessary to take team capacity building as the core, build consensus through transformation perception as the premise, and optimize digital experience as the support. Through multi-dimensional collaborative efforts, the pain points in the current transformation process can be addressed, the effectiveness of the transformation can be comprehensively improved, and a solid foundation can be laid for the modernization of university governance.

5.2 Recommendation

Based on the research conclusions of this study, the following targeted optimization suggestions are proposed for the three core independent variables of "Perception of Educational Administration Transformation", "Digital Experience in Educational Administration", and "Competency Perception of Educational Administration Teams" to comprehensively improve the effectiveness of the digital transformation of educational administration:

1. Deepen the Dissemination of Transformation Perception and Build Consensus on Full-Staff Collaboration

Construct a cognitive improvement system of "hierarchical publicity + scenario empowerment + interactive participation": For managers, clarify the strategic value and top-level design path of digital transformation through policy interpretation meetings and industry benchmark case sharing to strengthen their leading awareness of transformation. For teachers, focus on the practical effectiveness of digital tools in core work scenarios such as curriculum arrangement, score analysis, and teaching feedback,

and carry out "practical demonstration + question answering" training to let teachers intuitively feel the efficiency improvement brought by transformation. For students, simplify the dissemination of transformation concepts through carriers such as freshman manuals, campus new media, and online guides, and focus on popularizing the use processes of digital services such as course selection, leave application, and score inquiry. Establish a regular feedback mechanism of "online questionnaires + offline seminars", widely solicit opinions from teachers and students at key transformation nodes, and transform stakeholders from "passive recipients" to "active participants", forming a virtuous cycle of "cognitive unification—action collaboration—effect feedback".

2. Optimize Digital Service Experience and Improve Tool Adaptation Efficiency

Take "demand orientation + technological iteration + detail optimization" as the core to address experience pain points: First, simplify operational processes, merge redundant filling links, optimize interface interaction design, realize "one-click access to high-frequency services", and reduce the threshold for teachers and students to use. Second, strengthen functional adaptation, develop customized modules for different teaching scenarios and grade needs—add teaching progress tracking and student absence early warning functions for teachers, and optimize course selection conflict reminders and graduation review progress inquiry services for students to fill the gaps in existing system functions;.Third, improve operational stability, set up a professional technical operation and maintenance team, establish a 7×24-hour fault response mechanism, and promptly handle problems such as system lag and data synchronization delay.Fourth, promote data interconnection, break down data barriers between the educational administration system and other digital campus platforms, realize "one login for multiple scenarios", improve service continuity and convenience, and make digital tools truly meet the actual needs of teachers and students.

3. Strengthen the Competency Perception of Educational Administration Teams and Lay a Foundation for Transformation Implementation

Build a capacity improvement system of "hierarchical training + practical empowerment + incentive and restraint": The basic layer focuses on digital tool operation capabilities, ensuring that the team proficiently masters core functions of the educational administration system, data entry, and basic fault diagnosis skills through centralized training, online courses, and one-on-one assistance;.The advanced layer focuses on high-level operation capabilities, carrying out case review, project practice, and cross-school exchange activities around core capabilities such as process optimization, demand mining, and cross-departmental collaboration to improve the

team's ability to solve complex problems. The leading layer focuses on innovative planning capabilities, encouraging the team to participate in research projects and industry summits related to digital transformation, track cutting-edge technologies and management concepts, and enhance transformation strategy design and iterative optimization capabilities. Establish an incentive mechanism linked to capacity improvement, incorporate digital transformation effectiveness (such as teacher and student satisfaction, process optimization efficiency) into performance appraisal, set up special rewards to stimulate the team's enthusiasm for proactive capacity improvement, and at the same time take capacity level as an important reference for job promotion, forming a closed loop of "capacity improvement—value creation—positive incentives".

5.3 Further Study

Although this study explored and drew conclusions around three core variables—Perception of Educational Administration Transformation, Digital Experience in Educational Administration, and Competency Perception of Educational Administration Teams—there remains room for expansion in terms of research scope, methodology, and framework. To further deepen the research depth and practical value of the digital transformation of university educational administration, future research can be advanced in the following directions:

1. Expand Research Scope and Sample Diversity: Broaden the survey to cover universities of different levels (undergraduate, vocational, double first-class) and types (comprehensive, science and engineering, art) as well as institutions in multiple regions. Include groups such as educational administration system developers and technical operation and maintenance personnel to test the generalizability of the research conclusions and enrich research perspectives.

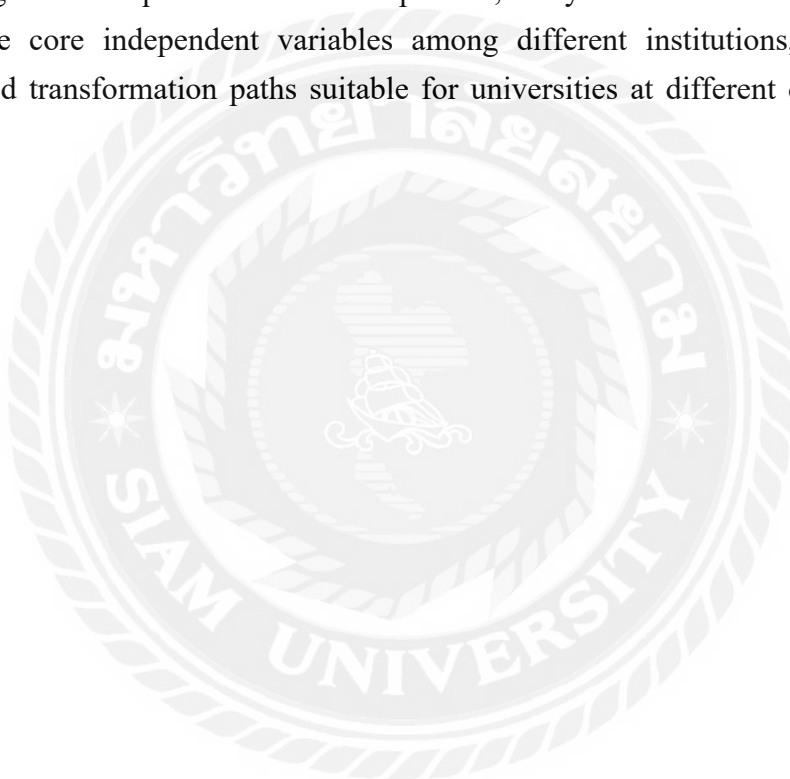
2. Adopt Mixed Methods and Longitudinal Tracking Design: Combine qualitative methods such as in-depth interviews, case tracking, and on-site observations with quantitative research for cross-validation to deeply explore the mechanism of variable action. Through 1–3 years of longitudinal data tracking, dynamically analyze the long-term impact of various factors on the effectiveness of digital transformation and capture changes in mechanisms at different stages of transformation.

3. Improve the Variable System and Research Framework: Incorporate external objective variables such as policy support, fund investment, and technological iteration, as well as moderating variables such as teachers' and students' digital literacy, age, and academic background to construct a more comprehensive system of influencing factors. Explore the interaction effects and mediating/moderating effects among Perception of the Transformation of Educational Administration, Digital Experience of Educational

Administration, and Competency Perception of Educational Administration Teams to deepen the theoretical research framework.

4. Focus on Segmented Scenarios and Cutting-Edge Technology Applications: Conduct special research on specific educational administration scenarios such as course selection management, grade assessment, and practical teaching arrangement. Combine technologies such as artificial intelligence and big data to explore new smart educational administration models such as intelligent course recommendation and precise learning situation profiling, providing cutting-edge practical references for transformation.

5. Carry Out Cross-Case Comparative Studies: Select universities with different levels of digital development for case comparison, analyze the differences in the role of the three core independent variables among different institutions, and refine differentiated transformation paths suitable for universities at different development stages.



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Appendix

Appendix A Teacher Questionnaire

Questionnaire on the Digital Transformation of Educational Administration

Dear Teacher,

Hello! First of all, thank you for participating in this survey amid your busy schedule. This survey is for academic research purposes only. The survey content and results are unrelated to university teaching management matters. We promise that any information you provide will not be disclosed to any individual, and will not have any impact on the university or you personally.

Teacher's Basic Information

1. Your gender:

- a) Male
- b) Female

2. Your department:

- a) Educational Administration
- b) Non-Educational Administration

3. Your age:

- a) Under 30 (including 30)
- b) 31–40 (including 40)
- c) 41–50 (including 50)
- d) Over 51

Note: A 5-point Likert scale is used for the following 9 questions, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

Table A-1

Teacher Questionnaire Items		Answer Scores				
4. Perception of the Transformation of Educational Administration in the Digital Context						
(a)	The university needs digital construction	1	2	3	4	5
b)	The university’s educational administration needs digital transformation	1	2	3	4	5
c)	The importance of digital transformation for the university’s educational administration	1	2	3	4	5
5. Digital Experience of Educational Administration						
(a)	Compared with other universities, the degree of digital transformation of educational administration in this university	1	2	3	4	5
b)	Compared with the needs of educational administration, the degree of digital transformation of educational administration in this university	1	2	3	4	5
c)	Compared with the needs of work and teaching, the degree of digital transformation of educational administration in this university	1	2	3	4	5
6. Competency Perception of Educational Administration Teams						
(a)	The degree of attention that the educational administration team pays to digital transformation	1	2	3	4	5
b)	The degree to which the capabilities of the educational administration team adapt to digital transformation	1	2	3	4	5
c)	The intensity of digital transformation training carried out by the educational administration team	1	2	3	4	5

Appendix B Student Questionnaire

Questionnaire on the Digital Transformation of Educational Administration

Dear Student,

Hello! First of all, thank you for participating in this survey amid your busy schedule. This survey is for academic research purposes only. The survey content and results are unrelated to university teaching management matters. We promise that any information you provide will not be disclosed to any individual, and will not have any impact on the university or you personally.

Student's Basic Information

1. Your gender:

- a) Male
- b) Female

2. Your academic year:

- a) Freshman
- b) Sophomore
- c) Junior
- d) Senior

3. Your academic discipline:

- a) Humanities
- b) Sciences

Note: A 5-point Likert scale is used for the following 9 questions, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

Table B-1

Student Questionnaire Items		Answer Scores				
4. Perception of the Transformation of Educational Administration in the Digital Context						
(a)	The university needs digital construction	1	2	3	4	5
b)	The university’s educational administration needs digital transformation	1	2	3	4	5
c)	The importance of digital transformation for the university’s educational administration	1	2	3	4	5
5. Digital Experience of Educational Administration						
(a)	Compared with other universities, the functions of this university’s educational administration system	1	2	3	4	5
b)	)Compared with daily learning needs (e.g., course registration, grade inquiry), the functions of this university’s educational administration system	1	2	3	4	5
c)	Compared with the ideal system for campus learning, the functions of this university’s educational administration system	1	2	3	4	5
6. Competency Perception of Educational Administration Teams						
(a)	Whether educational administrators regularly improve the educational administration system	1	2	3	4	5
b)	Whether the quality of educational administrators meets students’ daily learning needs	1	2	3	4	5
c)	The proficiency of educational administrators in using the educational administration system and their service capabilities	1	2	3	4	5