

## The Impact of Strategic Implementation on Organizational Performance of Private Schools in Shenzhen, China: Employee Perspective<sup>†</sup>

Qian Xiao<sup>1,\*</sup>, Nittida Sudmai<sup>2</sup>, Trairong Swatdikun<sup>2</sup> and Jeerakiat Apibunyopas<sup>2</sup>

<sup>1</sup>College of Graduate Studies, Walailak University, Nakhon Si Thammarat 80160, Thailand

<sup>2</sup>School of Accountancy and Finance, Walailak University, Nakhon Si Thammarat 80160, Thailand

(\*Corresponding author's e-mail: 709212832@qq.com)

### Abstract

Private education forms a diversified school system and meet people's growing educational needs. In China, private school has made great achievements with the guidance of the government and the participation of all social parties. However, the existence of many problems limits the competitive advantages of Shenzhen private schools. Based on the summary and analysis of existing research, a study on the strategic implementation and organizational performance in Shenzhen's private schools is proposed. Using questionnaire survey, the study collected data from 430 employees of 256 schools. This research found that strategic implementation has a positive impact on organizational performance. In conclusion, this study reveals the empirical results of relationship between 3 dimensions of strategic implementation and 4 perspectives of school performance form their employee perspective. The discussion and recommendation also suggest relevant measures to enhance strategic implementation and performance of private schools in Shenzhen.

**Keywords:** Private school education, Strategic implementation, Organizational performance

### Introduction

In China's current education system, basic education occupies a large proportion, and the excellent quality of basic education is related to the effectiveness of China's strategy of rejuvenating the country through science and education. In the contexts of the signal of basic education to private capital, the development of Shenzhen private schools has made great achievements with the guidance of the government and the participation of all social parties. However, the existence of many problems limits the competitive advantages of Shenzhen private schools.

As proposed by Ireland (2001), the core competitive advantage of enterprises is based on resources, capabilities and core competence. Therefore, enterprises should improve their organizational capacity on the basis of comprehensive utilization of various resources, and the core competitiveness comes from the ability, which is also the foundation of competitive advantage. Later research argues that the implementation of necessary strategic management becomes the key to the core competitiveness of enterprises. Thus, the idea of this research is to understanding strategic management of Shenzhen private school which is important part of enhancing the school competitive advantages.

To managing strategically and effectively, enterprises require both strategic planning and implementation process. However, Afsar (2011) proposed that rational strategic planning management cannot adapt to the complex and changeable environment. Therefore, following the framework of strategy implementation (Tawse & Tabesh, 2021). Combine with the Balance Scorecard Framework (Kaplan & Norton, 2005). The research question is proposed as what is the impact of strategic implementation on organizational performance of private schools in Shenzhen, China. The in-depth analysis of employee perception on the relationship between 3 elements of strategy implementation and 4 perspectives of organizational performance of private schools in Shenzhen contributes to promoting competitiveness of Shenzhen private school education.

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The concept of strategy implementation has been mentioned in the core concept of strategic management literature. The definition of strategic management is the management decision made by a company or a team organization in a specific period, mainly for the company or organization. Overall development goals, forward directions, work tasks, resource allocation, and other specific instructions, etc. Early scholar indicates that strategic management is the management of corporate strategy, which not only includes The formulation of the strategy also includes the implementation of the strategy.

The implementation of the strategy is the implementation and execution of the corporate strategy. The intentional strategy determined in the strategy formulation stage is transformed into specific organizational actions to ensure that the strategy achieves its predetermined goals. It can be seen from this that the implementation of strategy is actually included in the strategic management of the enterprise, is an important part of the overall management process of the enterprise, and is the embodiment of more specific management actions. In the process of strategic management, the company's senior managers need to formulate strategies. After the senior executives reach a consensus on the strategic goals, they can then communicate to the next level. Finally, the entire strategic goal is decomposed and implemented in the hands of the grassroots employees to achieve the purpose of the goal. There may be various problems in the whole process, and it is necessary for the enterprise to carry out management operations and continuously correct deviations in order to achieve the strategic goals smoothly. As the third stage of the strategic management process, the implementation of corporate strategy highlights extremely important significance in this process.

Tawse and Tabesh (2020) which mentioned three elements; Managerial action of Strategic implementation, Conditions of the effective Strategic implementation, and Dynamic Managerial Capability to implement Strategy.

Ansoff et al (2019) pointed out in "Keys to Successful Strategy Execution" that the company's strategy implementation can be carried out from the following aspects: quantifying the company's vision, communicating with the company's departments and employees on the strategy implementation, and proceeding before the implementation of the strategy implementation plan. Forecast results, determine possible unexpected situations based on the results forecast and formulate solutions, let all relevant personnel involved in the implementation of the strategy know the specific process of the implementation of the strategy in detail, implement information automation management for the enterprise, strengthen the management of the implementation of the strategy, and realize the implementation of the strategy. They further explained the content of corporate strategy implementation, including strategy formulation, communication, consensus, error correction, information management, etc., involving all aspects of corporate strategic management.

## Methodology

This study adopts quantitative methods. Based on the summary and analysis of existing research, a model of the relationship between the implementation of strategies and organizational performance in Shenzhen's private schools is built, and quantitative analysis is carried out according to the model.

There are 256 schools in Shenzhen, including 13 small-scale schools, 82 medium-scale schools and 161 large-scale schools, with a total of 23,040 teachers. This study has selected schools from the private schools in Shenzhen as the sample size of this study. The sample size of this study is based on the formula  $n = N/(1 + Ne^2)$  determined by Yamane (1967), as the sample size calculation formula of this study, where  $N$  is the population, which in this study refers to the number of teachers in private schools in Shenzhen: 23,040 people;  $e$  is the error term, which is selected as 5 % in this study. Therefore, the sample size of this study is  $n = N/(1 + Ne^2) = 23,040/(1 + 23,040 \times 5\% \times 2) \approx 393$ . Considering that there are problems such as omission of questionnaire options or wrong selection and multiple selection in this research process, this research plan is more 10 % of the survey is used as the final survey sample size of this research, namely: 430 copies.

This research adopts the method of multi-stage sampling for sample selection. According to the number and scale of school teachers, 15 teachers are selected from the number of teachers in small-scale

schools below 68, 60 to 100 teachers in medium-scale schools, and 315 teachers are selected from the number of teachers in large-scale schools above 100.

## Results and discussion

The survey indicates that majority of respondents are female which account for 56.049 %. Majority of the teacher holds undergraduate college degree. Majority of them earn RMB 50,000 - 60,000. 78.519 % hold an ordinary teacher's position. In addition, 78.272 % teach major courses.

### Strategy implementation dimension: Dynamic management capability

#### *Management cognition*

Q1 - Q3 aims to test the level of management cognition of respondents. The higher the score, the higher the level of management cognition represented.

**Table 1** Descriptive statistics of management cognition (n = 405).

	Mean	Standard deviation	Perception level
Q1 I can accurately identify and catch opportunities and threats in a timely manner.	4.60	1.528	strongly agree
Q2 I am good at obtaining information through multiple channels and improving my knowledge structure to adapt to environmental changes.	4.57	1.554	strongly agree
Q3 I attach great importance to my own ability to innovate and continue to innovate in management.	4.54	1.518	strongly agree
<b>Average management cognition level</b>	<b>4.57</b>	<b>1.414</b>	<b>strongly agree</b>

When measuring the level of management cognition (**Table 1**), respondents generally strongly agreed. The average value of Q1 - Q3 is 4.57, which shows that the average level of management cognition of the sample is high. The average value of Q1 is the highest, 4.60 and the standard deviation is 1.528, which means that respondents agree that they can accurately identify and timely capture opportunities and threats; The average value of Q3 is the lowest, 4.54, and the standard deviation is 1.518. It can be seen that the respondents agree that their schools have high level of management cognition of implementing strategy.

**Managing social capital**

Q4 - Q6 It aims to test the respondents' ability to manage social capital. The higher the score, the stronger the representative's ability to manage social capital.

**Table 2** Descriptive statistics of managed social capital (n = 405).

	Mean	Standard deviation	Perception level
Q4 I value the development and maintenance of social relationships within and outside the school.	4.60	1.595	strongly agree
Q5 I am very happy to form partnerships with other schools or related units.	4.67	1.533	strongly agree
Q6 I am good at obtaining valuable resources or information from social networks.	4.58	1.514	strongly agree
<b>Average managing social capital</b>	<b>4.62</b>	<b>1.409</b>	<b>strongly agree</b>

When measuring the ability to manage social capital (**Table 2**), respondents generally strongly agreed. The average value of Q4 - Q6 is 4.62, which shows that the average ability to manage social capital of the sample is strong. Among them, the average value of Q5 is the highest, 4.67, and the standard deviation is 1.533, which means that respondents generally agree on the importance of establishing partnerships with other schools or relevant units. The average value of Q6 is the lowest, 4.58, and the standard deviation is 1.514. The results indicate that respondents agree that they are good at managing social capital.

**Managing human capital**

Q7 - Q9 It aims to test the respondents' ability to manage human capital. The higher the score, the stronger the representative's ability to manage human capital.

**Table 3** Descriptive statistics of human capital management (n = 405).

	Mean	Standard deviation	Perception level
Q7 Our team members are generally highly educated.	4.60	1.541	strongly agree
Q8 I have extensive experience in teaching and research.	4.59	1.559	strongly agree
Q9 I can take the initiative to learn relevant professional knowledge and continuously improve my ability at work.	4.66	1.558	strongly agree
<b>Average manage human capital</b>	<b>4.62</b>	<b>1.434</b>	<b>strongly agree</b>

When measuring the ability to manage human capital (**Table 3**), respondents generally strongly agreed. The average value of Q7 - Q9 is 4.62, which shows that the average ability to manage human capital of the sample is strong. Among them, the average value of Q9 is the highest, 4.66 and the standard deviation is 1.558, which means that respondents generally agree that they can actively learn relevant professional knowledge and continuously improve their ability at work; The average value of Q8 is the lowest, 4.59, and the standard deviation is 1.559. It can be seen that the respondents strongly agree that they have rich experience in teaching and research.

**Strategy implementation dimension: Management action****Structural action**

Q10 - Q12 It aims to test the respondents' ability of structural action. The higher the score, the stronger the representative's ability of structural action.

**Table 4** Descriptive statistics of structural actions (n = 405).

	Mean	Standard deviation	Perception level
Q10 My school has clear strategic goals and plans	4.63	1.527	strongly agree
Q11 My school has a perfect incentive system or reward system	4.57	1.560	strongly agree
Q12 Decisions involving teachers in my school invite us to discuss them together	4.51	1.607	strongly agree
<b>Average structural action</b>	<b>4.57</b>	<b>1.436</b>	<b>strongly agree</b>

When measuring structural action (**Table 4**), respondents generally strongly agreed that the average value of Q10 - Q12 was 4.57, which shows that the average structural action level of the sample is high. Among them, the average value of Q10 is the highest, which is 4.63 and the standard deviation is 1.527, indicating that respondents generally agree that their school has clear strategic objectives and plans; The average value of Q12 is the lowest, 4.51, and the standard deviation is 1.607. It can be seen that the respondents agree that the ability of structural action including setting goals, incentive system and decision making in their school is high level.

#### ***Interpersonal action***

Q13 - Q15 It aims to test the interpersonal action ability of respondents. The higher the score, the stronger the interpersonal action ability of the representative.

**Table 5** Descriptive statistics of interpersonal actions (n = 405).

	Mean	Standard deviation	Perception level
Q13 I was able to get effective support from my superiors.	4.53	1.536	strongly agree
Q14 I am able to communicate effectively with my colleagues.	4.61	1.540	strongly agree
Q15 I have a very smooth communication channel or mechanism in the team.	4.62	1.513	strongly agree
<b>Average interpersonal action</b>	<b>4.59</b>	<b>1.405</b>	<b>strongly agree</b>

When measuring interpersonal action (**Table 5**), respondents generally strongly agreed. The average value of Q13 - Q15 is 4.59, which shows that the average level of interpersonal action of the sample is high. Among them, the average value of Q15 is the highest, which is 4.62 and the standard deviation is 1.513, which means that respondents generally tend to agree that there are very smooth communication channels or mechanisms in the team and they are happier to cooperate with each other; The average value of Q13 is the lowest, 4.53, and the standard deviation is 1.536. It can be seen that the respondents agree that they can obtain the effective support of their superiors, and the good communication mechanism in the schools.

#### **Strategy implementation dimension: Conditions**

##### ***Capability***

Q16 - Q18 It aims to test the capability of respondents. The higher the score, the stronger the representative's ability.

**Table 6** Descriptive statistics of capability (n = 405).

	Mean	Standard deviation	Perception level
Q16 I have relatively systematic and complete knowledge to complete work goals and tasks.	4.55	1.602	strongly agree
Q17 I have the skill to continuously improve the efficiency and quality of my work.	4.64	1.548	strongly agree
Q18 I have an extraordinary ability to contribute to the continuous development of the school.	4.56	1.553	strongly agree
<b>Average</b> capability level	<b>4.58</b>	<b>1.459</b>	<b>strongly agree</b>

When measuring ability (**Table 6**), respondents generally strongly agreed that the average value of Q16 - Q18 is 4.58, which shows that the average capability of the sample is strong. Among them, the average value of Q17 is the highest, 4.64, and the standard deviation is 1.548, indicating that the respondents recognize that they have skilled skills and constantly improve work efficiency and quality; The average value of Q16 is the lowest, 4.55, and the standard deviation is 1.602. It can be seen that the respondents have confidence that they have capability in completing their work, continuous improvement both their works and schools.

### **Commitments**

Q19 - Q21 It aims to test the commitment of respondents. The higher the score, the stronger the commitment of the representative.

**Table 7** Descriptive statistics of commitments (n = 405).

	Mean	Standard deviation	Perception level
Q19 My school has good development space for teachers and can realize self-worth.	4.53	1.547	strongly agree
Q20 My school has better teacher training and teacher career planning, and I can get better development.	4.58	1.586	strongly agree
Q21 My school gives us a good salary package.	4.50	1.607	strongly agree
<b>Average</b> commitment level	<b>4.54</b>	<b>1.454</b>	<b>strongly agree</b>

When measuring commitment (**Table 7**), respondents generally strongly agreed. The average value of Q19 - Q21 is 4.54, which shows that the average commitment level of the sample is high. The average value of Q20 is the highest, which is 4.58 and the standard deviation is 1.586, which means that respondents tend to agree that their school has better teacher training and teacher career planning, and they can get better development; The average value of Q21 is the lowest, which is 4.50 and the standard deviation is 1.607. It can be seen that the respondents agree with the high commitment from the school executive in human resource management and development.

### **Cooperation**

Q22 - Q24 Designed to test the collaboration of respondents, the higher the score, the stronger the collaboration of Representatives.

**Table 8** Descriptive statistics of collaboration (n = 405).

	Mean	Standard deviation	Perception level
Q21 My work partners and team members have the same goals.	4.59	1.626	strongly agree
Q22 My team members are able to support and collaborate with each other.	4.60	1.529	strongly agree
Q23 I am better at coordinating issues and conflicts.	4.57	1.549	strongly agree
<b>Average</b> collaboration level	<b>4.59</b>	<b>1.434</b>	<b>strongly agree</b>

When measuring collaboration (**Table 8**), respondents generally strongly agreed. The average value of Q22 - Q24 is 4.59, which shows that the average collaboration level of the sample is high. The average value of q23 is the highest, which is 4.60 and the standard deviation is 1.529, indicating that the respondents recognize that their team members can support and cooperate with each other; The average value of Q24 is the lowest, 4.57, and the standard deviation is 1.549. It can be seen that the respondents are confident that there is good coordination in their schools.

#### **Organizational performance: Customer perspective**

Q25 - Q29 It aims to test the customer perspective performance level. The higher the score, the stronger the recognition of the representative.

**Table 9** Descriptive statistics of customer perspective performance (n = 405).

	Mean	Standard deviation	Perception level
Q25 The number of enrolments at my school has grown year by year.	4.57	1.576	strongly agree
Q26 Students at my school have high overall satisfaction with the school.	4.57	1.547	strongly agree
Q27 Most of my students keep in touch with me after they graduate.	4.52	1.610	strongly agree
Q28 My school has a reasonable student-teacher ratio.	4.61	1.580	strongly agree
Q29 The recognition of my school in the society continues to increase.	4.60	1.587	strongly agree
<b>Average</b> customer perspective performance level	<b>4.57</b>	<b>1.441</b>	<b>strongly agree</b>

When measuring the customer perspective performance (**Table 9**), respondents generally strongly agreed. The average value of Q25 - Q29 is 4.57, which shows that the average customer perspective level of the sample is high. Among them, the average value of Q28 is the highest, 4.61, and the standard deviation is 1.580, indicating that respondents generally tend to recognize that there is a reasonable student teacher ratio in their school; The average value of Q27 is the lowest, 4.52, and the standard deviation is 1.610. It can be seen that the respondents agree that customer related performance of schools is high.

#### **Organizational performance: Internal operation perspective**

Q30 - Q34 It aims to test the internal operation perspective performance level. The higher the score, the stronger the recognition of Representatives.

**Table 10** Descriptive statistics of internal operation perspective performance (n = 405).

	Mean	Standard deviation	Perception level
Q30 The student care system is recognized by most people at my school.	4.60	1.581	strongly agree
Q31 My students have never had any problems with the cumbersome registration process.	4.57	1.618	strongly agree
Q32 My school has a complete model and process for optimizing teaching quality.	4.56	1.584	strongly agree
Q33 My school has a new curriculum design process.	4.58	1.578	strongly agree
Q34 My school has a smooth handling process, which improves the efficiency of our administrative affairs.	4.50	1.604	strongly agree
<b>Average</b> internal operation perspective performance level	<b>4.56</b>	<b>1.447</b>	<b>strongly agree</b>

When measuring internal operation perspective performance (**Table 10**), respondents generally strongly agreed that the average value of Q30 - Q34 is 4.56, which shows that the average internal operation level of the sample is high. The average value of Q30 is the highest, which is 4.60 and the standard deviation is 1.581, which means that respondents generally agree that the student care system has been recognized by most people in their schools; The average value of Q34 is the lowest, 4.50 and the standard deviation is 1.604. The results indicate that the respondents agree that the school has good internal operation perspective performance.

#### **Organizational performance: Learning and growth perspective**

Q35 - Q38 It aims to test the learning and growth perspective performance level. The higher the score, the stronger the recognition of the representative.

**Table 11** Descriptive statistics of learning and growth perspective performance (n = 405).

	Mean	Standard deviation	Perception level
Q35 My school has continuously improved the quality of its teaching staff.	4.58	1.603	strongly agree
Q36 My school continuously improves the quality of students and the quality of training.	4.59	1.600	strongly agree
Q37 My school is very focused on the development and influence of the school.	4.53	1.633	strongly agree
Q38 Teacher well-being is an important factor for teacher success.	4.59	1.577	strongly agree
<b>Average</b> learning and growth perspective performance level	<b>4.57</b>	<b>1.478</b>	<b>strongly agree</b>

When measuring learning and growth (**Table 11**), respondents generally strongly agreed. The average value of Q35 - Q38 is 4.57, which shows that the average learning and growth level of the sample is high. Among them, the average values of Q36, Q38 are the highest, both of which are 4.59, the standard deviation of Q36 is 1.600, and the standard deviation of Q38 is 1.577. It can be seen that the respondents tend to recognize that the continuous improvement of students' quality and training quality and teachers' happiness are important factors for teachers' success; The average value of Q37 is the lowest, 4.53, and the standard deviation is 1.633. The results indicate that the respondents agree that learning and growth perspective performance of the schools is high.



### Organizational performance: Financial perspective

Q39 - Q42 It aims to test the financial perspective performance level. The higher the score, the stronger the recognition of the representative.

**Table 12** Descriptive statistics from a financial perspective performance (n = 405).

	Mean	Standard deviation	Perception level
Q39 The school is in good financial shape.	4.56	1.624	strongly agree
Q40 My school has a good balance sheet.	4.55	1.558	strongly agree
Q41 My school has a relatively stable source of financial income.	4.56	1.575	strongly agree
Q42 Teachers' income is steadily increasing.	4.59	1.524	strongly agree
<b>Average financial perspective performance level</b>	<b>4.57</b>	<b>1.424</b>	<b>strongly agree</b>

When measuring the financial perspective performance (**Table 12**), respondents generally strongly agreed. The average value of Q39 - Q42 is 4.57, which shows that the average financial perspective level of the sample is high. The average value of Q42 is the highest, 4.59, and the standard deviation is 1.524, which means that respondents generally agree that teachers' income is growing steadily; The average value of Q40 is the lowest, 4.55, and the standard deviation is 1.558. The results indicate that the respondents agree that their schools have a good finance performance.

Next, the study detects the perception of employees in 3 dimensions of strategy implementation, i.e. managerial cognition, managerial social capital, managerial human capital, structural behavior, interpersonal behavior, competence, commitment and cooperation as independent variables, and combined with the organizational performance of customers perspective, internal operation perspective, learning and growth perspective, and financial perspective as dependent variables on constructed a regression equation model.

### Regression analysis from customer perspective performance

The table reports coefficient  $r^2$  at 0.924, adjustment  $r^2$  at 0.923, which indicates that the independent variable to the dependent variable explanatory ability, indicating that the model fitting is very good. The F statistic of the regression equation model was 604.085, and the significance was 0.000, less than 0.05. Therefore, the regression equation model is significant, indicating that the regression equation model has statistical and explanatory significance. Structural behavior, interpersonal behavior, competence, commitment and cooperation will have a significant positive impact on the customer's perspective performance.

The model formula is customer perspective performance =  $0.181^*$  structural action +  $0.178^*$  Interpersonal action +  $0.166^*$  capability +  $0.195^*$  commitment +  $0.192^*$  cooperation. The results conclude that 2 dimensions of strategic implementation (management action and conditions) have a positive impact on customer perspective performance, thus hypothesis 1 is not reject.

**Table 13** The regression analysis of strategic implementation on customer perspective performance.

Variable	Non standardized coefficient		Standardization coefficient	t	p
	B	Standard error	Beta		
Constant	-0.057	0.071	-	-0.81	0.418
Management cognition	0.024	0.04	0.024	0.605	0.546
Managing social capital	0.054	0.04	0.053	1.361	0.174
Managing human capital	0.019	0.042	0.019	0.458	0.647
Structural action	0.182	0.04	0.181	4.528	0.000**
Interpersonal action	0.182	0.045	0.178	4.093	0.000**
Capability	0.164	0.041	0.166	4.013	0.000**
Commitment	0.193	0.039	0.195	4.908	0.000**
Cooperation	0.193	0.038	0.192	5.06	0.000**

F = 604.085, p = 0.000, Adjusted R<sup>2</sup> = 0.923,

\* p < 0.05, \*\* p < 0.01

#### Regression analysis from internal operation perspective performance

The table reports coefficient r<sup>2</sup> at 0.914, adjustment r<sup>2</sup> at 0.912, which indicates that the independent variable to the dependent variable explanatory ability, indicating that the model fitting is very good. The F statistic of the regression equation model was 526.021, and the significance was 0.000, less than 0.05. Therefore, the regression equation model is significant, indicating that the regression equation model has statistical and explanatory significance.

Managing human capital, structural behavior, interpersonal behavior, competence, commitment and collaboration will have a significant positive impact on internal operations. The model formula is internal operation = 0.101\* managerial human capital + 0.148\* structural action + 0.167\* interpersonal action + 0.158\* ability + 0.263\* commitment + 0.175\* collaboration. This study proves that, apart from the process of management cognition and managing social capital, the strategic implementation has a positive impact on internal operation perspective performance, thus hypothesis 2 is not rejected.

**Table 14** The regression analysis of strategic implementation on internal operation perspective performance.

Variable	Non standardized coefficient		Standardization coefficient	t	p
	B	Standard error	Beta		
Constant	-0.029	0.076	-	-0.387	0.699
Management cognition	0.060	0.043	0.058	1.395	0.164
Managing social capital	-0.071	0.043	-0.069	-1.665	0.097
Managing human capital	0.102	0.045	0.101	2.252	0.025*
Structural action	0.149	0.043	0.148	3.472	0.001**
Interpersonal action	0.172	0.048	0.167	3.594	0.000**
Capability	0.157	0.044	0.158	3.588	0.000**
Commitment	0.262	0.042	0.263	6.216	0.000**
Cooperation	0.175	0.041	0.174	4.292	0.000**

F (8,396) = 526.021, p = 0.000, Adjusted R<sup>2</sup> = 0.912,

\* p < 0.05, \*\* p < 0.01

### Regression analysis from learning and growth perspective performance

This study found the adjusted  $R^2$  coefficient was 0.840 %. The F statistic of the regression equation model was 266.569, and the significance was 0.000, less than 0.05. Therefore, the regression equation model is significant, indicating that the regression equation model has statistical and explanatory significance.

The **Table 15** indicates that summary analysis shows that competence, commitment and cooperation have a significant positive impact on learning and growth. The model formula is: Learning and growth =  $0.228^*$  ability +  $0.223^*$  commitment +  $0.271^*$  collaboration. This study concludes that the conditions element of strategic implementation has a positive impact on learning and growth performance, thus hypothesis 3 is not rejected.

**Table 15** The regression analysis of strategic implementation on learning and growth perspective performance.

Variable	Non standardized coefficient		Standardization coefficient	t	p
	B	Standard error	Beta		
Constant	0.066	0.104	-	0.628	0.531
Management cognition	-0.008	0.059	-0.007	-0.127	0.899
Managing social capital	0.036	0.059	0.034	0.602	0.547
Managing human capital	0.081	0.062	0.079	1.302	0.194
Structural action	0.105	0.059	0.102	1.777	0.076
Interpersonal action	0.033	0.066	0.031	0.496	0.620
Capability	0.231	0.060	0.228	3.838	0.000**
Commitment	0.227	0.058	0.223	3.907	0.000**
Cooperation	0.279	0.056	0.271	4.962	0.000**

F = 266.569, p = 0.000, Adjusted  $R^2$  0.840

\* $p < 0.05$ , \*\* $p < 0.01$

### Regression analysis from a financial perspective performance

This study reports coefficient  $r^2$  is 0.897, and the adjusted judgment coefficient r square is 0.895, indicating the explanatory ability of independent variable to the dependent variable, indicating that the model fits well. The F statistic of the regression equation model was 429.596, and the significance was 0.000, less than 0.05. Therefore, the regression equation model is significant, indicating that the regression equation model has statistical and explanatory significance.

According to **Table 16**, managerial cognition, managerial social capital, managerial human capital, structural behavior, interpersonal behavior, commitment and cooperation have a significant positive impact on the financial perspective. The formula of the model is: Financial perspective =  $0.097^*$  management cognition +  $0.135^*$  management social capital +  $0.097^*$  Management human capital +  $0.178^*$  structural behavior +  $0.051^*$  interpersonal behavior +  $0.229^*$  commitment +  $0.110^*$  collaboration. This study concludes that all strategic implementation dimensions except interpersonal action have a positive impact on financial performance, thus hypothesis 4 is not rejected.

**Table 16** The regression analysis of strategic implementation on financial perspective performance.

Variable	Non standardized coefficient		Standardization coefficient	t	p
	B	Standard error	Beta		
Constant	0.018	0.082	-	0.216	0.829
Management cognition	0.100	0.046	0.099	2.171	0.030*
Managing social capital	0.098	0.046	0.097	2.131	0.034*
Managing human capital	0.134	0.049	0.135	2.759	0.006**
Structural action	0.097	0.046	0.097	2.082	0.038*
Interpersonal action	0.180	0.051	0.178	3.507	0.001**
Capability	0.050	0.047	0.051	1.055	0.292
Commitment	0.225	0.045	0.229	4.943	0.000**
Cooperation	0.109	0.044	0.110	2.476	0.014*

F = 429.596, p = 0.000, Adjusted R<sup>2</sup> = 0.895

\* p < 0.05, \*\* p < 0.01

**Table 17** The regression analysis of strategic implementation on 4 perspectives of organizational performance.

Strategic implementation	Customer perspective	Operation perspective	Learning and growth perspective	Financial perspective
Management cognition				/
Managing social capital				/
Managing human capital		/		/
Structural action	/	/		/
Interpersonal action	/	/		/
Capability	/	/	/	/
Commitment	/	/	/	/
Cooperation	/	/	/	/

This table summarizes the impact of strategy implementation on organizational performance. On this basis, this study summarizes the performance of primary and secondary schools in Shenzhen driven by management cognition, management social capital, management human capital, structural action, interpersonal action, capability, commitment, cooperation. The detailed content, model construction and enlightenment for private schools are as follows:

#### Customer perspective performance

Structural action, interpersonal action, competence, commitment and cooperation have a significant positive impact on the customer perspective performance. The model formula is: Customer perspective performance = 0.181\* structural action + 0.178\* interpersonal action + 0.166\* capability + 0.195\* commitment + 0.192\* cooperation.

#### Internal operation perspective performance

Managing human capital, structural action, interpersonal action, competence, commitment, and collaboration have a significant positive impact on internal operation perspective performance. The formula of the model is: Internal operation = 0.101\* managerial human capital + 0.148\* structural action + 0.167\* interpersonal action + 0.158\* ability + 0.263\* commitment + 0.175\* collaboration.

### **Learning and growth perspective performance**

Competence, commitment and cooperation have a significant positive impact on learning and growth perspective performance. The model formula is: Learning and growth =  $0.228^*$  ability +  $0.223^*$  commitment +  $0.271^*$  collaboration.

### **Financial perspective performance**

Managerial cognition, managerial social capital, managerial human capital, structural behavior, interpersonal behavior, commitment and cooperation have significant positive effects on financial perspective. The formula of the model is: Financial perspective =  $0.097^*$  management cognition +  $0.135^*$  management social capital +  $0.097^*$  Management human capital +  $0.178^*$  structural behavior +  $0.051^*$  interpersonal behavior +  $0.229^*$  commitment +  $0.110^*$  collaboration.

### **Discussion on the dimensions of strategic implementation for valid organizational performance**

The comprehensive analysis of strategy implementation processes affecting organizational performance provides subsequent discussion. First, the study suggests capability, commitment and collaboration are key drivers of strategy implementation. The results show that the capability, commitment and cooperation dimensions have a positive impact on organizational performance in all 4 perspectives: Customer, internal operation, learning and growth, and financial perspective. Second, the study also reveals the impact of knowledge and skills of strategy implementation on financial performance, whereas there is no impact on customer perspective performance. Finally, the study suggests that to improve organizational performance in term of learning and growth, the schools need to focus more on the conditions factor of strategic implementation such as developing staff capability, training and development, compensation, and team working.

#### **Role of capability in strategy implementation:**

When measuring the capability (**Table 6**), respondents generally agreed with the average of 4.58, indicating that the average capability of the sample is relatively strong. They acknowledge that they have skills to constantly improve work efficiency and quality, but they have slight confidence that they have systematic and perfect knowledge to complete work objectives and tasks. It is suggested that the privately-run schools should strengthen the cultivation of talents and carry out regular and systematic training for personnel.

#### **Role of commitment in strategy implementation:**

When measuring commitment (**Table 7**), respondents generally agreed, with an average of 4.54, indicating a high average commitment level of the sample as a whole. Among them, respondents agree that their school has good teacher training and career planning, so that they can achieve better personal development, but they slightly agree that their school gives them a better salary. It is not bad that private schools provide a platform for personal growth when running schools, but salaries need to be further improved.

#### **Role of collaboration in strategy implementation:**

When measuring collaboration (**Table 8**), respondents generally agreed with an average of 4.59, indicating a high average level of collaboration in the sample as a whole. Among them, respondents agree that their team members can support and cooperate with each other, but they are slightly less confident that they can solve problems and conflicts through coordination. Enlightening private schools to create a good team working atmosphere when running schools, and provide employees with effective and reasonable ways to solve conflicts.

### **Discussion on the financial performance as performance indicator**

When measuring the financial Angle (**Table 12**), respondents generally agreed with an average of 4.57, indicating a high level of average financial Angle in the sample as a whole. The respondents generally

agree that teachers' income is increasing steadily. But respondents slightly agreed that their school had a good balance sheet. The results of regression analysis of strategy implementation on financial performance show that management cognition, management social capital, management human capital, structural behavior, interpersonal behavior, commitment and collaboration have significant positive effects on financial perspective. The formula of the model is: Financial perspective =  $0.097^*$  management cognition +  $0.135^*$  management social capital +  $0.097^*$  Management human capital +  $0.178^*$  structural behavior +  $0.051^*$  interpersonal behavior +  $0.229^*$  commitment +  $0.110^*$  collaboration.

This study confirms that strategy implementation has a positive impact on financial performance. Financial condition is the foundation of running a private school. Good financial condition plays an important role in the positive operation of a school. Good financial situation, a good proportion of assets and liabilities, the stability of the financial income security and steady growth of teachers' income can bring good for the school teachers degree of satisfaction and happiness, strengthen teachers team construction, improve teaching environment and improve the software and hardware facilities, so as to promote the 2-way development of quality and scale of running school.

## Conclusions

In this paper, the general situation of private primary and secondary schools, organizational performance, strategic implementation of the review of the collation, analysis, as the guiding theory of this study. The effectiveness of strategy implementation of shenzhen private schools is divided into 3 dimensions: Dynamic management ability, management action and conditions. The dimensions of dynamic management capability include management cognition, management social capital and management human capital. The dimensions of management action include: Structural action and interpersonal action; The dimensions of effective conditions include capability, commitment and cooperation. The organizational performance is divided into 4 different dimensions: customer perspective, internal operation, learning and growth and financial perspective.

## Recommendation

This research reveals the strategic implementation of private school in Shenzhen. It confirms that establishment of performance objectives is important. The establishment of performance goals should take into account the specific situation of the school.

### General recommendation

According to the evidence from the research, generation recommendations to enhance the competitiveness of Shenzhen private school education are as follow: To enlighten the private schools in the process of running the effective way to retain customers is: Increase the construction of their own management; Increase the training of teachers' ability; Give teachers a certain commitment to increase their professional happiness and sense of belonging; Cultivate teamwork ability and create a good team atmosphere.

The inspirations of private schools are as follows: Improving the overall quality of team members; Establish clear strategic objectives and promotion mechanism; Create a good interpersonal communication environment, promote effective communication; Increase the training of teachers' ability; Give teachers a certain commitment to increase their professional happiness and sense of belonging; Cultivate teamwork ability and create a good team atmosphere.

The effective ways to learn and grow in the process of running private schools are: To strengthen the training of teachers' ability; Give teachers a certain commitment to increase their professional happiness and sense of belonging; Cultivate teamwork ability and create a good team atmosphere. To enlighten private schools in the process of operation to improve the financial performance of effective ways: To establish clear strategic objectives and promotion mechanism; Actively maintain the relationship with cooperative units and individuals; Create a good interpersonal communication environment, promote effective communication; Establish clear strategic objectives and promotion mechanism; Create a good interpersonal communication environment, promote effective communication; Give teachers a certain

commitment to increase their professional happiness and sense of belonging; Cultivate teamwork ability and create a good team atmosphere.

### Recommendation for further research

Strategic implementation can be measure through various proxies, thus further research can adopt difference proxies to verify the validity of this research. In-depth study on the strategic foundation, struggling, and implementation can provide better understanding of given context than the overview of this study. In addition, moderation, and mediator variables such as organization culture should be further added.

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