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Measuring Strategic Management: Remote Work and Digital Advancements in Post-Covid-19 Era at a Public University in a Developing Economy

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Abstract
This research, centred on strategic management within the model of remote work and digitalization, presents findings from a sample of 125 respondents affiliated with a developing economy-based university that is conducted based on a public university. The study aims to identify that in which extent have digitalization and remote work been integrated into the strategic management practices of the public university during the post-Covid-19 period? And has identified some potential advantages and challenges arising from the convergence of remote work and digitalization, and how can these elements be effectively harnessed to enhance strategic decision-making within the context at Public University. Quantitative data that has been collected from the survey has been analyzed using Smart PLS 4 to determine the extent of integration, perceived advantages, challenges, and effectiveness of remote work and digitalization. The research underscores the evolving landscape of strategic management in the digital age, emphasizing the need for global perspectives, comparative analyses, and qualitative methodologies. By shedding light on this dynamic paradigm shift, the study provides a foundation for further exploration into the intricate interplay between strategy formulation and implementation in an increasingly digitized and remote work-oriented environment. The study acknowledges limitations arising from the specific sample and scope, urging future research endeavors to expand on these dimensions.
Keywords: Strategic management, Remote work, Digitalization, Higher education, Public University, Faculty of Business Studies, technology integration, Covid 19, Developing Economy
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1. Introduction

Strategic management is a crucial component for every industry; like transport, manufacturing, construction etc. but the COVID-19 crisis has increased the value of strategic management and its adaptation in the education sector more than ever (Küng, 2016; Yamoah & ul Haque, 2022). Strategic management is seen to be something that should be suggested to enhance the efficiency level to make students, teachers, staff in institutions. Also, there are educational institutions where students are the primary inputs and they are pass through by different learning to be the efficient outcomes (Amoli &

Aghashahi, 2016; Yawson, 2020). While the coronavirus destroyed the modern world as this is known, it also sparked fresh waves of change to learn about technology adoption to pave the way of digitalization (Engert et al., 2016; Fuertes et al., 2020; Hill, 2022). Although, developed economy-based universities were already used to adapt with online learning, digitalized learning and so their students were capable to adopt with new changes after Covid 19. But developing economy-based institutions and their several private, public university students were almost unknown with adoption of Zoom apps, Google Classroom, even the staffs also teachers were not so aware about these facts (Joseph & Dhanabhakyam, 2022; Steiss, 2019). The resulted paradigm shift due to covid 19 has influenced the strategic management practices of different institutions mostly different education based institutions severely in developing country context mostly, especially with remote work and digitalization of work processes (Dietsch, 2021; Naidu, 2022; Sneader & Sternfels, 2020).

There has very few papers on this important topic so the researcher aims to make quantitative analysis to address the questions of (i) What extent have digitalization and remote work been integrated into the strategic management practices of the public university during the post-Covid-19 period? and (ii) What are the potential advantages and challenges arising from the convergence of remote work and digitalization, and how can these elements be effectively harnessed to enhance strategic decision-making within the context at Public University?

So, this study aims to bridge this research gap by investigating the distinct challenges, opportunities, and adaptations that Public University FBS, a representative from Developing Country encounter due to the integration of remote work and digitalization. To achieve the research aim the researcher has developed the following objectives (i) To assess the degree to which digitalization and remote work have been incorporated into the strategic management practices of public university in the post-Covid-19 period and (ii) To identify the potential and problems brought about by the intersection of remote labor and digitalization, and to suggest methods for maximizing their synergistic benefits on strategic decision-making in the context of the public university.

The relevance of this paper is seen in its examination of the mutually beneficial link between remote work and digitalization, particularly within public university in developing economy as a representative from Developing Economy. t (Gasmi et al., 2020; Ketchen Jr & Craighead, 2020) (Herawaty et al., 2020; Ketchen Jr & Craighead, 2020). Traditional institutional strategies have been shaken in the aftermath of the epidemic, forcing organizations like public university to quickly adapt. The key drivers of this revolution were remote work and digitization, which changed the way teams are organized, teachers were adapting with changes by train up and they made changes in how to interact, and how services are provided by enterprises to different stakeholders (Thompson, 2019). The necessity to analyze the effects of remote work and digitalization on strategic management at public university that is the driving force behind this paper. By examining this nexus, the research offers insightful information on how to match strategic decision-making with the requirements of a digitally driven workplace, laying the groundwork for smart and forward-thinking plans (Amankwah-Amoah et al., 2021). The majority of the material already published focuses on business, leaving a gap in knowledge of how the emergence of remote labor and digitalization affect strategic management in academic institutions (Thompson, 2019). The research, by concentrating on the academic sector, is trying to identify distinctive approaches, technology interventions, and organizational changes necessary to successfully negotiate this transformational environment (Yeh, 2021; Zeng et al., 2020). Through this investigation, the study is delved to help to gain a deeper knowledge of the complex connections between remote labor, digitalization, and strategic management, particularly in the context of educational institutions.

This study has two-fold contribute significantly to both academic knowledge and real-world applications. First, as for the study's theoretical contribution, it can carefully examine the delicate interplay between remote work and digitalization within the special setting of public university. Second, by examining this nexus, the study will add to the body of information already known about organizational adaptability and strategic management in the wake of the pandemic, providing insight into the changing role of technology in higher education settings. Third, the research also will help to provide practical advice for developing strategies that fully utilize technology's promise for improved communication, operational flexibility, and resource utilization.

The adapting strategic management practices under the influence of remote work and digitalization by the study will try to pave the way for future research initiatives in related contexts, giving academics a structured foundation to delve into particular aspects and improve strategic management theories. The paper is arranged as follows- first section as covering background of the study, problem statement,

objectives, rationale of study, second section uncovers the literature review, in third section the methodology and in fourth section findings and analysis where showing SEM model adaption and finally fifth section of the study is covered with conclusion and recommendation.

2.0 Literature Review

There has been a critical re-evaluation of organizational methods in the wake of the COVID-19 period (Aguinis et al., 2020). In light of the current epidemic, this review of different study investigates the significance of strategic management, with special emphasis on the connection between telecommuting and technological advancements. A big contribution by technological advancements that's why, remote work has become more commonplace (Ali & Edghiem, 2021). To adjust to the new normal at a public university from developing economy, it is crucial to grasp how these dynamics play out in this place impacting on student, teachers and staff. The purpose of this analysis is to draw connections between different bodies of research, fill in knowledge gaps, and pave the way for a fresh take on strategic management.

Concept of Strategic Management and Evolution of theories

Strategic management has developed tremendously, tracing its origins from classic planning models to more dynamic, adaptable methods (Fuertes et al., 2020; Parakhina et al., 2017). And the journey begin by getting early ideas from the Chandler's structure-follows-strategy (Amoli & Aghashahi, 2016; Gachanja & Kirima, 2022; Yunus & Sijabat, 2021). After that time the journey is diving into making frameworks such as Porter's Five Forces (Porter, 1980) and SWOT analysis were widely used to get strategic insights into competitive posture also resource-based view (RBV) (Barney, 1991), contingency theory and many more (Collings et al., 2019; Peng, 2001; Ring & Perry, 1985) to build up own asset to confront of competitors. Then, to face different unexpected challenges, some strategical concepts were there and one of the unique strategy is cost leadership and this is mostly used during economic downturns (Anthony Jnr & Abbas Petersen, 2021). (Engert et al., 2016; Vardarlıer, 2023). There are some more that add value to strategic management journey, such as the contingency theory (Hempel et al., 2012) underlines the necessity for flexibility in organizational design. This is to know that no method is here to be applied in all scenario and the dynamic capabilities viewpoint (Teece, 2014) stresses the value of a company's capacity for continuous innovation and adaptation (Brown et al., 2001; Herawaty et al., 2020; Yamoah & ul Haque, 2022). These models show how strategic management may adapt to new situations and crises, giving professionals more leeway to deal with the unknown (Sherman et al., 2006; Zeng et al., 2020).

Strategic Management Adaption in Epidemic Era

An in-depth analysis is required since the COVID-19 epidemic has caused a paradigm change in strategic management (Cleland, 2007; Herawaty et al., 2020). Its effects on businesses and techniques for strategic management have been the subject of much research (Amankwah-Amoah et al., 2021). Some of business has faced disruption after Covid-19 as the need for organizational adaptation has emerged suddenly (Amankwah-Amoah et al., 2021), for the faster digitization of processes and virtual firms (Anthony Jnr & Abbas Petersen, 2021; Ketchen Jr & Craighead, 2020; Küng, 2016). Another study has revealed to give insights into the resilience produced via digitalization that is after the adaption of company just to handle Covid 19 period, giving a comprehensive view of how human and organizational resources usage has contributed to the success of remote work techniques (Fischer et al., 2023). Also studies are shedding light to digital transformation of educational complexes (Chaudhuri et al., 2022). With time, there has been a shift in focus toward more flexible, environmentally friendly, and tech-savvy methods in recent years mostly in educational institutions (Amankwah-Amoah et al., 2021; Amoli & Aghashahi, 2016; Anthony Jnr & Abbas Petersen, 2021; Chaudhuri et al., 2022; Fischer et al., 2023). Aguinis, et. al, (2020) and Fischer et al. (2023) agree that the period after COVID-19 has prompted a paradigm change in strategic management, with flexible digitization and sustainability emerging as essential concerns in managing new difficulties in business as well as in educational system even in institutions (Aguinis et al., 2020; Fischer et al., 2023).

Remote Work and Its Implications

The rapid growth of telecommuting has become a scorching topic in management circles, calling for an in-depth analysis of its effects. The pros such as better efficiency, time saving, quick connection, safety and cons such as lower productivity, engagement of working from home have been studied by academics (Ali & Edghiem, 2021; Aloisi & De Stefano, 2022; Batuk & Torgalöz, 2021; Galanti et al., 2021). Insights into the good and negative effects of remote work on productivity, employee engagement, and stress levels are provided by Galanti et al. (2021). Ali and Edghiem (2021) highlight the revolutionary power of technology as they investigate the viability of corporate cooperation fueled by big data analytics in the context of the rise of the remote work culture (Ali & Edghiem, 2021; Bartolomé et al., 2022; Errichiello & Pianese, 2021).

After different analysis, it can be stated that the shift to remote work has had an impact on both the structure and culture of organizations (Galanti et al., 2021; Snow, 2022). Fischer et al.'s (2023) research on building resilience via digitalization provides insight into how distributed teams might improve organizational resiliency (Fischer et al., 2023; Ofosu-Ampong & Acheampong, 2022). Also, some studies revealing the interaction of remote work with strategic decision-making is a significant issue examined in the literature. Even, in the middle of the COVID-19 epidemic, Anthony Jnr. and Abbas Petersen (2021) explore the digitalization of virtual firms in detail, drawing attention to the strategic consequences of distant labour on organizational processes (Anthony Jnr & Abbas Petersen, 2021; Errichiello & Pianese, 2021; Galanti et al., 2021; Sjöblom et al., 2022; Thompson, 2019). In essence, the studies underscores the multifaceted nature of remote work, emphasizing its transformative potential on employee well-being, organizational structures, and strategic decision-making processes (Galanti et al., 2021; Jacks, 2021; Leonardi, 2021; Molino et al., 2020; Olson, 1983). For businesses to successfully navigate the ever-changing world of work arrangements, they must have a firm grasp of these consequences (Arunprasad et al., 2022; Makarius et al., 2021; Ofosu-Ampong & Acheampong, 2022; Thompson, 2019).

Digitalization adoption in Institutions

The world after COVID-19 has seen a rapid increase in digitization, which has altered many formerly fixed features of commercial operations (Amankwah-Amoah et al., 2021; Chowdhury et al., 2023). Even, traditional business models have been rapidly revolutionized by the rise of digital technology (Correani et al., 2020). Businesses are using digitization to receive their advantage by implementing new strategies (Niemand et al., 2021; Ritter & Pedersen, 2020). Amankwah-Amoah et al. (2021) emphasize the significance that the rapid pace of digitization has had in transforming landscapes for the educational institutions in reaction to the COVID-19 issue (Amankwah-Amoah et al., 2021; Schmidt et al., 2017). Organizations are demonstrating how they are embracing digital technology to improve operational efficiency via the digitization of virtual firms (Anthony Jnr & Abbas Petersen, 2021; Gray & Rumpe, 2015). Understanding how digitization affects creative output and market competitiveness is essential (Harteis, 2017; Niemand et al., 2021). When discussing the relationship between digitization and innovation, Ritter and Pedersen (2020) go further into the skills necessary for digital transformation in educational institutions (Ritter & Pedersen, 2020). Using a dynamic capacities viewpoint, Konlechner et al. (2018) examine how digitalization might help businesses adapt to new technologies and maintain competitiveness (Konlechner et al., 2018). It is safe to say that the world of education has undergone a radical digital shift since the end of COVID-19 (Joseph & Dhanabhakyam, 2022; Niemand et al., 2021). According to many authors (Amankwah-Amoah et al., 2021; Anthony Jnr & Abbas Petersen, 2021; Konlechner et al., 2018; Ritter & Pedersen, 2020), institution that strategically use digital technologies are not only able to adapt to the new normal, but also acquire a special knowledge base within student, teachers also staff via innovation and improved competitiveness. It is becoming more important for businesses even for institution to comprehend and use digitization in order to succeed in today's competitive market (Joseph & Dhanabhakyam, 2022; Schmidt et al., 2017).

Nexus of Remote Work and Digitalization:

The convergence of telecommuting and digitization has become a disruptive force, altering traditional methods business. Companies are coordinating their strategies to make the most of the overlap between telecommuting and digital innovations. In light of the rise of the remote work culture, Ali and Edghiem (2021) stress the importance of big data analytics in propelling long-term corporate cooperation (Ali & Edghiem, 2021). The study is essentially stresses the strategic importance of the connection between remote labour and digitalization (Chowdhury et al., 2023; Ritter & Pedersen, 2020). It highlights both the successes and failures that companies have had when implementing this holistic strategy (Ali & Edghiem, 2021; Amankwah-Amoah et al., 2021; Anthony Jnr & Abbas Petersen, 2021; Fischer et al., 2023; Yamoah & ul Haque, 2022). Organizations seeking sustainable and flexible strategies in today's rapidly changing business environment would do well to have a deeper understanding of this combination (Bartolomé et al., 2022; Niemand et al., 2021; Snow, 2022). This consolidation represents a long-term strategy for adaptability, not only a reaction to the pandemic (Amankwah-Amoah et al., 2021). There has study that reveals both the successes and the difficulties of implementing this digitalization based integrated strategy (Joseph & Dhanabhakyam, 2022; Sjöblom et al., 2022) for the educational institution. A rigorous meta-analysis on the digitalization of educational institution in the middle of the COVID-19 epidemic is conducted by Anthony Jnr and Abbas Petersen (2021) and the study sheds light on the factors that contribute to the widespread use of digital tools for remote teamwork, for remote class taking, exams, better evaluation and so on. Nonetheless, the difficulties in managing distant workers are illuminated by Fischer

et al.'s (2023) that is also an investigation of academic to check the resilience or adaptability by student in the context of digitalization adoption after (Fischer et al., 2023).

Research Gap

Existing research has been fully analyzed the strategic implications of remote work and digitalization (Ali & Edghiem, 2021; Anthony Jnr & Abbas Petersen, 2021; Fischer et al., 2023). But, to explore the specific difficulties and potentials of incorporating remote labor and digitalization public university, in the context of developing economy within strategic management framework is missing or this area has received little academic attention. To fill this need, further research is needed that focuses on the complexities of strategic management in higher education, especially in light of trends like telecommuting and digitalization so the researcher is trying to fill this gap by exploring the specific difficulties and potentials of incorporating remote labour and digitalization public university that is University of Dhaka, in the context of developing economy such as Bangladesh.

Hypotheses Development:

H1 Benefits and Challenges Integration has a positive relationship with Technologies and Effectiveness of strategies related to Remote Work and Digitalization

H2 Enhanced Decision-Making and Training Interest has a positive relationship with Technologies and Effectiveness of strategies related to Remote Work and Digitalization

H3 Extent of Technology Based Integration has a positive relationship with Technologies and Effectiveness of strategies related to Remote Work and Digitalization

H4 Integration of Remote Work and Digitalization has a positive relationship with Technologies and Effectiveness of strategies related to Remote Work and Digitalization.

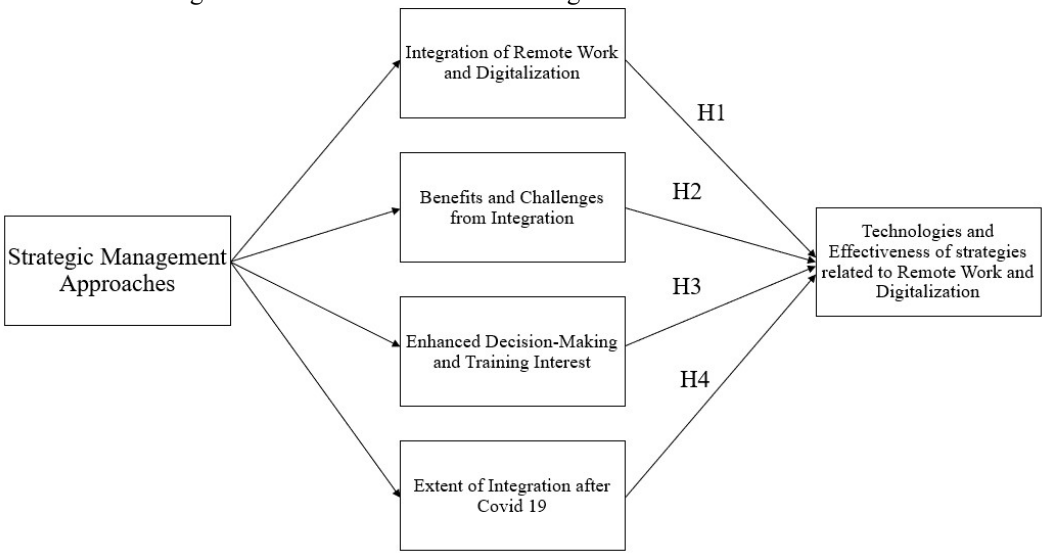

Figure 1:Conceptual Framework

3. Research Methodology

This explorative research aims to quantitatively investigate the integration of remote work and digitalization into the strategic management practices within public university post-Covid-19. The research philosophy is basically positivist as proper scientific methods are used to gather those data and to check relevance of those data (Saunders, 2014). The research is following deductive approach as this is based on tiny part of whole digitalization adoption (Boehm, 2002; Lancaster et al., 2019). The research is following mono method as questionnaire-based data is connected to do quantitative data analysis. A structured questionnaire has been developed to get data from the respondent only once that is why it is following cross-sectional time horizon (W. Zikmund et al., 2013).

Here, to measure Integration of Remote Work and Digitalization, 3 items are adapted. Also, to measure Extent of Integration after Covid 19, 4 items are adapted. To measure, Benefits and Challenges from Integration, 3 items are adapted. To measure, Enhanced Decision-Making and Training Interest, 3 items are adapted. To measure, Familiarity with Technologies and Effectiveness of strategies related to Remote Work and Digitalization, 4 items are adapted. Data has been collected through a structured questionnaire survey containing closed-ended questions with Likert-scale response options (Saunders, 2014). Besides, for

ensuring reliability, academician has reviewed this questionnaire along with items (Chang et al., 2020; Hair Jr et al., 2019).

A non-probability (Convenience) sampling strategy has been used in this study as the overall population is known but collecting the list of population is not possible within this limited time also data collection time is very short so convenience sampling has been used here. The target population will consist of faculty members, administrators, and staff at FBS (Bell et al., 2022). Sample size is 362 as per Cochran's Formula and this means 362 or more respondent are needed for survey and that will ensure to have a confidence level of 95% that the real value is within ±05% of the measured/surveyed value. As time shortage is a challenge so 125 responses have been collected and based on that data has been analysed. Google form has been made by which question based answer has been received from respondent and for answer Likert scale has been used (Aguinis et al., 2020; Cooper & Schindler, 2014). The questionnaire has been designed to align with the research objectives and questions provided in the study's introduction. Response options will be provided using Likert scales and multiple-choice formats. Quantitative data collected from the survey has been analyzed using Smart PLS 4 to determine the extent of integration, perceived advantages, challenges, and effectiveness of remote work and digitalization. Participants' informed consent has been obtained before their participation (Neuman et al., 2011; Saunders et al., 2009). Confidentiality and anonymity have been ensured by not associating responses with individual identities (Bell et al., 2022; W. G. Zikmund et al., 2013).

Table 1: Demographic profile

	Demographic profile	Percentage of respondents
Gender	Male	58.40%
	Female	41.60%
Age	18 to 30	10.40%
	31 to 40	31.20%
	41 to 50	27.20%
	51 to 60	22.40%
	Above 60	8.80%
Role in Organization	Faculty Members	24.80%
	Academicians	9.60%
	Staffs	23.20%
	Students	30.40%
	Others	12.00%

The demographic profile of the respondents that is shown in table 1 in this survey reflects a diverse representation. In terms of gender, 58.40% identify as male, while 41.60% identify as female, indicating a relatively balanced participation. The age distribution further underscores the diversity, with 10.40% falling in the 18 to 30 age bracket, 31.20% in the 31 to 40 range, 27.20% in the 41 to 50 category, 22.40% in the 51 to 60 range, and 8.80% above the age of 60. Regarding their roles within organizations, the survey captures a variety of perspectives, with 24.80% being faculty members, 9.60% academicians, 23.20% staff members, 30.40% students, and 12.00% identifying as others. This diverse demographic composition enriches the insights gathered, providing a comprehensive understanding of the subject matter from various perspectives within the surveyed population.

4. Findings and Analysis

The research framework underwent analysis through the partial least squares (PLS) approach, utilizing SmartPLS 4.0 (Bell et al., 2022; W. G. Zikmund et al., 2013). In accordance with the recommended methodologies outlined, an examination was conducted on both the measurement model, assessing the overall reliability and also the validity of items, measures, and finally the structural model, to test the formulated hypotheses. Furthermore, a bootstrapping method involving 50,000 resamples was employed to scrutinize the model loadings and ascertain the significance of the path coefficients.

4.1 Descriptive Statistics and Correlation

The majority of mean value more than 3.771 so this highlights a reasonably positive perception of the effectiveness of technologies and strategies in facilitating remote work. And the relatively low standard deviations compared to 1 across all measures suggest a degree of consistency in responses that is shown in Table 1.

Table 2: Descriptive Statistics

Name	Mean	Standard deviation
Integration of Remote Work and Digitalization	3.771	0.786
Benefits and Challenges from Integration	3.837	0.593
Enhanced Decision-Making and Training Interest	3.997	0.483
Extent of Integration after Covid 19	4	0.556
Familiarity with Technologies and Effectiveness of strategies related to Remote Work and Digitalization	3.906	0.569

The correlation matrix presented in Table 2 provides insights into the relationships between key variables. These findings underscore the interrelatedness of these variables in the context of remote work and digitalization in academia, highlighting potential areas of influence and significance for further investigation.

Table 3: Correlation Showing Table

	1	2	3	4	5
1. Integration of Remote Work and Digitalization					
2. Benefits and Challenges from Integration	0.529				
3. Enhanced Decision-Making and Training Interest	0.539	0.575			
4. Extent of Integration after Covid 19	0.694	0.627	0.536		
5. Familiarity with Technologies and Effectiveness of strategies related to Remote Work and Digitalization	0.714	0.554	0.542	0.683	

The model summary presented in Table 3 illustrates the effectiveness of the predictive model. The multiple regression model demonstrates a substantial explanatory power R Square= 0.601 indicating that approximately 60.1% of the variance in the dependent variable can be accounted for by the combination of

independent variables. These findings underscore the model's effectiveness in explaining the variance in the dependent variable with a high degree of predictability.

Table 4: R Square Value

	R-square	R-square adjusted
Technologies and Effectiveness of strategies_ related to Remote Work and Digitalization	0.601	0.588

4.2 Analysis of Measurement Model

To assess the measurement model of the study, both convergent and discriminant validity, two types of validity, were investigated. The depiction of this evaluation is presented in Figure 2.

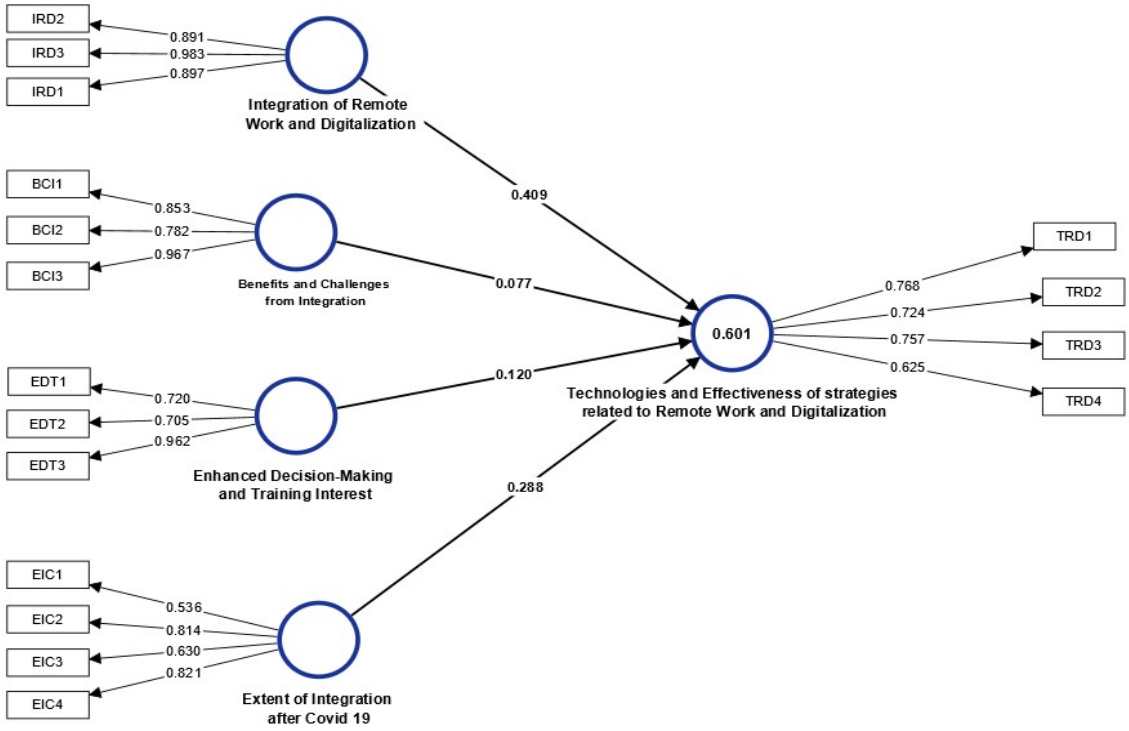

Figure 2: Measurement Model Result

4.3 Convergent Validity

The assessment of convergent validity involves the examination of loadings in each and every outer model, Cronbach's Alpha also rho-A, and finally average variance extracted (AVE), and composite reliability (CR). Literature suggests that loadings should exceed 0.5, with the corresponding Average Variance Extracted (AVE) also being 0.5 (Saunders, 2014). In line with these criteria, all loading scores were found to be higher than 0.5, and the AVE for all the constructs surpassed 0.5, as detailed in Table 5. Moreover, all of the values of Cronbach's Alpha are around 0.70, and also all the scores of composite reliability were above 0.799, meeting the recommended thresholds outlined in the literature that is refereed to Figure 2.

Table 5: Showing Convergent Validity

Constructs of Study	Items	Loadings	Cronbach	rho_a	CR	AVE
Remote Work and Digitalization	IRD1	0.897	0.70	0.696	0.811	0.519
	IRD2	0.891				
	IRD3	0.983				
Benefits and Challenges from Integration	BCI1	0.853	0.838	0.863	0.903	0.758
	BCI2	0.782				
	BCI3	0.967				
Enhanced Decision Making and Training Interest	EDT1	0.72	0.711	0.737	0.843	0.647
	EDT2	0.705				
	EDT3	0.962				
Extent of Integration after Covid	EIC1	0.536	0.69	0.717	0.799	0.505
	EIC2	0.814				
	EIC3	0.63				
	EIC4	0.821				
Technologies and Effectiveness of strategies Remote Work and Digitalization	TRD1	0.768	0.914	0.919	0.946	0.855
	TRD2	0.724				
	TRD3	0.757				
	TRD4	0.625				

4.4 Showing Discriminant Validity

Table 6: Discriminant Validity

Constructs	1	2	3	4	5
1. Benefits and Challenges _from Integration					
2. Enhanced Decision-Making and _Training Interest	0.738				
3. Extent of Integration _after Covid 19	0.842	0.779			
4. Technologies and Effectiveness of Digitalization	0.71	0.768	1.004		
5. Integration of Remote _Work and Digitalization	0.604	0.666	0.884	0.903	

A recent criticism of the recognized study that is Fornell–Larcker criterion for identifying the absence of the discriminant validity has emerged in every literature (Chang et al., 2020; Hair Jr et al., 2019). To address the limitations of this criterion, Henseler proposed assessing the overall discriminant validity through the heterotrait and monotrait range (HTMT) ratio of correlations. If the HTMT values level exceeds 0.90, it suggests a potential issue with the discriminant validity. That is indicated in Table 6, all the values are less than the recommended zone of limits for the HTMT ratio that is below 0.90. Consequently, the validity that is named discriminant has been affirmed for the all constructs here.

4.5 Structural Model Analysis

The results of bootstrapping, involving 50,000 resamples, are presented in the figure below in Figure 3. This visual representation showcases the significance of the overall path coefficients as well as the loadings within the each and every inner model.

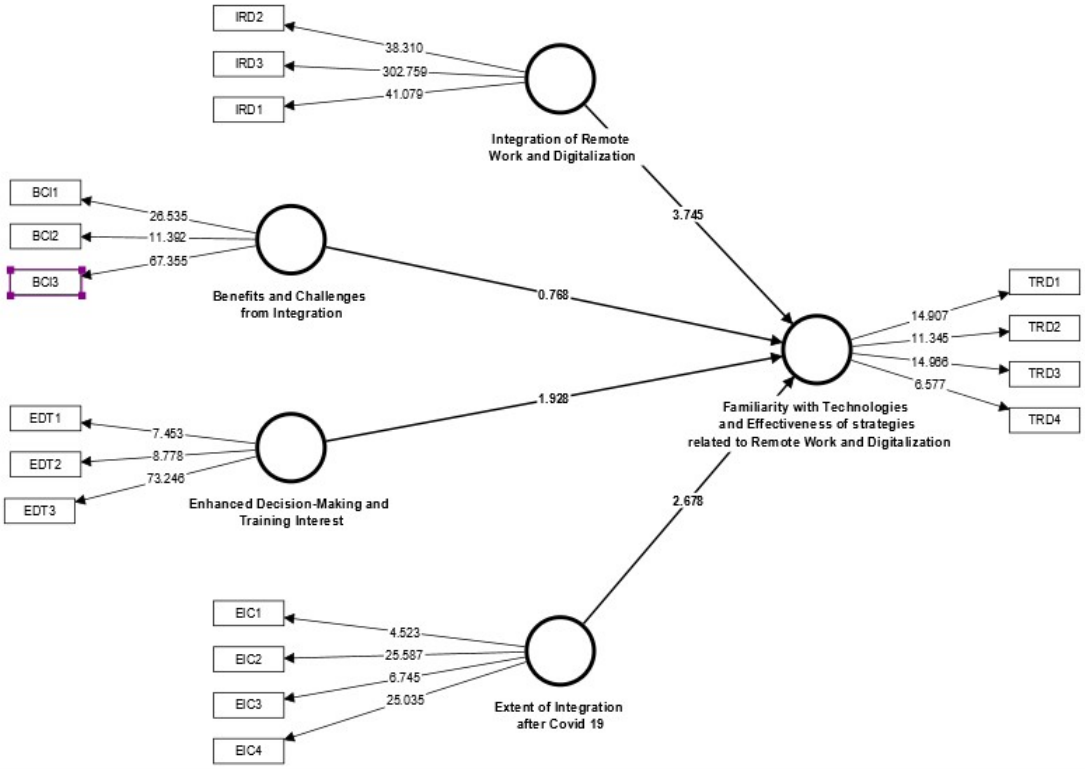

Figure 3: Bootstrapping Result

4.6 Hypotheses Testing

Table 7: Result of Hypotheses Test

Hypothesis	Relations	Beta	Mean (M)	Standard Deviation	T	P value	
H1	BCI -> TRD	0.077	0.084	0.1	0.767	0.221	Rejected
H2	EDT -> TRD	0.12	0.131	0.063	1.915	0.028	Accepted
H3	EIC -> TRD	0.288	0.289	0.108	2.668	0.004	Accepted
H4	IRD -> TRD	0.409	0.397	0.109	3.737	0.001	Accepted

The hypotheses that has been tested are showing results are presented in Table 7, outlining the relationships, beta coefficients, mean values (M), standard deviations, t-statistics, and corresponding p-values for each hypothesis. Hypothesis 1 (H1), positing a relationship between Benefits and Challenges from Integration (BCI) and Technologies and Effectiveness of strategies Remote Work and Digitalization (TRD), was rejected with a beta coefficient of 0.077 and a p-value of 0.221. Hypothesis 2 (H2), suggesting a relationship between Enhanced Decision-Making and Training Interest (EDT) and TRD, was accepted with a beta coefficient of 0.12, a t-statistic of 1.915, and a significant p-value of 0.028. Hypothesis 3 (H3), proposing a relationship between Extent of Integration after Covid 19 (EIC) and TRD, was accepted, supported by a beta coefficient of 0.288, a t-statistic of 2.668, and a significant p-value of 0.004. Hypothesis 4 (H4), asserting a relationship between the nexus of Remote Work and Digitalization (IRD) and TRD, was perfectly accepted, backed by a substantial beta coefficient of 0.409, a high t-statistic of 3.737, and an extremely significant p-value of 0.001. These findings provide valuable insights into the relationships between the studied variables, contributing to a deeper understanding of the dynamics within the context of the research.

5. Conclusion and Recommendation

This study has delved into the integration of remote work and digitalization in the strategic management practices of Public university, post-Covid-19 a representative from developing economy context. The findings reveal crucial insights into the relationship between various factors, shedding light on the challenges, advantages, and the effectiveness of strategies related to the convergence of remote work and

digitalization.

There are certain recommendations, author wants to recommend, first**,** given the strong positive relationship found between the nexus of Remote Work and Digitalization (IRD) and Technologies and Effectiveness of strategies related to Remote Work and Digitalization (TRD), the FBS even any public university in developing country should actively embrace and enhance the integration of these elements. This may involve further training programs, investment in digital tools, and continuous adaptation to technological advancements. Secondly, the study has highlighted a positive relationship between Enhanced Decision-Making and Training Interest (EDT) and TRD. Therefore, it is recommended that the FBS, even any public university in developing country prioritizes decision-making processes and invests in training programs to keep faculty and staff well-equipped to navigate the challenges and opportunities presented by remote work and digitalization. Third, positive relationship between the Extent of Integration after Covid 19 (EIC) and TRD underscores the importance of continuing to strengthen integration efforts level. So, FBS, even any public university in developing country should assess the current level of integration, identify gaps, and develop strategies to enhance the extent of integration in the post-Covid era. Fourth, in order to maximize the benefits of remote work and digitalization, the FBS, even any public university in developing country should consider investing in robust technological infrastructure zone. This can include reliable internet connectivity, up-to-date software, and secure platforms for communication and collaboration. Finally, to foster a unique culture of innovation and adaptation, the universities should actively promote a digital-first mindset among faculty, staff, and students. This can involve encouraging the use of digital tools, participation in the training programs, and also recognizing and rewarding digital initiatives and to stay at the forefront of digital trends in education, the universities, educational institutions should establish collaborations with industry experts, technology companies, and other educational institutions. This collaborative approach can provide valuable insights, resources, and shared best practices that can result better growth for these institutions.

6. Research Limitation and Future Research Direction

While the study has provided different valuable insights, it is necessary to acknowledge that there have certain limitations. The sample size, confined to 125 respondents from public university, may limit the generalizability of findings. Time constraints prevented an exhaustive exploration of the intricacies of strategic management, potentially overlooking crucial aspects. Additionally, focusing solely on a single university may restrict the broader applicability of the results.

To address these limitations, future research endeavours could encompass a more extensive and diverse sample, fostering external validity. Longitudinal studies would offer a deeper understanding of the enduring effects of remote work and digitalization on strategic management. Comparative analyses involving multiple universities, qualitative approaches, and a global perspective would enrich the research landscape, providing a comprehensive understanding of the challenges and benefits associated with these dynamic changes.

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