

THE STRATEGIES TO THE DEVELOPMENT OF
ORGANIZATIONAL CULTURE OF HIGHER EDUCATION
MANAGEMENT IN GUANGXI


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A thesis submitted in partial fulfillment of the requirements for
the Degree of Doctor of Philosophy Program in Educational Administration
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ABSTRACT

The purposes of this research were to: 1) analyze the current situation of the development of higher education management organization culture in Guangxi. 2) put forward the strategy of cultural development of higher education management organization in Guangxi. 3) evaluate strategies for the development of organizational culture in higher education management. The sampling of this research is 368 managers from 10 universities in the east, south, west, north and central are selected as the valid sample number. Perform stratified sampling. Research Methodology study the theoretical background and process of the development of university management organization culture; The second stage: study the current situation of the development of higher education management organization culture in Guangxi; The third stage: study the strategy of Guangxi higher education management organization culture development; The fourth stage: the evaluation of Guangxi higher education management organizational culture development strategy.

The results showed that First of all, material and cultural development is at a moderate level. Secondly, the development status of behavioral culture is medium. Thirdly, the development status of institutional culture is medium level. Finally, the spiritual and cultural development of the present situation is medium level.

Keywords: Strategies, Development of Organization Culture, Higher Education Management in Guangxi.

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Chapter 1

Introduction

Rationale

The construction of organizational culture is the need for universities to cultivate high-quality talents. University is a special organization, and university management is the management of organizational culture. Once a good cultural atmosphere is formed, it will lead and promote the work of the school. The construction of university culture involves various aspects such as teaching, scientific research, and student work, and its core is to create a good atmosphere that can lead the development of the school and cultivate high-quality talents. A good organizational culture has correct guidance, moderate constraints, effective cohesion and powerful incentive functions for the development of colleges and universities. A valuable college organizational culture specifies the school's development goals and guides teachers and students to adjust their personal goals to match the organization. Goals are in line with each other, thereby creating conditions for the achievement of school goals. Conversely, with a bad organizational culture, various factors are in a state of mutual resistance, and there is a lot of energy loss, and ultimately less force can effectively act on the target object.

The construction of organizational culture is the need to form the core competitiveness of the university. In recent years, many domestic universities have clearly put forward the vision of building a world-class university in their comprehensive reform plans. With the continuous deepening of the construction of first-class universities, how to enhance the competitiveness of universities has become a hot topic of concern to universities and society. World-class universities have first-class talents, scientific and technological achievements and social contributions, and the key to this series of "first-class" lies in their first-class spiritual culture. Researchers generally believe that creating an excellent first-class university organizational culture is a breakthrough point for improving the level of university development and national core competitiveness. University organizational culture, as a management culture, "is the link that organizes the school". It is composed of beliefs, expectations, values and codes of conduct shared by all members of the

school. It has a greater effect than administrative authority and is a kind of soft binding. It can be said that the competition between organizations, in a sense, is the competition of cultures. At present, the sense of competition among universities is getting stronger and stronger, whether it is hiring high-level talents, recruiting high-quality students or striving for high-level projects, it fully reflects the strong competition. At the same time, most of the ordinary undergraduate colleges in China have experienced leap-forward development such as mergers and expansions. Although the scale of the colleges has grown, the comprehensive capabilities of the merged colleges have not been strengthened accordingly, and the core competitiveness still needs to be further improved. As the "soft power" of a university, organizational culture is not only related to the development of teachers and students, but also to the competitiveness of the university, and ultimately affects the development of society and culture.

The research on university organizational culture is the need for universities to seek instructive empirical analysis in the new era. Organizational culture originates from corporate culture. The study of organizational culture has always been valued by many disciplines such as management, psychology, sociology, and cultural studies. In the past 30 years, according to the research of Chinese education management science, organizational culture has gradually become an important factor affecting the efficiency and level of college management. Paying attention to the study of university organizational culture is of great significance for promoting modern university management in my country and enhancing university competitiveness. However, the current domestic academic research results on organizational culture in colleges and universities are mainly to briefly introduce and explain the concept, structure, function and significance of organizational culture. There are few really valuable studies, especially the empirical research on organizational culture in colleges and universities. Rarely. After 2005, master and doctoral dissertations on the in-depth study of university organizational culture appeared one after another, but they were still few. For example, in the retrieval of China Journal Network, from 2000 to the present (March 30, 2022), 21 master theses and 6 doctoral dissertations were retrieved with the theme of "organizational culture in colleges and universities". There are 11 master theses and 8 doctoral theses retrieved with the theme of "University Organizational Culture". Judging from the

retrieved data, in the 22 years of research, there are only 46 in-depth studies on university organizational culture, and the number of studies is too small. It is worth mentioning that in China, many studies on social sciences adopt qualitative research methods, and there are very few empirical literatures using quantitative research. Therefore, there is a lack of instructive empirical analysis for the future research on organizational culture construction in universities, especially in Guangxi. Guangxi's university organization and management urgently needs to better explore the construction of organizational culture, in order to give full play to the positive effect of organizational culture in higher education management.

Education management theory: The theory is a knowledge system about education management. Its basic goal is to establish a dynamic education adaptive system in the face of the rapidly changing society. Education management theory is the theoretical guidance used in the process of education management. It emerged in the 1870s for educational management activities. In educational management activities, people play a dual role. As the constituent elements of the education management system, people are the managed people; as the coordinators of the elements in the education management system, people are the managers. Whether managing or being managed, people play an important role in educational management activities.

Organizational culture theory: In the 1980s, William Oetne, Bidshang and Waltman, Deere and Kennedy, etc., combined with the reality of enterprise management, studied the cultural problems of enterprises respectively, thus creating the theory of enterprise culture, also called the theory of organizational culture. . Organizational culture theory believes that organizational culture consists of three levels. (1) Artifact layer (outer layer): reflects the material layer related to the organization; (2) Institutional layer (middle layer): This is the organization's rules and regulations, and the behavioral norms that members of the organization abide by, which constrain members of the organization The behavior of the organization maintains the normal operation of the organization and regulates the interpersonal relationships inside and outside the organization; (3) Spiritual level (implicit level): This refers to the survival philosophy, goal pursuit, values, basic beliefs and behaviors pursued by the organization. principles, etc. These three constitute an organic whole that penetrates each other and is consistent inside and outside. Organizational

culture has four functions: guiding function, restraining function, cohesion function, and motivating function. Organizational culture theory holds that excellent organizational culture is an effective method to stimulate the enthusiasm of organizational members and an important incentive to mobilize the enthusiasm of employees.

System management theory: This is a theory of organizational management based on general systems theory, which was proposed and established by American management scientists such as Custer, James E. Rosenzweig and R.A. Johnson. System management theory is a theoretical system that uses general system theory, cybernetics, internal equilibrium theory, resource sharing, incentive theory, and complex system processing theories and methods to investigate organizational structure, management functions, and operating mechanisms to systematically solve management problems. This theory proposes new concepts and new methods of management such as overall optimization, rational combination, and planning inventory to the society. Therefore, the system management theory is considered to be one of the greatest achievements in the 20th century. System management theory The main point of system management theory is that an organization is an integrated system composed of people, materials, machines and other resources under certain goals, and its growth and development are affected by these elements at the same time. In the school system, people are the subject and other elements are passive; the system management theory regards the school system as an organic part of the whole society. At the same time, the school itself is also a whole. Therefore, the theory is applicable to the research of this paper.

Research Questions

1. What are the current situation and existing problems of the development of Guangxi higher education management organizational culture?
2. How to formulate strategies for the development of higher education management organizational culture in Guangxi?
3. How to evaluate the strategies for the organizational culture development of higher education management in Guangxi?

Research Objectives

1. To analyze the current situation of the development of higher education management organizational culture in Guangxi.

2. To put forward strategies for the development of higher education management organizational culture in Guangxi.

3. To evaluate the strategies for the development of higher education management organizational culture in Guangxi.

Scope of the Research

1. Population and the Sample Group

1.1 Population

The groups of this study are 26 public undergraduate colleges and universities in Guangxi. The 26 public undergraduate colleges and universities are located in the east (2), south (3), west (3), north (7) and central (11) of Guangxi. A total of about 9,000 management staff.

1.2 The Sample Group

According to the sampling table of Krejcie and Morgan, 368 managers from 10 universities in the east, south, west, north and central are selected as the valid sample number. Perform stratified sampling according to the table below.

Table 1.1 Stratified sampling table

Serial number	Region	Quantity	University name	Population	The Sample Group
1	East	2	Hezhou University	76	25
			Wuzhou university	58	19
2	South	2	Beibu Gulf University	78	25
			Yulin Normal University	90	29
3	West	2	Baise university	88	29
			Hechi University	51	16
4	North	2	Guilin University of Electronic Science and technology	192	62
			Guilin University of Electronic Science and technology	150	49
5	central	2	Guangxi University for Nationalities	144	47
			Guangxi University	205	67
Total				1132	368

Interviewee: Conduct in-depth interviews with managers of departments responsible for organizational culture construction in colleges and universities. They must have certain qualifications: they should be middle managers with more than 2 years of work experience on organizational culture. There are 9 managers with such qualifications selected from universities and colleges, so 9 people are interviewed.

Evaluation object: 5 people from 26 public undergraduate universities were selected to form an assessment panel. These 26 people cannot be interviewed.

The Variable

1) material culture. 2) behavioral culture. 3) institutional culture. 4) spiritual culture.

Contents

According to the requirements and development direction of the construction of management organizational culture in colleges and universities in the new era, the researchers focus on the problems of "unbalanced" and "slow

development" in the development of management organizational culture in Guangxi colleges and universities. Interview method to conduct research. In the research process, the four-level theory of organizational culture "material culture, behavioral culture, institutional culture, and spiritual culture" is introduced to guide practice, and scientifically and rationally formulate development strategies for improving the cultural level of management organizations in Guangxi colleges and universities. This research is divided into four parts, as follows:

1. Theoretical analysis and process research on the development of organizational culture of higher education management;

2. Survey and design of the development status of Guangxi higher education management organizational culture (design the questionnaire and interview outline);

3. Survey implementation and data analysis of the development of higher education management organizational culture in Guangxi, including issuing questionnaires, conducting interviews, sorting out questionnaires and interview transcripts, etc.

4. Formulate strategies for the development of management organizational culture of colleges and universities in Guangxi.

5. Evaluate strategies for the cultural development of higher education management organizations in Guangxi.

Time

Table 1.2 Timetable for writing thesis

Start time	Complete content
March 2021 - September 2021	Read and collect literature related to this research.
October 2021 - December 2021	Draft and write the first three chapters of the thesis under the guidance of the supervisor, and prepare the opening report.
January 2022 - February 2022	Change the research topic in combination with the guidance of the Thai tutor group meeting. Search and collect literature through libraries and network databases, and screen and organize literature. Continue to write the first three chapters of the thesis, and send it to the tutor after completion, and listen to the tutor's revision opinions.
March 2022 - April 2022	According to the Thailand paper guidance meeting and the opinion of the supervisor, the second chapter - literature review was revised. Continue to complete the first three chapters and prepare for the opening defense.
May 2022 - June 2022	After passing the question-opening and defense, proceed to carry out questionnaires, in-depth interviews, and field research. On this basis, the obtained data are classified and sorted, and the fourth and fifth chapters of the thesis are written.
July 2022 - February 2023	Complete the thesis under the guidance of the tutor, report the results of the completion of the thesis, and accept the defense.

Source: Homemade by researchers

Advantages

1. Theoretical significance

Theoretically, from the literature collected by researchers, we can see that many studies on organizational culture basically take enterprises as the research object, and there are relatively few discussions on organizational culture in colleges and universities. At the same time, the research and analysis of university organizational culture has stayed at the definition of concepts, basic characteristics, functions, etc., and has not conducted in-depth analysis of the structure of organizational culture, has not closely integrated the research of university organizational culture with practice, and has failed to explore the deep-seated reasons that affect the organizational culture of colleges and universities. And put forward a pertinent and universally feasible strategy. This paper systematically sorts out the organizational culture and organizational culture of colleges and universities in theory, summarizes the relevant theories and research results of the previous organizational culture, and further enriches and enriches the theories of organizational culture and educational management in colleges and universities

2. Practical significance

In terms of practice, the author has been working in colleges and universities since I started working. My personal experience and rational thinking have made me clearly aware of the importance and urgency of organizational culture to the future development of colleges and universities. At the same time, the level of higher education in Guangxi is relatively backward. It has been more than 20 years since Chinese colleges and universities implemented the policy of expanding enrollment in 1999. After years of development and accumulation, colleges and universities have gradually formed a similar organizational culture status quo. The problems exposed in terms of culture and spiritual culture are very universal. Through the analysis and research of the sample, the data analysis and experience enlightenment obtained from it must have strong pertinence and representativeness. Therefore, the researchers hope to start from the goal of researching and solving practical problems, through investigation and interviews, to deeply understand the current situation and contradictions of the organizational culture of Guangxi colleges and universities, to further explore the deep-seated reasons, and to propose improvement strategies, so as to help colleges and universities in the new era and new environment. The construction of organizational culture provides a certain reference basis, and also hopes to enlighten the research on the development of organizational culture in other universities in my country.

Definition of Terms

1. Higher education: the earliest use of "higher" and "education" at Switzerland. It is documented that the term "higher education institution" was used in the Federal Constitution adopted by Switzerland in 1874. Since the concept of higher education appeared, it has been defined differently in different countries and in different historical periods of different countries. Higher education is a professional activity of teaching and learning advanced specialized knowledge on the basis of general education.

2. Higher education management: higher education management is the planning, organization, command, coordination, supervision, and control of higher education in all aspects of higher education carried out by the central or local government and institutions of higher learning in accordance with national education guidelines, regulations, and policies in order to achieve training objectives. A series of

purposeful continuous activities such as control. It includes two parts: macro-management of higher education (that is, educational administration) and micro-management of higher education (that is, internal management of higher education). If higher education is regarded as a large system, each university is its subsystem.

3. Strategy: Definition of search strategy in Baidu Encyclopedia: Strategy; Strategy. Generally refers to: 1) the set of schemes that can achieve the goal; 2) the course of action and methods of struggle formulated in accordance with the development of the situation; 3) Have the art of struggle and be able to pay attention to ways and methods. From the previous three analyses, it can be seen that "strategy" is to achieve a certain goal, first according to the possible problems in advance to formulate a number of corresponding programs, and, in the process of achieving the goal, according to the development and change of the situation to develop a new plan, or according to the development and change of the situation to select the corresponding plan, and finally achieve the goal.

4. Culture: The meaning of culture is more complex. In the West, culture is a concept derived from the Latin word "culture", which mainly refers to various things and methods developed by human beings through cultivation, cultivation and learning. In the Middle Ages, culture began to have a distinction between material culture and spiritual culture. Culture is divided into broad culture and chivalrous culture. The culture studied in this paper refers to culture in a broad sense, and refers to the sum of the essential characteristics of an organization of all production activities and thinking activities.

5. Organizational culture: Management academic circles have a relatively short history of studying organizational culture. Since the late 1980s, academic circles have only achieved certain results in this area. However, in the case study of organizational culture, the research objects are mostly enterprises. In the fields of media management, construction and development of colleges and universities, there are still few empirical studies on organizational culture. Organizational culture refers to the overall values, beliefs, pursuits, and beliefs formed by the organization in long-term practical activities under a specific environment, through the long-term advocacy of organizational leaders and the positive recognition, practice and innovation of group members. A code of conduct, a mindset, and the sum total of traditions and habits.

6. "Four levels" of organizational culture: Just as corporate culture is the soul of an enterprise's survival and development, the organizational culture of a university is also the soul of a school. Once a good organizational culture of a school is formed, it will have an invisible appeal. It includes a lot of content, which can be divided into four levels from the outside to the inside, from the shallow to the deep, namely the material layer, the behavior layer, the system layer and the spiritual layer.

7. The level of organizational culture: There are differences in the level of organizational culture, and this difference is reflected in the distinction between strong and weak cultures. In a strong culture, the core values of the organization are strongly recognized and widely recognized. The more members of an organization who embrace this core value, the stronger their belief in this value, and the stronger the organizational culture. Correspondingly, the stronger the organizational culture, the greater the impact on the behavior of employees, because a high degree of sharing and intensity creates a strong atmosphere of behavioral control within the organization.

8. University organizational culture: University organizational culture mainly refers to the guiding ideology, management philosophy and educational purpose that can reflect the characteristics of a university, and the values, moral norms, life beliefs and lofty ideals that are accepted and recognized by all members. In 1992, Chinese scholar Zheng Xiaoyun put forward the theory of cultural stratification. He believed that human culture can be divided into four levels, namely material culture, spiritual culture, behavioral culture and institutional culture. These four layers form a concentric circle. The core is spiritual culture, which has the highest stability; the second is behavioral culture and institutional culture, and the stability is in the middle; the outermost layer is material culture, which is the most unstable and most vulnerable to the influence of the external environment. and change. See Figure Cultural Hierarchy Theory for details.

Combined with the "four levels" theory of organizational culture, there are four levels of organizational culture, namely material level, behavior level, system level and spiritual level. The corresponding university organizational culture is the university's material culture, the university's behavioral culture, the university's institutional culture, and the university's spiritual culture. Below, researchers will carry out conceptual interpretations of the above four cultures:

First, material culture: it is the most obvious content of the university's organizational culture, including the university's appearance, teaching buildings, gymnasiums, etc. It is other abstract and spiritual cultural carrier and external manifestation, which intuitively reflects the history, tradition, characteristics and value of colleges and universities, and is an important symbol of the material form and comprehensive strength of college culture.

Second, behavioral culture: University behavioral culture refers to the spiritual outlook, behavioral ethics and cultural taste, school spirit, teaching style, and study style reflected in education and teaching, scientific research, academic exchanges, study life and cultural activities by university teachers and students. ; Model education; University internal code of conduct; Campus cultural activities and social services as its main content.

Third, institutional culture: the university system refers to the regulations that require university personnel to abide by and act according to certain rules. The university system is the product of rational university governance and the fundamental guarantee for the effective operation of a university. The Outline of the National Education Reform and Development Plan (2010-2020) included "improving the modern university system with Chinese characteristics, improving the governance structure of leaving schools, and strengthening the construction of university charters", which highlights the urgency of institutional culture construction. Sex and Importance. The university system culture can give people constraints and norms, which not only restrict the behavior of university people, but also stipulate the internal and external governance and operating rules of the university organization.

Fourth, spiritual culture: spiritual culture is the concentration and essence of a university's organizational culture, the core and highest form of expression of a university's organizational culture, and the soul of a university. University spiritual culture is a kind of cultural form that can best reflect the spiritual outlook, study atmosphere and academic atmosphere of a university. In the construction of the entire university organizational culture, the spiritual culture of the university is the core and the key, because the spiritual culture not only affects the school spirit, teaching style and study style of a university, but also greatly affects the life in the university. The behavior, manners, demeanor, moral qualities, values and ideals of university people on campus; spiritual culture is the engine of a university's progress, and it provides a

strong driving force for the development of the university; spiritual culture is still a university. It is a set of value concept system that regulates the behaviors, living habits and quality cultivation of university students all the time.

9. Public undergraduate colleges: China's undergraduate colleges can be divided into two categories: public or private in terms of school affiliation. According to the "Opinions of the Ministry of Education on the Establishment of Institutions of Higher Learning in the "Thirteenth Five-Year Plan" Period", Chinese undergraduate colleges can be divided into three types: research-oriented, applied-oriented and vocational-skilled according to the orientation of cultivating talents.

Research-oriented institutions of higher learning mainly focus on cultivating innovative talents for academic research, and carry out theoretical research and innovation.

Application-oriented colleges and universities are mainly engaged in the training of applied talents at the undergraduate level or above to serve economic and social development, and are engaged in research on social development and application of science and technology.

Vocational skills colleges and universities are mainly engaged in the training of professional-level skilled talents in the production management service front line, and actively carry out or participate in technical services and skills application-oriented reform and innovation.

This research mainly studies the public research universities and application universities in Guangxi. Vocational and technical colleges and universities are not within the scope of this study. In Guangxi, there are 26 public undergraduate colleges.

Research Framework

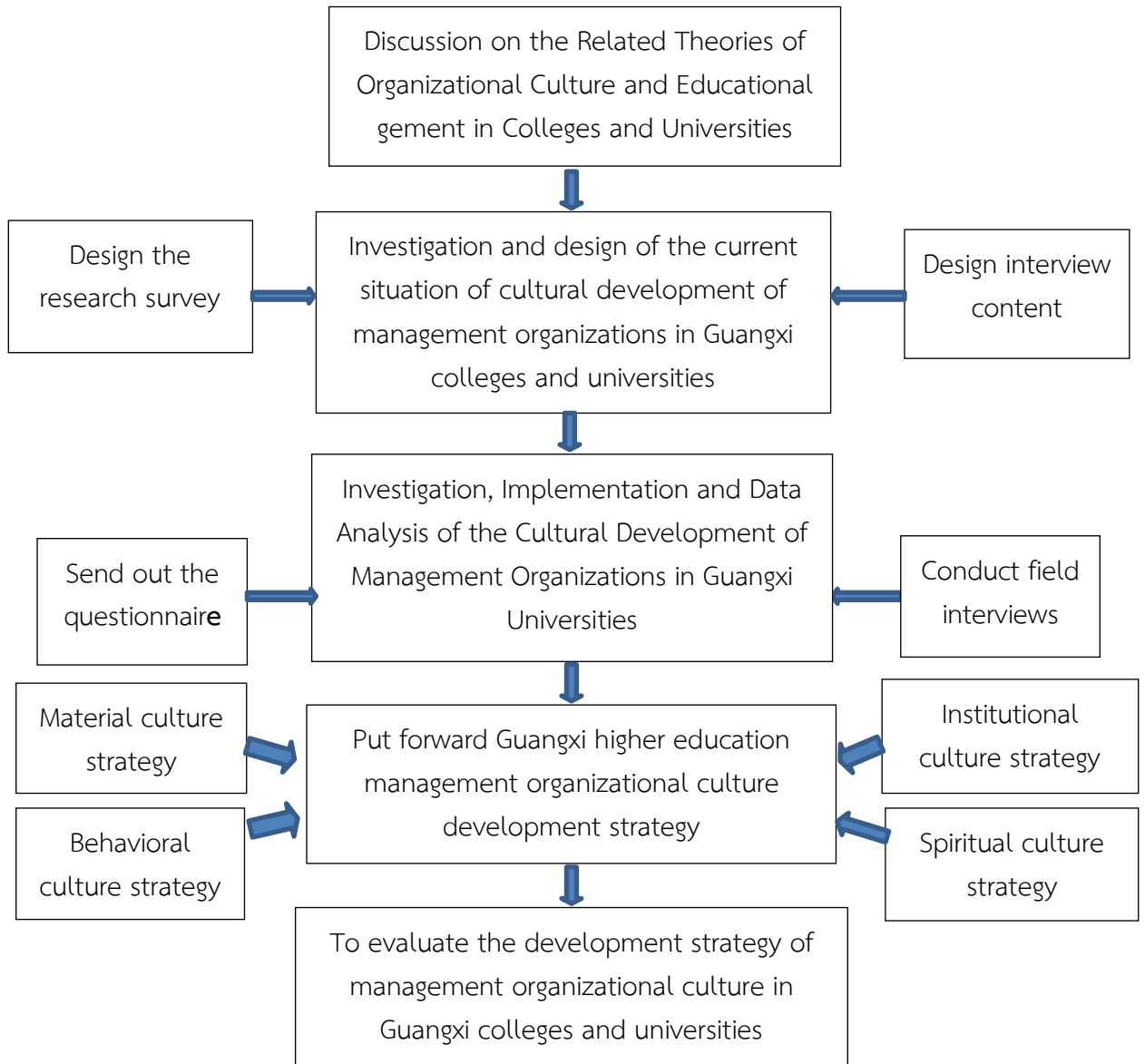


Figure 1.1 Research Framework
 Source: Homemade by researchers

Chapter 2

Literature Review

This chapter uses the literature research method to search, screen and organize the literature. The researchers searched relevant literature through Chinese VIP journals, Wanfang Data, CNKI, China Social Science Citation Index, Cambridge journal, Oxford journal and other online databases; In order to meet the practical needs such as problems, the literatures involved are reviewed and sorted out to provide a theoretical basis for the research of this paper. Involves: higher education management, culture, university organizational culture, material culture, behavioral culture, institutional culture, spiritual culture, etc. 7 aspects:

1. Higher education management
2. Culture
3. University organizational culture
4. Material Culture
5. Behavioural culture
6. Institutional culture
7. Spiritual culture

The details are as follows:

Higher education management

1. Higher education management

1.1 About the higher education management system

The higher education management system refers to the system and system by which the state or the government manages higher education. In the United States, it is the federal government's macro-control, the local government's coordination and guidance, and overall management. When we talk about the American higher education management model, we always refer to its freedom and openness, but it is not always the case. It not only has a world-class level in teaching and scientific research, but more importantly, its management fully embodies high efficiency, science and rigor.

Characteristics of the American higher education management system: Hu Bangning. (2017). pointed out that after more than a hundred years of continuous development, American colleges and universities have formed a complete management system, which has the following four characteristics: (1) indirect government management; (2) independent colleges and universities (3) extensive social participation; (4) multi-party competition.

(1) Indirect government management: In the management of colleges and universities, the US government mainly conducts macro-control and uses administrative means to indirectly manage colleges and universities. According to the division of governments at all levels in the United States, each level of government assumes different functions in the university management system: the federal government is mainly responsible for legislative work and improving relevant laws of universities; the state government is mainly responsible for formulating methods for the allocation of university funds and integrating universities in the state. information, and coordinate the relationship between colleges and universities in the state and relevant social departments; the board of directors of colleges and universities has the power to make decisions on major issues of colleges and universities. The U.S. government will not directly interfere with the management of schools, but it will also conduct moderate indirect interventions on colleges and universities with the help of legal and financial means to provide guarantees for the development of colleges and universities.

(2) Self-organization of colleges and universities: American colleges and universities have greater autonomy, and can independently conduct academic research and professional setting. At the same time, units or individuals can also independently establish institutions of higher learning. In Germany, in the development of colleges and universities, the principle of freedom is the principle. Each college has its own school-running guidelines and norms, which are not subject to the interference of the state and the government. This mode of self-organization of colleges and universities has given colleges and universities greater development space, promoted the democratization of colleges and universities, and accelerated the development of colleges and universities.

(3) Extensive social participation: In the United States, most academic organizations and social institutions can participate in the management of colleges

and universities, and the needs and wishes of the general public also have a certain impact on colleges and universities. At the same time, the United States pays more attention to the evaluation of colleges and universities. Professional social evaluation agencies participate in the evaluation of the effectiveness of colleges and universities. The evaluation results have a significant impact on the development of colleges and universities. In addition, social media forces can effectively supervise the construction of colleges and universities by using the Internet, TV and other media means.

(4) Multi-party competition: American university management advocates and encourages competition, and has formed a situation of multi-party competition. Including competition for student resources, competition for services, competition for government funds, competition for talents, and competition for social donations.

Status quo of China's management system: (1) Insufficient autonomy. Chinese tradition In the management of colleges and universities, the government has greater power, and the development of colleges and universities under the centralized management of the government is relatively slow. In recent years, my country's government administration has gradually shown the development trend of "small government, big service", and gradually realizes the transfer and distribution of power. (2) The allocation of resources is not reasonable enough. In terms of the allocation of educational resources, the allocation of resources in my country's universities does not reflect the principle of focusing on benefits, nor does it take into account the fairness of resource allocation. When the government issues budgets for colleges and universities, it mainly considers the development scale of colleges and universities, and fails to fully consider the quality of colleges and universities. In terms of the source of educational resources, colleges and universities have a single source of funding-relying on the government, with less support and guarantee from social forces. (3) The debt situation of colleges and universities is common. At present, the funding guarantee of colleges and universities mainly comes from the government. In some local colleges and universities, the phenomenon of insufficient government investment in running schools is more serious, which seriously affects the sustainable development of colleges and universities.

To sum up, the researchers believe that higher education management includes both macro and micro levels. Higher education management refers to the effective allocation of human, material, financial and other resources of the higher education system or organization through planning, organizing, leading, motivating, controlling and other methods consciously according to the purpose and development law of higher education. The behavior of improving the management efficiency of the higher education organization system and realizing the higher education goals. It includes macro higher education management (external colleges and universities, that is, the government and society's management behavior of higher education skills) and micro higher education management (internal management behavior of colleges and universities) two systems. In the management system of foreign universities, compared with universities, the government has greater autonomy in running schools, and the government guarantees the development of universities in terms of funds and laws. The Chinese management system is different from that of foreign universities. The Chinese government has greater power over the management of universities, and the autonomy of Chinese universities is not enough. In the process of university management, the government's management functions should be actively transformed, and management power should be decentralized. In terms of resource allocation, strengthen protection. The government can increase the funding guarantee for colleges and universities. For example, it is aimed at colleges and universities in underdeveloped areas with relatively backward economy and education, such as: colleges and universities in western regions and ethnic autonomous areas. The economy and education of these two regions are relatively backward, and the local government's support for colleges and universities is not strong enough. The state should increase the financial support for running schools in these regions.

1.2 Public governance of higher education

Public governance is a process of guiding, controlling and coordinating citizens' activities by using various means among various stakeholders and power subjects with the highest public interest as the purpose. It refers to the joint use of power and authority by government and private departments to guide and integrate social forces, thereby forming a combined force to promote social progress, and ultimately promoting the common development of the entire society.

Professor Burton Clark. (1994). believes that the power to coordinate the higher education system can be summarized into three forces, namely state power, market power and academic authority, showing a triangular coordination model. In this triangle, each angle represents the extreme largeness of one force and the extreme smallness of the other two, and the various positions within the triangle represent varying degrees of combination of the three forces. Each country distributed in it indicates the size of the coordination force of the three powers according to the different distances of its position from the three corners. Among them, the Soviet Union, Italy, and the United States are the typical representatives of state power, academic authority and market power reaching the strongest among the three, while other countries more reflect the results of the coordination and confrontation of the above three powers. as shown in Figure 2.1:

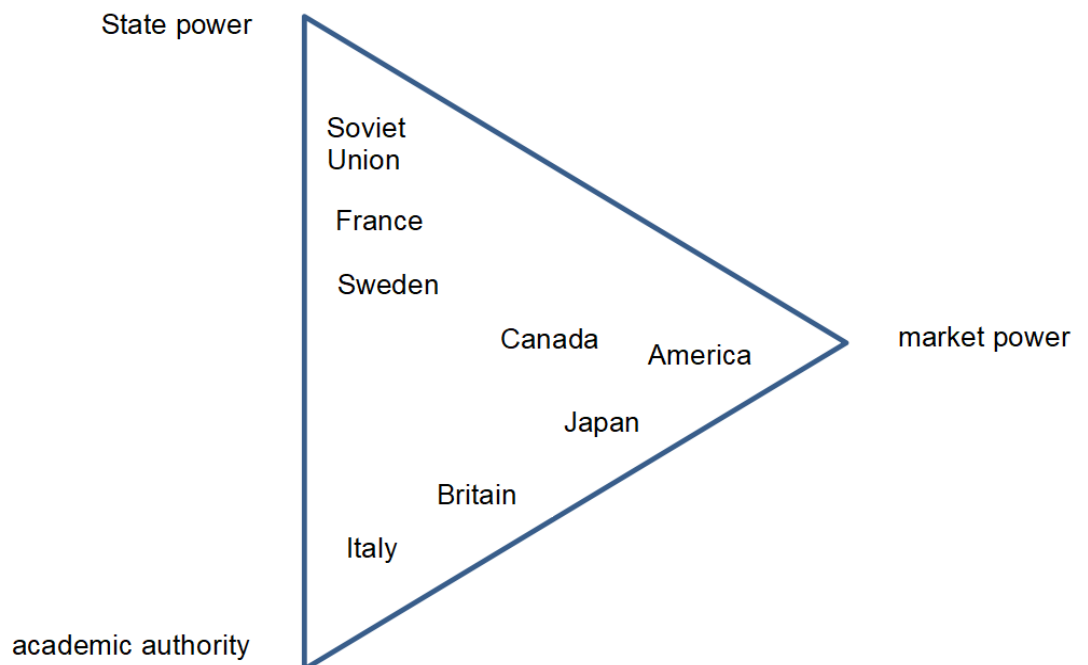


Figure 2.1 Higher Education "Triangle Coordination Model"

Source: Burton R. Clark: Higher Education Systems-A Transnational Study of Academic Organizations. Translated by Wang Chengxu, et al. Hangzhou: Hangzhou University Press, 1994: 120.

Some scholars believe that in order to reform the higher education system in the United States, the Ministry of Education and state-level authorities should rapidly change their roles, from highly regulating the formal higher education system to ensuring the quality and fairness of the entire system, and shifting the role of education authorities from Education providers are transformed into guarantors of educational quality, giving higher education institutions greater autonomy (John Dahlman, 2003, p.122-125).

Robert. Van Dragoff. (2002, p.55). believes that a direct and smooth information communication channel has been established between American universities and social forces, so that social forces can participate in the governance of universities, thereby promoting diversity Formation of a governance mechanism. The way for social forces to participate in the governance of colleges and universities is mainly through the establishment of a substantive board of directors system. Its main purpose is to provide the society with an opportunity to communicate directly with the university and reflect its demands. At the same time, play the role of people with significant influence in the society, make full use of their professional experience and sensitivity to social needs, help universities improve development strategies and goals, and review major projects.

Carl.B. R. (2011). It is pointed out that the two basic attributes of higher education: public welfare and economy determine that the governance structure of higher education will inevitably have dual nature, and the realization of the dual nature requires the guarantee of structure and system. The structure of university governance does not only refer to educational administration and management. There are two aspects of teaching management, and it is necessary to form a relationship framework in which the government, society and universities are mutually independent, mutually restrictive, clear in power and responsibilities, and coordinated in operation (Wan Wenping. 2011, p.4).

Donald. Kennedy. (2011). mentioned in his article that the governance department provides a platform for cooperation and competition for various forces within higher education, making the social governance of higher education more efficient. Governance institutions provide a platform for various social forces to participate in higher education governance, providing a platform for research, communication, exploration, and experimentation, and a series of sound rules and

procedures for their competition and cooperation (Wan Wenping, 2011, p.4).

All in all, researchers believe that the governance of colleges and universities is mainly closely related to state power, academic authority, and market forces. Colleges and universities must properly handle the relationship with the above three aspects, and establish a stable relationship with the government and society that is independent, mutually restrictive, clear in power and responsibilities, and coordinated in operation, in order to ensure the sustainable and healthy development of colleges and universities. First of all, in terms of state power, the government must ensure sufficient autonomy for colleges and universities; in terms of academic authority, colleges and universities must make good use of their autonomy and make plans for the long-term development of schools; in terms of market power, various social forces must actively participate in the governance of higher education to provide Universities provide a platform for research, communication, exploration and experimentation.

1.3 Government functions with regard to higher education

Some scholars divide the functions of the government in the field of education into: organizational functions, which are reflected in the establishment of central and local educational administrative organizations; coordination functions, that is, dealing with the relationship between educational administrative organizations and other government organizations, and the relationship between the government and society. Conflicts and contradictions in educational interests; implementation functions, that is, the formulation of educational regulations and policies, the approval of courses, textbooks, syllabuses, etc., and the financing of educational funds (John. E. Chubb.; & Taylor. M. Mo. 2003).

Foreign scholars David. F. Mitch pointed out that the U.S. government is a limited government, and through macro-control, the government grasps the direction of higher education development and reform, and ensures the social welfare of higher education. The activities of higher education are subject to the influence of stakeholders. It is an organization jointly controlled by multiple stakeholders. Different stakeholders have different interest demands and influence education in different ways (Wan Wenping, 2011).

Jill Birnbaum. (2000). believes that the reform and development of higher education in the United States has always been the general concern of the

government's specialized industries and all sectors of society, but when judging the quality of higher education, US law does not allow the federal government to directly participate, and the government can only. The task of ensuring academic quality is subcontracted to accrediting bodies. As a medium for the government to intervene in higher education, the accreditation agency not only saves resources, but also avoids the government's direct intervention in the management of higher education institutions, and reduces the suspicion of interfering in the autonomy of higher education. Public schools run by the government are entrusted to the board of directors, while private schools are managed by a board of directors composed of various persons. Investors themselves are not involved in the direct management of universities, and universities have full autonomy. The board of directors of private colleges and universities is composed of the founders of the schools or their agents. They have the right to independently manage school affairs and do not need to be accountable to the state government. However, there are government officials on the boards of private colleges and universities, which can maintain a good relationship between the colleges and the government. . Although the public university board has legal personality, it is subject to the laws, regulations and management procedures of the state government.

In China, my country's higher education is currently developing towards universalization, and the higher education management system has been continuously deepened and reformed along with the transformation and development of society. Since the reform and opening up, the de-administration of colleges and universities and the relationship between colleges and the government have often become hot issues for scholars to study.

Mr. Pan Maoyuan. (2010), a well-known professor in higher education academia, explored the internal and external laws of higher education from the perspective of system theory, and obtained the basic laws of education. In Pan Maoyuan's Collected Works, he pointed out that "education must be restricted by the economy, politics, science and culture of a certain society; on the other hand, it must serve the economy, politics, science and culture of a certain society". Therefore, as a part of the social subsystem, higher education cannot develop without the government's guidelines, policies, laws and regulations, as well as the influence of national finance, socio-economic structure and social order. Higher education and the

running and management of colleges and universities are not independent, but are interconnected and influenced by other social systems (2010, p.38).

He Xiuyan. (2015). pointed out in the book "Towards University Self-Organization - Research on the Relationship between Chinese Government and Universities" that "there is an incomplete contractual relationship between the government and public universities, and the contractual relationship between the two is also changing, and " "Contracting-evaluation" has become a practical exploration of contract management between the government and universities".

Shi Huanan. (2016). started from the meta-governance theory and proposed to realize the overall shaping of the government's roles as "director", "supervisor", "server" and "coordinator" (2016, p.31-38).

Yue Wei. (2018). analyzed the direction of the separation of "management, management and evaluation" in higher education, and obtained the relevant structural relationship. He believed that if the government shouldered the responsibility of education management and running schools for a long time, it would reduce the government's administrative efficiency in running schools. Therefore, the government Universities should be given the right to run their own studies by streamlining administration and delegating powers (2018, p.51-54).

Wang Lu's. (2018). analysis in "Clarifying the Responsibilities of "Management, Management, and Evaluation" and Building a New Type of Educational Governance between the Government, Schools, and Society" concluded that the government's management functions should change from the past control to service, coordination, planning, support, and supervision. The government is mainly responsible for macro decision-making (2018, p.11-19).

To sum up, the researchers believe that the Chinese government's functions in higher education management should be transformed, and the core of the transformation lies in "transitioning from micro-management to macro-management, from direct management to indirect management, and from management to service". For example, in the process of internal management of colleges and universities, the government should decentralize power and give colleges and universities sufficient management rights. The government can increase efforts in college funding guarantees and the participation of social forces in college management to ensure the healthy and rapid development of colleges and universities.

1.4 Relevant Policies Regarding Higher Education Administration

In July 2010, the Central Committee of the Communist Party of China and the State Council issued the "Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020)", as an authoritative policy text in the field of education, it officially launched a new round of future-oriented education reform and development. "People's Daily" published an editorial: "This is my country's first educational reform and development plan in this century. It embodies the will of the country and responds to the concerns of the masses. Another programmatic document supporting the national strategy after the planning outline and the talent planning outline." (Liu Ningwen, 2012. p.3)

The main contents of the Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020) include: pilot reform of quality education, pilot reform of balanced development of compulsory education, pilot reform of vocational education school-running model, pilot of lifelong education system and mechanism construction, top-notch innovation There are 10 aspects (Baidu Encyclopedia), including the pilot reform of talent training, the pilot reform of the examination and enrollment system, the pilot of the reform of the modern university system, the pilot of the reform of the deepening of the school-running system, the pilot of the reform of the local education investment guarantee mechanism, and the pilot of the comprehensive reform of the provincial government's overall education (<http://www.moe.gov.cn/>).

Chapter 7 of the Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020): Higher Education We have made detailed deployment in five aspects. It is clearly stipulated in the document that by 2020, the structure of higher education will be more reasonable, the characteristics will be more distinctive, the overall level of personnel training, scientific research and social services will be improved in an all-round way, and a number of internationally renowned, distinctive and high-level institutions of higher learning will be built. Universities have reached or approached the level of world-class universities, and the international competitiveness of higher education has been significantly enhanced (<http://www.moe.gov.cn/>).

To sum up, the researchers believe that: according to the requirements of the "National Medium and Long-term Education Reform and Development Plan

(2010-2020)", the internal management of colleges and universities should focus on the structure of higher education, school-running characteristics, personnel training, and scientific research. and social services to enhance the comprehensive competitiveness of higher education.

In summary, Higher education management is the planning, organization, command, coordination, supervision, and control of higher education in all aspects of higher education carried out by the central or local government and institutions of higher learning in accordance with national education guidelines, regulations, and policies in order to achieve training objectives. A series of purposeful continuous activities such as control. It includes two parts: macro-management of higher education (that is, educational administration) and micro-management of higher education (that is, internal management of higher education). If higher education is regarded as a large system, each university is its subsystem.

Culture

2. Culture

2.1 The concept of culture

Culture is divided into chivalry and broad sense, chivalrous culture:

In 1871, the British anthropologist Edward B. Tylor pointed out in Primitive Culture- "Culture includes knowledge, belief, art, morality, law, customs and social personnel. A composite whole that includes any other abilities and habits acquired by man."

Culture. (Yang Deai, 2020. p.4-5). refers to things at the spiritual level of people, such as people's spirit, thoughts, beliefs, morals, concepts, emotions, etc. However, on the surface, these spiritual things are invisible and intangible, and they need certain external carriers and media to embody them, such as certain (some) specific qualities, languages, music, etc.

Broad culture:

Liang Shuming. (1988, p.7). believed that culture in a broad sense includes three aspects: (1) Spiritual life, such as religion, philosophy, science, and art. Religious literature and art are biased towards emotion, while philosophy and science are biased towards rationality. (2) In terms of social life, the way we live with the people around us-family, friends, society, country, and the world-all belong to the

aspect of social life, such as social organization, ethical habits, political systems, and economic relations. (3) Literary and artistic aspects of material life, such as food, daily life and various enjoyments, all kinds of things that human beings have for the survival of nature.

The Oxford Advanced English-Chinese Double Explanation Dictionary (2004) explains the "culture" corresponding to the word "culture" before each definition and lists the generalized explanations separately, including: 1) way of life. a country, group, etc. with its own beliefs, etc. 2) art/music/literature/art, music, literature, etc. 3) thought of a group, beliefs/attitudes. 4) the beliefs and attitudes abouts that people in a particular group organization share, growing/breeding. 5) technical, the growing of plants or breeding of particular animals in or derivate a particular substance or crop from them.

"Encyclopedia of China". (2015). pointed out: "Culture in a broad sense refers to the sum total of all material and spiritual products created by human beings."

When explaining the definition of "culture", "Modern Chinese Dictionary" (2015) pointed out that culture is "the sum of material wealth and spiritual wealth created by human beings in the process of social and historical development".

2.2 The relationship between culture and management

As a social phenomenon, culture is of great significance in organizational management.

Management is a culture. Governance is a social function hidden in values, customs, beliefs, and the political system of government. The famous American management scientist, Peter Drucker believes that management is a science, but management is closely related to people, and it is people who manage. A manager's thought, integrity and style determine the effectiveness of management. Management is restricted by culture, and management is also culture. Management culture is influenced by national culture and national traditional culture. Each country will form a unique management culture on the basis of its own culture. For example, the management culture of Japanese companies is characterized by patient management, company first, and support for collectivism. The American management culture is characterized by personal decision-making and personal values. Management culture has a certain degree of influence on management efficiency.

Culture is a management tool. In the process of enterprise management, organizational culture is also a management tool. The role of "soft" management of culture is increasingly valued by organizations. Phillip Harris (2000) believes that the essence of current organizational change is that organizational culture is more important than ever, and more important than ever.

In summary, The meaning of culture is more complex. In the West, culture is a concept derived from the Latin word "culture", which mainly refers to various things and methods developed by human beings through cultivation, cultivation and learning. In the Middle Ages, culture began to have a distinction between material culture and spiritual culture. Culture is divided into broad culture and chivalrous culture. The culture studied in this paper refers to culture in a broad sense, and refers to the sum of the essential characteristics of an organization of all production activities and thinking activities.

University organizational culture

3. University organizational culture

3.1 The concept of organizational culture

Foreign scholars' research on organizational culture began in the 1980s, marked by William Ouchi's "Theory Z", and initially focused on the field of corporate culture. Davis. (1970), a professor of management at Boston University, first put forward the concept of organizational culture in his book "Comparative Management - Prospects of Organizational Culture" (Cameron K S.; & Quinn R E. 2005).

Professor Hofstede. (1980). believes that organizational culture is the collective action plan of the mind, a combination of values and the practice of values. Symbols and other contents are compounded. Thus, organizational culture is divided into four parts: symbols, heroes, rituals, and values.

Schein defined organizational culture in *Organizational Culture and Leadership*: Organizational culture is a group organization in the process of responding to the external environment, conducting internal management, and strengthening internal unity, based on a large number of examples, summed up. A set of regular formulas and a set of basic assumptions for further development based on them (Zhu Mingwei. Luo Liping, 1989).

S.P. Robbins. (2004). believes that organizational culture refers to the common value system of organizational members, which makes organizational members unique and different from other organizations.

Cameron and Quinn (2006) believe that organizational culture is the organization's consensus and summarized understandings, memories, values and attitudes, usually through value orientation, dominant leadership style, language and symbols, daily procedures and definitions of success, etc. reflect the uniqueness of the organization.

Deal and Kennedy (Deal and Kennedy) proposed in "Corporate Culture - The Spiritual Pillar of Modern Enterprises" that organizational culture consists of five factors, namely corporate environment, values, heroic models, customs and rituals, and cultural networks (Meng Yingyu,&Zhang Guirong, 2008. p.175-177).

Pascale, a professor of management at Stanford Business School, and A. Athos, a professor at Harvard University (1981), jointly published the book "The Art of Japanese Management", proposing the 7S framework of organizational culture (Li Chengyan, 2013, p.62). The 7S framework means that organizational management should focus on seven management elements. Strategy, structure, systems, staff, skills, style, super ordinate goals. As shown in Figure 2.2. Among these seven factors, the first three are hard management elements, and the latter four are soft management elements. These seven factors are interconnected and affect each other.

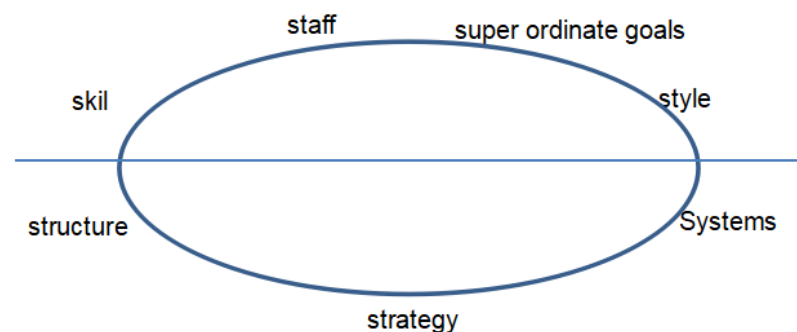


Figure 2.2 The 7S Framework of Organizational Culture

Source: American Richard Pascal, Anthony Assos: The Art of Management in Japan, translated by Zhang Hong, Science and Technology Literature Publishing House, 1987 edition, p. 75.

In China, in the 1980s, the concept of "corporate culture" was formally proposed for the first time, and in the 1990s, there was a wave of research on organizational culture. China's definition of organizational culture basically draws on the views of foreign scholars. See the table2.1 below for details.

Table 2.1 Statistical table of Chinese scholars' research literature on the concept of organizational culture (1990-2019)

ScholarName, Date	Definition of Organizational Culture
Guan Yixin, Guo Tingjian, 1990	Corporate culture is the unique values and entrepreneurial spirit gradually generated by the enterprise in the long-term development process, as well as the code of conduct, moral code, life belief, corporate customs, and habits that are generated around it.
Chen Chunhua, 1999	Corporate culture is mainly an ideological form, which is based on the value system of the enterprise and is closely related to the management philosophy and management behavior of the enterprise.
Zhu Yunsheng, 2000	Organizational culture is a perception that intuition exists in the organization rather than the individual.
Chen Tingnan, 2003	In a broad sense, corporate culture refers to the sum of the material culture, behavioral culture, spiritual culture and institutional culture of an enterprise.
Ma Zuokuan, 2009	Organizational culture is a set of civilized spiritual norms that are built and shared by organizational members in practice and can promote the common development of the organization and its members. It is embodied in the interaction of collective values, ways of thinking and behavioral patterns; a feature.
Shi Wei, 2010	Organizational culture is the sum total of behavioral norms, institutional norms and external images with values as the core formed by an organization for a long time in its external environment.
Qi Jiaxin,2018	Most of the definitions of organizational culture reflect people-centeredness and consider it to include the basic beliefs and values of the organization.
Chen Chunhua, Yin Jun ,2019	Organizational culture (or corporate culture) is a topic that has been discussed and studied for a long time in organizational research and has important management significance.
Zang Shan,2019	Organizational culture is a system of values recognized by all members of an organization, and this system is recognized by almost all members of the organization. Organizational culture not only determines the way of thinking and behavior of these members, but also affects the development of the entire organization.

Source: Homemade by researchers

All in all, researchers believe that organizational culture develops from corporate culture, and organizational culture originates from corporate culture, and is a set of cultural norms gradually formed by an organization in the process of perennial development. This set of guidelines is a system of values recognized by all internal members, recognized by most members of the organization, and governs and guides the continuous development of the organization. Organizational culture is

not static, it can be constantly updated and improved with the development of the times. Organizational culture is what distinguishes it from other organizations.

3.2 The origin of university organizational culture

In 1932, the famous American educational psychologist Waller completed a book "Education Sociology". He clearly put forward the concept of school organizational culture for the first time in this book, but the rapid rise of school organizational culture benefits from the in-depth study of corporate organizational culture.

With the application of organizational culture theory in business management, American scholar T.J. Sergiovanni migrated it to educational management. In his book "Outstanding School Leaders". (1984), he broke through the paradigm of traditional management theory and tried to re-understand the management, function and structure of schools from the perspective of organizational culture. Sergiovanni) believes that for a school, its organizational culture mainly refers to the guiding ideology, management philosophy and school purpose that can reflect the characteristics of the school. It is the values, moral norms, life beliefs and lofty ideals accepted and recognized by all members (Fan Qi.,& Gao Han, 2004).

Andrew Marsed believes that organizational culture should be at the core of higher education research, and mentions why: On a practical level, organizational culture research can help explain how an organization has reached its current state, and culture can influence past decisions and decisions. Behaviors explain and provide the basic principles of organizational development, thus laying a good foundation for managers to make decisions (Li Lan, 2015).

After the 1980s, foreign scholars conducted research on the organizational culture of colleges and universities. Among them, Burton Clark and William Bergquist made the most outstanding achievements. Burton Clarke is the author of "The Higher Education System" and "Academic Life: Small Worlds, Different Worlds". Based on the three interrelated concepts of belief, responsibility and interest, he analyzes the special organizational structure of the university as a cultural fortress, which is full of conflicts between different scientific cultures, professional cultures, and group subcultures. William Bergquist published *The Four Cultures of Academic Institutions: Perspectives on Improving Leadership in Academic Organizations*, which provides a detailed analysis of organizational culture patterns in universities.

In China, many scholars have conducted research on the definition of school organizational culture and university organizational culture.

Chen Xiaobin. (1999). pointed out that the school organizational culture refers to the sum of the values and behaviors that a school has accumulated in its own long-term activities and agreed and followed by all members of the school.

Ni Hui. (2002). pointed out in the article "Reconstruction of Multi-campus University Culture" that the organizational culture of a university refers to the basic beliefs, core values and core values that are formed in the long-term survival and development of the university and are followed by most members of the organization. Code of Conduct.

Jin Baohua and Zhang Guoqiang. (2007). pointed out in "Zou Discussion on the Construction of University Organizational Culture" that university organizational culture can be relatively divided into three basic content structures: material culture, institutional culture and spiritual culture. They are interrelated and inseparable, and reflect the organizational culture of the university from different levels and depths. Material culture is the dominant level of university organizational culture, mainly referring to the objectified material forms, such as the school's human landscape, educational and teaching facilities, recreational and sports venues, work and study conditions, and school image identification marks and badges. Institutional culture is the institutional part of university organizational culture. Spiritual culture is the values recognized by the faculty, students and staff of the university and the thoughts, concepts, goals and attitudes that are closely related to them. Spiritual culture is the core part of university organizational culture, which is at the deepest level of university organizational culture.

All in all, the researchers believe that a university is a special organization, and that university organizational culture is a branch of organizational culture that originates from corporate culture. Foreign scholars have moved the theory of organizational culture to educational management, which has resulted in the study of university organizational culture. University organizational culture refers to the sum total of basic beliefs, core values and behavioral norms that are formed in the long-term survival and development of universities and are followed and believed in by teachers and students.

3.3 The structure of university organizational culture

To gain an in-depth understanding of the structure of university organizational culture, we first briefly state the levels of organizational culture, as follows:

Schein analyzed the three levels of organizational culture in his "Organizational Culture and Leadership" in 1992. Including: artificial things, values, basic assumptions. He believes that the basic assumption is the essence of organizational culture, and values and representations are the manifestations of cultural essence. The first layer here, man-made forms (artificial things and creations), is the material and social environment, tangible but often incomprehensible; the second layer, values, is the advanced stage of consciousness, which can be obtained in the material environment or in public opinion Test; the third layer, the basic hypothesis, is something that is taken for granted, invisible, and subconscious. Since then, there has been a worldwide upsurge in organizational culture research. As shown in Figure 2.3:

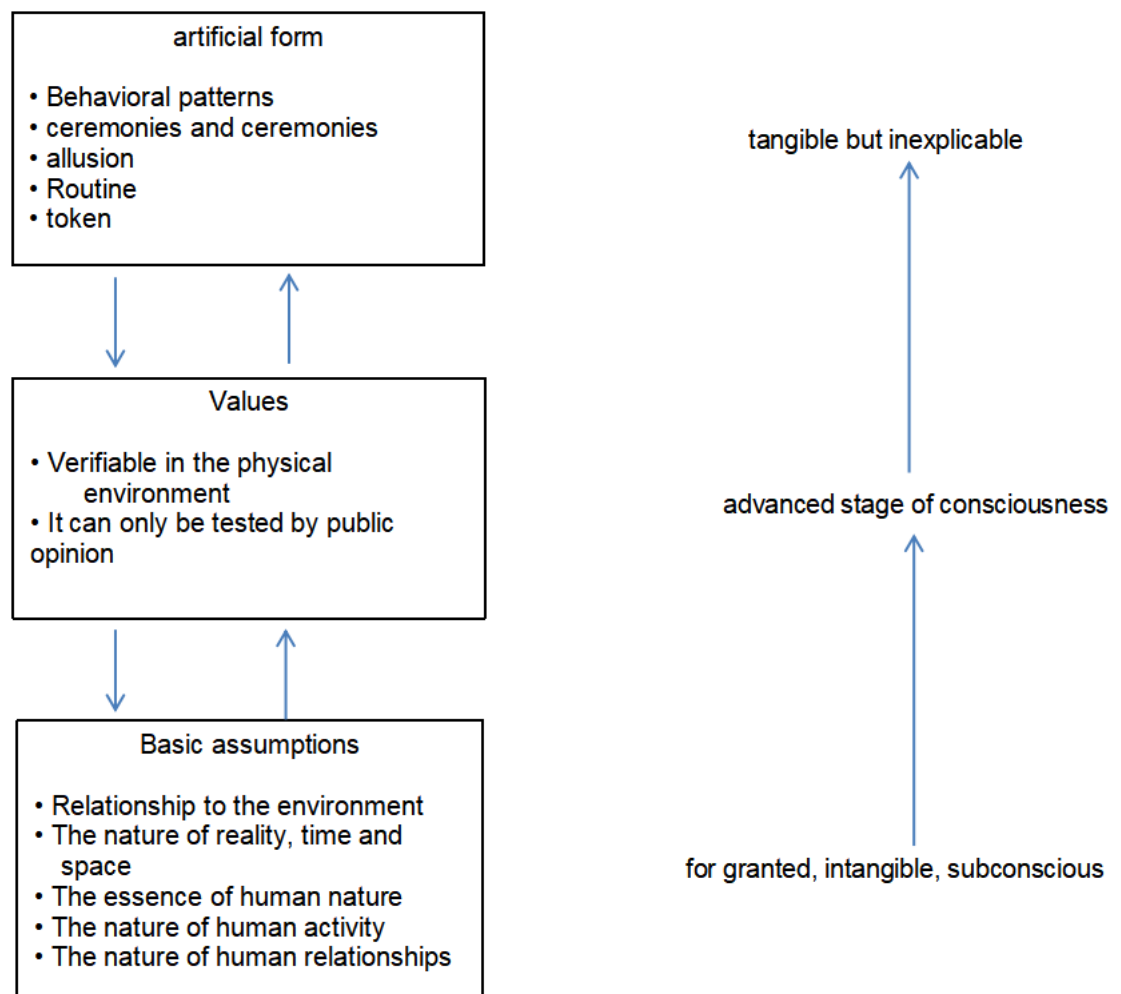


Figure 2.3 Three levels of organizational culture

Source: (US, Edgar Schein: Organizational Culture and Leadership, translated by Ma Hongyu and Wang Bin, Renmin University of China Press, 2011, p.20)

In China, many scholars have divided the organizational culture structure on the basis of studying foreign theories, including: two-level division method (external culture, internal culture) (Zhang Zongyuan, 1989), three-level division method (material culture, behavioral culture, spiritual culture) (Liu Guangming, 1997). Among them, Pei Lu. (2009), the representative of the three-level division method, believes that organizational culture is a multi-level ecosystem consisting of a core layer, a middle layer and a peripheral layer, and all levels of organizational culture are harmonious, unified and interpenetrating. Bai Hongmei and Wang Zhenyu. (2015). believe that organizational culture is divided into three levels from the inside to the

outside, the deep layer, the middle layer and the surface layer. Culture, such as organizational norms and organizational systems, organizational operating procedures and models, etc.; the outer layer is material culture, such as organizational markers, environmental layout, symbolic buildings, institutional settings, achievements, product presentation, etc.

In addition, some scholars have proposed a four-level division of organizational culture. Ma Huawei. (2001). believes that the four levels of organizational culture are: symbols, heroes, etiquette and values. Zheng Xiaoyun. (1992). put forward the theory of cultural stratification. He believed that human culture can be divided into four levels, namely material culture, spiritual culture, behavioral culture and institutional culture. These four levels form a concentric circle, and the core is spiritual culture. , the stability is the highest; followed by behavioral culture and institutional culture, the stability is in the middle; the outermost layer is material culture. Based on the research of domestic and foreign scholars, Su Yong. (1996). pioneered the division of organizational culture into (material culture, behavioral culture, institutional culture, and spiritual culture in the book "Systematic Research on Chinese Corporate Culture". Figure 2.4 shown.

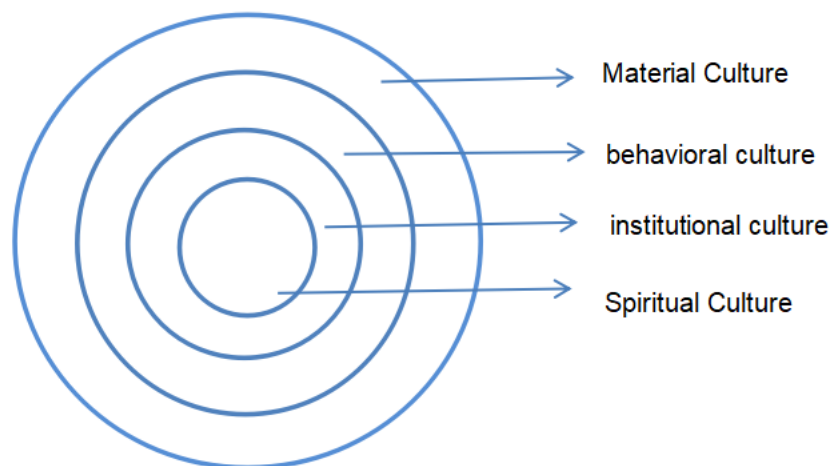


Figure 2.4 Four levels of organizational culture

Source: Lu Songpo. (2016). Research on the Organizational Identity of Local College Students from the Perspective of Organizational Culture, p.16

Some scholars believe that organizational culture is divided into five levels. For example, Chinese scholar Yu Guangyuan, the five levels are the first level: entrepreneurial spirit, corporate philosophy, commending heroes and so on. The second layer: business culture and management culture; the third layer includes the cultural quality and cultural needs of employees; the fifth layer includes the ability and awareness of entrepreneurs to participate in macro decision-making. American scholar G.D. Sentell. summarizes the five levels of organizational culture from the inside out: basic assumptions, values, behavioral standards, behavioral patterns, and artificial ornaments and symbols (Li Chengyan, 2013, p.62).

Combined with the hierarchy theory of organizational culture, Chinese scholars also put forward the theory of three levels and quaternary structure of university organizational culture on the basis of organizational culture hierarchy theory. E.g.

Hu Yongan sorted out the structural classification of university organizational culture in his master's thesis "Research on University Organizational Culture in the New Era - Taking a University in Shandong as an Example". The structure of university organizational culture is divided into three-level theory and quaternary structure theory. The three-layer structure theory divides university organizational culture into 1) material culture layer. This is the explicit part of the university's organizational culture, which provides the material basis for the formation of the institutional and spiritual layers. 2) institutional culture layer. Institutional culture, as the link between the explicit materialized culture and the implicit spiritual culture of the school's organizational culture, is in the middle layer of the structure, including the school's various school disciplines, ethics, and codes of conduct. 3) spiritual and cultural layer. The spiritual and cultural layer mainly refers to the basic management concepts, value standards, professional ethics and spiritual outlook that the leaders of colleges and universities, teachers and students abide by. The spiritual layer is the soul and core of organizational culture, and the premise and source of forming the material layer and the system layer.

Li Ning. (2017). believes that, according to the theory of international general level division of organizational culture, university organizational culture can also be divided into three levels: one is material culture, which is the surface part of school organizational culture, and is the material that forms spiritual culture and institutional

culture. vector or condition. It contains not only physical objects such as school buildings, clothing and equipment, but also the carrier of the university's material representation - disciplines, etc. It contains rich educational concepts or concepts, and is a concrete embodiment of the school's organizational culture. The second is institutional culture, the core of which is behavioral norms and institutional systems. Code of conduct refers to the consensus on how teachers and staff should act, and it reflects the expected behavior, such as teachers' professional ethics, student codes, etc. people's behavior. The third is spiritual culture, which is the accumulation of spirits and ideas gradually formed by a university in the long-term development process, and is the most dynamic part of the elements of the school's organizational culture.

Wang Anyin. (2018). believes that the organizational culture of colleges and universities includes three independent and interpenetrating cultural levels: material level, institutional level and spiritual level. Among them, material culture is the material carrier of campus organizational culture, institutional culture is the behavioral expression of campus organizational culture, and spiritual culture is the core and essence of organizational culture, and an important part of the core competitiveness of colleges and universities.

The theory of quaternary structure holds that university organizational culture contains four levels of content, specifically: material level, system level, spiritual level and behavior level.

To sum up, the researchers believe that although there are many levels of university organizational culture, in the final analysis, only the standard of division is different. In the process of continuous development, a university has formed a unique system of values and moral models that is recognized by the majority of teachers, students and staff. The whole system is the organizational culture of a university. University organizational culture includes four dimensions: material culture, behavioral culture, and spiritual culture. This study adopts the theory of quaternary structure as the theoretical basis.

3.4 The role of university organizational culture

Organizational culture has an impact on the internal management of the organization and the interaction between the organization and the external environment. The external functions of organizational culture include three aspects:

one is that organizational culture affects the activities of the organization and the environment through its members; the other is that organizational culture directly affects the way and results of interaction between the organization and the environment. Peters and Waterman (1982), in their book "The Search for Excellence: The Management Experience of America's Most Successful Companies", believes that organizational culture plays a key role in organizational success. Generally speaking, it includes guiding function, restraint function, cohesion function and incentive function.

Orientation function: It means that the organizational culture plays a guiding role in the value orientation and behavior orientation of each member of an organization, making it consistent with the organizational goals. The guiding method emphasizes guiding the behavior of organizational members through the shaping of organizational culture, so that people can accept common values under the influence of a culture, so as to consciously combine personal goals with organizational goals.

Constraint function: After an excellent organizational culture is established, it has a constraining and normative effect on the thoughts and behaviors of each member of the organization. Organizational culture pays more attention to the spiritual and cultural aspects such as group consciousness, public opinion, and corporate traditional customs in organizational management.

Cohesion function: When an organization's cultural values are recognized by members of the organization, and a consensus is reached, it will become a kind of glue, uniting members of the organization from all aspects, and on the basis of common understanding, make the organization have A huge centripetal force and cohesion.

Incentive function: It refers to a cultural effect, through the recognition of the culture by the employees, and then produce a spirit of willingness to contribute to the organization. An organization or enterprise with a good organizational culture will inevitably establish a good image of itself. This good image will not only have a positive impact on the organization, but also drive the cultural progress of other organizations.

Although organizational culture has many positive effects on organizations, organizational culture also has negative effects. For example,

organizational culture is relatively stable, which is not conducive to organizational change and innovation; organizational culture with poor compatibility is not conducive to organizational reorganization; with the acceleration of global integration, the trend of organizational diversification is more obvious, which is closely related to the construction and development of organizational culture. Certain conflicts may arise, which is not conducive to the diversification of the organization (Li Chengyan, 2013, p.62).

Fan Qi and Gao Han. (2004). believe that organizational culture is a system with organizational values as the core, and a high-level university organizational culture has a strong function of moral education and education. Will and action, establishing correct ideals, beliefs and dedication, strengthening collective concepts, strengthening interpersonal relationships, purifying the internal environment, and inspiring teachers and students' sense of pride and responsibility all play an irreplaceable role. The school's organizational image is an intangible asset and a very valuable asset. At present, more and more university leaders regard the construction of university organizational culture as an important work of the university, and take it as one of the effective ways to shape the image of the university organization and improve the organizational efficiency of the university.

Taken together, the researchers argue that universities are a special social group. Its organizational culture has had a subtle influence on the school's teaching, scientific research, management, personnel training and other aspects, and played a far-reaching and lasting role in the school's construction and development. Especially since the 1980s, the external environment of higher education has undergone tremendous changes, and colleges and universities are facing severe challenges. As an important force in integrating organizations, culture has an irreplaceable significance in promoting the process of rapid adaptation between colleges and the external environment. The organizational culture of the university reflects the common value system of all teachers, students and staff, and penetrates into all aspects of school management, teaching, and scientific research. The organizational culture of colleges and universities is the external performance and social evaluation of the college's own strength, overall level, and school-running quality. The organizational culture of colleges and universities has strong guiding, cohesive and educational functions. A high-level university organizational culture is conducive to

cultivating high-quality talents, improving the image of the university, and enhancing the cohesion and centripetal force within the university; on the contrary, a failed university organizational culture will have a negative impact on the cultivation of talent quality.

In summary, University organizational culture mainly refers to the guiding ideology, management philosophy and educational purpose that can reflect the characteristics of a university, and the values, moral norms, life beliefs and lofty ideals that are accepted and recognized by all members. In 1992, Chinese scholar Zheng Xiaoyun put forward the theory of cultural stratification. He believed that human culture can be divided into four levels, namely material culture, spiritual culture, behavioral culture and institutional culture. These four layers form a concentric circle. The core is spiritual culture, which has the highest stability; the second is behavioral culture and institutional culture, and the stability is in the middle; the outermost layer is material culture, which is the most unstable and most vulnerable to the influence of the external environment. and change. See Figure Cultural Hierarchy Theory for details. Combined with the "four levels" theory of organizational culture, there are four levels of organizational culture, namely material level, behavior level, system level and spiritual level. The corresponding university organizational culture is the university's material culture, the university's behavioral culture, the university's institutional culture, and the university's spiritual culture. Below, researchers will carry out conceptual interpretations of the above four cultures: (including 1) material culture, 2) behavioral culture, 3) institutional culture, 4) spiritual culture).

Material Culture

4. Material Culture

4.1 Definition of Material Culture

What exactly is material culture? In *The Meaning of Things: An Introduction to Material Culture*, Arthur Essa Berger points out that material culture is a culture, but the term has hundreds of definitions. He carefully combed the relationship and overlap between material culture and discourse in other disciplines, and introduced different perspectives in material culture research, such as the semiotic perspective of material culture, the sociological perspective of material

culture, the psychoanalytic perspective of material culture, and the A detailed explanation of some important issues in material culture studies. (Arthur Asa Berger, 2009, p.16)

Anthropologist James Deetz believes that material culture "is not culture itself, but refers to the product of culture" (1996, p.24).

In the foreword to "A Study of Material Culture in America", Schleillers argued that material culture should include not only "all the things that people make out of the material world", but also natural objects, such as trees, rocks, fossils, etc., because "These natural objects sometimes also reflect human behavior patterns" (Thomas Schlereth, 1982, p.2-4).

Jules David Prang, a scholar from the field of art history, believes that material culture is "the culture embodied by man-made objects", so the term material culture "includes not only the study of the object itself, but also the purpose of the study of the object. , that is, the study of culture" (Jules David Prown, 1993, p.2).

As material culture research has become the focus of more disciplines, the definition of material culture has also undergone some changes. It is no longer limited to the archaeological significance of material culture, but more emphasises its cultural connotation.

In "Understanding Material Culture", Ian Woodward gave a detailed introduction and summary of material culture research, not only clarifying some key concepts in material culture research, but also analyzing scholars in different periods on the relationship between things and things and people, trying to establish a comprehensive knowledge coordinate system for material culture research. Woodward believes that although "material culture" in the traditional sense refers to physical objects that can be carried, perceived, and touched, and is an integral part of human cultural practice, due to the inextricable relationship between human beings and objects Therefore, the term "material culture" emphasizes "how the inanimate objects in the human environment act on and are acted upon by humans in order to perform social functions, regulate social relations, and give symbolic meaning to human behavior. (Ian Woodward, 2007).

Bill Brown. (2001). believes that "materiality" is a "something similar to the structure of the subject", which corresponds to the subject, has equal status, and is

equally important. The "materiality" of things can help people think about how inanimate objects construct new ideas of human subjects, how objects move or threaten subjects, how objects promote and threaten relationships with other subjects, and so on. Brown discussed the "materiality" of things in the postmodern context, making the concept of material culture highlight new meanings in the contemporary discourse context, and become an important theoretical assumption in contemporary Western material culture research and understanding of the "relationship between things and people". key (Meng Yue, Luo Gang, 2008).

Judy Attfield's. (2000). study of material culture in contemporary British daily life provides a good example for us to think about the way people use and experience objects on a daily basis. Judy's focus is not on the design style and aesthetic characteristics of objects, and she believes that such a research approach ignores the way people actively use objects in specific social-spatial contexts. She regards objects as the objectification of social relations. When emphasizing the dialectical relationship between subject and object, objects can give people a sense of direction, how people can physically connect with the world around them, and not only provide a physical presentation , but also the material manifestation of a particular sense of group and individual identity.

Cambridge archaeologist Dan Hicks even believes that there has been a "Material-Culture Turn" in the humanities and social sciences, and this material-cultural turn will be more than the culture since the 1980s. Turning, linguistic turning and textual turning have more profound effects (Dan Hicks and Mary C. Beaudry, eds, 2010).

In recent years, material culture research has paid special attention to the process and place of material consumption. British material culture studies have studied mobile phones, extreme games, QQ, Facebook and other social networks. These new media have connected individuals with the world and changed the relationship between people and society, which is also a new direction of material culture research (Yin Qinghong, 2016).

Famous American social educator and professor of the Institute of Public Policy at the University of California, Berkeley, Martin. Trow believes that the focus of the construction of material culture in colleges and universities should pay attention to the historical inheritance of college culture, and endow the long-standing culture of colleges and universities in the buildings and public facilities of colleges and

universities, from quietly standing statues to flowers and trees in colleges and universities. Material symbols will exude profound cultural heritage (Zhou Huanhuan, 2017).

Pei Gen and Sun Bo. (2016). believe that in order to reflect the characteristics of colleges and universities in the construction of material culture and how to combine the Internet with the characteristics of colleges and universities, we must explore a new model of "Internet + school characteristics". The campus material culture of colleges and universities refers not only to the buildings, stadiums, trees, flowers and other facilities on the campus, but also to the media such as radio, newspapers, television, and the Internet in colleges and universities.

Yan Kexin and Zhao Qianqian. (2021). believe that the construction of material culture in colleges and universities mainly refers to the construction of environmental and cultural education in schools, such as cultural construction in architecture, interior, landscape, etc., and also includes the construction of various material culture communication platforms in colleges and universities, such as school Newspapers, propaganda columns and the dissemination of various university cultural derivatives.

To sum up, the researchers believe that: Material culture is divided into two broad senses and narrow senses. In a broad sense, material culture refers to the manifestation of culture at the material level and is the material carrier of group values. In the university, all the material existence that can carry and reflect the university is the university material culture. In a narrow sense, material culture refers to the physical appearance of a university's campus environment and buildings. This study adopts the narrow concept of material culture. It is simply summarized as follows: the material culture of colleges and universities refers to the substantive culture or the culture of the material state that is composed of the material conditions of college education and teaching and can be felt by people. It is the material basis and external manifestation of college culture. It includes infrastructure, Technical equipment, landscapes, network carriers, service tools, etc.

4.2 The function of material culture

Zhou Huanhuan. (2017). believes that the material culture of colleges and universities has six functions: edification, infection, orientation, education, aesthetics, and incentives. Li Ruofan. (2020). believes that the material culture of

colleges and universities has a hidden ideological and political education function, which can be regarded as "silent educators". The behavior-oriented function uses the external form beauty of material entities and integrates the school's own specific cultural atmosphere to convey individual characteristics, academic traditions, cultural heritage and social responsibility to all teachers and students.

All in all, researchers believe that university material culture, as an explicit part of organizational culture, is the main carrier of campus organizational culture construction. . From the perspective of education management, a higher level of material culture can promote the organization's education management. In summary, material culture is the most obvious content of the university's organizational culture, including the university's appearance, teaching buildings, gymnasiums, etc. It is other abstract and spiritual cultural carrier and external manifestation, which intuitively reflects the history, tradition, characteristics and value of colleges and universities, and is an important symbol of the material form and comprehensive strength of college culture.

Behavioural culture

5. Behavioural culture

5.1 The origin of writing culture

In foreign countries, there are few systematic and specialized studies on university behavioral culture, mainly from the aspects of integrating university behavioral culture into university internal behavior and university external behavior.

Research on behavior within universities. American scholar Henry Rosovsky's "American Campus Culture-Student-Professor-Management" makes a brief analysis of university management behavior, in the fifteenth chapter of this book *University management work - The Seven Principles of Effective Management* states: "In universities, only those with knowledge are entitled to a greater voice, and university management should serve the enhancement of teaching and research capabilities" (Henry Rosovsky, 1991, p.73-74).

Robert G. Owens's "Educational Organizational Behavior" made a detailed summary of the behavior of educational organizations. He proposed that "a university is a unique organization, which requires corresponding management concepts, management methods and thinking methods" (Robert G. Owens, 2003. p.19).

John Hill (John Hill). wrote in "Introduction to the Society and Culture of English-speaking Countries": "The content of students' daily class, whether it is written, recorded or broadcast, is in accordance with the content of the education syllabus, and plays the role of nurturing talents. function, teachers should visit students regularly and get feedback from students” (John Hill, 2001, p.116).

Research on the external behavior of universities. Foreign countries mainly conduct research on the external behavior of universities from the development of social services in universities and the participation of university teachers and students in social services (Sudan, 2015, p.3).

In "Strong Democracy", Benjamin Barber proposed that universities should use community service to educate students about democracy and cultivate a sense of civic responsibility, and use the external radiation effect of universities to drive democracy (2004, p.9). The emphasis here is on the social responsibility of the university, that is, the social responsibility of college students can be improved through practical activities such as community service.

In "Leadership at the Federation" by Robert La Follette, he proposed (the Wisconsin concept) to involve university professors in the planning of the state government and to establish extended services of universities throughout the state (Sudan, 2015. p.5). Wisconsin Idea, also known as Wisconsin Thought, is an epoch-making thought in the history of higher education in the world. It advocates that institutions of higher learning should serve regional economic and social development. As a result, the functions of world higher education have expanded from teaching and scientific research to social services, forming the three major functions of higher education.

The Kellogg Commission on Higher Education in the United States mentioned in the book "Back to the Origin" that both public and private universities should be engaged in affairs related to society, and the responsibility of universities should not be limited to teaching and research, but The obligations and responsibilities of social services should be increased. For example, social services can be enhanced through the community. The book also proposes four criteria for service learning: (1) Students learn new knowledge through community service while meeting the actual needs of the community through active participation in community service; (2) Include and integrate service learning plans into (3) Provide

ample opportunities for students to apply the knowledge and skills learned to solve real-world problems in serving the community; (4) Strengthen the knowledge and skills learned in school by participating in service learning. skills, while developing students' sense of social responsibility and values in caring for the community through in-depth community service.

To sum up, there are few foreign studies on university behavior culture, and they mainly focus on the external behavior and internal behavior of the university. External behavior mainly refers to the social service behavior of the university, for example, students improve their knowledge application ability by participating in community service. The internal behavior of the university mainly refers to the manifestation of the internal management behavior of the university, including management concepts, management methods and thinking methods.

5.2 Definition of Behavioural Culture

In China, Zhang Guixia put forward in the article "On the Construction of University Behavioral Culture": "University behavioral culture is rooted in the various cultural behaviors of university people in the university system, and university people are the main body of university behavioral culture construction. University behavioral culture is reflected in the university's behavioral culture. In the cultural activities carried out by people to achieve the goals of the university, various cultural activities reflect the common ideals, aspirations and behavior habits of the university people, thus forming a group in teaching, scientific research, learning, management and other group activities. This kind of collective behavior style is what we usually call school spirit (Zhang Guixia, 2007, p.106).

Cai Jinsong pointed out in "On the Cultural Characteristics and Essence of Modern Universities": "University behavioral culture is the mental state, behavioral ethics displayed by university teachers and students in education, scientific research, academic exchanges, study life, and cultural activities. It mainly includes the behaviors of teachers, management service personnel, and students. It reflects the special cultural charm that is different from the behavior and culture of the general public, and is a dynamic reflection of the style, mental state and interpersonal relationship of college students. It is also a vivid embodiment of the university spirit, school-running philosophy, and values, and it is in the dimension of surface culture" (Cai Jinsong, 2008, p.180).

Liu Jianbo believes that "university behavioral culture refers to the sum of the cultural forms of social psychology, way of thinking, ideas and customs, etc., which are displayed by teachers, students and employees of a university in long-term education, scientific research, study, life and entertainment activities" (Liu Jianbo, 2010, p.142-144).

Li Haiming pointed out in the "Research on the Educational Function of Behavioral Culture in Colleges and Universities": "The behavioral culture of colleges and universities is the main body of the university - college educators and other working staff and contemporary college students in cultural activities such as learning, education, scientific research and research. mental outlook". As a dynamic culture, campus behavioral culture is a spiritual culture reflected in external dynamic activities such as behavioral habits, group activities, and lifestyles of teachers and students on campus. It is to establish a unified behavioral habit through different behavioral methods such as management, teaching, scientific research, and style, and guide students to establish correct values, outlook on life and world outlook through behavioral habits (2015, p.10).

Sudan believes that university behavioral culture refers to the spiritual outlook, behavioral ethics and cultural taste, school spirit, teaching style, and study style, as well as school spirit, teaching style, and study style, as reflected in education and teaching, scientific research, academic exchanges, study life, and cultural activities. ; University internal code of conduct; campus cultural activities and social services as its main content (2015, p.9).

All in all, researchers believe that university behavioral culture refers to the main body of the university, including the mental outlook of all university personnel (managers, educators, and students) in participating in cultural activities such as management, teaching, scientific research, and social services. It mainly includes teacher morality, school spirit and study style, words and deeds, code of conduct, and teacher-student relationship.

5.3 Functions of behavioral culture

Wu Wenshan. (2011). pointed out in the article "Behavioral Culture is the Behavioral Carrier of University Culture" that the construction of university culture has strong practicality and practicality, and behavioral culture is an important yardstick to measure the effectiveness of university culture construction. Duan Wenmei. (2008).

made a brief analysis of university behavioral culture in the article "School Spirit Construction is the Key to University Behavioral Culture Construction". She believes that university behavioral culture occupies the core position in the construction of university culture, and its essential characteristics are reflected in the school's study style. , and regard the school spirit as an important symbol of the maturity of a university. Zhou Huaqiong. (2013). analyzed the significance of behavioral culture construction in the article "Behavioral Culture: The Key to University Culture Construction", and put forward the problem of the lack of behavioral culture construction in Chinese universities, and should pay attention to the research of behavioral science; Cultural construction should be really focused, practical, and vigorous; behavioral culture construction should not only cultivate cultural commonality, but also forge cultural individuality. The key to behavioral culture construction is the example of the president. Four aspects have made thinking about strengthening the construction of university behavioral culture.

To sum up, the researchers believe that the behavioral culture of universities is an important part of the construction of campus culture, which belongs to the second level of the four levels of organizational culture. At present, the lack of behavioral culture in Chinese universities is widespread. Colleges and universities should attach importance to the construction of behavioral culture, and improve from the aspects of management behavior, teaching behavior, scientific research behavior and social service behavior. The level of behavioral culture construction directly affects the teaching style and study style of a university, and it is the best reflection of the external image of a university.

In summary, University behavioral culture refers to the spiritual outlook, behavioral ethics and cultural taste, school spirit, teaching style, and study style reflected in education and teaching, scientific research, academic exchanges, study life and cultural activities by university teachers and students. ; Model education; University internal code of conduct; Campus cultural activities and social services as its main content.

Institutional culture

6. Institutional culture

6.1 The origin of institutional culture

In foreign countries, the West has separated and understood "system" and "culture" since ancient times, but has not formed a systematic concept of system culture. It is rare for western scholars to study specifically on the culture of university system. In particular, universities in Western countries have a long history, and the fundamental concepts of university institutional culture have long been ingrained in the West, namely university autonomy and academic freedom. school concept. E.g:

Clark Kerr pointed out in "The Function of the University": Modern universities have the characteristics of multiple goals, multiple power centers serving multiple markets, and are a kind of diversified mega-organization. The system that supports this diversified mega-organization is modern university system. In this research, the focus is on the idea of university, and the establishment of the idea of autonomy and freedom is the embodiment of the establishment of the system (Wang Yalan, 2015. p.3).

Western scholars have also combined the modern university system with other different fields, conducted extensive exploration and research, and held a series of seminars. For example, the "University and the Global Knowledge Economy" conference was held in Amsterdam in 1996, and the "Future Research Orientation" conference was held in the State University of New York in 1998, etc., and published "Comparative Research on International Higher Education Policy" and "University in the Global Knowledge Economy". In a series of articles such as "The New Exchange System in University-Industry-Government Relations", the concept that universities should adapt to the new needs arising from social development has gradually become a hot topic in the study of the university system (Wang Yalan, 2015, p.3).

Jaspers and Bells dedicates a chapter to the study of "University as an Institution" in *The Idea of University*, arguing that a university can only exist as an institutionalized entity, emphasizing the importance of institutional culture (2007, p.108).

Scholars such as Professor Leonard D. White of the University of Chicago pointed out, "When culture is embodied as rules, it must take the form of customs, habits or institutions; when institutions are embodied as rules, it must reflect the

value, spirit and philosophy of culture.”, to understand institutional culture as a basic level of complex social system (Sun Shuwen, 2008.)

All in all, foreign research on institutional culture originated from the study of university concepts. They believe that institutions are the external manifestation of the concept of running a school. Institutional culture of colleges and universities is not only a guarantee mechanism for maintaining the normal operation of various educational organizations, management units and academic institutions in colleges and universities, but also a basic norm and code of conduct for dealing with interpersonal relationships in colleges and universities and regulating the words and deeds of teachers and students. The value orientation and spiritual return of culture is an indispensable moral education resource.

6.2 Definition of Institutional Culture

In China, Professor Pan Maoyuan believes that the university system includes organizational structure, decision-making mechanism, incentive mechanism, resource allocation mechanism, working mechanism (including the operation mode of scientific research, teaching and social service activities) and institutional innovation mechanism. Once the system is put into practice, it acts as a cultural concept and forms an institutional culture (2001. p.29-30).

Wang Yalan believes that university institutional culture is the basic guarantee for the smooth operation and orderly and healthy development of universities, and an important foundation for building a world-class university. The organizational and normative value orientation and theoretical principles and other concept systems formed in the process are a unique cultural concept of the university. The constituent elements of the current university system culture are the university organizational system culture, the university personnel system culture, the university teaching system culture, and the university students' daily behavior system culture (2015. p.7).

Meng Nan. (2016). believes that institutional culture is divided into explicit institutional culture (that is, the school's rules and regulations) and implicit institutional culture (that is, the school's school spirit, conscious behavior, etc.) School rules and regulations and the ethos, habits and traditions reflected in the rules and regulations.

Feng Yonggang pointed out that the institutional culture of colleges and universities is the basic dimension of the social and cultural system, and it is a system that bears the common values and behavioral norms of teachers and students in colleges and universities under the background of a certain era. The guarantee mechanism for normal operation is also a universal moral code and code of conduct used to deal with interpersonal relationships in colleges and universities and regulate the words and deeds of teachers and students. It reflects and highlights the cultural characteristics and cultural brands of colleges and universities. It is traditional, realistic, and obvious. The combination of sexuality and invisibility, stability and transcendence (2016, p.127-133).

Huang Baochun believes that the institutional culture of colleges and universities refers to the institutional environment determined by the school's system, mechanism, policy, regulations, etc., which has the role of guiding, constraining and stereotyping the thinking, words and deeds, and living habits of teachers and students (2021. p.16-18).

To sum up, researchers believe that university institutional culture is the guarantee for the construction of organizational culture, and it is the sum of all systems in the process of teaching, scientific research, and social services in a university. In the process of implementing the system, a unique cultural manifestation is formed. Including the university organization system, personnel system, teaching system, scientific research system, student daily management system, etc.

In summary, the university system refers to the regulations that require university personnel to abide by and act according to certain rules. The university system is the product of rational university governance and the fundamental guarantee for the effective operation of a university. The Outline of the National Education Reform and Development Plan (2010-2020) included "improving the modern university system with Chinese characteristics, improving the governance structure of leaving schools, and strengthening the construction of university charters", which highlights the urgency of institutional culture construction. Sex and Importance. The university system culture can give people constraints and norms, which not only restrict the behavior of university people, but also stipulate the internal and external governance and operating rules of the university organization.

Spiritual culture

7. Spiritual culture

University spiritual culture has its own different manifestations and styles, different temperaments and styles in different civilization types and different times, but the core value orientation runs through and embodies them. Not so with universities.

7.1 The origin of spiritual culture

Spiritual culture originates from the concept of university education. The initial theoretical research on university spiritual culture by foreign scholars can be traced back to the University of Bologna in Italy in medieval Europe. At that time, the concept of university spirit was the concept of university education. The idea of "free education" actively advocated by Aristotle in ancient Greece is the most representative educational concept in the early West. He believes that the purpose of education is to develop people's reason and mind to explore the truth, not to prepare for a living and employment (Meng Xianglin, 2005, p.33-35).

Famous educator, the British Newman stressed that the role of the university is only to impart knowledge rather than to develop knowledge. This idea of "free education" still has a broad and profound influence to this day (Cai Ying, 2012, p.3).

All in all, the researchers believe that foreign research on university spiritual culture originated from the concept of university education. Campus spiritual culture has distinct characteristics of openness and diversity. It is not a closed system, but is directly linked to cultural diversity., including the idea of university freedom. For example, pursuing a high degree of ideological and academic freedom, advocating progress and innovation, and making the concept of seeking change and innovation deeply rooted in the hearts of the people, etc.

7.2 Definition of spiritual culture

Foreign research on spiritual culture mainly focuses on university ideals and university spirit. In the 1970s, Ashby, a British educator and former vice-chancellor of Cambridge University, devoted the first chapter of his book "University Education in the Age of Advanced Technology" to the "ideal of the university". And enriching human culture, "any type of university is the product of heredity and environment." He believes that the transformation of universities must be based on inherent traditions. Massive mutations often lead to destruction.

Burton Clark, a famous sociologist and authoritative scholar in the field of higher education research, introduced the concept of "Organization Saga". He believes that the university has experienced the vicissitudes of the years and has constructed a kind of intentionality to campus life, forming a family, and then using it to hold the school together and shape its goals.

American scholar Derek Bok's "Out of the Ivory Tower: The Social Responsibility of Modern Universities" and Brubeck's "The Philosophy of Higher Education" have conducted in-depth and unique analyses on the educational philosophy, university spirit and social responsibility of various American universities. Research. Oxford University professor Newman emphasized in his book "The Philosophy of University": "Universities must abide by the tradition of imparting general knowledge, and pay more attention to the cultivation of quality and ability while maintaining professional education." Universities are not only teaching and research institutions, but also should be the quality development center. He advocates free education for students, allowing students to actively enter the field of scientific research. This concept still has an important influence on modern Western universities. He pointed out that the university philosophy is to ensure that educators and students explore and experiment with all scientific knowledge, experiments and principles, ideas and truth.

In China, it was not until the 100th anniversary of Peking University in 1998 that Chen Pingyuan and Yang Dongping used the concept of "university spirit" to write articles and books, which made the concept of "university spirit" popular. In the upsurge of university spirit research, many experts and scholars speak freely and express their opinions. The various and inconsistent researches mainly focus on the conception, essence extraction, and content coverage of university spirit (Meng Yongzhong, 2017, p.2-3).

Huang Baoshan. (2013). believes that the spiritual culture of colleges and universities refers to the teaching style, study style, moral construction of teachers, students' value orientation, moral concept and school cohesion, etc., and is the core and soul of college culture.

Song Wei. (2017). believes that the so-called campus spiritual culture of colleges and universities refers to the group spirit formed by college students in campus life and practical activities, including the historical tradition of the university,

university philosophy, university spirit, university morality, school motto and school spirit, management style, and study style. Teaching style, scientific research spirit, etc.

Meng Nan. (2018). believes that the university spirit is accumulated and created in the long-term education and school-running practice. After a long historical evolution and selection, the excellent ideas and core values in the national traditional culture are absorbed, organized, and based on the times. It is a spiritual culture created on the basis of scientific rational analysis and timely value orientation to meet the needs of social development.

Cheng Liang. (2020). believes that the spiritual culture of colleges and universities is the culture carried by the common spiritual life of teachers and students, as well as the emotional resonance and value recognition shared by teachers and students. The spiritual culture of the university condenses the important connotation and spiritual essence of the campus culture construction, shows the school's school-running policy, and plays a leading role in the school's cultural construction.

To sum up, the researchers believe that the spiritual culture of colleges and universities is the core of organizational culture, which is formed through long-term accumulation, selection, cohesion and development in the historical process of colleges and universities, and reflects the purpose and training goals of a school. Its unique personality, and the spiritual wealth recognized by the majority of teachers, students and employees. It is an implicit culture that cannot be seen or touched, but it actually exists in the corners of the university campus in various forms, and affects the campus culture and the development of the school. It mainly includes the traditional spirit of the school and the values, morals, cultural views of teachers and students and their thinking methods, psychological atmosphere, spiritual beliefs, etc., which are often expressed in external forms such as school spirit, study style, class style, school song, school motto, etc. It is briefly summarized as the following five aspects: the purpose of running the school, the goal and belief, the way of thinking, the school motto and the school song, and the value orientation.

In summary, spiritual culture is the concentration and essence of a university's organizational culture, the core and highest form of expression of a university's organizational culture, and the soul of a university. University spiritual culture is a kind of cultural form that can best reflect the spiritual outlook, study

atmosphere and academic atmosphere of a university. In the construction of the entire university organizational culture, the spiritual culture of the university is the core and the key, because the spiritual culture not only affects the school spirit, teaching style and study style of a university, but also greatly affects the life in the university. The behavior, manners, demeanor, moral qualities, values and ideals of university people on campus; spiritual culture is the engine of a university's progress, and it provides a strong driving force for the development of the university; spiritual culture is still a university It is a set of value concept system that regulates the behaviors, living habits and quality cultivation of university students all the time.

Chapter 3

Research Methodology

In order to solve the research objectives described in the first chapter and successfully complete the research objectives, The data collection and data analysis in this chapter are mainly studied in the following three parts. (1) To analyze the current situation of the development of higher education management organization culture in Guangxi. (2) To put forward the strategy of cultural development of higher education management organization in Guangxi. (3) To evaluate strategies for the development of organizational culture in higher education management.

1. The population / the sample Group
2. Research Instruments
3. Data Collection
4. Data Analysis

The population / Sample Group

1.1 Population

The groups of this study are 26 public undergraduate colleges and universities in Guangxi. The 26 public undergraduate colleges and universities are located in the east (2), south (3), west (3), north (7) and central (11) of Guangxi. A total of about 9,000 management staff.

1.2 The Sample Group

According to the sampling table of Krejcie and Morgan, 368 managers from 10 universities in the east, south, west, north and central are selected as the valid sample number. Perform stratified sampling according to the table below.

Table 3.1 Stratified sampling table

Serial number	Region	Quantity	University name	Population	The Sample Group
1	East	2	Hezhou University	76	25
			Wuzhou university	58	19
2	South	2	Beibu Gulf University	78	25
			Yulin Normal University	90	29
3	West	2	Baise university	88	29
			Hechi University	51	16
4	North	2	Guilin University of Electronic Science and technology	192	62
			Guilin University of Electronic Science and technology	150	49
5	central	2	Guangxi University for Nationalities	144	47
			Guangxi University	205	67
Total				1132	368

Source: Homemade by researchers

Interviewees: In-depth interviews were conducted on managers of departments responsible for organizational culture construction in universities. They must have certain qualifications: middle managers with more than 2 years of work experience in organizational culture. According to this condition, 9 managers with such qualifications were selected as the interviewees for this study.

Evaluation object: 5 middle managers from 26 public undergraduate universities were selected to form an evaluation expert group. These five people cannot be interviewed.

Research Instruments

The tools used in this study included questionnaires, interview forms, and assessment forms.

1. Questionnaire

The questionnaire for the interview consists of two parts.

Part 1: A questionnaire about the general information (including gender, degree, title, and work experience related to organizational culture) of the respondents.

Part 2: Measurement table on the development status of Guangxi higher education management organization culture (including material culture, behavioral culture, institutional culture, spiritual culture). Using a five-level rating scale, Strongly agree, somewhat agree, generally agree, somewhat disagree, and Strongly disagree, respondents were asked to select only one level. The contents and questions are arranged in order of research elements: material culture, behavioral culture, institutional culture, spiritual culture, etc.

2. Interview form

Based on the analysis of the data obtained from the questionnaire, a table of interview contents was developed, and structured interviews were conducted with nine managers who were qualified under the conditions. Through interviews, the development strategy of Guangxi's higher education management organizational culture was formulated.

3. Evaluation form

It is used to evaluate the organizational culture development strategy of Guangxi higher education management, and the evaluation table mainly analyzes the correctness and adaptability of the strategy. It also uses a five-level evaluation scale. The 5 levels of correctness are: completely correct, somewhat correct, generally correct, somewhat incorrect and completely incorrect. The 5 levels of suitability are: perfectly suitable, somewhat suitable, generally suitable, somewhat inappropriate, and completely inappropriate.

Data Collection

1. According to the first objectives of research: To analyze the current situation of the development of higher education management organization culture in Guangxi.

The researchers edited the questionnaire in advance and measured the IOC value of the questionnaire to ensure that each option of the questionnaire was eligible. Data were collected through questionnaires and distributed to managers from two universities in the South-East, South-West and North-West. In order to ensure the accuracy of the survey, it is necessary to distribute 20% more questionnaires, or 440, in addition to the 368 valid samples. After collecting the questionnaires, the collected questionnaires were sorted out, the integrity of the questionnaires was checked, and the erroneous and invalid questionnaires were eliminated, and the final number of valid questionnaires recovered was 426. 426 samples will be used for all data analysis in this study.

2. According to the second objectives of research: To put forward the strategy of cultural development of higher education management organization in Guangxi.

Based on the research variables and the results of the questionnaire, the interview form was designed in advance, and the content of the proposed strategy was collected through interviews with nine managers. The researchers will set certain conditions for the respondents, and clarify the qualifications of the respondents. A total of 9 managers were eligible for interviews. After interviews with 9 qualified people, texts were formed and preserved for the development of organizational culture in Guangxi higher education management.

3. According to the third objectives of research: To evaluate strategies for the development of organizational culture in higher education management.

The researchers selected five people from 26 universities with educational management backgrounds and familiar with the field of organizational culture to form an expert evaluation team, which was selected from non-respondents. Conduct a professional evaluation of the correctness and adaptability of the proposed strategy for the development of organizational culture of higher education management in Guangxi to ensure that the strategy is correct and applicable.

Data Analysis

1. According to the first objectives of research: To analyze the development status of organizational culture of higher education management in Guangxi.

The researchers will analyze the questionnaire. The results of this part of the analysis are not shown in the main text and will be shown in Appendix H.

First, SPSS2.0 was used to analyze the reliability and validity of 426 questionnaires to ensure the credibility and validity of the questionnaires. The results of this part of the analysis will be shown in the appendix.

Second, the characteristics of the respondent's population are analyzed. This is also the content of the first part of the questionnaire, which includes a percentage analysis of the four components of gender, degree, job title, and relevant work experience related to organizational culture. This part will use SPSS 2.0 for basic statistical analysis.

Third, the data analysis is carried out on the current situation of the development of organizational culture in higher education management in Guangxi. This is the second part of the questionnaire, which specifically includes four aspects: material culture, behavioral culture, institutional culture and spiritual culture, and uses SPSS2.0 to conduct basic statistical analysis of the above four aspects. It mainly analyzes the mean, standard deviation and ranking of the above four options. Through the analysis of the average, we can grasp the current level of organizational culture development. At the same time, the one with the lowest average ranking will be used in the research recommendations in Chapter 5.

2. According to the second objectives of research: To put forward the strategy of cultural development of higher education management organization in Guangxi.

This part mainly analyzes the content of the interview.

Interview with 9 managers with set qualifications and qualifications, including: middle management, with 2 years of experience in organizational culture. Through interviews, measures in four aspects: material culture, behavioral culture, institutional culture and spiritual culture were obtained, and through induction and summary, material culture strategy, behavioral culture strategy, institutional culture strategy, spiritual culture strategy were formed, and finally the culture development

strategy of Guangxi higher education management organization was formulated.

3. According to the third objectives of research: To evaluate strategies for the development of organizational culture in higher education management.

This part mainly analyzes the content of the interview.

Evaluate the correctness and adaptability of the organizational culture development strategy of Guangxi higher education management. Invite 5 qualified experts to evaluate the strategy. According to the 5-point scale, the correctness and suitability of the organizational culture development strategy of Guangxi higher education management were evaluated, and the mean and standard deviation were further understood, and whether the evaluation strategy was correct and applicable. The closer the average value is to 5, the higher the correctness and adaptability.

Chapter 4

Results of Analysis

The research objectives of Strategies to The Development of Organizational Culture of Higher Education Management in Guangxi are: 1) To analyze the current situation of the development of higher education management organization culture in Guangxi. 2) To put forward the strategy of cultural development of higher education management organization in Guangxi. 3) To evaluate strategies for the development of organizational culture in higher education management. To guide universities in Guangxi to improve their comprehensive soft power and cope with the risks and challenges brought by the new era, The researchers presented the findings in the following order:

Data analysis results for the first research objective. There are two main parts of the results, the first part: the percentage analysis results of the personal information of managers who filled out the questionnaire, including the percentage analysis results of gender, top position, job title, and work experience related to organizational culture. The second part: includes the results of the analysis of the opinions of managers on the development of organizational culture in higher education management in Guangxi.

Data analysis results for the second research objective. It is the analysis result of the interview experts to put forward the cultural development strategy of Guangxi higher education management organization.

Data analysis results for the third research objective. It is the evaluation and analysis result of the evaluation and analysis of the organizational culture development strategy of Guangxi higher education management by evaluation experts.

Data analytics results for the first research objective.

Part 1: Fill in the questionnaire for the percentage analysis of personal information of managers, including gender, top position, job title, and percentage analysis of work experience related to organizational culture.

Research Objective 1 Table:

According to the sample table of Krejcie and Morgan, we originally only needed 368 valid samples. However, in order to ensure the accuracy of the research data, the researchers sent 20% more questionnaires, a total of 440 questionnaires, and collected 426 questionnaires as valid samples. In this study, the personal information of managers who fill in the questionnaire includes gender, highest degree, professional title, and work experience related to organizational culture.

Table 4.1 Distribution of population characteristics

(N=426)

		Statistics			
		Gender	Highest education	positional titles	Work experience related to organizational culture
N	Valid	426	426	426	426
	Missing	0	0	0	0

Frequency Table		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	221	51.9	51.9	51.9
	female	205	48.1	48.1	100.0
	Total	426	100.0	100.0	

		Highest education			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than a bachelor's	30	7.0	7.0	7.0
	Bachelor's degree or	75	17.6	17.6	24.6
	Master's degree	267	62.7	62.7	87.3
	Doctor's degree	54	12.7	12.7	100.0
	Total	426	100.0	100.0	

		positional titles			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unrated or no rated	30	7.0	7.0	7.0
	The primary	69	16.2	16.2	23.2
	Intermediate	66	15.5	15.5	38.7
	A senior	261	61.3	61.3	100.0
	Total	426	100.0	100.0	

		Work experience related to organizational culture			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	One to five years	12	2.8	2.8	2.8
	Six to ten years	111	26.1	26.1	28.9
	Eleven to fifteen years	265	62.2	62.2	91.1
	More than sixteen years	38	8.9	8.9	100.0
	Total	426	100.0	100.0	

Source: Homemade by researchers

According to Table 4.1, among the valid samples (N=426), the demographic characteristics of the research samples are shown in Table 4.1: From the gender distribution, there are 221 males, accounting for 51.9%, and 205 females, accounting for 48.1%. From the distribution of the highest degree, less than bachelor's degree 30 people, accounting for 7%; Bachelor degree or equivalent 75, accounting for 17.6%; Master degree 267, accounting for 62.7%; Doctoral degree 54, accounting for 12.7 percent. From the perspective of professional title, 30 people, accounting for 7%, have not decided the grade or no grade; 69 junior students, accounting for 16.2%; Intermediate 66 people, accounting for 15.5%; Senior 261 people, accounting for 61.3%; From the perspective of work experience related to organizational culture, 12 respondents had one to five years of work experience, accounting for 2.8%; 111 people, or 26.1 percent, were between 6 and 10 years old. 62.2% (265) were from 11 to 15 years; 38 respondents were over 16 years old, accounting for 8.9 percent.

Part 2: To fill in the questionnaire. The analysis results of the opinions of the managers on the current situation of the development of the management organizational culture of higher education in Guangxi.

The second part is to fill in the questionnaire. The analysis results of the opinions of the managers on the current situation of the development of the management organizational culture of higher education in Guangxi.

1. Analysis results of the development status of organizational culture

1.1 Analysis results of organizational culture

Table 4.2 The overall status quo of management organizational culture of higher education in Guangxi

Descriptive Statistics					
NO.	The overall status quo of management organization culture of higher education in Guangxi	\bar{X}	Std. Deviation	Grade	Order
1	Material culture	3.547	1.037	Medium	1
2	Behavioral culture	3.483	1.190	Medium	2
3	Institutional culture	3.382	1.189	Medium	3
4	Spiritual culture	3.367	1.167	Medium	4
Total		3.547	1.146	Medium	

Source: Homemade by researchers

As can be seen from Table 4.2, the overall status quo of the organizational culture of higher education management in Guangxi is at a medium level, in which the average value of material culture is 3.547, that of behavioral culture is 3.483, that of institutional culture is 3.382 and that of spiritual culture is 3.367. The above four aspects are not more than 4, but not less than 3. It can be seen that the overall situation of Guangxi's higher education management organizational culture is at a medium level and needs to be improved. At the same time, the maximum standard deviation was 1.190 and the minimum standard deviation was 1.037. The standard deviation of the four options had little difference, indicating that respondents' evaluation of the options was concentrated and there was no big difference.

1.2 Analysis results of material culture

Table 4.3 Analysis of the current situation of material culture

Descriptive Statistics						
No.	Material culture	N	\bar{X}	Std. Deviation	Grade	Order
1	The physical appearance of the school is rich in form.	426	3.67	.859	Medium	1
2	The campus has beautiful scenery, and I feel comfortable and comfortable studying and living on campus.	426	3.62	1.008	Medium	2
3	The physical design of the building is beautiful, with campus characteristics, and the overall building experience is good and comfortable.	426	3.56	1.070	Medium	5
4	The infrastructure is complete, which can meet the needs of teachers and students in daily study, work and life.	426	3.58	1.015	Medium	3
5	Advanced technology and equipment, the management and development of the school has a promoting role.	426	3.52	1.076	Medium	6
6	The network carrier is rich, can play a good role in the internal and external publicity of the school, is conducive to the school to establish a positive image.	426	3.45	1.064	Medium	8
7	Perfect service tools can provide a good life guarantee for teachers and students.	426	3.56	1.023	Medium	5
8	The real culture, which is constituted by the material conditions of university education and teaching and can be felt by people, is impressive.	426	3.45	1.084	Medium	8
9	Material culture is the most visible content of university organizational culture, it is the spiritual level of cultural carrier and external expression.	426	3.57	1.092	Medium	4
10	Material culture directly reflects the history, tradition, characteristics and value of the university, and is an important symbol of the material form and comprehensive strength of the university culture.	426	3.49	1.087	Medium	7
Total		426	3.55	1.038	Medium	

Source: Homemade by researchers

As shown in Table 4.3, among the 10 items in material culture, the average score ≥ 4.0 is 0, with the maximum value of 3.67 and the minimum value of 3.45. It can be seen that the development of material culture of higher education management in Guangxi is at a medium level. At the same time, the maximum standard deviation was 1.092 and the minimum was 0.859. The standard deviation of the 10 options was not much different, indicating that respondents' evaluation of the options was concentrated and did not have much difference.

The average value of the above 10 options is 3.55, and there are 4 options lower than the average value of 3.55, which are the 5th, 6th, 8th and 10th, respectively. They are: "The school has complete infrastructure, which can meet the needs of teachers and students in daily study, work and life", "the school has

selected technical equipment, which can promote the management and development of the school", "the school has complete service tools, "The material culture of the university directly reflects the history, tradition, characteristics and value of the university, and is an important symbol of the material form and comprehensive strength of the university culture." Therefore, it shows that there are four prominent problems in the material culture of colleges and universities in Guangxi, which are: The infrastructure is not complete, the technical equipment is not perfect, the service tools are not complete, and the material culture is not integrated into the history, tradition, characteristics and values of the school, which still needs to be improved.

1.3 Analysis results of behavioral culture

Table 4.4 Analysis of the current situation of behavioral culture

Descriptive Statistics						
No.	Behavioural culture	N	\bar{X}	Std. Deviation	Grade	Order
1	University teachers and staff in education and teaching, scientific research, academic exchanges, learning life and cultural activities in the expression of good manners.	426	3.460	1.210	Medium	8
2	Democratic school spirit, school governance, management in place, wind clear gas is.	426	3.474	1.150	Medium	7
3	Teaching style rigorous, dedicated, teachers can seriously impart professional knowledge, but also can guide students to develop good character.	426	3.495	1.157	Medium	4
4	Excellent style of study, realistic, innovative, upward.	426	3.507	1.216	Medium	1
5	Advocating aboveboard, honest and dedicated code of conduct, the school has a good spirit.	426	3.488	1.189	Medium	5
6	The relationship between teachers and students is harmonious, and the overall atmosphere of the school is positive, harmonious and orderly.	426	3.481	1.194	Medium	6
7	Model education advocates virtue and leads teachers and students to be positive, healthy and upward.	426	3.423	1.162	Medium	9
8	Social services cover a wide range of areas and make important contributions.	426	3.502	1.200	Medium	2
9	University external behavior (university social service behavior) can help students improve their knowledge application ability by participating in community service.	426	3.495	1.258	Medium	4
10	The internal behavior of the university (embodied in the management behavior of the university) shows that the management mode is democratic and the thinking mode is clear.	426	3.500	1.163	Medium	3
Total			3.48	1.190	Medium	

Source: Homemade by researchers

According to Table 4.4, among the 10 items in the aspect of behavior culture, Among them, the average score ≥ 4.0 is 0, the maximum value of the average is 3.51, and the minimum value of the average is 3.42. It can be seen that the development level of behavior culture in colleges and universities in Guangxi is at the upper middle level. At the same time, the maximum value of standard deviation is 1.258, and the minimum value is 1.150. The standard deviation of the 10 options is not much different, which means that the respondents' evaluation of the options is relatively concentrated and there is not much difference.

The development status of behavioral culture shows the following problems: According to Table 4.4, the average value of the above 10 options is 3.48, and there are 4 options below 3.48, which are items 1, 2, 6, and 7, They are "university faculty and staff show good manners in education and teaching, scientific research, academic exchange, learning and life and cultural activities", "school ethos is democratic, school governance is well-organized, management is in place, and the atmosphere is clean", "the relationship between teachers and students is harmonious, and the overall atmosphere of the school is positive, harmonious and orderly", "the school advocates virtue, sets an example, and leads teachers and students to be positive, healthy, and upward". Therefore, It shows that there are four prominent problems in the behavior culture of Guangxi universities, namely: lack of teacher etiquette, lack of democratic school spirit, lack of harmonious relationship between teachers and students, and lack of model strength, which still need to be improved.

1.4 Analysis results of Institutional culture

Table 4.5 Analysis of the current situation of Institutional culture

No.	Institutional culture	N	\bar{X}	Std. Deviation	Grade	Order
1	Institutional culture provides an important guarantee for the construction of organizational culture.	426	3.49	1.252	Medium	1
2	In the process of teaching, scientific research and social services, the sum of all school systems gives people constraints and norms.	426	3.28	1.172	Medium	7
3	The charter has a high degree of recognition, which can provide a good standard and follow for the development of the school.	426	3.41	1.203	Medium	3
4	The organizational system, personnel system, teaching system, scientific research system, student daily management system, etc., is sound and reasonable.	426	3.40	1.169	Medium	4
5	The system culture restricts the behavior criterion of the university subject.	426	3.27	1.183	Medium	8
6	Institutional culture defines the internal and external governance and operating rules of the school.	426	3.38	1.181	Medium	6
7	The implementation of the system has formed a unique cultural image, the school has formed a unique system culture.	426	3.39	1.151	Medium	5
8	System construction is an important part of school modernization management.	426	3.43	1.193	Medium	2
9	Institutional culture has a stable influence and directly affects the behavior of the university's stakeholders.	426	3.38	1.193	Medium	6
10	The system culture has become the habit and rule of the behavior and activity of the subject of the university, which provides the restriction, norm and guidance for the teachers and students of the university.	426	3.39	1.189	Medium	5
Total			3.38	1.189	Medium	

Source: Homemade by researchers

According to Table 4.5, Of the 10 projects on institutional culture, the average score ≥ 4.0 is 0, the maximum value of the average is 3.49, and the minimum value of the average is 3.27. It can be seen that the development level of behavior culture in colleges and universities in Guangxi is at the upper middle level. At the same time, the maximum value of standard deviation is 1.252, and the minimum value is 1.151. The standard deviation of the 10 options is not much different, which means that the respondents' evaluation of the options is relatively concentrated and there is not much difference.

The status quo of institutional culture development shows the following problems: According to Table 4.5, the average value of the above 10 options is 3.38, and there are 4 options below 3.38, which are items 2, 5, 6 and 9, respectively, They are "in the process of teaching, scientific research and social service, the sum of all

school systems gives people constraints and norms", "the school system culture restricts the behavior of university subjects (teachers and students)", "the school system culture includes the internal and external governance and operation rules of the school", "the school system culture has a certain influence". Therefore, there are four outstanding problems in the system culture of Guangxi universities, They are as follows: the sense of institutional restraint is not strong enough, the system cannot completely restrict the behavior of university subjects (teachers and students), the institutional culture, including the internal and external governance and operation rules of the university, is not popular enough, and the institutional culture has not yet had a certain influence, and still needs to be improved.

Table 4.6 Analysis of the current situation of spiritual culture

Descriptive Statistics						
No.	Spiritual culture	N	\bar{X}	Std. Deviation	Grade	Order
1	Spiritual culture is the core of school organizational culture.	426	3.28	1.146	Medium	8
2	Spiritual culture reflects the school's purpose, training objectives and unique personality, and has become the spiritual wealth recognized by teachers, students and staff.	426	3.40	1.136	Medium	2
3	The purpose of the school is clear and clear, which can provide correct guidance for the long-term development of the school.	426	3.41	1.175	Medium	1
4	Advanced management concept, and can be recognized by the majority of teachers and students.	426	3.39	1.109	Medium	3
5	The school has the right value orientation and can provide the right thought guidance for teachers and students.	426	3.37	1.135	Medium	5
6	School administrators have an active way of thinking and a realistic and innovative spirit.	426	3.38	1.239	Medium	4
7	The school motto and song truly reflect the school's purpose and spiritual pursuit.	426	3.35	1.206	Medium	6
8	The overall spirit of the school is healthy and upward, and various undertakings have achieved high-quality development.	426	3.37	1.122	Medium	5
9	Spiritual culture exists in every corner of the university campus, and affects the campus culture and the development of the school.	426	3.40	1.225	Medium	2
10	Spiritual culture reflects the traditional spirit of the school and the values, moral and cultural views of teachers and students, as well as their thinking mode, psychological atmosphere and spiritual beliefs.	426	3.32	1.172	Medium	7
Total			3.37	1.167	Medium	

Source: Homemade by researchers

According to Table 4.6 Among in terms of spiritual culture, the average score ≥ 4.0 is 0, the maximum value of the average is 3.41, and the minimum value of the average is 3.28. At the same time, the maximum value of standard deviation is 1.239, and the minimum value is 1.109. The standard deviation of the 10 options is not much different, indicating that the respondents' evaluation of the options is relatively concentrated, and there is not much difference.

The present situation of spiritual and cultural development shows the following problems: As can be seen from Table 4.6, the average value of the above 10 options is 3.37, and there are three options lower than 3.37, which are the first, seventh and tenth, respectively: "Spiritual culture is the core of the organizational culture of the school", "the motto and song of the school truly reflect the purpose and spiritual pursuit of the school", "spiritual culture exists in every corner of the university campus. And influences the development of campus culture and the school". Therefore, there are three prominent problems in spiritual culture, which are: Spiritual culture has not yet formed the core of the organizational culture of the school, and the school motto and song have not truly reflected the purpose and spiritual pursuit of the school. Spiritual culture affects the campus culture and the development of the school and there is still room for improvement in these three aspects.

According to the analysis of the mean value and standard deviation of the above material culture, behavioral culture, institutional culture and spiritual culture, the status quo of the above four aspects is shown in Figure 4.1:

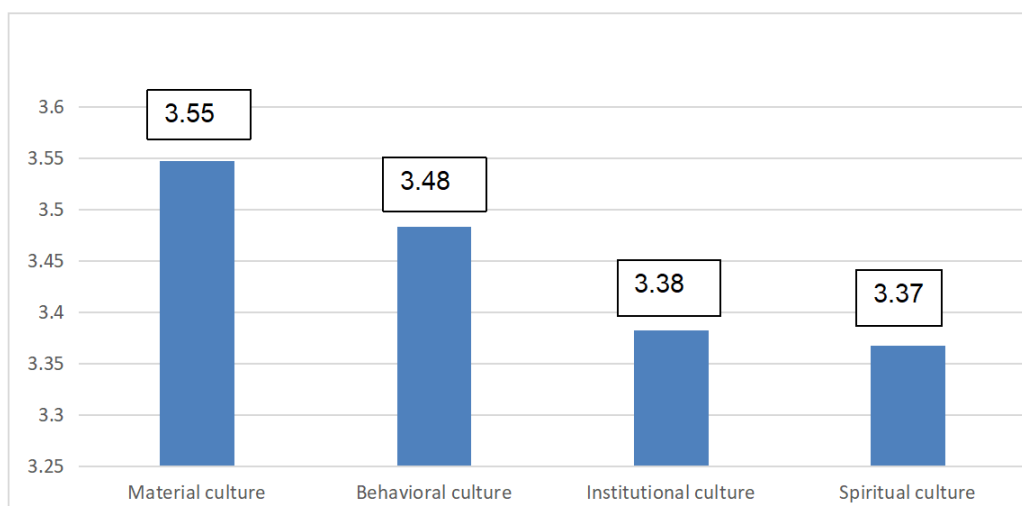


Figure 4.1 Schematic diagram of the development level of management organizational culture in Guangxi universities Source: Homemade by researchers

According to the figure 4.1, the development status of Guangxi university management organizational culture is shown in the figure. The average value of material culture in organizational culture is 3.55, the average value of behavioral culture is 3.48, the average value of institutional culture is 3.38, and the average value of spiritual culture is 3.37. The level of material culture>behavioral culture>institutional culture>spiritual culture. The level of these four aspects is not higher than 4.00 and not lower than 3.00, which indicates that the development level of the management organizational culture of Guangxi universities is in the middle level and still needs to be improved.

Data analysis results for the second research objective.

It is the result of the analysis of the interview content of the culture development strategy of Guangxi higher education management organization proposed by experts.

Table of research Objective 2:

This study uses the interview table designed for this study by the researchers and presents the information provided by the respondents, who are the sample group of this study, through structured interviews. A total of 9 people were interviewed for this study. Their basic information includes category, gender, educational background, and work experience related to organizational culture, as shown in Table 4.7 below:

Table 4.7 Summary of basic information of interviewees

NO.	Category	Gender	Education background	Work experience related to organizational culture
Interviewee1	Middle manager	Male	Associate professor	5years
Interviewee2	Middle manager	Female	Associate professor	4years
Interviewee3	Middle manager	Male	Associate professor	2years
Interviewee4	Middle manager	Male	Associate professor	4years
Interviewee5	Middle manager	Male	Associate professor	6years
Interviewee6	Middle manager	Female	Associate professor	6years
Interviewee7	Middle manager	Male	Associate professor	5years
Interviewee8	Middle manager	Male	Associate professor	2years
Interviewee9	Middle manager	Female	Associate professor	2years

Source: Homemade by researchers

First interviewee:

1. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the material and cultural strategies of the management and organizational culture of higher education in Guangxi.

Create a beautiful campus scenery, and into the characteristics of the school. For example, according to the history of the school, some statues, buildings, etc. Build and improve a number of cultural exchange platforms, enrich cultural exchange places, deepen the cultural design of campus roads, landscapes and buildings, promote the construction of cultural Spaces such as teaching buildings and student dormitories, improve service guarantee, and strengthen the protection of important historical buildings, historical archives and important cultural relics on campus. Focus on creating an elegant, rigorous and orderly campus environment with strong cultural flavor. Strengthen the construction of campus cultural square, sculpture landscape, building culture, dormitory environment and exchange space, so that the campus environment reflects the university's school-running philosophy,

cultural accomplishment and value pursuit in a smooth and silent place.

2. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of behavior and culture?

We will strengthen the construction of the ranks of teachers and education in professional ethics. According to the standards for university teachers put forward by the Ministry of Education, they are trained and educated in strict accordance with the requirements. College teachers are the builders of personality, disseminators of knowledge and promoters of innovation. We should fully understand the importance of strengthening the construction of teachers, adhere to the basic principles of "value-leading, ethics as the first, people-oriented, improvement and innovation", focus on establishing and improving the long-term mechanism of teachers' ethics, aim at improving the quality of teachers, and guide teachers to become good teachers with "ideals and beliefs, moral sentiments, solid knowledge and benevolence". Truly cultivate a team of high-quality professional teachers who are "loyal and tireless, skilled in business, devoted to students and the first to follow the example", and truly implement the strategy of strengthening the school with talents.

3. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of institutional culture?

We will accelerate institutional innovation and revision. A good system culture provides a fair and orderly education environment and provides standard requirements for college students' daily behavior, which is the key to carry out effective management and education work. The organization and management system ensures the orderly operation of the school. Therefore, we should keep up with the development of The Times and revise some new systems and incentive measures to speed up the perfection of the system, such as school-enterprise cooperation system and incentive system.

4. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in

terms of spirit and culture?

Accelerate the speed of management reform. Managers should have a certain sense of innovation and dare to break the original routine. The management should speed up the layout of top-level design, focus on the key points, the direction, rather than everything to manage, everything to do. Grasp the important focus of the school work, don't get caught up in the trivial things. Be willing to delegate management rights, reuse talents, believe in talents.

Second interviewee:

1. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the material and cultural strategies of the management and organizational culture of higher education in Guangxi.

Increase the investment of funds, pay attention to the construction of hardware facilities, improve the life convenience of teachers and students. In terms of student learning, we will continue to improve the hardware facilities and services of laboratories, classrooms, libraries, computer rooms, study rooms, etc. While introducing large equipment, we will strengthen the management and maintenance of small facilities such as water dispensers, so as not to let details slip through the net. In terms of student accommodation, the dormitory environment should be optimized, the management level should be improved, and the hardware facilities should be improved, such as the installation of air conditioning. In the aspect of student dining, we provide students with a variety of dining options to ensure food safety, reasonable prices and considerate service.

2. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of behavior and culture?

Strengthen the construction of teachers' ethics and ethics. Cultural activities to promote teacher ethics, held "Ten Best youth education "Work", "three education" and other evaluation, the selection of benchmarks, further enhance teachers' sense of professional honor, responsibility and sense of belonging to the school. Strengthen the construction of school spirit and style of study, listen to the opinions and suggestions of teachers and students' representatives on the construction of school

spirit, style of study and style of work, and formulate more detailed management plans according to the suggestions. Strengthen the connection between colleges and society, broaden the breadth of colleges and universities to serve society. Pay attention to the use of enterprises, companies and other social resources, actively learn from experience to serve the society, development of the school.

3. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of institutional culture?

We will intensify the enforcement of the system. We should strengthen supervision over the existing system to ensure its implementation is more efficient. Improve the comprehensive quality of management personnel. The comprehensive quality of managers is particularly important for the effect of management, so it is necessary to increase the education and training of managers and improve their professional skills and professional ethics. Timely revision of the outdated management system, keep up with the development of The Times to formulate new systems.

4. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of spirit and culture?

Strengthen top-level design and publicize it widely. We should let all teachers, students and staff know the top-level design of the school and expand the scope of their participation in management. Create a strong campus culture. It is necessary to actively think about creating a variety of cultural atmosphere from a variety of channels, for example, using the traditional culture of the Mid-Autumn Festival, National Day and other holidays to integrate with various kinds of student activities. Improve the management philosophy and management methods in administrative management.

Third interviewee:

1. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the material and cultural strategies of the management and organizational culture of higher education in Guangxi.

We will speed up material and cultural development and provide adequate material support. For example, the income of school staff can not reach the average level of wages in Guangxi, and the welfare benefits of staff should be improved.

2. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of behavior and culture?

Strengthen exchanges with government agencies and obtain more support from them. China's public institutions of higher learning are under the unified jurisdiction of the government. As the management of the university, it should keep in touch with the government constantly to ensure that the policies beneficial to the university are always grasped. For example, financial support and personnel autonomy freedom. The management of higher education needs the input and support of a large amount of material funds, which is far from enough only from the school's funding. Therefore, colleges and universities should proactively apply for funding from government agencies to obtain more resources for the development of schools in various aspects under the circumstances of permitted policies. Full personnel autonomy in colleges and universities can increase the flexibility of running schools and improve work efficiency.

We will strengthen the protection of education for the children of faculty and staff. Guangxi colleges and universities, especially Hezhou City, are geographically remote. Guilin, which is near Hezhou, is relatively rich in educational resources. As the management, we should actively seek more sharing of educational resources to ensure that the children of the teaching staff can receive better education.

3. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of institutional culture?

To formulate a reasonable and fair welfare treatment system, attention should be paid to the welfare treatment of front-line teachers in colleges and universities, and the treatment distribution system should not favor administrative personnel. In terms of the welfare and treatment of faculty and staff, universities should treat them equally and ensure equal pay for equal work in line with the principle of fairness and justice.

4. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of spirit and culture?

Improve the management idea, can not use the management of secondary school students to manage college students. The university where the interviewees work has been upgraded to an undergraduate university due to its cooperation with a technical secondary school. The management philosophy of the management still remains in the management thinking of technical secondary school, which is not humanized enough. Therefore, the backward management philosophy needs to be improved and innovated to bring new breath to the reform of colleges and universities.

Fourth interviewee:

1. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the material and cultural strategies of the management and organizational culture of higher education in Guangxi.

We will accelerate material and cultural development. Only when material culture is well constructed, can other behavioral culture, institutional culture and spiritual culture be constructed. Increase the investment of funds, pay attention to the construction of infrastructure. Infrastructure is the basic guarantee for carrying out all kinds of education and teaching activities, so we should increase the investment of funds to ensure that the construction of infrastructure is guaranteed and effective.

2. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of behavior and culture?

Strengthen exchanges and communication with the government, and strive to obtain more support from the government for colleges and universities, especially in terms of funding security, the university should be biased to the edge. In particular, universities in remote locations should receive more funds. Improve the capacity of managers. The ability of managers plays a crucial role in the management of colleges and universities. The work efficiency of high-quality managers is relatively high, which is more conducive to the high-quality development of colleges and universities.

3. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of institutional culture?

We will intensify the enforcement of the system. Public colleges and universities have a relatively long history of running schools, and have basically formed their own rules and regulations. However, some regulations have been formulated, but not well implemented, and become a dead letter.

4. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of spirit and culture?

Do a good job at the top level of the school. The management of the school should attach importance to the construction of spiritual culture, create a strong campus cultural environment, and constantly encourage all teachers and students to strive for the common goals of the school.

Fifth interviewee:

1. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the material and cultural strategies of the management and organizational culture of higher education in Guangxi.

Reduce wasteful construction of large scale demolition and construction. At present, the material and cultural construction of colleges and universities has basically reached a certain level, and the campus construction should be adapted to local conditions. Large-scale demolition and construction should be reduced, and the pursuit of lofty and repetitive construction should not be avoided to avoid wasting funds and resources.

2. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of behavior and culture?

Strengthen foreign exchanges. Colleges and universities should bravely go out and communicate with the government actively to get more help in various

aspects. Strictly control the Internet, prohibit low-level culture from playing on the Internet, and create a loose and harmonious surrounding social environment for colleges and universities. We vigorously advocate the new fashion of respecting teachers and valuing teaching. Set up role models, propaganda masters, masters, etc., and advocate the use of civilized language in communication.

3. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of institutional culture?

Colleges and universities should sum up advantages, experience and form their own unique system culture. The system is not uniform, should be different according to the actual situation, especially different colleges and universities, system revision should be combined with geographical orientation, teachers' quality, students' quality to form their own unique system culture.

4. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of spirit and culture?

We should adhere to the basic task of cultivating morality and educating people, pay attention to moral education, and guide students to set up correct world outlook, outlook on life, values, and outlook on honor and disgrace. The core of the university spirit is to educate people as the first gist and take comprehensive talent education as the mission of the university. The focus of education is to cultivate students' sense of responsibility for the country and the nation. Cultivate people with ambition, political vision, broad knowledge and sense of responsibility.

The sixth interviewee:

1. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the material and cultural strategies of the management and organizational culture of higher education in Guangxi.

Construct complete teaching and cultural facilities. The teaching and cultural facilities in colleges and universities mainly include teaching and research places and equipment, laboratories, student practice bases, campus networks and so on. In order to

encourage teachers and students to study at ease and work hard, we must first ensure that teachers and students can have a quiet and suitable learning and living environment. Therefore, the construction of student apartments, staff dormitories, dining halls and other basic facilities is the primary task of the construction of teaching and cultural facilities in colleges and universities. The above infrastructure construction should fully consider the practicability, convenience, safety and other factors.

2. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of behavior and culture?

We will strengthen the support system for cultivating high-level personnel. Strengthen ideological and theoretical education and political guidance, adhere to the ideological and political quality and teacher ethics standards in the process of talent introduction, talent selection, project application, professional title evaluation, and implement the "one vote veto" system; We will improve the investment mechanism for talent development, increase investment in talent development, and strive to train outstanding talents, leading talents and high-level innovation teams by implementing national major talent projects and supporting universities to set up outstanding talent studios. The state attaches great importance to the training of high-level young talents, requires the establishment and improvement of inclusive support measures, and innovation of mechanisms for the training and development, evaluation and discovery, selection and appointment, mobility allocation and incentive guarantee of young talents, so as to be good at discovering, giving priority to and making free use of outstanding young talents.

3. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of institutional culture?

Innovating institutional and cultural construction mechanisms. Each university should have its own innovation, combining its own characteristics, historical background, geographical environment, student characteristics and so on, to find a suitable road for its own. The system involves all aspects of colleges and universities. Under the background of the new era, if colleges and universities want to develop in

high quality, the management of colleges and universities must have the consciousness of innovation, dare to innovate and dare to break through.

4. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of spirit and culture?

Fully find out the orientation of university running, speed up the formation of their own unique spiritual culture. Combine the advantages of colleges and universities, and vigorously develop the advantages. School-running orientation and school-running purpose complement each other and are the core part of the spirit and culture of colleges and universities. Therefore, colleges and universities should be clear about their advantages in running schools, in order to achieve the purpose of running schools as soon as possible.

The seventh interviewee:

1. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the material and cultural strategies of the management and organizational culture of higher education in Guangxi.

Build an information sharing platform. This part belongs to the service guarantee part. Only by building a sharing platform can all kinds of school information be shared. The sharing of electronic information resources provides convenience for teachers and students. Build high quality campus hardware facilities. The so-called construction of high-quality hardware facilities mainly depends on whether the main functions of hardware facilities are in place, and whether their functions can give full play to the maximum characteristics mainly depends on their environmental facilities and the attractiveness of these hardware facilities to campus teachers and students. To build magnificent museums, libraries, sports venues, excellent teaching buildings, experimental buildings, we need enough economic investment and policy support from the government and universities. On the premise of having sufficient material security, Chinese colleges and universities should build fully functional teaching buildings and timely update advanced teaching facilities and scientific research facilities, which can well meet the needs of teachers and students for teaching and learning. Build student apartments with good living environment and

provide good services. In the construction of large-scale functional venues, we should try our best to explore its versatility. The library should ensure a sufficient number of paper and electronic books, and at the same time provide electronic reading, sufficient number of reading rooms and study rooms, etc. The gymnasium can not only play its role as a sports venue, but also undertake large-scale performances and job fairs. In a word, it is to optimize the comprehensive function of hardware facilities and improve the use efficiency of hardware facilities in colleges and universities. In the construction of campus hardware facilities, we should not covetously maximize the quantity, but should pay more attention to the quality, and at the same time, we should build according to the needs of the university itself, do not waste resources.

2. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of behavior and culture?

Attach importance to the introduction and development of talents. Talent is the primary resource for governing and rejuvenating the country. Under the new circumstances, efforts should be made to attract, train, employ and retain talents, so as to fully unleash their vitality for innovation and creativity, and ensure that talents in all fields are in their proper places and give full play to their strengths. Only by using talents scientifically and allocating talents to the most needed positions to the greatest extent can the strength and comprehensive potential of talents be given full play and promote the comprehensive development of a unit; Only in use can we better discover and cultivate talents, and create a bigger stage for the introduction and cultivation of talents.

We will build a culture of role models in college campuses. In order to give full play to the incentive function of university campus culture, it is necessary to build a good example culture of university campus. Only in this way can we promote the good spirit, value orientation and fine norms of behavior to be widely carried forward. As the main body of college campus, the outstanding model of teachers and students is the best example material. The construction of model culture in college campus needs to go through the systematic process of "making example, setting up example, publicizing example and learning example". Strengthen the

publicity of typical figures and role models, use the power of typical figures, do a good job of demonstration and guidance, deepen ideological unity and consensus pooling, and cultivate students' growth and success in a subtle way.

We will expand the scope of our services to society. The definition and function of social service function in Guangxi colleges and universities are biased. They think that serving for economic construction and creating more economic benefits give play to the service function. It is little known that the social service function of colleges and universities not only faces the economic aspect, but also includes the political, educational, cultural and other aspects. In order to carry out social service work in colleges and universities smoothly, it is an indispensable prerequisite for colleges and universities to change their ideas and deepen their understanding of social service function. Experimental and practice bases and scientific research institutions are important bases and carriers for universities and society to maintain stable and long-term cooperation and contact.

Speed up the ability of management personnel to improve the professional level. College managers should consciously strengthen their comprehensive quality training. This is because leaders have three advantages in the organization, such as higher prestige, more opportunities for publicity and speech, and deeper understanding of the actual situation in the organization, which also determines that university administrators become the first designer, demonstrator and promoter of the construction of university organizational culture and occupy a core position in the construction of culture. Deep cultural accomplishment, high cultural appreciation, good at combining the historical tradition and actual situation of the school to properly deal with various difficult problems are the quality requirements of organizational culture construction for university leaders in the new era.

3. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of institutional culture?

Fully stimulate teachers' sense of ownership, improve the teacher training system. Teachers are the main body of university education work, so how to mobilize teachers' work enthusiasm, arouse their sense of ownership and responsibility is particularly important. Encouraging teachers to actively participate in

the management of colleges and universities, giving full play to the main role of teachers through various channels: "Allowing teachers to participate in decision-making is the key to enhance teachers' job satisfaction, and its actual impact on teachers exceeds the decision-making itself. It is the core of teachers' growth, a condition for teachers' growth, and also a means to identify and recognize other favorable conditions." In the decision-making process concerning the teacher management system, the concept of "people-oriented" must be reflected. While respecting teachers, teachers' participation in the decision-making process of university management itself can also play a good role in the supervision, restriction and evaluation of the exercise of rights by university administrators. College administrators should, as always, attach importance to the pre-job training of new teachers to improve their basic teaching skills and their sense of identity with the organizational culture of colleges and universities. In order to enrich their professional knowledge and improve their teaching level, we will encourage and fund in-service teachers to further improve their academic qualifications and other training work, so as to reserve lasting strength for the development of disciplines in colleges and universities.

4. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of spirit and culture?

Strengthen refined management, improve management philosophy and management methods. We should further enhance the service consciousness of the administrative personnel in colleges and universities, and practice the management concept of "people first" in management. "People" as the foundation, is to put the management on the service, put the interests of the staff and students in mind, practical work for the staff and students, maximize the enthusiasm of teachers, initiative, creativity and students learning enthusiasm, innovation spirit, rather than to seize administrative power.

Strengthen the propaganda of spiritual culture in colleges and universities, and set an example around. Spiritual culture is the soul and core of university organizational culture. It is expressed in the form of simple and distinct school spirit and motto. It inherits the historical tradition of colleges and universities, condenses the discipline

characteristics of colleges and universities, reflects the unique operational philosophy, values and goals of colleges and universities, and has strong cohesion and appeal. The power of example is infinite, it can vividly convey the inner pursuit of the spiritual culture of colleges and universities through concrete external forms.

The eighth interviewee:

1. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the material and cultural strategies of the management and organizational culture of higher education in Guangxi.

The establishment of a special organization responsible for the management of organizational culture. Up to now, colleges and universities in Guangxi have not established special organizations to be responsible for the implementation of organizational culture. This is the most basic institutional safeguard that remains incomplete. Therefore, from the establishment of institutions to the allocation of personnel should be accelerated implementation.

Improve the utilization rate of infrastructure. We should pay attention to the better exploitation and utilization of the existing university cultural resources to prevent the idle and loss of the existing resources.

2. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of behavior and culture?

Seek support and help from the government. Government agencies shall select professional managers of government agencies or more experienced managers to take up positions or exchanges in colleges and universities. For example, vice presidents of many universities in Guangxi are appointed by the Department of Education.

3. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of institutional culture?

Formulate the real meaning of the university charter, perfect the university legal person governance structure. The constitution of the university is equivalent to the "organic law" of the university, which is the basic institutional framework to define

the external legal relations and internal governance structure of the university organization. It is also the basic basis and basic compliance for a university to run its own school as an independent legal person. With the advancement of the process of independent university running, the problems caused by the lack of this system become increasingly prominent, such as the power and obligation of the university and the organizer, the establishment of the leadership system and institutions of the university, the allocation of academic power and administrative power, the realization of the rights and obligations of teachers and students, as well as social funding and feedback. Many universities are still in the state of "no rules to follow". There are still many system blind spots in management activities, which affect the process of running a university according to law and running a university democratically.

4. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of spirit and culture?

Adhere to the values of the university organization training education and edification. Training education mainly through the organization of concentrated learning, exchange and discussion and other ways to carry out conscious values education in university organization, including holding a variety of short-term training courses for different objects, setting up special courses, holding lectures, or using the campus network for online training, which is a direct and explicit values education, is also the most common way of training education. However, if the education method is too simple, only satisfied with positive indoctrination and values preaching cannot stimulate the interest and enthusiasm of the trainees, and the training effect will be greatly discounted. Therefore, only explicit training and education is not enough. We should also attach importance to and strengthen the implicit edification, that is, carry out the imperceptible edification and shaping of values through various campus cultural activities, so that the members of the university organization can realize the process of "organizational socialization" unconsciously, and complete the fit and match of individual values and organizational values.

The ninth interviewee:

1. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the material and cultural strategies of the management and organizational culture of higher education in Guangxi.

Increase funding input, improve teaching facilities and equipment. At present, the cultural, sports and living facilities and material environment of colleges and universities in Guangxi are getting better and better, but the teaching facilities and equipment of colleges and universities are outdated. For example, the projector is not clear enough and the computers in the computer room are old and should be replaced.

2. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of behavior and culture?

Strengthen the construction of teacher ethics and style, set up a typical example to lead the development of the school. It is necessary to consciously cultivate the typical of teachers and students and set up examples around them. In this way, the spiritual and cultural ideas and values of colleges and universities can be visualized and concretized, so that teachers and students and staff have the goal of learning and catching up, and thus enhance the credibility and appeal of the ideas and values. We will strengthen social services. For example, the major of fashion design and environmental art can combine the characteristics of ethnic minority areas to broaden the breadth of social services.

3. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of institutional culture?

We will accelerate reform of the personnel system. In order to create a better competition mechanism of "up and down, survival of the fittest" within the organization of colleges and universities, colleges and universities should try to promote the competitive recruitment and tenure target assessment system within the scope of middle-level cadres, enhance the sense of crisis of competition and elimination, and eliminate the phenomenon of cronyism from the source. More attention should be paid

to "institutionalized management and humanized communication" in personnel management. In the process of rigid management, teaching staff must be respected and treated as equal individuals with managers in personality.

4. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of spirit and culture?

Clear school-running purpose, actively carry out the construction of campus spiritual culture. Strengthen the advanced school-running ideology, school-running characteristics and the individual characteristics and spiritual outlook of the school members, and further cultivate the spirit of enterprising, innovative, united and cooperative, and willing to contribute.

According to the suggestions of the interviewers, strategies for the cultural development of higher education management organizations in Guangxi have been formed, as shown in Table 4.8:

Table 4.8 Policy table

Strategy	How
Material culture aspects	<ol style="list-style-type: none"> 1. Create a beautiful campus landscape with school-running characteristics. 2. Increase investment in material and cultural construction. 3. Improve the living convenience of teachers and students. 4. Improve the welfare of faculty and staff. 5. Build complete teaching and cultural facilities. 6. Build an information sharing platform. 7. Improve the construction of high-quality hardware facilities. 8. Establish an implementation organization specifically responsible for the management of organizational culture. 9. Improve the utilization rate of infrastructure equipment.
Behavioral culture aspects	<ol style="list-style-type: none"> 1. Strengthen the construction of teachers' team and the education of teachers' ethics. 2. Strengthen the construction of school spirit and style of study. 3. Broaden the scope of colleges and universities serving the society. 4. Improve the comprehensive quality and ability of management personnel. 5. Strengthen communication with government agencies to obtain more support. 6. Strengthen the guarantee of education for the children of teaching staff. 7. Strictly control the Internet and prohibit low-level culture from playing on the Internet at will. 8. Vigorously promote the new trend of respecting teachers and valuing education. 9. Pay attention to the introduction and development of talents. 10. Build a good model culture on campus.

Table 4.8 (Continued)

Strategy	How
Institutional culture aspects	<ol style="list-style-type: none"> 1. Accelerate the innovation and revision of the system 2. Strengthen the implementation of the system. 3. Focus on summarizing advantages and experiences and forming its own unique institutional culture. 4. Innovate the construction mechanism of institutional culture. 5. Fully stimulate teachers' sense of ownership and improve teacher training system. 6. Formulate a true university charter and improve the corporate governance structure of the university. 7. Accelerate the reform of personnel system.
Spiritual culture aspects	<ol style="list-style-type: none"> 1. Speed up management reform 2. Accelerate the layout and planning of top-level design and widely publicize it. 3. Create a strong campus culture. 4. Inherit and carry forward the university spirit accumulated from the history of running a school. 5. Guide teachers and students to establish correct world outlook, outlook on life, values and outlook on honor and disgrace. 6. Fully identify the orientation and purpose of the school. 7. Strengthen refined management and improve management concepts and methods. 8. Strengthen the propaganda of college spirit and culture

Source: Homemade by researchers

According to Table 4.8, interviewees respectively put forward 34 suggestions and measures for the development of the management and organizational culture of colleges and universities in Guangxi. After carefully summarizing the above 34 suggestions and measures, strategies in material culture, behavioral culture, institutional culture and spiritual culture are formed. The material culture strategy includes 9 measures, the behavior culture strategy includes 10 measures, and the system culture strategy includes 7 measures. The spiritual and cultural strategy consists of 8 measures. See Figure 4.2 for details:

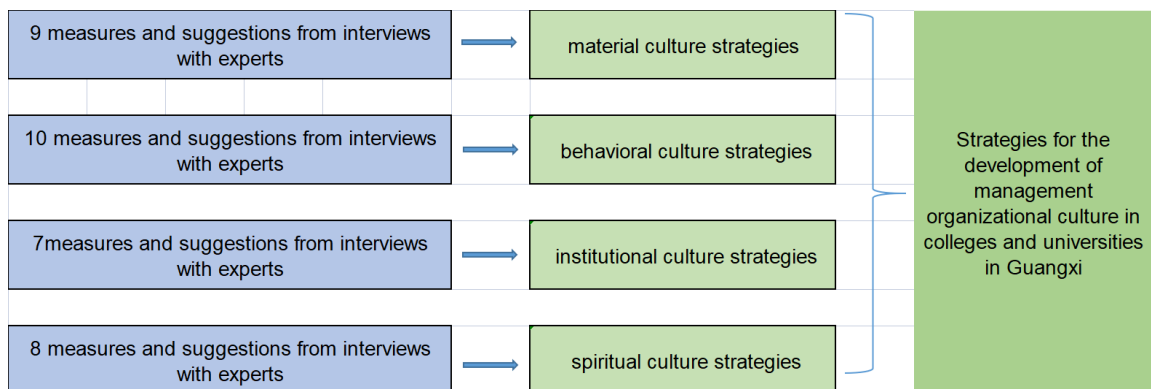


Figure 4.2 The strategic diagram of the development of management organizational culture in Guangxi universities Source: Homemade by researchers

Data analysis results for the third research objective.

It is the evaluation and analysis result of the evaluation and analysis of the organizational culture development strategy of Guangxi higher education management by evaluation experts.

Table of research Objective 3

1. Questionnaire survey is used to evaluate the correctness and appropriateness of strategies for the cultural development of higher education management organizations in Guangxi.

2. Please carefully evaluate the questionnaire on the cultural development strategy of Guangxi higher education management organization.

3. This questionnaire is evaluated on a 5 scale. Please tick \checkmark before the option that most accords with your idea. Specific scores are as follows:

A score of 5	represents perfect/appropriate the	highest level
A score of 4	means somewhat correct/appropriate	high level
A score of 3	is generally correct/appropriate as	medium
A score of 2	represents a somewhat incorrect/appropriate	low level
A score of 1	Is not at all correct/appropriate as	the lowest level

Table 4.9 Strategy evaluation form

Descriptive Statistics						
Evaluation project	Correctness		Result	Suitability		Result
	\bar{X}	Std. Deviation		\bar{X}	Std. Deviation	
1. Title						
1.1 Concise and clear	4.40	0.548	Correct	3.80	0.447	suitable
1.2 Coverage	4.40	0.548	Correct	4.00	0.707	suitable
2. Principle						
2.1 Background and importance	4.00	0.000	Correct	4.20	0.447	suitable
2.2 Necessity of development	4.20	0.837	Correct	4.00	0.000	suitable
3. Purpose						
3.1 Clear	4.60	0.548	Correct	4.00	0.000	suitable
3.2 Cover all contents	4.40	0.548	Correct	4.60	0.548	suitable
3.3 Realizable	4.00	0.000	Correct	4.40	0.548	suitable

Table 4.9 (Continued)

Descriptive Statistics						
Evaluation project	Correctness		Result	Suitability		Result
	\bar{X}	Std. Deviation		\bar{X}	Std. Deviation	
4. Strategic elements						
Material culture						
1. Create a beautiful campus landscape with school-running characteristics.	4.00	0.707	Correct	4.40	0.548	suitable
2. Increase investment in material and cultural construction.	4.20	0.447	Correct	4.20	0.837	suitable
3. Improve the living convenience of teachers and students.	4.40	0.548	Correct	4.40	0.548	suitable
4. Improve the welfare of faculty and staff.	4.40	0.548	Correct	4.00	0.707	suitable
5. Build complete teaching and cultural facilities.	4.00	1.000	Correct	3.60	0.548	suitable
6. Build an information sharing platform.	4.20	0.447	Correct	4.00	1.000	suitable
7. Improve the construction of high-quality hardware facilities.	4.20	0.447	Correct	4.20	0.447	suitable
8. Establish an implementation organization specifically responsible for the management of organizational culture.	4.20	0.837	Correct	4.60	0.548	suitable
9. Improve the utilization rate of infrastructure equipment.	4.40	0.894	Correct	4.40	0.548	suitable
Behavioral culture						
1. Strengthen the construction of teachers' team and the education of teachers' ethics.	4.20	0.447	Correct	3.60	0.548	
2. Strengthen the construction of school spirit and style of study.	3.40	0.548	Correct	3.80	0.837	
3. Broaden the scope of colleges and universities serving the society.	4.20	0.447	Correct	4.00	0.000	suitable
4. Improve the comprehensive quality and ability of management personnel.	4.40	0.548	Correct	4.60	0.548	suitable
5. Strengthen communication with government agencies to obtain more support.	4.40	0.894	Correct	4.40	0.548	suitable
6. Strengthen the guarantee of education for the children of teaching staff.	4.40	0.548	Correct	4.20	0.447	suitable
7. Strictly control the Internet and prohibit low-level culture from playing on the Internet at will.	3.20	0.837	Correct	3.20	0.447	suitable
8. Vigorously promote the new trend of respecting teachers and valuing education.	4.00	0.000	Correct	4.00	0.000	suitable
9. Pay attention to the introduction and development of talents.	4.60	0.548	Correct	4.00	0.000	suitable
10. Build a good model culture on campus.	4.00	0.000	Correct	4.00	0.707	suitable

Table 4.9 (continue)

Descriptive Statistics						
Evaluation project	Correctness		Result	Suitability		Result
	\bar{X}	Std. Deviation		\bar{X}	Std. Deviation	
institutional culture						
1. Accelerate the innovation and revision of the system	3.80	0.447	Correct	4.00	0.000	suitable
2. Strengthen the implementation of the system.	4.00	0.000	Correct	4.00	0.000	suitable
3. Focus on summarizing advantages and experiences and forming its own unique	4.00	0.000	Correct	4.00	0.000	suitable
4. Innovate the construction mechanism of institutional culture.	3.40	0.548	Correct	4.00	0.707	suitable
5. Fully stimulate teachers' sense of ownership and improve teacher training system.	4.20	0.447	Correct	4.00	0.000	suitable
6. Formulate a true university charter and improve the corporate governance structure of	3.80	0.447	Correct	4.00	0.000	suitable
7. Accelerate the reform of personnel system.	3.80	0.447	Correct	4.20	0.447	suitable
Spiritual culture						
1. Speed up management reform	4.20	0.447	Correct	3.80	0.447	suitable
2. Accelerate the layout and planning of top-level design and widely publicize it.	4.80	0.447	Correct	4.40	0.548	suitable
3. Create a strong campus culture.	3.80	0.447	Correct	3.80	0.447	suitable
4. Inherit and carry forward the university spirit accumulated from the history of running a school.	3.50	0.837	Correct	4.40	0.894	unsuited
5. Guide teachers and students to establish correct world outlook, outlook on life, values and	3.80	0.447	Correct	4.20	0.447	suitable
6. Fully identify the orientation and purpose of the school.	4.40	0.548	Correct	4.00	0.707	suitable
7. Strengthen refined management and improve management concepts and methods.	4.60	0.548	Correct	4.20	0.447	suitable
8. Strengthen the propaganda of college spirit and culture	3.80	0.447	Correct	3.80	0.447	suitable
Valid N (listwise)	4.11	0.493	Correct	4.08	0.440	suitable

Source: Homemade by researchers

According to Table 4.9, after the evaluation of 5 experts, the values of the cultural development strategy of Guangxi higher education management organization are shown in the table, in the column of strategy correctness, the average value is 3.2 and the maximum is 4.8, so the correctness of the measures in the four aspects of material culture, behavioral culture, institutional culture and spiritual culture is higher than 3, which shows that the measures in these four aspects have certain correctness. At the same time, the overall average value is 4.11, exceeding 4, the correctness is high, and the evaluation result is correct. In the suitability column, the average value was 3.2, the maximum value was 4.6, and the overall average value was 4.08, which exceeded 4, which shows that the average suitability of the culture

development strategy of Guangxi higher education management organization exceeded the average, which proved that the suitability of the strategy was high and the evaluation result was appropriate. Based on the evaluation of correctness and adaptability, it can be seen that the organizational culture development strategy of Guangxi higher education management has correctness and adaptability.

Chapter 5

Discussion Conclusion and Recommendations

The purpose of this study is to study the development strategy of the management organizational culture of colleges and universities in Guangxi, including four levels: 1) material culture. 2) behavioral culture. 3) institutional culture. 4) spiritual culture. This chapter introduces the conclusion, discussion and suggestion of this research.

Research objectives

1. To analyze the current situation of the development of higher education management organizational culture in Guangxi.
2. To put forward strategies for the development of higher education management organizational culture in Guangxi.
3. To evaluate the strategies for the development of higher education management organizational culture in Guangxi.

Research Methodology

The first stage: study the theoretical background and process of the development of higher education management organizational culture;

Through the collection and collation of literature related to higher education, higher education management and organizational culture, we can understand the theoretical background and process of the development of organizational culture of higher education management, find out the relevant variables of organizational culture, and provide theoretical basis for the following research.

The second stage: master the current situation of the development of higher education management organizational culture in Guangxi;

1. To understand the current situation of the development of higher education management organizational culture in Guangxi through the study of reference literature. Carefully read the literature of relevant famous experts in the field of organizational culture, and master the current situation and problems of the

development of the organizational culture of higher education management in Guangxi.

2. Understand the current situation of the development of higher education management organizational culture in Guangxi by issuing questionnaires. A questionnaire was developed, and experts were consulted to evaluate the questionnaire by IOC scale. The questionnaire was modified under the guidance and suggestions of experts. After the questionnaire was confirmed, the questionnaire was distributed to the management personnel of 10 universities. In order to ensure the full accuracy of the data, 20% more questionnaires were distributed.

3. Collect questionnaires and conduct data analysis. Collect the questionnaires, check the questionnaires and analyze the data of the effective questionnaires. Through data analysis, we can master the current situation of the development of higher education management organizational culture in Guangxi.

The third stage: put forward Guangxi higher education management organizational culture development strategy;

1. Make an interview outline. The interview outline was made by combining the four variables of organizational culture. The interview outline is mainly used to propose strategies.

2. Conduct interviews. Based on the actual situation of this study, 9 middle managers with certain experience in organizational culture management were interviewed. Voice interview was conducted and recorded through Tencent conference APP. After the interview, the voice was exported to form text, and preliminary strategies proposed by experts were obtained.

3. Analyze the interview data. The strategies proposed by experts are analyzed, summarized and summarized, and the opinions and suggestions of middle-level managers are fully obtained. Finally, the strategies for the development of organizational culture of higher education management in Guangxi are put forward, including four aspects: material culture strategy, behavior culture strategy, system culture strategy and spiritual culture strategy.

The fourth stage: the evaluation of Guangxi higher education management organizational culture development strategy.

Through interviews with middle-level managers, a strategy table for the development of Guangxi higher education management organizational culture is

formed. The form was sent to 5 evaluation experts for special evaluation of the correctness and compatibility of the strategy table. Combined with the opinions of evaluation experts, the mean value and standard deviation of the data are analyzed, and finally the optimal strategy for the development of Guangxi higher education management organizational culture is obtained.

Conclusion

The results of this study are summarized as follows:

Conclusion of the first research objective:

Based on 40 questions in four aspects of the questionnaire, 440 questionnaires were sent out to 10 colleges and universities in Guangxi, 426 valid samples were collected, and finally the status quo of the development of management organizational culture in colleges and universities in Guangxi was determined through analysis. First of all, material and cultural development is at a moderate level. Secondly, the development status of behavioral culture is medium. Thirdly, the development status of institutional culture is medium level. Finally, the spiritual and cultural development of the present situation is medium level. According to the analysis results of the questionnaire, according to the 5-point scale, the average value of the development status quo of material culture is the highest, followed by the average value of the development status quo of behavioral culture, the third value of the development status quo of institutional culture, and the fourth value of the development status quo of institutional culture. In these four aspects, the development level of material culture is higher than that of behavioral culture, the development level of behavioral culture is higher than that of institutional culture, and the development level of institutional culture is higher than that of spiritual culture. The relationship among them is the level of material culture development > the level of behavior culture development > the level of system culture development > the level of spiritual culture development. The average value of the above four aspects of organizational culture is no more than 4, and no less than 3, all of them are at the medium level. From this, we can see that the development status of Guangxi higher education management organizational culture is at a medium level, and it still needs to strengthen measures to further improve the development level of organizational culture.

Conclusion of the second research objective:

To formulate strategies for the development of higher education management organizational culture in Guangxi.

Through interviews with 9 middle managers, 34 suggestions and measures are obtained, which are classified into four strategies, namely, material culture strategy, behavior culture strategy, institutional culture strategy and spiritual culture strategy. These four strategies constitute the strategies for the cultural development of higher education management organizations in Guangxi, which are detailed as follows:

First, the material culture strategies, a total of 9 measures: 1) Create a beautiful campus landscape with school-running characteristics. 2) Increase investment in material and cultural construction. 3) Improve the living convenience of teachers and students. 4) Improve the welfare of faculty and staff. 5) Build complete teaching and cultural facilities. 6) Build an information sharing platform. 7) Improve the construction of high-quality hardware facilities. 8) Establish an implementation organization specifically responsible for the management of organizational culture. 9) Improve the utilization rate of infrastructure equipment.

Second, behavioral culture strategies, a total of 10 measures: 1) Strengthen the construction of teachers' team and the education of teachers' ethics. 2) Strengthen the construction of school spirit and style of study. 3) Broaden the scope of colleges and universities serving the society. 4) Improve the comprehensive quality and ability of management personnel. 5) Strengthen communication with government agencies to obtain more support. 6) Strengthen the guarantee of education for the children of teaching staff. 7) Strictly control the Internet and prohibit low-level culture from playing on the Internet at will. 8) Vigorously promote the new trend of respecting teachers and valuing education. 9) Pay attention to the introduction and development of talents. 10) Build a good model culture on campus.

Third, institutional culture strategies, a total of 7 measures: 1) Accelerate the innovation and revision of the system. 2) Strengthen the implementation of the system. 3) Focus on summarizing advantages and experiences and forming its own unique institutional culture. 4) Innovate the construction mechanism of institutional culture. 5) Fully stimulate teachers' sense of ownership and improve teacher training

system. 6) Formulate a true university charter and improve the corporate governance structure of the university. 7) Accelerate the reform of personnel system.

Fourth, spiritual culture strategies, a total of 8 measures: 1) Speed up management reform. 2) Accelerate the layout and planning of top-level design and widely publicize it. 3) Create a strong campus culture. 4) Inherit and carry forward the university spirit accumulated from the history of running a school. 5) Guide teachers and students to establish correct world outlook, outlook on life, values and outlook on honor and disgrace. 6) Fully identify the orientation and purpose of the school. 7) Strengthen refined management and improve management concepts and methods. 8) Strengthen the propaganda of college spirit and culture.

Conclusion of the third research objective:

To evaluate the strategies for the cultural development of higher education management organizations in Guangxi

Five experts were invited to evaluate the correctness and adaptability of the four aspects of the development strategy of higher education management organizational culture in Guangxi. The evaluation results show that the development strategy of Guangxi higher education management organizational culture is correct, and the development strategy of Guangxi higher education management organizational culture is adaptable. Therefore, Guangxi higher education management organizational culture development strategy is successful.

Discussion

1. Discussion of organizational culture

Chinese scholar Zheng Xiaoyun. (1992). proposed the theory of cultural stratification. He believed that human culture can be divided into four levels, namely material culture, spiritual culture, behavioral culture and institutional culture. These four levels form a concentric circle, with spiritual culture as the core and the highest stability. Second, behavior culture and system culture, stability in the middle; The outermost layer is material culture. Based on the research of domestic and foreign scholars, Su Yong. (1996). creatively divided organizational culture into material culture, behavioral culture, institutional culture and spiritual culture in *A Systematic Study of Chinese Corporate Culture*. According to the research of the above two scholars, researchers put forward the strategies of the management and

organizational culture of higher education in Guangxi from the perspectives of material culture, behavior culture, system culture and spiritual culture, which has certain theoretical and practical significance.

2. Discussion of material culture

According to the second research purpose, 9 measures and suggestions are put forward on material culture, including campus scenery, funding input, living convenience and faculty welfare. In terms of the utilization rate of teaching facilities, information sharing platforms, hardware facilities, organizational institutions and infrastructure equipment, it can be seen from the definition analysis of material culture that material culture belongs to the most obvious content of organizational culture, including the appearance of universities, teaching buildings, gymnasiums, infrastructure and fund investment. It is the cultural carrier and external expression of other abstract and spiritual aspects. It directly reflects the history, tradition, characteristics and value of universities, and is an important symbol of the material form and comprehensive strength of university culture. Therefore, the strategic measures of material culture and material culture theory are matched.

3. Discussion of behavioral culture

According to the second research purpose, behavioral culture puts forward 10 measures and suggestions, including teacher team construction and teacher ethics education, school spirit and learning style, service to society, comprehensive quality and ability of management personnel, communication with government institutions, education of faculty and staff children, Internet control, respect for teachers and emphasis on education, talent introduction and development, model culture, etc. According to the research of behavioral culture theory, behavioral culture refers to the spiritual style, behavioral ethics and cultural taste, school spirit, teaching style and learning style reflected by teachers and students in education, teaching, scientific research, academic exchange, study life and cultural activities. Model education; Code of conduct within the University; Campus cultural activities and social services. It can be seen that the strategy measures of behavioral culture are matched with the theory of behavioral culture.

4. Discussion of institutional culture

According to the second research purpose, institutional culture puts forward seven measures and suggestions, including institutional innovation and revision,

institutional implementation, unique institutional culture, institutional culture construction mechanism, teacher training system, formulation of university regulations, personnel system reform, etc. According to the research on institutional culture theory, institutional culture involves the common adherence of university personnel. The practice of doing things according to certain rules. The university system is the product of rational university management and the fundamental guarantee for the effective operation of a university. The Outline of the National Plan for Education Reform and Development (2010-2020) formulated by China includes the following contents: "Perfecting the modern university system with Chinese characteristics, improving the management structure of university lease-leaving, and strengthening the construction of the university charter". University system culture can give people constraints and norms, which not only restricts the conduct of university people, but also regulates the internal and external governance and operation rules of university organization. It can be seen that the strategies and measures of institutional culture are matched with the theories of institutional culture.

5. Discussion of spiritual culture

According to the second research purpose, spiritual culture puts forward 8 measures and suggestions, including management reform, top-level design, campus culture, management concept and management mode, world outlook, outlook on life, values, outlook on honor and disgrace, school-running orientation and school-running purpose, spiritual culture propaganda, etc. According to the research on spiritual culture theory, Spiritual culture is the concentration and essence of a university's organizational culture, the core and the highest form of expression of the university's organizational culture, and the soul of a university. The spiritual culture of a university is a kind of cultural form which can best reflect the spiritual style, learning atmosphere and academic atmosphere of a university. Spiritual culture is a set of value system of a university, which regulates the behavior, living habits, quality and self-cultivation of university people all the time. It can be seen that the strategies and measures of spiritual culture are matched with the theories of spiritual culture.

Recommendations

Through this study, the researchers have the following suggestions:

1. **Suggestions for organizational culture:** According to Table 4.2 of the table in Chapter 4, the lowest average of the four options for organizational culture is the spiritual culture ranked fourth. It can be seen that the current situation of spiritual and cultural development is at the lowest level. It is worth mentioning that spiritual culture is the soul and core of the organizational culture of the university, expressed in the form of concise and distinctive school spirit and school motto, which inherits the historical tradition of the university, condenses the discipline characteristics of the university, reflects the unique operating philosophy, values and goals of the university, and has strong cohesion and appeal. Therefore, managers of colleges and universities should attach importance to the development of spiritual culture. It is recommended to raise the level of spiritual and cultural development according to the following measures. 1) Strengthen publicity. The spiritual culture of colleges and universities is mainly manifested as a kind of spiritual strength and group consciousness, and in order to make teachers, students and staff identify with it from the bottom of their hearts and consciously internalize it into action, we need to further strengthen publicity. Colleges and universities may, in the form of report meetings, themed class meetings, cultural and sports activities, special lectures, etc., seize all opportunities and occasions through media such as campus networks, campus radios, propaganda columns, school newspapers, slogans and blackboard newspapers, strengthen the arming of the minds of teachers and students in theory, and continuously disseminate the concepts and value pursuit of university spiritual culture from the audio-visual perspective. Through the subtle edification of activities, teachers and students cultivate their perception and cognition of the spiritual culture of colleges and universities, make them deeply rooted in the hearts of the people, fully recognize them, and gradually become the common spiritual pursuit of teachers, students and staff. 2) Set an example. The power of role models is infinite, and it can vividly convey the inner pursuit of college spiritual culture through concrete external forms. University leaders, especially presidents, are not only advocates of the spiritual culture of colleges and universities, but also the first to set an example. The words and deeds, personal style, and quality of college leaders will directly affect the thinking and behavior of teachers and students. In order to make

the spiritual culture construction of colleges and universities solid and effective, this requires leaders to always and everywhere set an example and be a model for others, and become a model for practicing the spiritual and cultural concepts and values of colleges and universities. In addition, it is necessary to consciously cultivate teachers and students and set examples around them, so that the concepts and values of the spiritual culture of colleges and universities can be visualized and concrete, so that teachers and students and staff have the goal of learning to catch up, and then enhance the credibility and appeal of concepts and values.

2. Suggestions of material culture: According to Table 4.3 in Chapter 4, among the 10 options of material culture, the lowest average value is the two options ranked in the eighth place, namely, item 6 and item 8. Specifically, item 6: The network carrier is rich, can play a good role in the internal and external publicity of the school, is conducive to the school to establish a positive image. Item 8: The real culture, which is constituted by the material conditions of university education and teaching and can be felt by people, is impressive. The two key words involved are the importance of network propaganda and external expression of material culture. It can be seen that the network carrier of universities is not rich enough and does not meet the needs of teachers and students. Material culture as an external part, characteristics are not obvious. Therefore, the management of colleges and universities should work hard on the construction of network carriers and highlight the characteristics of campus scenery.

3. Suggestions of behavioral culture: According to Table 4.4 in Chapter 4 above, among the 10 options of behavioral culture, the lowest average value is the 7th option: Model education advocates virtue and leads teachers and students to be positive, healthy and upward. The key words involved in this study are virtue and role model, indicating that role models do not play a positive role in leading teachers and students on college campuses. Therefore, it is necessary for the management of colleges and universities to strengthen their efforts in the publicity and role of role models.

4. Suggestions of institutional culture: According to Table 4.5 in Chapter 4 above, among the 10 options of institutional culture, the lowest average value is the fifth option: The system culture restricts the behavior criterion of the university subject. It can be seen that institutional culture does not play a corresponding role in

the restraint of teachers and students. Therefore, we need to carry out reform and innovation in the aspect of institutional culture, and further strengthen the recognition and implementation of the system.

5. Suggestions of spiritual culture: According to Table 4.6 in Chapter 4, among the 10 options of spiritual culture, the lowest average value is the first option: Spiritual culture is the core of school organizational culture. The expression of this option relates to the core of spiritual culture, and the average value of this item is the lowest. It can be seen that the interviewees do not recognize the intrinsic role of spiritual culture. Therefore, in terms of spiritual culture, we should strengthen the construction of the role of spiritual culture.

6. Suggestions of policy: The construction of organizational culture is inseparable from both national policies and government policies. As we all know, the management of colleges and universities is divided into two parts, one is the external management of government departments, the other is the internal management of colleges and universities. In 2022, China will hold the 20th National Congress of the People's Republic of China. After the meeting, it is important to grasp the important information about how universities will develop. It is necessary to start from the external management and combine the latest higher education management measures in China to find out the policies supporting the development of organizational culture, so as to implement them step by step according to the superior policies

7. Suggestions of the organization: The development of organizational culture cannot be separated from the specific implementation department. According to the analysis of literature and questionnaire, there is no implementation institution in charge of organizational culture construction in Guangxi colleges and universities, so the level of organizational culture is still at the medium level, and there is a certain gap between the material culture, behavioral culture, institutional culture and spiritual culture. In order to accelerate the development of organizational culture, it is particularly important to set up a special organization responsible for the construction of organizational culture.

Future Researches

First, suggestions to further improve the interview questionnaire; Combined with the questionnaire, this study gained some experience when collecting and analyzing data. The researchers believe that although the reliability analysis and validity analysis of the questionnaire meet the standards, especially the validity analysis is more than 0.9, indicating that the validity of the questionnaire is worthy of affirmation. However, in future studies on the construction of organizational culture, a scale about problems in the development of organizational culture can be added to the dimensions of the questionnaire, which can reduce the difficulty of obtaining questions and ensure the accuracy of data. In addition, a region about the school where the respondent is located can also be added to the demographic characteristics information, such as east, west, south, north, central, etc. The main purpose of adding this information is to obtain the specific region of the respondent, so as to analyze the difference of the development status of the organizational culture of colleges and universities in different regions of Guangxi, so as to obtain more accurate status quo.

Second, further seek advice from the best interview guests:

Questions set in the interview outline of this study can basically meet the requirements of this paper. Researchers have obtained more data from the interview outline, such as the existing problems, influencing factors and strategies of the management and organizational culture of colleges and universities in Guangxi. However, when interviewing the guests, some of them had less work experience in organizational culture management, some of them only had 2 years. Therefore, when inquiring about the influencing factors and strategies of organizational culture development, they could not put forward the factors that fit the actual situation, nor put forward feasible strategies. It is worth mentioning that during the interview, due to the impact of the novel coronavirus epidemic in China, the interview was conducted by voice interview through Tencent conference, so the effect of the interview was somewhat affected.

Third, suggestions to further strengthen the detailed study of organizational culture:

Organizational culture includes material culture, behavior culture, system culture, spiritual culture and organization. Each of these four variables of culture can

be studied in depth separately. Because the range of these four aspects is too broad, the organizer only made 10 options according to the research results of relevant literature, and the 10 options cannot represent one of the four variables. In the in-depth study of any variable, more options can be selected, and the dimension can be reduced through exploratory factor analysis, so as to accurately extract the principal component factor, so as to effectively conduct a more in-depth analysis of one of the variables. Experienced managers to take posts or communicate with universities.

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Appendices

Appendix A
List of Specialists and Letters of Specialists Invitation
for IOC Verification

List of survey tool experts

1. Guo Yonghua, Doctor of Education (Principles of Education), Hezhou University, Position: Professor, School of Education and Music
2. Ning Shen, PhD (Business Administration), Hezhou University ,Position: Senior Human Resource Manager, School of Tourism and Sports Health
3. Xueli Chen, PhD (Education Management), Hezhou University, Position: Lecturer, School of Economics and Management
4. Luo Xiaoyu, PhD (Education Management), Guangxi University of Science and Technology, Position: Director of the Office of International Communication
5. Wang Dong, Ph.D. (Education Management), Hezhou University ,Position: Lecturer, School of Applied Technology

Appendix B
Official Letter



ที่ อว ๐๒๘๗๓๔/๘๕

มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา
๑๐๖๑ ถนนอิสรภาพ แขวงพินิจรุจี
เขตธนบุรี กรุงเทพมหานคร ๑๐๖๐๐

๗ ธันวาคม ๒๕๖๕

เรื่อง เชิญเป็นผู้เชี่ยวชาญตรวจสอบความตรงเชิงเนื้อหาเครื่องมือในการทำวิทยานิพนธ์

เรียน Yonghua Guo, professor, Hezhou University

สิ่งที่ส่งมาด้วย ๑. คำขอวิทยานิพนธ์ จำนวน ๑ ฉบับ
๒. แบบสอบถาม จำนวน ๑ ชุด

เนื่องด้วย Ms. Shen Xiaoping นักศึกษาระดับบัณฑิตศึกษา หลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา ได้รับการอนุมัติให้ดำเนินการวิจัยวิทยานิพนธ์เรื่อง "Strategies to The Development of Organization Culture of Higher Education Management in Guangxi" โดยมีคณะกรรมการที่ปรึกษาวิทยานิพนธ์ ดังนี้

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| ๑. ผู้ช่วยศาสตราจารย์ ดร.พัชรา เศษโสม | ประธานที่ปรึกษาหลัก |
| ๒. รองศาสตราจารย์ ดร.นิรันดร์ สุธีวัฒน์ | อาจารย์ที่ปรึกษาร่วม |
| ๓. ผู้ช่วยศาสตราจารย์ ดร.กุลสินทร์ ฉวีรัตน์วงศ์ | อาจารย์ที่ปรึกษาร่วม |

ในการทำวิทยานิพนธ์ครั้งนี้ นักศึกษาจำเป็นต้องตรวจสอบความตรงเชิงเนื้อหา (Content Validity) ของเครื่องมือ เพื่อให้ได้เครื่องมือที่สมบูรณ์ที่สุด ทางบัณฑิตวิทยาลัยได้พิจารณาเห็นว่าท่านเป็นผู้ทรงคุณวุฒิ มีความรู้ความสามารถสอดคล้องกับหัวข้อการทำวิทยานิพนธ์ ดังกล่าวเป็นอย่างยิ่ง ซึ่งคำแนะนำของท่านจะเกิดประโยชน์ต่อการปรับปรุงแก้ไขในการสร้างเครื่องมือสำหรับการศึกษาให้มีคุณภาพและเหมาะสมเพื่อใช้ในการเก็บรวบรวมข้อมูลในการวิจัยต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์แก่นักศึกษาดังจะ เป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.คอมกร สว่างเจริญ)
คณบดีบัณฑิตวิทยาลัย

งานประสานบัณฑิตศึกษา
โทร. ๐-๒๘๗๓๓-๗๐๐๐ ต่อ ๑๘๓๔



ที่ อว ๐๖๔๓.๑๔/๘๖

มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา
๑๐๖๑ ถนนอิสรภาพ แขวงทวีธรรม
เขตธนบุรี กรุงเทพมหานคร ๑๐๖๐๐

๗ ธันวาคม ๒๕๖๕

เรื่อง เชิญเป็นผู้เชี่ยวชาญตรวจสอบความตรงเชิงเนื้อหาเครื่องมือในการทำวิทยานิพนธ์

เรียน Ning Shen, Senior Human Resources Manager/engineer, Hezhou University

สิ่งที่ส่งมาด้วย ๑. คำโครวิทยานิพนธ์ จำนวน ๑ เล่ม
๒. แบบสอบถาม จำนวน ๑ ชุด

เนื่องด้วย Mrs. Shen Xiaoping นักศึกษาระดับบัณฑิตศึกษา หลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา ได้รับการอนุมัติให้ดำเนินการวิจัยวิทยานิพนธ์เรื่อง "Strategies to The Development of Organization Culture of Higher Education Management in Guangxi" โดยมีคณะกรรมการที่ปรึกษาวิทยานิพนธ์ ดังนี้

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| ๑. ผู้ช่วยศาสตราจารย์ ดร.พัชรา เดชโสม | ประธานที่ปรึกษาหลัก |
| ๒. รองศาสตราจารย์ ดร.นิรันดร์ สุชินันต์ | อาจารย์ที่ปรึกษาร่วม |
| ๓. ผู้ช่วยศาสตราจารย์ ดร.กุลสิรินทร์ อภิรัตน์วรเดช | อาจารย์ที่ปรึกษาร่วม |

ในการทำวิทยานิพนธ์ครั้งนี้ นักศึกษาจำเป็นต้องตรวจสอบความตรงเชิงเนื้อหา (Content Validity) ของเครื่องมือ เพื่อให้ได้เครื่องมือที่สมบูรณ์ที่สุด ทางบัณฑิตวิทยาลัยได้พิจารณาเห็นว่าท่านเป็นผู้ทรงคุณวุฒิ มีความรู้ความสามารถสอดคล้องกับหัวข้อการทำวิทยานิพนธ์ ดังกล่าวเป็นอย่างยิ่ง ซึ่งคำแนะนำของท่านจะเกิดประโยชน์ต่อการปรับปรุงแก้ไขในการสร้างเครื่องมือสำหรับการวิจัยของนักศึกษาให้มีคุณภาพและเหมาะสมเพื่อใช้ในการเก็บรวบรวมข้อมูลในการวิจัยต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์แก่นักศึกษาด้วยจะเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.คณกร สว่างเจริญ)
คณบดีบัณฑิตวิทยาลัยงานประสานบัณฑิตศึกษา
โทร. ๐-๒๕๔๗๓๗๑๐๐ ต่อ ๑๘๑๔



ที่ อว ๐๖๔๓.๓๔/๔๗

มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา
๓๐๖๓ ถนนอิสรภาพ แขวงพินิจรุจี
เขตธนบุรี กรุงเทพมหานคร ๑๐๖๐๐

๗ ธันวาคม ๒๕๖๕

เรื่อง เชิญเป็นผู้เชี่ยวชาญตรวจสอบความตรงเชิงเนื้อหาเครื่องมือในการทำวิทยานิพนธ์

เรียน Xueli Chen, Lecturer, Hezhou University

สิ่งที่ส่งมาด้วย ๑. คำโครงการวิทยานิพนธ์ จำนวน ๑ เล่ม
๒. แบบสอบถาม จำนวน ๑ ชุด

เนื่องด้วย Mrs. Shen Xiaoping นักศึกษาระดับบัณฑิตศึกษา หลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา ได้รับการอนุมัติให้ดำเนินการวิจัย วิทยานิพนธ์เรื่อง "Strategies to The Development of Organization Culture of Higher Education Management in Guangxi" โดยมีคณะกรรมการที่ปรึกษาวิทยานิพนธ์ ดังนี้

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| ๑. ผู้ช่วยศาสตราจารย์ ดร.พัชรา เดชโสม | ประธานที่ปรึกษาหลัก |
| ๒. รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์ | อาจารย์ที่ปรึกษาร่วม |
| ๓. ผู้ช่วยศาสตราจารย์ ดร.กุลสิรินทร์ อภิรัตน์วรเดช | อาจารย์ที่ปรึกษาร่วม |

ในการทำวิทยานิพนธ์ครั้งนี้ นักศึกษาจำเป็นต้องตรวจสอบความตรงเชิงเนื้อหา (Content Validity) ของเครื่องมือ เพื่อให้ได้เครื่องมือที่สมบูรณ์ที่สุด ทางบัณฑิตวิทยาลัยได้พิจารณาเห็นว่าท่านเป็นผู้ทรงคุณวุฒิ มีความรู้ความสามารถสอดคล้องกับหัวข้อการทำวิทยานิพนธ์ ดังกล่าวเป็นอย่างยิ่ง ซึ่งคำแนะนำของท่านจะเกิดประโยชน์ต่อการปรับปรุงแก้ไขในการสร้างเครื่องมือสำหรับการวิจัยของนักศึกษาให้มีคุณภาพและเหมาะสมเพื่อใช้ในการเก็บรวบรวมข้อมูลในการวิจัยต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์แก่นักศึกษาดังกล่าวจะเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.คณกร สว่างเจริญ)
คณบดีบัณฑิตวิทยาลัย

งานประสานบัณฑิตศึกษา

โทร. ๐-๒๕๗๗๓-๗๐๐๐ ต่อ ๓๘๓๔



ที่ อว ๐๖๔๓.๓๔/๘๘

มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา
๓๐๖๓ ถนนอิสรภาพ แขวงหิรัญรูจี
เขตธนบุรี กรุงเทพมหานคร ๑๐๖๐๐

๗ ธันวาคม ๒๕๖๕

เรื่อง เชิญเป็นผู้เชี่ยวชาญตรวจสอบความตรงเชิงเนื้อหาเครื่องมือในการทำวิทยานิพนธ์

เรียน Xiaoyu Luo, Lecturer, Guangxi University of Science and Technology

สิ่งที่ส่งมาด้วย ๑. คำโครงการวิทยานิพนธ์ จำนวน ๓ เล่ม
๒. แบบสอบถาม จำนวน ๓ ชุด

เนื่องด้วย Mrs. Shen Xiaoping นักศึกษาระดับบัณฑิตศึกษา หลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษามหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา ได้รับการอนุมัติให้ดำเนินการวิจัยวิทยานิพนธ์เรื่อง “Strategies to The Development of Organization Culture of Higher Education Management in Guangxi” โดยมีคณะกรรมการที่ปรึกษาวิทยานิพนธ์ ดังนี้

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| ๑. ผู้ช่วยศาสตราจารย์ ดร.พัชรา เศษโฮม | ประธานที่ปรึกษาหลัก |
| ๒. รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์ | อาจารย์ที่ปรึกษาร่วม |
| ๓. ผู้ช่วยศาสตราจารย์ ดร.กุลสิรินทร์ อภิรัตน์วรเดช | อาจารย์ที่ปรึกษาร่วม |

ในการทำวิทยานิพนธ์ครั้งนี้ นักศึกษาจำเป็นต้องตรวจสอบความตรงเชิงเนื้อหา (Content Validity) ของเครื่องมือ เพื่อให้ได้เครื่องมือที่สมบูรณ์ที่สุด ทางบัณฑิตวิทยาลัยได้พิจารณาเห็นว่าท่านเป็นผู้ทรงคุณวุฒิ มีความรู้ความสามารถสอดคล้องกับหัวข้อการทำวิทยานิพนธ์ ดังกล่าวเป็นอย่างยิ่ง ซึ่งคำแนะนำของท่านจะเกิดประโยชน์ต่อการปรับปรุงแก้ไขในการสร้างเครื่องมือสำหรับการวิจัยของนักศึกษาให้มีคุณภาพและเหมาะสมเพื่อใช้ในการเก็บรวบรวมข้อมูลในการวิจัยต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์แก่นักศึกษาด้วยจะเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.คณกร สว่างเจริญ)
คณบดีบัณฑิตวิทยาลัย

งานประสานบัณฑิตศึกษา

โทร. ๐-๒๔๗๓-๗๐๐๐ ต่อ ๓๘๓๔



ที่ อว ๐๖๔๓.๓๔/๘๘

มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา
๓๐๖๓ ถนนอิสรภาพ แขวงหิรัญรูจี
เขตธนบุรี กรุงเทพมหานคร ๑๐๖๐๐

๗ ธันวาคม ๒๕๖๕

เรื่อง เชิญเป็นผู้เชี่ยวชาญตรวจสอบความตรงเชิงเนื้อหาเครื่องมือในการทำวิทยานิพนธ์

เรียน Dong Wang, Lecturer, Hezhou University

สิ่งที่ส่งมาด้วย ๑. คำโครงการวิทยานิพนธ์ จำนวน ๓ เล่ม
๒. แบบสอบถาม จำนวน ๑ ชุด

เนื่องด้วย Mrs. Shen Xiaoping นักศึกษาระดับบัณฑิตศึกษา หลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา ได้รับการอนุมัติให้ดำเนินการวิจัย วิทยานิพนธ์เรื่อง “Strategies to The Development of Organization Culture of Higher Education Management in Guangxi” โดยมีคณะกรรมการที่ปรึกษาวิทยานิพนธ์ ดังนี้

- | | |
|---|----------------------|
| ๑. ผู้ช่วยศาสตราจารย์ ดร.พัชรา เศษโสม | ประธานที่ปรึกษาหลัก |
| ๒. รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์ | อาจารย์ที่ปรึกษาร่วม |
| ๓. ผู้ช่วยศาสตราจารย์ ดร.กุลสิรินทร์ อภิรัตน์วงศ์ | อาจารย์ที่ปรึกษาร่วม |

ในการทำวิทยานิพนธ์ครั้งนี้ นักศึกษาจำเป็นต้องตรวจสอบความตรงเชิงเนื้อหา (Content Validity) ของเครื่องมือ เพื่อให้ได้เครื่องมือที่สมบูรณ์ที่สุด ทางบัณฑิตวิทยาลัยได้พิจารณาเห็นว่าท่านเป็นผู้ทรงคุณวุฒิ มีความรู้ความสามารถสอดคล้องกับหัวข้อการทำวิทยานิพนธ์ ดังกล่าวเป็นอย่างยิ่ง ซึ่งคำแนะนำของท่านจะเกิดประโยชน์ต่อการปรับปรุงแก้ไขในการสร้างเครื่องมือสำหรับการวิจัยของนักศึกษาให้มีคุณภาพและเหมาะสมเพื่อใช้ในการเก็บรวบรวมข้อมูลในการวิจัยต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์แก่นักศึกษาด้วยจะเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.คนกร สว่างเจริญ)
คณบดีบัณฑิตวิทยาลัย

งานประสานบัณฑิตศึกษา
โทร. ๐-๒๕๗๗-๗๐๐๐ ต่อ ๓๘๓๔

Appendix C
Research Instrument

The Consistency of research Tools (IOC)

Research Title: Strategies to The Development of organizational culture of Higher Education Management in Guangxi

NO	Strategies to The Development of organizational culture of Higher Education Management in Guangxi	For experts			IOC	Proposal
		1	2	3		
Material culture						
1	The physical appearance of the school is rich in form.	1	1	1	1.00	valid
2	The campus has beautiful scenery, and I feel comfortable and comfortable studying and living on campus.	1	1	1	1.00	valid
3	The physical design of the building is beautiful, with campus characteristics, and the overall building experience is good and comfortable.	1	1	1	1.00	valid
4	The infrastructure is complete, which can meet the needs of teachers and students in daily study, work and life.	1	1	1	1.00	valid
5	Advanced technology and equipment, the management and development of the school has a promoting role.	1	1	1	1.00	valid
6	The network carrier is rich, can play a good role in the internal and external publicity of the school, is conducive to the school to establish a positive image.	1	1	1	1.00	valid
7	Perfect service tools can provide a good life guarantee for teachers and students.	1	1	1	1.00	valid
8	The real culture, which is constituted by the material conditions of university education and teaching and can be felt by people, is impressive.	1	1	1	1.00	valid
9	Material culture is the most visible content of university organizational culture, it is the spiritual level of cultural carrier and external expression.	1	1	1	1.00	valid

NO	Strategies to The Development of organizational culture of Higher Education Management in Guangxi	For experts			IOC	Prop osal
		1	2	3		
10	Material culture directly reflects the history, tradition, characteristics and value of the university, and is an important symbol of the material form and comprehensive strength of the university culture.	1	1	1	1.00	valid
Behavioral culture						
1	University teachers and staff in education and teaching, scientific research, academic exchanges, learning life and cultural activities in the expression of good manners.	1	1	1	1.00	valid
2	Democratic school spirit, school governance, management in place, wind clear gas is.	1	1	1	1.00	valid
3	Teaching style rigorous, dedicated, teachers can seriously impart professional knowledge, but also can guide students to develop good character.	1	1	1	1.00	valid
4	Excellent style of study, realistic, innovative, upward.	1	1	1	1.00	valid
5	Advocating aboveboard, honest and dedicated code of conduct, the school has a good spirit.	1	1	1	1.00	valid
6	The relationship between teachers and students is harmonious, and the overall atmosphere of the school is positive, harmonious and orderly.	1	1	1	1.00	valid
7	Model education advocates virtue and leads teachers and students to be positive, healthy and upward.	1	1	1	1.00	valid
8	Social services cover a wide range of areas and make important contributions.	1	1	1	1.00	valid
9	University external behavior (university social service behavior) can help students improve their knowledge application ability by participating in community service.	1	1	1	1.00	valid
10	The internal behavior of the university (embodied in the management behavior of the university)	1	1	1	1.00	valid

NO	Strategies to The Development of organizational culture of Higher Education Management in Guangxi	For experts			IOC	Prop osal
		1	2	3		
	shows that the management mode is democratic and the thinking mode is clear.					
Institutional culture						
1	Institutional culture provides an important guarantee for the construction of organizational culture.	1	1	1	1.00	valid
2	In the process of teaching, scientific research and social services, the sum of all school systems gives people constraints and norms.	1	1	1	1.00	valid
3	The charter has a high degree of recognition, which can provide a good standard and follow for the development of the school.	1	1	1	1.00	valid
4	The organizational system, personnel system, teaching system, scientific research system, student daily management system, etc., is sound and reasonable.	1	1	1	1.00	valid
5	The system culture restricts the behavior criterion of the university subject.	1	1	1	1.00	valid
6	Institutional culture defines the internal and external governance and operating rules of the school.	1	1	1	1.00	valid
7	The implementation of the system has formed a unique cultural image, the school has formed a unique system culture.	1	1	1	1.00	valid
8	System construction is an important part of school modernization management.	1	1	1	1.00	valid
9	Institutional culture has a stable influence and directly affects the behavior of the university's stakeholders.	1	1	1	1.00	valid
10	The system culture has become the habit and rule of the behavior and activity of the subject of the university, which provides the restriction, norm and guidance for the teachers and students	1	1	1	1.00	valid

NO	Strategies to The Development of organizational culture of Higher Education Management in Guangxi	For experts			IOC	Prop osal
		1	2	3		
	of the university.					
Spiritual culture						
1	Spiritual culture is the core of school organizational culture.	1	1	1	1.00	valid
2	Spiritual culture reflects the school's purpose, training objectives and unique personality, and has become the spiritual wealth recognized by teachers, students and staff.	1	1	1	1.00	valid
3	The purpose of the school is clear and clear, which can provide correct guidance for the long- term development of the school.	1	1	1	1.00	valid
4	Advanced management concept, and can be recognized by the majority of teachers and students.	1	1	1	1.00	valid
5	The school has the right value orientation and can provide the right thought guidance for teachers and students.	1	1	1	1.00	valid
6	School administrators have an active way of thinking and a realistic and innovative spirit.	1	1	1	1.00	valid
7	The school motto and song truly reflect the school's purpose and spiritual pursuit.	1	1	1	1.00	valid
8	The overall spirit of the school is healthy and upward, and various undertakings have achieved high-quality development.	1	1	1	1.00	valid
9	Spiritual culture exists in every corner of the university campus, and affects the campus culture and the development of the school.	1	1	1	1.00	valid
10	Spiritual culture reflects the traditional spirit of the school and the values, moral and cultural views of teachers and students, as well as their thinking mode, psychological atmosphere and spiritual beliefs.	1	1	1	1.00	valid

Appendix D
The Results of the Quality Analysis of
Research Instruments

Research questionnaire

Research Title: The strategies to the Development of organizational culture of Higher Education Management in Guangxi

Explanation:

This questionnaire aims to understand the development status of the management and organizational culture of colleges and universities in Guangxi. This questionnaire is divided into two parts. The first part is the personal information of the people who fill in the questionnaire, with four questions. The second part is the investigation of the current situation of higher education management organizational culture, with 40 questions. Please tick \checkmark to the status quo that you think is most true based on your knowledge of the actual situation. Please refer to the following criteria to choose.

A score of 5 represents complete agreement, the highest level of status quo.

A score of 4 represents some agreement, indicating a high level of development status.

A score of 3 represents general agreement, indicating a moderate level of development status.

A score of 2 represents a slight disagreement, indicating a low level of development status.

A score of 1 represents complete disagreement, indicating the lowest level of development status.

Thank you very much for your support

Xiaoping Shen

Ph. D. student, BansomdejChaopraya Rajabhat University

Research questionnaire

Part I: Respondent Status (Personal Information)

problem
1. Gender <input type="checkbox"/> (1) male <input type="checkbox"/> (1) female
2. Highest education <input type="checkbox"/> (1) Less than a bachelor's degree <input type="checkbox"/> (2) Bachelor's degree or equivalent <input type="checkbox"/> (3) Master's degree <input type="checkbox"/> (4) Doctor's degree
3. positional titles <input type="checkbox"/> (1) Unrated or no rated <input type="checkbox"/> (2) The primary <input type="checkbox"/> (3) Intermediate <input type="checkbox"/> (4) A senior
4. Work experience related to organizational culture <input type="checkbox"/> (1) One to five years <input type="checkbox"/> (2) Six to ten years <input type="checkbox"/> (3) Eleven to fifteen years <input type="checkbox"/> (4) More than fifteen years

Part II: Questionnaire

The investigation of the current situation of the management and organizational culture in colleges and universities. Please select the survey options that best fit the actual situation of your campus and tick "√" below the box of "5 strongly agree, 4 somewhat agree, 3 generally agree, 2 somewhat disagree, 1 strongly disagree".

NO	Dependent variable	5	4	3	2	1
Material culture						
1	The physical appearance of the school is rich in form.					
2	The campus has beautiful scenery, and I feel comfortable and comfortable studying and living on campus.					
3	The physical design of the building is beautiful, with campus characteristics, and the overall building experience is good and comfortable.					
4	The infrastructure is complete, which can meet the needs of teachers and students in daily study, work and life.					
5	Advanced technology and equipment, the management and development of the school has a promoting role.					
6	The network carrier is rich, can play a good role in the internal and external publicity of the school, is conducive to the school to establish a positive image.					
7	Perfect service tools can provide a good life guarantee for teachers and students.					
8	The real culture, which is constituted by the material conditions of university education and teaching and can be felt by people, is impressive.					
9	Material culture is the most visible content of university organizational culture, it is the spiritual level of cultural carrier and external expression.					
10	Material culture directly reflects the history, tradition, characteristics and value of the university, and is an important symbol of the material form and comprehensive strength of the university culture.					

NO	Dependent variable	5	4	3	2	1
Behavioral culture						
1	University teachers and staff in education and teaching, scientific research, academic exchanges, learning life and cultural activities in the expression of good manners.					
2	Democratic school spirit, school governance, management in place, wind clear gas is.					
3	Teaching style rigorous, dedicated, teachers can seriously impart professional knowledge, but also can guide students to develop good character.					
4	Excellent style of study, realistic, innovative, upward.					
5	Advocating aboveboard, honest and dedicated code of conduct, the school has a good spirit.					
6	The relationship between teachers and students is harmonious, and the overall atmosphere of the school is positive, harmonious and orderly.					
7	Model education advocates virtue and leads teachers and students to be positive, healthy and upward.					
8	Social services cover a wide range of areas and make important contributions.					
9	University external behavior (university social service behavior) can help students improve their knowledge application ability by participating in community service.					
10	The internal behavior of the university (embodied in the management behavior of the university) shows that the management mode is democratic and the thinking mode is clear.					
Institutional culture						
1	Institutional culture provides an important guarantee for the construction of organizational culture.					
2	In the process of teaching, scientific research and social services, the sum of all school systems gives people constraints and norms.					
3	The charter has a high degree of recognition, which can provide a good standard and follow for the development of the school.					

NO	Dependent variable	5	4	3	2	1
4	The organizational system, personnel system, teaching system, scientific research system, student daily management system, etc., is sound and reasonable.					
5	The system culture restricts the behavior criterion of the university subject.					
6	Institutional culture defines the internal and external governance and operating rules of the school.					
7	The implementation of the system has formed a unique cultural image, the school has formed a unique system culture.					
8	System construction is an important part of school modernization management.					
9	Institutional culture has a stable influence and directly affects the behavior of the university's stakeholders.					
10	The system culture has become the habit and rule of the behavior and activity of the subject of the university, which provides the restriction, norm and guidance for the teachers and students of the university.					
Spiritual culture						
1	Spiritual culture is the core of school organizational culture.					
2	Spiritual culture reflects the school's purpose, training objectives and unique personality, and has become the spiritual wealth recognized by teachers, students and staff.					
3	The purpose of the school is clear and clear, which can provide correct guidance for the long-term development of the school.					
4	Advanced management concept, and can be recognized by the majority of teachers and students.					
5	The school has the right value orientation and can provide the right thought guidance for teachers and students.					
6	School administrators have an active way of thinking and a realistic and innovative spirit.					
7	The school motto and song truly reflect the school's purpose and spiritual pursuit.					

NO	Dependent variable	5	4	3	2	1
8	The overall spirit of the school is healthy and upward, and various undertakings have achieved high-quality development.					
9	Spiritual culture exists in every corner of the university campus, and affects the campus culture and the development of the school.					
10	Spiritual culture reflects the traditional spirit of the school and the values, moral and cultural views of teachers and students, as well as their thinking mode, psychological atmosphere and spiritual beliefs.					

Guangxi higher education management organizational culture development strategy evaluation questionnaire

Explanation:

1. The tool used this time is to evaluate the development strategy of higher education management organizational culture in Guangxi.

2. Please carefully read the questionnaire to evaluate all aspects of cultural development strategies of higher education management organizations in Guangxi.

3. This questionnaire uses a 5-scale to evaluate the correctness and appropriateness of the organizational culture development strategy. Please check before the option that most accords with your idea according to the actual situation.

Specific scores are as follows:

A score of 5 is the highest level

A score of 4 means somewhat correct/appropriate for high level

A score of 3 is generally correct/appropriate as medium

A score of 2 represents a somewhat incorrect/appropriate low level

A score of 1 represents completely incorrect/appropriate as the lowest level

The researchers really appreciate your help!

Xiaoping Shen

Ph. D. student, BansomdejChaopraya Rajabhat University

1. Reliability and validity analysis results of the questionnaire.
Scale: ALL VARIABLES

Case Processing Summary			
		N	%
Cases	Valid	426	100.0
	Excluded ^a	0	.0
	Total	426	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.938	40

Table 1 Results of reliability analysis of the questionnaire

Scale: ALL VARIABLES

Case Processing Summary			
		N	%
Cases	Valid	426	100.0
	Excluded ^a	0	.0
	Total	426	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.897	10

Table 2 Results of reliability analysis of the scale of material culture

Scale: ALL VARIABLES

Case Processing Summary			
		N	%
Cases	Valid	426	100.0
	Excluded ^a	0	.0
	Total	426	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.940	10

Table 3 Results of reliability analysis of the scale on behavioral culture

Scale: ALL VARIABLES

Case Processing Summary			
		N	%
Cases	Valid	426	100.0
	Excluded ^a	0	.0
	Total	426	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.924	10

Table 4 Results of reliability analysis of the scale on institutional culture

Scale: ALL VARIABLES

Case Processing Summary			
		N	%
Cases	Valid	426	100.0
	Excluded ^a	0	.0
	Total	426	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.937	10

Table 5 Results of reliability analysis of the scale of spiritual culture

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.950
Bartlett's Test of Sphericity	Approx. Chi-Square	11113.242
	df	780
	Sig.	.000

Table 6 Results of validity test of the scale involved in the questionnaire

2. Interview sheet

Research Title : Strategies to The Development of organizational culture of Higher Education Management

Interview question
1. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the material and cultural strategies of the management and organizational culture of higher education in Guangxi.
2. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of behavior and culture?
3. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of institutional culture?
4. Combined with your experience in the management and organizational culture of colleges and universities, please talk about how to formulate the strategy of the management and organizational culture of higher education in Guangxi in terms of spirit and culture?

Appendix E
Certificate of English



Appendix F
The Document for Acceptance Research



Acceptance Letter

Dear Author(s): **Xiaoping Shen, Asst. Prof. Dr. Patchara Dechhome**

Paper ID	RM_39
Paper Title	Strategies to The Development of Organization Culture of Higher Education Management in Guangxi

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Researcher Profile

Name-Surname: Mrs.Shen Xiaoping
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- Fuchuan Ethnic Middle School of Fuchuan Yao Autonomous County in 2001
- 2004-2008, Bachelor of Chinese Language and Literature, Guangxi University for Nationalities
- 2016-2018, Master of Engineering, Guilin University of Electronic Technology
- 2020-2023, Ph.D. in Educational Management, Ph. D. student, Bansomdejchaopraya Rajabhat University

Work experience

- 2008-present Teacher at Hezhou University

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