

GUIDELINES FOR IMPROVING ORGANIZATIONAL CLIMATE
MANAGEMENT OF UNIVERSITIES IN GUANGXI

PENG ZHEN

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

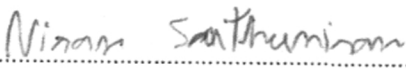
Academic Year 2023

Copyright of Bansomdejchaopraya Rajabhat University

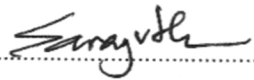
Thesis Title Guidelines for Improving Organizational Climate Management of Universities in Guangxi

Author Mrs.Peng Zhen

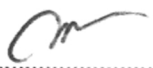
Thesis Committee


 Chairperson
(Associate Professor Dr. Niran Sutheeranon)

 Committee
(Assistant Professor Dr. Patchara Dechhome)


 Committee
(Assistant Professor Dr. Sarayuth Sethakhajorn)


Accepted by Bansomdejchaopraya Rajabhat University in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Educational Administration

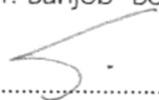
 Dean of Graduate School
(Assistant Professor Dr. Kanakorn Sawangcharoen)

 President
(Assistant Professor Dr. Kanakorn Sawangcharoen)

Defense Committee

 Chairperson
(Associate Professor Dr. Sanrudee Deepu)

 Committee
(Assistant Professor Dr. Banjob Boonchan)

 Committee
(Associate Professor Dr. Thirasak Uppamaiathichai)

Thesis	Guidelines for Improving Organizational Climate Management of Universities in Guangxi
Author	Peng Zhen
Program	Educational Administration
Major Advisor	Associate Professor Dr.Niran Sutheeniran
Co-advisor	Assistant Professor Dr.Patchara Dechhome
Co-advisor	Assistant Professor Dr.Sarayuth Sethakhajorn
Academic Year	2023

ABSTRACT

The objectives of this research were: 1) to investigate the current situation of organizational climate management of universities in Guangxi, 2) to provide the guidelines for improving organizational climate management of universities in Guangxi, and 3) to evaluate the suitability and feasibility of guidelines for improving organizational climate management of universities in Guangxi. The sample were includes 368 administrators from a total of 16 universities in 3 types of universities (11 public universities, 3 private universities and 2 vocational universities) in Guangxi. Research instruments include questionnaire, structured interview, and evaluation form. data analysis by using percentage, mean, standard deviation and content analysis.

The results found that: 1) The current situation of organizational climate management of universities in Guangxi was at a medium level. 2) The guidelines for improving organizational climate of universities in Guangxi includes seven aspects, totaling 44 guidelines. There is interpersonal relationship, supportive climate, justice climate, management style, hierarchical system, innovation climate, and organizational identification. 3) The suitability and feasible of the guidelines were the highest level.

Keywords: Guidelines for Improving Management, Organizational Climate Management, Guangxi Universities

ชื่อเรื่อง	แนวทางการพัฒนาการจัดการบรรยากาศในองค์กรของมหาวิทยาลัยในมณฑลกวาสี
ชื่อผู้วิจัย	เผิง เจิ้น
สาขาวิชา	การบริหารการศึกษา
อาจารย์ที่ปรึกษาหลัก	รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์
อาจารย์ที่ปรึกษาร่วม	ผู้ช่วยศาสตราจารย์ ดร.พัชรา เดชโฮม
อาจารย์ที่ปรึกษาร่วม	ผู้ช่วยศาสตราจารย์ ดร.สรายุทธ์ เศรษฐขจร
ปีการศึกษา	2566

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อสำรวจสภาพปัจจุบันของการจัดการบรรยากาศในองค์กรของมหาวิทยาลัยในมณฑลกวาสี 2) เพื่อเสนอแนวทางการพัฒนาการจัดการบรรยากาศในองค์กรของมหาวิทยาลัยในมณฑลกวาสี และ 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาการจัดการบรรยากาศในองค์กรของมหาวิทยาลัยในมณฑลกวาสี กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารมหาวิทยาลัยในมณฑลกวาสี 14 แห่ง แบ่งออกเป็น 3 ประเภท ได้แก่ มหาวิทยาลัยรัฐ จำนวน 11 แห่ง มหาวิทยาลัยเอกชน จำนวน 3 แห่ง และ วิทยาลัยอาชีวศึกษา จำนวน 2 แห่ง รวมทั้งสิ้น 368 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม แบบสัมภาษณ์แบบมีโครงสร้าง และแบบประเมิน สถิติที่ใช้ในการวิจัย ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า 1) สภาพปัจจุบันของการจัดการบรรยากาศในองค์กรของมหาวิทยาลัยในมณฑลกวาสี อยู่ในระดับกลาง 2) แนวทางการพัฒนาการจัดการบรรยากาศในองค์กรของมหาวิทยาลัยในมณฑลกวาสี ประกอบด้วย 7 ด้าน รวมทั้งสิ้น 44 แนวทาง ได้แก่ 1) ความสัมพันธ์ระหว่างบุคคล 2) บรรยากาศที่เอื้ออำนวย 3) บรรยากาศด้านความยุติธรรม 4) รูปแบบการบริหารจัดการ 5) ระบบองค์กรแบบลำดับขั้น 6) บรรยากาศทางนวัตกรรม และ 7) การระบุด่วนต่อองค์กร 3) ผลการประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาการจัดการบรรยากาศในองค์กรของมหาวิทยาลัยในมณฑลกวาสี อยู่ในระดับสูงสุด

คำสำคัญ: แนวทางการจัดการ มหาวิทยาลัยในมณฑลกวาสี บรรยากาศในองค์กร

Acknowledgements

Reflecting on my journey to completing this dissertation, I am deeply grateful for the support I received from many individuals and institutions.

My deepest appreciation goes to Bansomdejchaopraya Rajabhat University. The academic environment and resources provided by this esteemed institution have been instrumental in my growth and success. The university's commitment to fostering a nurturing and intellectually stimulating environment has allowed me to flourish. I am grateful for the opportunities to engage with diverse perspectives and for the unwavering support from the university's administration and staff.

I cannot fully express my gratitude to my major advisor, Associate Professor Dr.Niran Sutheeniran. Your guidance, wisdom, and encouragement have been the cornerstone of my academic journey. From conceptualizing my research to the final drafts, your mentorship has been invaluable. Your insightful feedback and unwavering support have shaped this dissertation and significantly influenced my development as a researcher and scholar. Your dedication to excellence, rigorous standards, and ability to inspire have left an indelible mark on my academic pursuits. Your patience and understanding during times of difficulty have been a source of comfort and strength, allowing me to persevere and overcome obstacles. You have been more than a mentor; you have been a role model, demonstrating through your own work and actions the qualities of a dedicated and passionate academic.

I am equally indebted to my co-advisors, Assistant Professor Dr.Patchara Dechhome and Assistant Professor Dr.Sarayuth Sethakhajorn. Your expertise and constructive critiques have been invaluable. Your support and encouragement have been crucial in helping me navigate the complexities of my research. Your detailed reviews, thoughtful suggestions, and constant encouragement have played a pivotal role in refining my research and enhancing this dissertation's quality.

To my parents, Peng Xincal and Lin Xiaohong, your unwavering love and support have been my foundation. Your sacrifices and encouragement have propelled me forward. To my beloved daughter, Huang Linxi, born during my doctoral studies and now three years old, thank you for choosing me to be your mother. You

have brought immense joy, surprise, and inspiration into my life. Watching you grow and discover the world has been a beautiful experience. I hope you see the world's beauty and experience life's richness and excitement. Your laughter and curiosity have been a constant source of joy, and your resilience has inspired me to strive for greatness.

I also express my heartfelt appreciation for Thailand, a country that has become my second home. The rich cultural heritage, the warmth of the people, and the vibrant academic community have greatly enriched my experience. Thailand has provided me with an environment that fosters learning and growth. The kindness and hospitality of the Thai people, the diverse and delicious cuisine, the stunning landscapes, and the unique traditions have all contributed to making my stay in Thailand a truly enriching and unforgettable experience.

Lastly, I am deeply thankful for the destiny and opportunities that have come my way. As William Shakespeare once wrote, "It is not in the stars to hold our destiny but in ourselves." This journey has been a testament to the power of perseverance and the importance of seizing opportunities. I am humbled by the support and encouragement I have received from friends, colleagues, and mentors along the way. Every step of this journey has been filled with challenges and triumphs, and I am grateful for the experiences that have shaped me into who I am today.

In conclusion, this dissertation is a culmination of the efforts of many individuals. To everyone who has been a part of this journey, your support has been my guiding light, and for that, I am eternally grateful. This work stands as a testament to the collaborative spirit, the power of mentorship, the strength of family, and the opportunities afforded by an inclusive and supportive academic community.

Peng Zhen

Contents

	Page
Abstract.....	i
Acknowledgements.....	lii
Contents.....	iv
List of Figures.....	vi
List of Tables.....	vii
Chapter	
1 Introduction.....	1
Rationale.....	1
Research Questions.....	3
Objectives.....	3
Scope of Research.....	3
Advantages.....	5
Definition of Terms.....	6
Research Framework.....	9
2 Literature Review.....	10
Concepts of Educational Administration.....	10
Concepts of Organizational Climate.....	21
Concepts of Organizational Climate Management.....	47
Concepts of Organizational Climate Management in universities...	61
Related Research.....	65
3 Research Methodology.....	87
Phase 1.....	87
The Population/ Sample group.....	87
Research Instruments	89
Data Collection.....	90
Data Analysis.....	90

Contents (Continued)

	Page
Phase 2	91
The Population/ Sample group.....	91
Research Instruments	91
Data Collection.....	92
Data Analysis.....	92
Phase 3	92
The Population/ Sample group.....	92
Research Instruments	93
Data Collection.....	94
Data Analysis.....	94
4 Results of Analysis	95
Symbols and abbreviations.....	95
Presentation of Data Analysis.....	95
5 Conclusion Discussion and Recommendations	144
Conclusion.....	144
Discussion.....	151
Recommendations.....	201
Future Researches.....	204
References	205
Appendixes	230
A List of Specialists and Letters of Specialists Invitation for IOC Verification.....	231
B Official Letter.....	237
C Research Instrument.....	247
D The Context of the Interviewees.....	281
E Certificate of English.....	324
F The Document for Accept Research.....	326
Research Profile	328

List of Figures

Figure		Page
1.1	Research Framework.....	9
2.1	Organizational Climate Management diagram (Summary of this study).....	61
4.1	Guidelines for improving organizational climate management of universities in Guangxi.....	127

List of Tables

Table	Page
2.1 Research on the aspects of organizational climate.....	29
2.2 30 Commonly used organizational and performance evaluation indicators.....	60
3.1 Lists of university and sample size.....	88
4.1 Descriptive statistical analysis of the sample.....	96
4.2 The mean and standard deviation of the current situation of organizational climate management of universities in Guangxi in seven aspects.....	100
4.3 The mean and standard deviation of the current situation of organizational climate management of universities in Guangxi in interpersonal relationship.....	101
4.4 The mean and standard deviation of the current situation of organizational climate management of universities in Guangxi in supportive climate.....	102
4.5 The mean and standard deviation of the current situation of organizational climate management of universities in Guangxi in justice climate.....	104
4.6 The mean and standard deviation of the current situation of organizational climate management of universities in Guangxi in management style.....	106
4.7 The mean and standard deviation of the current situation of organizational climate management of universities in Guangxi in hierarchical system.....	108
4.8 The mean and standard deviation of the current situation of organizational climate management of universities in Guangxi in innovation climate.....	109

List of Tables (Continued)

Table	Page
4.9 The mean and standard deviation of the current situation of organizational climate management of universities in Guangxi in organizational identification.....	111
4.10 Key information of Interviewees.....	113
4.11 Guidelines for improving organizational climate management of universities in Guangxi.....	121
4.12 Mean and standard deviation of the suitability of guidelines for improving organizational climate management of universities in Guangxi.....	128
4.13 Mean and standard deviation of the feasibility of guidelines for improving organizational climate management of universities in Guangxi.....	129
4.14 Mean and standard deviation of the suitability of guidelines for improving organizational climate management of universities in Guangxi in interpersonal relationship.....	130
4.15 Mean and standard deviation of the feasibility of guidelines for improving organizational climate management of universities in Guangxi in interpersonal relationship.....	131
4.16 Mean and standard deviation of the suitability of guidelines for improving organizational climate management of universities in Guangxi in Supportive Climate.....	132
4.17 Mean and standard deviation of the feasibility of guidelines for improving organizational climate management of universities in Guangxi in Supportive Climate.....	133
4.18 Mean and standard deviation of the suitability of guidelines for improving organizational climate management of universities in Guangxi in Justice Climate.....	134

List of Tables (Continued)

Table	Page
4.19 Mean and standard deviation of the feasibility of guidelines for improving organizational climate management of universities in Guangxi in Justice Climate.....	135
4.20 Mean and standard deviation of the suitability of guidelines for improving organizational climate management of universities in Guangxi in Management Style.....	136
4.21 Mean and standard deviation of the feasibility of guidelines for improving organizational climate management of universities in Guangxi in Management Style.....	137
4.22 Mean and standard deviation of the suitability of guidelines for improving organizational climate management of universities in Guangxi in Hierarchical System.....	138
4.23 Mean and standard deviation of the feasibility of guidelines for improving organizational climate management of universities in Guangxi in Hierarchical System.....	139
4.24 Mean and standard deviation of the suitability of guidelines for improving organizational climate management of universities in Guangxi in Innovation Climate.....	140
4.25 Mean and standard deviation of the feasibility of guidelines for improving organizational climate management of universities in Guangxi in Innovation Climate.....	141
4.26 Mean and standard deviation of the suitability of guidelines for improving organizational climate management of universities in Guangxi in Organizational Identification.....	142
4.27 Mean and standard deviation of the feasibility of guidelines for improving organizational climate management of universities in Guangxi in Organizational Identification.....	143

Chapter 1

Introduction

Rationale

With rapid development of higher education, Guangxi province in China appears a surge of universities accompanied by a series of management problems. Universities, like all organizations which combined by lots of people or groups with common goals and clear boundary, are dynamic and living systems. The actions and decisions of one person can influence the learning world of others - both directly and indirectly. Even some people recognize the quality of one university from the "feel" of that organization. Many researches demonstrate that the organizational climate can enhance or detract from a lots of aspects of universities, such as the quality of education in schools (Anderson, 1982, p.235-258 ; Hoy and Hoy , 2003 , p.95), attitudes and behaviors of educational team, behavioral and social skills of the students on both ends of the spectrum (Collins & Parson, 2010, p.34-39; Flay, 2000, p.861-885; Patton, Bond, Carlin, Thomas, Butler, Glover, & Bowes, 2006, p.1582-1587).

Undoubtedly, the establishment of positive organizational climate is of great significance to the development of universities. If an organization wants to remain alive, enduring, and stand out from the competition, it must ensure efficient operation. The competition among organizations not only includes the competition of products and services, but also includes the competition of talents and the competition of corporate culture. How to attract and retain talents has become a problem that most enterprises need to think deeply about. Organization climate creating a good organizational climate for employees can make them clear about the expectations of the organization, better position their roles, and ultimately help the organization improve performance and achieve goals (Kopelman, Brief, Guzzo, & Schneider, 1990, p.282-318). A good organizational climate can also reduce the transfer rate and turnover rate by increasing employees' job satisfaction. Harmonious organizational climate plays a magical lubricant role in the relationship between employees and employees, employees and leaders. organizational climate also plays a complementary or

substitute role for rigid norms and systems (Duan Jinyun, Wang Juanjuan, Zhu Yuelong, 2014, p.69-73).

Today, there are 44.3 million students and 1,885,200 teachers in 1,238 universities, institutions and colleges in China, which means that each university or institution or college has an average of more than 35,783 students and more than 1,500 teachers (not includes administrative staffs), according to *"Statistical Bulletin on the Development of National Education in 2021"*, Ministry of Education of the People's Republic of China. At the same time, there are over 627 thousands students and 51,929 teachers in universities, institutions and colleges in Guangxi (according to the *"Main Results of Guangxi Education Statistics in 2022"*). The importance of understanding higher education cannot be overlooked or ignored. For a long time, higher education, as a quasi-public product, is provided by the government's monopoly production, and it is difficult for market forces and social autonomy forces to intervene, which forms a closed relationship between the government and schools, resulting in many drawbacks (Sheng Bing, 2003, p.91-102) From modern corporations to universities to grassroots communities, if they are to be run efficiently and orderly, they can be run without government, but not without governance/administration (Yu Keping, 1999, p.32-42).

In recent years, the concept of organizational climate was used to research on different types of school. It was demonstrated that it was a useful tool for assessing and improving the efficiency in schools. However, the research examining these factors in universities appears thin. Additionally, current discussions tend to group all universities into school category or simply non-profit organizations. It means that there is a lack of research on organizational climate in Chinese universities. The research on higher education in China mainly focuses on library, graduates, teaching reform, personnel training, ideological and political education and so on. Although it has been nearly 60 years since organizational climate was introduced into school organizational research, there is still no research on organizational climate in universities in China. Halpin first introduced the concept of organizational climate into school organization, and he had a very appropriate analogy: "School climate is to the school, just as personality is to the individual" (Halpin A W, 1966, p.88) However, the literature is rich with positive academic and social outcome data when students attend schools with a

healthy and open climate in other countries. The aim of this study was to describe the organizational climate of Guangxi universities and strongest predictors of the organizational climate of Guangxi universities. According to the results of statistical analysis, this research presents the guidelines for organizational climate management in Guangxi universities, and evaluate the suitability and feasibility of it. It will add to existing knowledge base about Chinese universities and the organizational climate literature as it relates to Chinese universities.

Research Questions

This paper thus focuses on the following questions.

1. What is the current situation of organizational climate management of universities in Guangxi?
2. What are the guidelines for improving organizational climate management in Guangxi universities?
3. Are the guidelines for improving organizational climate management in Guangxi universities suitability and feasibility?

Objectives

1. To investigate the current situation of organizational climate management of universities in Guangxi.
2. To provide the guidelines for improving organizational climate management of universities in Guangxi.
3. To evaluate the suitability and feasibility of guidelines for improving organizational climate management of universities in Guangxi.

Scope of the Research

Population

According to the *"2019 Guangxi Education Data Release: Faculty and Staff Situation in Institutions of higher Learning"* released by the Department of Education of Guangxi on July 20, 2020, there are 8,535 administrators from 31 Guangxi universities.

The Sample

According to Krejcie and Morgan sampling table, by using using systematic random sampling and sample random sampling, the sample includes 368 administrators from a total of 16 universities in 3 types of universities (11 public universities, 3 private universities and 2 vocational universities) in Guangxi.

Interview Object

The interviewees in this study are 16 administrators from 3 types of universities (11 from public universities, 3 from private universities and 2 from vocational universities) in Guangxi, who met the following criteria, 1) At least 3 years as administrator in universities in Guangxi, 2) must have some understanding of organizational climate, 3) must be willing to participate in an audio-recorded structured interview, 4) must be willing to review the transcripts of their interviews for validation.

Evaluation team of guidelines suitability and feasibility

The experts for evaluation of the suitability and feasibility of guidelines for improving the organizational climate were 5 high-level administrators. The qualifications of the experts are as follows: 1) at least 20 years of work experience in administrator in universities or governmental educational department, 2) have extensive experience in educational administration, 3) graduated with master's degree or above, 4) academic title is associate professor or above.

The Variable

According to the analyzed of related theories and researches, organizational climate management of universities in Guangxi are as follows: 1) interpersonal relationship 2) supportive climate 3) justice climate 4) management style 5) hierarchical system 6) innovation climate 7) organizational identification.

Advantages

1. Analysis of Current Organizational Climate Management of universities in Guangxi: By investigating the current situation of organizational climate management in Guangxi universities, this study provides a comprehensive understanding of existing practices and challenges. This allows for benchmarking against best practices, identifying critical gaps, and facilitating data-driven decision-making. Additionally, it engages stakeholders in the change process and establishes a solid foundation for future research and interventions. The findings offer valuable insights that can guide universities in making informed improvements to their organizational climate, ultimately enhancing the overall effectiveness and efficiency of their management systems.

2. Providing the Guidelines for Improving Organizational Climate Management of universities in Guangxi: Providing guidelines for improving organizational climate management in Guangxi universities ensures that recommendations are specifically tailored to the local context. These customized guidelines serve as a strategic roadmap for administrators, offering clear, actionable steps to address identified issues. They enhance various aspects of organizational climate, such as communication, trust, leadership, and innovation, leading to a more supportive and productive work environment. Moreover, these guidelines can be adapted and scaled to other regions or institutions, broadening the impact of the research and contributing to better educational management practices.

3. Evaluating the suitability and feasibility of guidelines for improving organizational climate management of universities in Guangxi: Evaluating the suitability and feasibility of the proposed guidelines ensures their practical implementation within Guangxi universities. This process provides insights into potential obstacles and challenges, allowing for proactive risk mitigation. It also offers feedback loops for continuous improvement, ensuring the guidelines remain relevant and effective over time. Demonstrating the practicality of the guidelines helps gain buy-in from key stakeholders, facilitating successful adoption and engagement. Overall, this evaluation ensures that the proposed guidelines are actionable and beneficial, leading to sustained improvements in organizational climate management.

Definition of Terms

Organizational Climate: Drawing from the definitions provided by previous researchers, the author posits that organizational climate, akin to organizational culture and organizational performance, is a concept situated at the organizational level. It emanates from the individual's subjective perception of the organizational environment, encompassing the practices, procedures, and behaviors that are expected, encouraged, and supported within the organization. When individual perceptions within the same organization align, they form a distinct and relatively stable collective perception that differentiates one organization from another. This collective perception influences all members of the organization through institutional norms, moral guidelines, and motivational dynamics. Organizational climate comprises seven key aspects: interpersonal relationships, supportive climate, justice climate, management style, hierarchical system, innovation climate, and organizational identification. These aspects collectively shape the organizational climate, impacting overall organizational effectiveness and member engagement.

Interpersonal Relationship: Interpersonal relationship refers to the psychological connections and psychological distances that individuals develop during interpersonal interactions. These interactions involve aspects such as personality, attitudes, and emotions, leading to varying degrees of rapport, mutual attraction, or mutual repulsion. Consequently, these factors influence the level of intimacy or alienation between individuals. In an organizational context, interpersonal relationships encompass the perceived relationships between superiors, subordinates, and colleagues. Effective management of these relationships is crucial for fostering a collaborative and harmonious work environment, ultimately contributing to organizational cohesion and performance.

Supportive climate: Supportive climate reflects members' shared beliefs and overall perception of whether the organization encourages or accepts certain behaviors that support and value employees. It indicates the degree to which the organization values employees' contributions and cares about their well-being. A positive supportive climate fosters a sense of belonging and motivates employees to engage

and perform at their best, enhancing overall organizational effectiveness and employee satisfaction.

Justice Climate: The justice climate in an organization refers to members' psychological perceptions of the fairness of their work environment. The organizational justice climate can be divided into three aspects: 1) **Distributive Justice:** This aspect concerns the degree to which employees perceive fairness in the allocation of work tasks and compensation. It reflects whether employees feel that their rewards and workload are distributed equitably. 2) **Procedural Justice:** This aspect pertains to employees' perceptions of the fairness of the procedures and processes used to make decisions. It involves the transparency, consistency, and impartiality of the decision-making processes within the organization. 3) **Interactional Justice:** This aspect refers to the degree to which employees believe that organizational leaders interact with them fairly during the decision-making process. It includes respect, dignity, and the quality of interpersonal treatment received from supervisors and managers. Understanding and managing these dimensions of justice climate are crucial for maintaining employee morale, trust, and overall organizational effectiveness.

Management style: Management Style is defined as the habitual ways in which managers conduct their daily activities and interact with their subordinates. It encompasses a range of behaviors influenced by the leader's personal attributes and is classified into various types, including transformational, transactional, and situational leadership. Understanding and effectively applying different management styles can significantly impact organizational culture, employee engagement, and overall performance.

Hierarchical System: Hierarchical System refers to an impersonal characteristic of an organization, which means that the organization has a clear authority level and a system of handling work procedures. The division of labor is based on the division of functions and specialties, and the rule system covers the rights and obligations of staff members. Employment and promotion are based on the professional and technical abilities of the members. This system aims to ensure efficiency, predictability, and impartiality within the organization, providing a stable and structured environment for employees to perform their roles effectively.

Innovation Climate: Innovation climate refers to the subjective cognition of organizational members (superiors, colleagues, subordinates) about the willingness to innovate, the exchange of ideas and behaviors, and the degree of appreciation (including material encouragement and spiritual internalization).

Organizational Identification: Organizational identification is a cognitive, relational and comparative sense of members who are belonging to the organization, which is partly to enhance self-esteem that lead members to invest more of their self-concept in valued personas in the organization then tend to view their social identities positively. Members will be so proud of the organization that to advise others to attend the organization, but painful and even debilitating if the organization encounters failure.

Organizational Climate Management: Organizational climate management in this study refers to a series of management behaviors aimed at improving organizational efficiency and improving organizational climate through efficiency management and management effectiveness. Among them, efficiency management emphasizes the ratio of input to output, and management effectiveness emphasizes the "soft power" of measuring the level of organization's operation.

Guidelines for Improving Organizational Climate Management: Guidelines for improving organizational climate management of universities in Guangxi management refer to a series of methods, policies and measures for improving organizational climate management in universities

Research Framework

According to the theory of organizational climate, the research framework of this paper is shown in Figure 1.1.

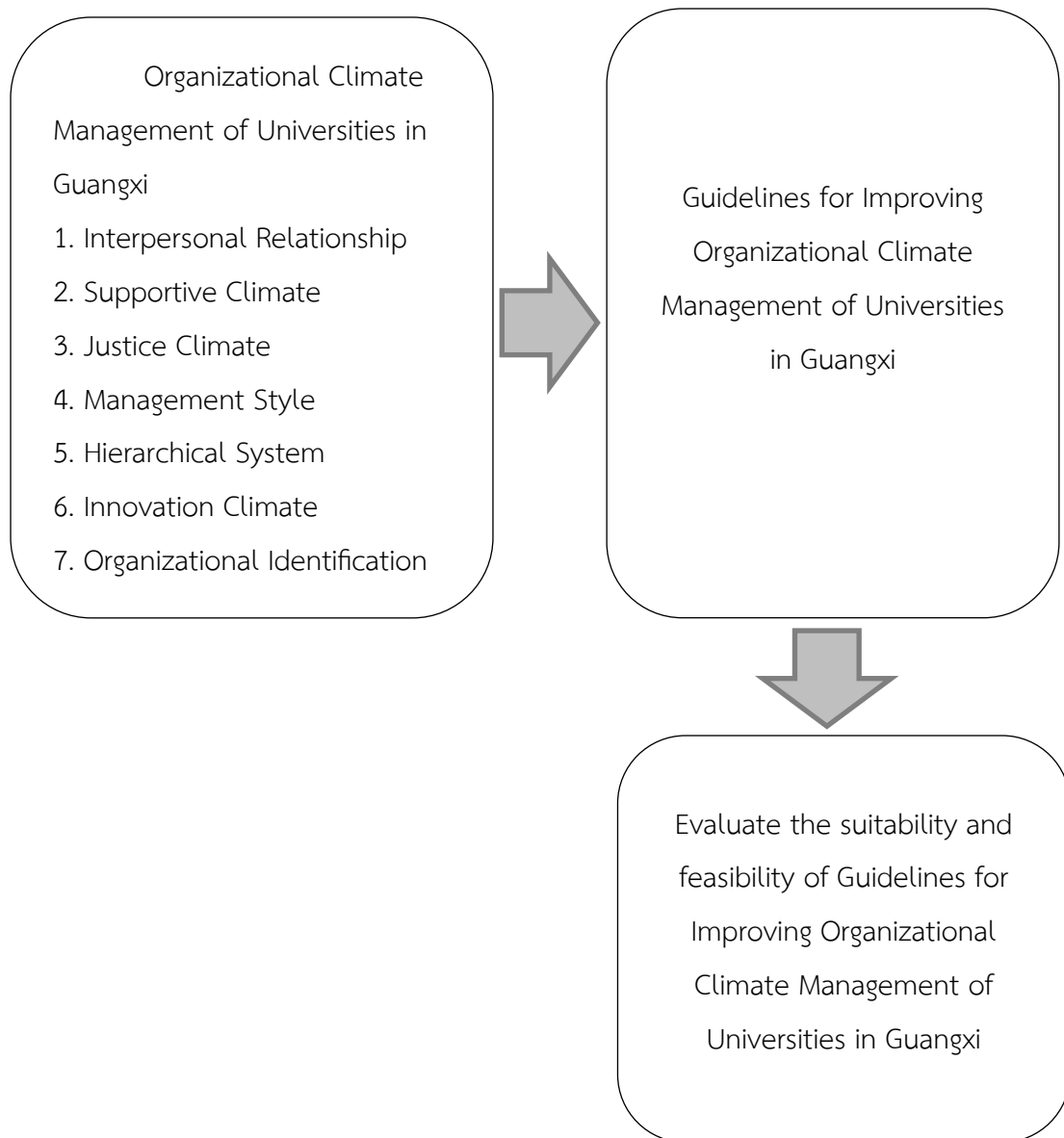


Figure 1.1 Research Framework

Chapter 2

Literature Review

The problem addressed in this research study is the gap in the literature concerning how to improve the organizational climate management in universities in Guangxi in China. This study uses educational management science and combines relevant research theories, analyze the research status of organizational climate, organizational management, organizational climate management for universities systematically, through reviewing literature, analyze the shortcomings of the current theoretical research. It mainly includes the following aspects:

1. Concepts of Educational Administration
2. Concepts of Organizational Climate
3. Concepts of Organizational Management
4. Concepts of Organizational Climate Management for Universities
5. Related Research

The details are as follows.

Concepts of Educational Administration

The Development of Educational Management

Xia, Shang and Western Zhou (from 2070 BC to 771 BC) carried out China already had schools and educational management in the slave society (from about the 21st century BC to 476 BC). The educational management system of "learning in the government" and "integration of officials and teachers". During the Spring and Autumn Period, "rites and music collapsed", private schools flourished, and official schools declined. In Qin Dynasty, the system of "taking officials as teachers" was mainly implemented, and in Han, Tang, Yuan, Ming and Qing dynasties, the educational management mode of "integration of officials and teachers" was mainly implemented. In the late Qing Dynasty and the early Republic of China (about 1900 for the Gregorian calendar you to 1920), schools in the modern sense were established in China. Modern schools in China, along with the wave of learning from Guo Hongling (1998, p.41-53)

pointed out western countries in economy and science and technology, have constantly transplanted management ideas and methods of Western countries in management. From the end of the 19th century to the beginning of the 20th century, the ideological work of western social management has undergone a qualitative leap. Among them, Frederick Winslow Taylor is the representative figure. Taylor (1911, p.23) is a famous engineer and management scientist in the United States. He systematically introduced scientific methods into management practice for the first time, integrated the management ideas and practical experience of predecessors, founded scientific management, and set a precedent for the study of management theories, making management truly a science and getting further development. Taylor found that due to poor management, there was widespread waste of human and material resources in production, resulting in low production efficiency. Therefore, he put forward a series of management measures, from training, talent selection, cooperation and division of responsibilities proposed management methods. In Taylor's view, scientific management essentially requires a "mental revolution" on both sides, in which both employers and workers understand the benefits of using scientific, standardized methods to increase productivity. Huang Wei (2000, p.21) said Taylor's management thought aroused people's attention, and later his thought was called Scientific Management Theory by later generations.

Spaulding and Bobbitt (1913, p.15) applied to educational management, which emphasized measurement and evaluation, and quantitative control over teacher teaching and student learning. Educational management is derived from the development of management theory, so it lags behind the development of management. In order to meet the needs of the rapidly developing industry and the democratic process, the scale of the school has been expanded, various courses have been reformed, and the investment in education has been increasing, but the efficiency of the school operation is not high and the waste is serious. After Taylor's scientific management theory was put forward, it was not only quickly applied to the management practice of industrial and mining enterprises, but also found its own position in the theory and practice of educational management. Later, Gulick & Urwick the principle of "control span" based on the process theory, and also proposed a

supplement to scientific management theory. Their theory is called administrative management theory. The thought of Gulick & Urwick reflects the application of Tyrow's scientific management theory in educational management theory and practice and also reflects the characteristics of this era. In the days when they advocated the Tero system. First of all, Tyro influenced administrators to attach importance to the control of education finance. Secondly, to promote the study of educational management issues, a group of educational management experts have emerged, including university professors of education and famous guidance personnel. Thirdly, the most important influence is the emphasis on the evaluation and measurement of school education work, and the establishment of research institutes to help school supervisors and school staff how to use measurement and evaluation methods.

Huang Wei (2000, p.21) thought it is worth noting that although they found the significance and valuable aspects of the Tero system for educational management, they ignored the harm brought by simply applying the Tero system to education, and ignored the conflict between the philosophical concept of scientific management and the educational value and democratic belief. Outlining the development of education during this period, Callahan (1964, p.183) said adopted the attitudes and values of the business community towards education issues. Educators succumbs to the influence of business and industry, and to the tenets of scientific management, leading school leaders to place business considerations above educational goals in the management of schools, leading to the "tragedy of American education" - no longer seeing themselves as protectors of knowledge, as leaders of education, but as managers of anti-knowledge corporations. Not concerned with the goals of advanced learning, but with the productivity and efficiency of commerce and industry.

Fayol (1949, p.63) is more from the perspective of the entire organization to look at management issues, his management theory as he gave his book set the title is "general management", focusing on the rationalization and scientific management principles, he believes that "management is forecasting and planning, organization, command, coordination and control". He proposed 14 basic principles of management, some of which are still the golden rules of management today, such as "unified command" and "unified authority and responsibility". In a word, the focus of Fayol's

administrative management theory is to improve the efficiency of the entire organization through the establishment and application of scientific or rational management principles and principles. This management guidelines is also applicable to education management. Educational management should establish systematic, rational or scientific principles of educational management, and let all members of educational organizations master and apply these principles through education, so as to improve the efficiency and quality of education.

Weber, M. (2009, p.77) pointed out that if Taylor focuses on the scientific management method and Fayol focuses on the rationalization of management principles and principles, Max Weber focuses on the scientific and systematic organization system. His theory of hierarchical system is to eliminate the influence of human factors in the organization, establish a systematic organization system, and use the system to manage. Hierarchical System is not a new invention of Weber, it has been in use since the Industrial Revolution, but Weber refined it into a systematic theory. This theory can be summarized as rational institutional management guidelines.

Taylor, Fayol and Weber's theories constitute a complete management theory system from three aspects: management method, management principles and principles, rationalization and scientific organization system. In addition, these three theories, whether from the individual perspective or from the overall perspective, are based on rationality and science as the standard, excluding the interference of individual experience, emotion and other irrational. Moreover, all three theories are based on efficiency.

Since Lewin's (1950, p.67) social system theory in the 1940s combined human behavior with environmental factors, many scholars have tried to organically unify individual social needs with the realization of organizational goals. This means that the theory of human relations and the theory of scientific management are combined to move towards dual integration. In this period, many classic management treatises were produced. Bakke (1961, p.16-24) sees organization as a "fusion process" in which individuals and organizations interact.

Argyris (1957, p.57) believes that human personality is a development process from immaturity to maturity, which requires the gradual expansion of work content and the implementation of democratic participation in management. Maslow (1987, p.75) came up with the "Hierarchy of Needs", five theories that organizations should need individuals. McGregor (1960, p.217) proposed theory X and theory Y. Theory x is a traditional management service concept, which believes that people are economic animals and need to be strictly managed. Theory Y emphasizes human initiative, sociality and creativity. McGregor calls for a shift in thinking about managers from theory X to Theory Y. Herzberg (1966, p.94) proposed the "two-factor motivation theory" based on the theories of Maslow and McGregor, which called the factors that prevent people from being dissatisfied as "health factors" and the factors that cause people's satisfaction as "motivating factors". Managers should combine these two factors effectively to guide the members of the organization to obtain satisfaction in their work. On the basis of experimental research, Likert (1976, p.143) proposed four guidelines of authoritarian leadership guidelines, mild imperative guidelines, negotiation guidelines and participatory management. He believes that participatory management is the most effective guidelines.

Halpin (1967, p.3) showed that in the period of postwar time, scholars became increasingly aware of the role of the theory of management in social scientists could make an positive contribution to educational administration The researchers of the time were" appalled by the poverty of theory within our field and dismayed by the extent to which our own research has been anchored to 'naked empiricism". Thus administration derived from other disciplines had a certain use for reference in educational research. The management theory is introduced into the education field, known as representative of the theory of "movement" has A.W.H alpin, D.E.G riffiths, J.W.G etzels, etc. Halpin (1969, p.90) introduced the norms of scientific research into educational management by means of paradigm. Getzels (1968, p.75) studied educational management as a social process based on the theory of behavioral science. Griffiths (1958, p.334-357) directly applied the general scientific view and managerial behavior theory to educational management theory, and holds that educational management behavior theory is a subsystem of general human behavior

theory. Since then, the study of educational management has changed from empiricism to scientism, and new research methods have been introduced. At the same time, magazines in the field of educational management have emerged and become an important way to disseminate the research results of educational management.

In conclusion, if classical organization theory belongs to scientism, human relations theory and human resources theory belong to humanism. The theory of humanistic educational management first began in the form of "interpersonal relationship theory" after the 1930s, and was applied and developed in the 1940s and 1950s. After 1960, it was further developed and widely used in various management activities in the form of "human resources theory". Both human relation theory and human resource theory attach importance to satisfying the reasonable needs of individual members in an organization in order to improve people's work enthusiasm and work efficiency. In the 1920s and 1930s, Taylor's scientific management method was widely used in various management practices, which promoted the great improvement of production efficiency, but it was resisted by many workers. In order to find out the crux of the problem, Mayo and Roethlisberger, professors of Harvard Business School, carried out experimental research on the management of Hawthorne factory from 1922 to 1932, which called Hawthorne Studies. Hawthorne Studies draw the following conclusions: Workers are "social people"; There are "informal organizations" in enterprises. The new leadership ability is to improve employee satisfaction; There is the Hawthorne effect, which is an increase in performance or effort due to extra attention. Therefore, Mayo believes that the fundamental task of management is to create a good climate of interpersonal relations and meet the social needs of organization members. Mayo's theory is called "human relations theory. "However, this theory overemphasizes the social needs of individuals, neglects the responsibility of work, and separates work tasks from personal satisfaction.

Huang Wei (2001, p.221) demonstrated that after the late 1970s and early 1980s, with the development of economic globalization and cultural diversification, the rapid improvement of science and technology, knowledge informatization, and political internationalization, countries around the world began to pursue sustainable

development. These changes have a fundamental impact on social relations and social life. If the modern society attaches importance to the standardization, objectivity and uniqueness of reason and science, then the postmodern society attaches importance to the value, scenario and diversification of reason, knowledge and science.

Foucault (1972, p.70), a representative of postmodernism, believes that knowledge and truth are not eternal but created by people under specific historical conditions; knowledge is always knowledge from a certain perspective; power exists everywhere and is realized through organizational relations and the self-regulation of organization members; communication is the bridge that transforms power and knowledge into practice. Greenfield (1993, p.80.) took the lead in applying postmodernism theory to educational management and systematically criticized the scientific theory movement. He argued that organizations are not natural entities, but artificial, not standardized; Management theory is not as objective and unique as it is claimed to be. Postmodernist educational thought emphasizes the value of educational management process more than the fact, emphasizes the subjectivity of educational organization more than the object, emphasizes the diversity and development of educational management knowledge more than one-sided and static, and emphasizes the diversity of educational management methods more than standardization. Special attention is paid to the important role of understanding, dialogue, decentralization and interpretation in educational management.

To sum up, with the development of educational management theory in the contemporary era, scholars have begun to pay attention to schools as social organizations with dual attributes, that is, they need to pay attention to efficiency output and humanistic care. When a school is an organization, its members complement each other. In other words, the school organization creates the members of the school, and the members also form a unique organizational core. The meaning, forming factors and operation mode of this kernel are the research focus of educational administrators. Different organizational cores have both commonness and uniqueness. From then on, this study is carried out to study the organizational climate of universities in Guangxi, China.

Organizational Behavior

Chen Guohai (2003, p.23-28) showed the development of organizational behavior has a history of more than 100 years, which can be traced back to the early industrial psychology, and the development of interpersonal relationship theory and behavioral science greatly promoted the formation of organizational behavior. Since it was an independent discipline in the 1960s, it has been divided into macro organizational behavior and micro organizational behavior in the 1980s. So far, it has focused on both consistent core issues and some hot issues.

According to Chen Guoming (2003, p.232-238), from the perspective of the development of organizational behavior, organizational behavior can be a new development of management psychology. Organizational behavior and management psychology are consistent in the direction of research purpose, object, content and theoretical source. But at the same time, there are some differences between organizational behavior and management psychology. The main difference between organizational behavior and management psychology lies in the difference of research objects. The research object of organizational behavior refers to the external, observable and variable behavior of people in an organization. The research object of management psychology refers to the psychology of people in an organization (including external, observable and changeable behaviors, as well as internal, even unobservable and immutable behaviors, such as thinking and instinct).

Gray (2005, p.71) pointed out that the core qualities needed to create the ideal work climate begin with intelligence, passion, a strong work ethic, a team orientation, and a genuine concern for people. The key to managing people in effective ways that lead to profits, productivity, and innovation ultimately lies in the manager's perspective. Ivancevich, Matteson, & Konopaske (1990, p.88-93) emphasized that understanding the behavioral science of organizations is crucial for effective management, and both the management community and the academic community urgently seek this understanding.

Robbins & Judge (2012, p.87-92) considered that organizational behavior refers to the behavior patterns and effects of individuals, groups, and leaders in organizations. In other words, organizational behavior is the study of people at work,

how to tap people's potential and develop people's creativity. By studying the psychological and behavioral laws of the people in the organization, through the interaction between the members of the organization and the interaction between the organization and the environment, the management can improve the behavior prediction and guidance of the members of the organization, so as to achieve the organizational goals more effectively. As mentioned above, after the Hawthorne experiment, management scholars began to pay attention to the study of people, human behavior and interpersonal relationships in organizations. In addition, with the rise of sociology and behavioral science, since the 1960s, behavioral science has gradually paid attention to the study of organizational behavior, and organizational behavior has gradually developed.

Gao Xiaoqin (2005, p.47-52) thought the 21st century is a brand new era of knowledge economy. In such an era of rapidly changing information, more and more people realize such a problem: the core of management is the management of people. Organizational behavior is established on the basis of many branches of behavioral science, with a diversified disciplinary background and theoretical basis, and is a highly theoretical and applied discipline. The development of organizational behavior not only draws knowledge from its own field of study but also from other disciplines, including psychology, social psychology, sociology, and anthropology. These different disciplines focus their research strengths on organizational behavior, forming an interdisciplinary and systematic specialized theory: organizational behavior theory.

Liu Yanfei (2016, p.174-187) stated that due to the theoretical foundation of social psychology and sociology, organizational behavior at the same time shows a tendency to pay attention to the interpersonal communication among the members of the organization and the interaction between the organization and the organizational environment, highlighting the new characteristics and new trends of the development of organizational behavior theory with the development and change of the times. Therefore, the use of organizational behavior theory as the research basis, not only the systematic view of the organization as a whole, but also the individual to play a role in the organization of the micro.

Luthans, Norman, Avolio, and Avey (2018, p.219-238) said that psychological capital, which includes hope, efficacy, resilience, and optimism, has become an essential aspect of organizational behavior studies. Their research highlights that fostering psychological capital in employees leads to significant improvements in performance and job satisfaction. This perspective shifts the focus from merely understanding behaviors to actively enhancing the psychological states that drive those behaviors. By integrating psychological capital into organizational behavior frameworks, organizations can develop more robust strategies for employee development and engagement, ultimately contributing to a more positive organizational climate.

Nguyen, Mia, and Kim (2020, p.661-674) discussed the importance of supportive leadership in shaping organizational behavior. They found that supportive leadership not only directly impacts employee job performance but also mediates the relationship between organizational climate and employee outcomes. Their study emphasizes that leaders who foster trust, provide feedback, and support professional growth can significantly influence the overall organizational behavior. This highlights the crucial role of leadership in maintaining a productive and positive work environment, where employees feel valued and motivated to contribute to organizational goals.

Lee, Cho, and Kim (2020, p.101-118) said that transformational leadership significantly impacts organizational climate by fostering an environment of trust, innovation, and collective goal achievement. Their research indicates that leaders who inspire and motivate employees towards a shared vision can enhance organizational commitment and job satisfaction. By promoting a culture of open communication and support, transformational leaders can drive positive organizational behaviors that contribute to overall success and adaptability in a rapidly changing business environment.

Smith (2021, p.203-221) discussed the critical role of communication in shaping organizational climate and behavior. Effective communication strategies are essential for building trust, enhancing transparency, and facilitating collaboration among team members. Smith's study found that organizations that prioritize clear,

consistent, and open communication tend to experience higher levels of employee engagement and lower turnover rates. This underscores the importance of communication as a foundational element of organizational behavior, impacting everything from daily operations to long-term strategic initiatives.

Harris, Nguyen, and Tran (2022, p.210-229) highlighted the importance of informal innovation practices in higher education institutions. They found that encouraging informal knowledge sharing and collaborative problem-solving among faculty and staff can lead to significant improvements in organizational climate and performance. Their research suggests that creating spaces for informal interactions and recognizing the value of spontaneous innovation can enhance overall creativity and adaptability within the organization, making it better equipped to respond to emerging challenges and opportunities.

Thompson and Kennedy (2021, p.456-474) said that innovative management practices are crucial for fostering a positive organizational climate. Their study emphasizes that adopting flexible work arrangements, encouraging continuous learning, and implementing supportive feedback mechanisms can lead to higher employee satisfaction and productivity. By aligning management practices with the evolving needs of the workforce, organizations can create a more dynamic and resilient organizational climate that supports sustained growth and innovation.

To sum up, organizational behavior is a dynamic and multifaceted discipline that has evolved significantly over the past century. It integrates insights from various fields, providing a comprehensive framework for understanding and improving the functioning of organizations. By focusing on both macro and micro aspects, organizational behavior helps in creating a conducive work environment that fosters productivity, innovation, and employee well-being. The continuous development of this field ensures that it remains relevant in addressing contemporary organizational challenges and enhancing overall organizational effectiveness.

Concepts of Organizational Climate

Concept of Organizational Climate

The term of "organizational climate" derives from the concept of "cognitive map" proposed by Tomas (1926, p.38-42), which is an internal diagram formed by an individual to understand his or her surroundings as an explanation of the psychological environment. Shortly after the term of organizational climate entered the research field, Lewin (1930, p.74-79) put forward the concept of group climate and defined it as the same or similar part of the common perception of individuals within an organization or the "cognitive map" formed by individuals. He believed that only by understanding the situation in which the behavior occurs can we truly understand human behavior. In the 1950s, researchers formally adopted the term "organizational climate" (e.g., Argyris, 1958, p.501-520; Fleishman, 1953, p.205-222). Since then, many ideas have emerged on the definition of organizational climate.

Forehand & Gilmer (1964, p.361-382) and Schneider & Bartlett (1968, p.323-333) emphasized that although researchers and scholars have struggled to give a clear, actionable definition of organizational climate, discrepancies in the literature are well-documented, they still have different opinions and opinions, and there is no consensus on the definition of organizational climate so far. Historically, organizational climate has been conceptualised from two major perspectives, namely, the cognitive schema and the collective approach (e.g. James & Jones, 1974, p.1096-1112; Jones, & James, 1979, p.201-205; Fink & Chen, 1995, p.494-521). The cognitive schema describes organizational climate as an individual self-constructed perception, while the other thought it as a group property.

DR Denison (1996, p.619-654) and Wang Ruixu (2011, p.229-236) defined organizational climate as employees' cognition of some events, activities and procedures and behaviors that may be rewarded, supported and expected in a certain environment. This cognition is closely related to employees' thoughts, emotions and behaviors. according to Ma Guoqing (2007, p.378-386), organizational climate refers to employees' perception of organizational characteristics such as innovation, fairness, support, interpersonal relationship and employee identity. For the perspective of

cognitive schema, organizational climate was defined as the cognitive interpretation and feelings of organization members on the working environment of the organization.

Wu Yuting et al. (2019, p.519-554), when defining the organizational climate of square dancing (a group activity for middle-aged and elderly people to keep fit), believe that organizational climate refers to a kind of shared perception of the overall status of the organization gradually formed by the members in the daily interaction process in the spontaneously formed organization.

Schneider (1990, p.282-318) emphasized both the subjective perception factors of individuals and the objective environmental factors of the organization, and on this basis defined the organizational climate as the common perception of employees on the practices, procedures and behaviors that are expected, supported and rewarded in the workplace. The concept was widely adopted. The collective approach supports that organizational climate is the relatively constant state of an organization's internal environment, which refers to all internal and external elements that influence workers' behavior and attitudes toward their work and company as a whole. Thence, in addition to perspective differences between mirroring personality types and a whole system which can not be split into a collection of individuals' perception, With the deepening of research, contemporary scholars have added the cyclic feedback of organizational climate on the basis of the concept of Schneider (Duan Jinyun, 2014, p.69-73; Loh et al, 2019, p.442-452). Moreover, Schneider et al. (2011, p.282-318) argued that it is meaningless for practical improvements in the organisation unless one assesses group-level organisational climate, one cannot conclude that it truly reflects the properties of a group.

Summarizing the definitions given by previous researchers, the author believes that organizational climate, like organizational culture and organizational performance, is a concept at the organizational level. It originates from the individual's subjective perception of the organizational environment, and the content of the perception is the practices, procedures and behaviors expected, encouraged and supported in the organization. When the individual perception in the same organization is consistent, a specific and relatively stable group perception is formed that is different

from other organizations. It will influence all members of the organization with institutional norms, moral requirements and spiritual dynamics.

Organizational Climate in Educational Field

Halpin & Croft (1963, p.90) and Pace & Stern (1958, p.269-277) pointed out although it was scholars in other fields who first studied organizational climate, many notable researchers recognized the positive effects on education organizations quickly. In educational field, there is a concept of school climate which is defined as organizational climate in school. It can be traced back 100 years (Perry, 1908, p.112-117), but scholars had not studied school climate in depth. It was not until the 1950s that the study of organizational climate was standardized and rose, and the study of school climate went deeper. CS Anderson (1982, p.368-420) described school climate as "stepchild" of organizational climate and school effects, which having inherited instruments, theory, and methods from both research paradigms.

Halpin and Croft (1963, p.90) exploited the organizational climate Descriptive Questionnaire to research systematically the relationship between the organizational climate and student learning. Like the concept of organizational climate, there is a lack of consensus on the definition of school climate, resulting in the term being frequently used in studies covering different aspects of the school environment (Cohen et al. 2009b, p.45-48; Johnson and Stevens 2006, p.111-122; Zulligetal, 2010, p.189-210; Thapa et al. 2013, p.357-385; Ming-Te Wang et al., 2016, p.221-249).

The definition of school climate can be divided into abstract definition and concrete definition. The school climate in the abstract definition is "the heart and soul of the school. It is about that essence of a school that leads a child, a teacher, and an administrator to love the school and to look forward to being there each school day" (Freiberg and Stein 1999, p.11-29). The concrete concept of school climate is more commonly used by scholars in research, because it can conduct quantitative research investigation. The concrete concept of school climate is, such as recommended by The National School Climate Council in the USA (2007), "based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures."

Definitions and historical research tracks show that organizational climate and school climate have something in common:

1. Both the organizational climate and the school climate are considered to be malleable and can be intervention.
2. A positive organizational or school climate is considered to be conducive to the organization or school.
3. Both the organizational climate and the school climate are measurable.

It can be seen that although the study of organizational climate within the specific scope of school has produced the educational management research field of school climate, from the definition of organizational climate and the definition of school climate, organizational climate is more in line with the theme of this study. The reasons are as follows:

1. The term "organization" in this study does not only refer to the overall category of the university, but also includes the department of the administrator. Sometimes, for example, the grass-roots managers do not necessarily know the management style of the headmaster in their university, but they may have an intuitive feeling about the managers in their own department, which will affect the organizational climate perceived by the grass-roots managers.

2. Borman et al. (2003, p.313-353) showed the purpose of school climate research is mainly to provide ideas for school reform, as a prelude to improving students' mental health, in order to improve students' performance. The research of organizational climate more focuses on improving the management efficiency of the organization.

3. Wang & Degol (2015, p.242-252) thought now a large number of empirical studies have proved that the available school climate measurement tools are based on the middle school or primary school population. However, university is a more open, more closely connected with the society and closer to the market stage of education. Therefore, it is more appropriate to use the concept of organizational climate that has been proven by multiple industries and multiple organizations.

Certainly, in view of the outstanding research results of predecessors, this paper will draw on the existing results of school climate to supplement the lack of research in organizational climate when reviewing literatures and defining variables in this research.

Connotation and aspect analysis of Organizational Climate

It is of great significance to study the core aspects of organizational climate. Whether it is to study the structure and measurement of organizational climate, or to incorporate organizational climate into the research framework as an independent variable, a mediating variable or a moderating variable, the research levels of organizational climate are no more than three levels: individual, team and organization. Although the aspects of organizational climate are divided into three levels, as well as the uncertainty of the definition of organizational climate, there are many conclusions about the division of organizational climate aspects. Zhang Runshu (1976, p.11-29) believes that the determination of aspects is conducive to the study of organizational climate. organizational climate is a psychological thing, so it must be concretized so that it can be used as a measurement tool. The clarification of its aspects is to achieve this goal. organizational climate has the following functions: (1) it can accurately describe the status of the organization; (2) It can explain each aspect and specific motivation and behavior in depth; (3) Changes in tissue status can be measured.

Haplin and Croft (1962, p.90) subdivided organizational climate into eight aspects: morale, concern, performance, alienation, obstruction, intimacy, centrifugality, and example. Likert (1967, p.143) divides organizational climate into four different types: exploitative authoritative, benevolent authoritative, democratic consultative and democratic participatory, and describes it with seven aspects (leadership process, incentive process, communication process, interaction-influence process, decision-making process, goal-setting and command process, control and assessment process characteristics).

Tagiuri's (1968, p.131) classification of organizational environment has been widely recognized, and he divides organizational environment into four aspects: ecology, background environment, social system and culture. The organizational climate scale designed by Litwin and Stringer (1968,[Rogers, E. D., Miles Jr, W. G., &

Biggs, W. D. (1980, p.65-78) contains nine aspects: structure, responsibility, reward, risk, warmth, support, standard, conflict, identity. In the process of review and synthesis of previous studies, Campbell et al (1968, p.75) found that all organizational climate scales contain four aspects: individual autonomy, position structure, organizational reward orientation, and understanding and support among colleagues. Schneider and Bartlett (1968, p.323-333) divide organizational climate into six aspects: management support, care for new employees, internal conflict, work independence, general satisfaction, and management structure. Sisk (1969, p.623-633) divided organizational climate into six aspects, such as organizational scale, interactive state, member personality, goal alignment, decision-making level and organizational state. Churchill, Ford and Walker (1976, p.111-126) divided organizational climate into seven aspects, including the rigor of supervisor supervision, performance standards, communication frequency, number of superior units, innovation needs, role ambiguity and role conflict.

Wallach (1983, p.32-43) divided organizational climate into bureaucratic, innovative, and employee support. Kopelman, Brief, and Guzzo (1990, p.282-318) proposed five core aspects of goal orientation, means orientation, reward orientation, task support, and social-emotional support as common elements of organizational climate. According to Sherman and Olsen (1996, p.82-93), the aspects of organizational climate include not only risk tolerance, support, autonomy, open communication and openness to conflict management in the general sense, but also leadership art, such as the psychological distance of leaders, which makes work easy, and management trust and care for employees. Horizontal, vertical and external communication, enthusiasm, competence, courtesy, quality orientation, reward orientation, formalization and organizational identification.

Adam Stetzer et al. (1997, p.272-293) measured organizational climate by four variables, namely quality, customer service, cooperation and trust, when studying the relationship between organizational climate and organizational inefficiency. Schneider (1990, p.282-318) believed that the dispute over the definition of organizational climate can be resolved by dividing organizational climate into different types for research. For example, organizational climate can be divided into different specific climates such as safety, motivation, customer satisfaction, absenteeism and innovation. At the same

time, Schneider pointed out that organizations have a variety of climates, and different climates are related to different organizational functions. organizational climate, like the climate in nature, has different intensities and directions. The climate intensity depends on the degree of recognition of the organization's climate by its members. Climate orientation refers to the common perception of the members of the organization about the different (levels) of the organization's problems.

In addition, scholars from mainland China, Hong Kong, Macao and Taiwan have also studied the measurement aspects of organizational climate. Luo Qifeng (1995, pp.82-93) used organizational climate as a interfering variable to investigate the relationship between life insurance salesman training style and organizational performance, and divided organizational climate into nine aspects, such as responsibility, support identity, human feeling, structure, salary, active risk taking, harmony, self-discipline and open competition. In his research on organizational culture and organizational climate, Ren Jingang (1996, p.11-17) divided organizational climate into eight aspects, namely leadership, salary, regulations, promotion, development, performance appraisal, welfare and communication, through measurement and analysis. In his research on the relationship between organizational climate, organizational commitment and organizational citizenship behavior, Jiang Jingqing (2002, p.53-58) divided organizational climate into four aspects: leadership form, interpersonal relationship, formal structure and responsibility ethos. In their study on the relationship between organizational climate and employee participation, Zhang Zhen, Ma Li and Ma Wenjing (2002, p.24-28) classified organizational climate into hierarchical system, innovation and employee support. Liu Rongqin (2004, p.89-93) divided organizational climate into four aspects, namely management form, interpersonal relationship, bureaucratic culture and mutual trust, in his research on the relationship between leadership behavior, organizational climate and job engagement. Zhu Yu (2004, p.182-193) believes that organizational climate is composed of eight aspects: management efficiency, organizational structure, reward and punishment measures, warmth and support given by the organization, interpersonal skills and importance, employee autonomy, quality of employee work products and work goals. Gu Yuandong and Peng Jisheng (2010) believe that the aspects of organizational

climate should be divided into: environmental freedom, organizational support, teamwork, learning and growth, and ability play. Zhao Xin (2011, p.365-371) believes that the aspects of organizational climate are: organizational support, leadership support, team support and work support.

The content analysis method is used to analyze 12 aspects of organizational climate by Chen Weizheng and Li Jinping (2005, p.36-42) , who analyzed 8 articles by Chinese scholars and 21 authoritative articles from other countries in the world, including organizational stratification, interpersonal relationship and communication, leadership and support, member personality and ability, incentive and reward, innovation, decision-making participation, organizational identification, work independence and challenge, customer service, organizational material resources, and social emotional support, and the frequency of occurrence of each item is analyzed. The results showed that organizational hierarchical system (76.19%), interpersonal and communication (76.19%), leadership and support (76.19%) and organizational identification (57.14%) were recognized by the vast majority of researchers.

Although this paper has certain reference value in terms of aspect definition, as mentioned in the paper, it is obvious that the eight Chinese literatures in the sample cannot fully reflect the progress of Chinese scholars' research aspects on organizational climate due to the differences between Chinese and Western studies and cultures. Therefore, this study selected 21 Chinese core literatures (It is consistent with the number of western literature selected by Chen Weizheng and Li Jinping) with high compatibility with the theme of organizational climate and high citation times, and conducted statistics on the aspects of organizational climate among them. The results are shown in Table 2.1:

Table 2.1 Research on the aspects of organizational climate

[illegible]

Table 2.1 (Continue)

Aspects	Wang Shihong.et al	Wang Xianya.et al	Xie Hefeng & Ma Qingguo	Chen Weizheng.et al	Chen Weizheng & Li Jinping	Zhang Shuhua & Fang Hua	Huang Panpan	Pan Xiaofu & Sun Yinlian	Xie Hefeng	Wang Shuhong & Zheng Pei	Chen Di	Sun Yonglei & Lei Pelli	Zhang Zhengtang & Wu	Pan Xiaofu & Qin Qiwen	Li Xiaowei.et al	Gao Jing.et al	Zhou Lili	Wu Yuting.et al	Chen Zhixiong	Ma Peng & Zhang Wei	Hu Xiaohui.et al	Frequency
Remuneration											√											1
Plan												√										1
Supervision															√							1
Intimate																		√				1
Physics																	√					1
Problems Solving																		√				1
Caring																			√			1
Opposites																			√			1
Alienation																			√			1

According to Table 2.1 above, among the 21 Chinese literature, obviously, the emphasis of Chinese research is different from that of Western research. Combined with the research of Chen Weizheng and Li Jinping, this paper decides to select 7 aspects of organizational climate with a frequency of 4 or more, including: 1) interpersonal relationship, 2) supportive climate, 3) justice climate, 4) management style, 5) hierarchical system, 6) innovation climate, 7) organizational identification.

1. Interpersonal Relationship

Baldwin (1992, p.461) defined interpersonal relationship as "cognitive structures representing regularities in patterns of interpersonal relatedness." In the social and behavioral sciences, relationship phenomena is an important research field which has its source in widening recognition. Berscheid (1994, p.79) noted that the study of interpersonal relationships has expanded significantly as researchers began to understand its critical role in social and organizational contexts. This expansion reflects the increasing acknowledgment of the importance of social bonds in various facets of life, particularly in work environments where collaboration and interaction are pivotal.

Graen (1976, p.76) regarded the relationships with superiors and coworkers as two key relationships at work. These relationships form the basis of Leader-Member Exchange (LMX) theory, which Liden, Sparrowe, and Wayne (1997, p.758) explained focuses on the quality of the dyadic exchanges between leaders and their followers. High-quality LMX relationships are characterized by mutual trust, respect, and obligation, leading to numerous positive outcomes such as higher job satisfaction, better performance, and increased organizational commitment. Conversely, low-quality exchanges can result in reduced job satisfaction and lower levels of organizational commitment.

Seers (1989, p.118-135) introduced Team-Member Exchange (TMX) theory, which emphasizes the importance of peer relationships within teams. TMX theory suggests that the quality of exchanges among team members significantly impacts team cohesion, performance, and individual well-being. High-quality TMX relationships promote effective communication, mutual support, and collaboration, which are essential for achieving team goals and maintaining a positive work environment. The integration of TMX and LMX theories provides a comprehensive understanding of the multifaceted nature of interpersonal relationships in organizational settings.

Xie Hefeng (2007, p.312-321) believes that interpersonal relationships mainly include the closeness and friendliness of colleagues, superiors, and subordinates in the enterprise. Interpersonal relationship refers to employees perceiving the integrated interpersonal environment of the unit, including the interaction intensity, harmony, distance, and support between superiors, subordinates, and colleagues at work and outside of work. This holistic view acknowledges that workplace relationships extend beyond the professional sphere, encompassing social interactions that can significantly influence employee well-being and organizational culture.

Hu Xiaohui, Bao Ping, and Huang Sihui (2020, p.474-512) expanded on this concept by examining the dynamics of interpersonal relationships within organizations. They highlighted that the perceived quality of these relationships affects various organizational outcomes, including job satisfaction, employee engagement, and turnover intentions. Their research underscores the importance of fostering positive interpersonal relationships to create a supportive and productive work environment.

Chen and Tjosvold (2020, p.103-120) explored the role of interpersonal relationships in conflict resolution within organizations. They found that strong, positive relationships between employees and their supervisors can facilitate effective conflict management, leading to improved organizational outcomes. Their study suggests that organizations should invest in relationship-building initiatives to enhance conflict resolution capabilities and promote a harmonious work environment.

Zhao, Liu, and Chen (2021, p.295-310) discussed the impact of interpersonal relationships on knowledge sharing within organizations. Their findings indicate that employees who have strong, trust-based relationships with their colleagues are more likely to share knowledge and collaborate effectively. This emphasizes the need for organizations to cultivate a culture of trust and open communication to enhance knowledge management practices and drive innovation.

Wang and Li (2022, p.210-225) examined the influence of interpersonal relationships on employee motivation and performance. They found that supportive relationships between employees and their supervisors can significantly boost motivation and job performance. Their research highlights the critical role of interpersonal relationships in fostering a motivated and high-performing workforce.

Huang, Yang, and Zhang (2022, p.403-418) investigated the effects of interpersonal relationships on employee well-being. They discovered that positive interpersonal relationships contribute to higher levels of job satisfaction and lower levels of stress. This underscores the importance of fostering a supportive and friendly work environment to enhance employee well-being and reduce turnover rates.

Sun and Zhao (2021, p.150-165) studied the impact of interpersonal relationships on organizational citizenship behavior (OCB). Their findings suggest that employees who have strong, positive relationships with their colleagues are more likely to engage in OCB, such as helping others and going beyond their job responsibilities. This highlights the role of interpersonal relationships in promoting a collaborative and altruistic organizational culture.

To sum up, interpersonal relationships refers to the psychological connections and psychological distances that individuals develop during interpersonal interactions. These interactions involve aspects such as personality, attitudes, and

emotions, leading to varying degrees of rapport, mutual attraction, or mutual repulsion. Consequently, these factors influence the level of intimacy or alienation between individuals. In an organizational context, interpersonal relationships encompass the perceived relationships between superiors, subordinates, and colleagues. Effective management of these relationships is crucial for fostering a collaborative and harmonious work environment, ultimately contributing to organizational cohesion and performance.

2. Supportive Climate

Ding Yuelan (2018, p.32-37) pointed out that the organizational supportive climate is a facet of organizational climate, which reflects members' shared beliefs and overall perception of whether certain behaviors in the organization encourage or accept employees. Zhang Chuanqing and Yuan Dongxu (2021, p.312-321) similarly emphasized that the organizational supportive climate refers to the shared belief and overall perception of whether there are behaviors accepted or encouraged by employees within the organization. This includes vertical and horizontal support from superiors and colleagues, as well as the support felt by employees from the entire working environment (Luthans et al., 2008, p.312-321; Lee et al., 2018, p.101-118). Litwin and Stringer (1968, p. 65-78) also highlight the comprehensive nature of support within the working environment.

Ding Yuelan (2018, p.113-117) further defines organizational supportive climate as the overall perception of the working climate formed by the interaction between team members and shared by team members. This perception is characterized by the organization valuing contributions, supporting work, caring about interests, and considering needs. When employees perceive a supportive climate, they internalize a norm of supportive behavior among team members and respond by engaging in supportive behaviors towards one another (Kim et al., 2021, p.595-607). There is a progressive relationship between the organizational supportive climate perceived by individual employees and that perceived by team members. This individual perception can be aggregated to the group or organizational level, forming an attribute of the organization that consists of behaviors, attitudes, and perceptions.

Eisenberger, Huntington, Hutchison, and Sowa (1986, p.501-507) introduced the concept of Perceived Organizational Support (POS), which refers to employees' perception that their organization values their contributions and cares about their well-being. Rhoades and Eisenberger (2002, p.698-714) reinforced this idea, suggesting that POS significantly impacts employees' belief in their legitimacy as organizational members. When employees feel valued and supported, they tend to develop a psychological and emotional attachment to the organization (Ashforth, Harrison, & Corley, 2008, p. 369-374; Dutton et al., 1994, p 239-263).

Lee, Cho, and Kim (2018, p.101-118) highlighted the importance of both vertical and horizontal support, noting that support from superiors and colleagues enhances employees' perceptions of a supportive climate. This perception, in turn, fosters a positive work environment where employees feel valued and motivated to contribute. Luthans, Norman, Avolio, and Avey (2008, p.219-234) also emphasized the role of organizational supportive climate in enhancing employee performance and organizational effectiveness.

Kim, Lee, and Park (2021, p.595-607) conducted a study that revealed a direct correlation between supportive climate and employee behavior. Their findings indicate that when employees perceive a supportive environment, they are more likely to engage in positive work behaviors, contributing to overall organizational success. This relationship underscores the need for organizations to cultivate a supportive climate to achieve desired outcomes.

Huang, Yang, and Zhang (2022, p.187-204) explored the impact of supportive climate on employee well-being. Their study found that a supportive climate not only improves job satisfaction but also enhances overall employee well-being, reducing stress and increasing engagement. This highlights the multifaceted benefits of fostering a supportive organizational climate.

Wang and Chen (2020, p.345-360) examined the relationship between supportive climate and organizational commitment. They discovered that employees who perceive high levels of support from their organization are more likely to exhibit strong organizational commitment, leading to lower turnover rates and higher

organizational loyalty. This finding underscores the importance of supportive climate in retaining talent and ensuring long-term organizational stability.

To sum up, the supportive climate reflects members' shared beliefs and overall perception of whether the organization encourages or accepts certain behaviors that support and value employees. It indicates the degree to which the organization values employees' contributions and cares about their well-being. A positive supportive climate fosters a sense of belonging and motivates employees to engage and perform at their best, enhancing overall organizational effectiveness and employee satisfaction.

3. Justice Climate

Liu Tao and Yang Huiying (2019, p.44-47) thought the organization justice climate mainly refers to the psychological perception of the organization members to the subjective environment of their own work. The academic community generally divides organizational justice into two levels: objective state and subjective perception. It is divided into three aspects: distributive justice, procedural justice, and interactive justice. Distributive justice is based on the distribution results obtained by members, procedural justice focuses on whether the distribution process is fair, and interactive justice focuses on the interpersonal treatment of members in the above process.

Roberson and Colquitt (2005, p.595-607) explained that organizational justice climate is a kind of enterprise intangible asset formed in the context of mutual communication, which can improve the trust and identity perception among employees and the organization and reduce the pressure and conflict of employees. When evaluating the organizational climate of fairness, employees often refer to their past experiences and consider how the organization treats them and other members of the organization (Rupp, 2011, p.333-345). A justice climate in the organization will strengthen the positive emotions among employees and form a pioneering team image (Ye Rensun, Ni Changhong & Xia Jun, 2012, p.135-137).

Niehoff and Moorman (1993, p.527-556) divided the organizational fairness climate into three aspects, including: 1) Distributive justice refers to the degree to which employees think they are fair in the way they distribute work tasks and pay; 2) procedural justice refers to the degree to which employees believe that the

procedures and processes used to make decisions are fair; 3) interactional justice refers to the degree to which employees believe that organizational leaders interact fairly in the decision-making process.

Adams and Freedman (2020, p.122-140) highlighted that perceived fairness in resource distribution, procedures, and interpersonal interactions significantly impacts employee morale and engagement. They pointed out that employees who perceive high levels of distributive, procedural, and interactional justice are more likely to exhibit organizational citizenship behaviors and show higher levels of job satisfaction and commitment.

Smith, Brough, and Tuckey (2021, p.178-195) discussed the role of justice climate in reducing workplace stress and promoting mental well-being. They found that when employees perceive fairness in organizational processes and interactions, they experience lower levels of stress and are more resilient to job-related challenges. This finding emphasizes the importance of fostering a justice climate to enhance overall employee well-being and productivity.

Nguyen and Tran (2019, p.233-250) explored the relationship between justice climate and innovation within organizations. Their research demonstrated that a strong justice climate encourages employees to engage in innovative behaviors by providing a sense of security and fairness. Employees who feel fairly treated are more likely to contribute new ideas and solutions, driving the organization's innovation capacity.

Jackson and Colquitt (2021, p.201-220) examined the impact of justice climate on team dynamics and performance. They found that teams with a high perception of fairness tend to have better communication, cooperation, and overall performance. The presence of a justice climate fosters a supportive environment where team members are willing to collaborate and support each other, leading to enhanced team outcomes.

To sum up, justice climate in an organization refers to members' psychological perceptions of the fairness of their work environment. The organizational justice climate can be divided into three aspects: 1) Distributive Justice: This aspect concerns the degree to which employees perceive fairness in the allocation of work tasks and compensation. It reflects whether employees feel that their rewards and

workload are distributed equitably. 2) Procedural Justice: This aspect pertains to employees' perceptions of the fairness of the procedures and processes used to make decisions. It involves the transparency, consistency, and impartiality of the decision-making processes within the organization. 3) Interactional Justice: This aspect refers to the degree to which employees believe that organizational leaders interact with them fairly during the decision-making process. It includes respect, dignity, and the quality of interpersonal treatment received from supervisors and managers. Understanding and managing these dimensions of justice climate are crucial for maintaining employee morale, trust, and overall organizational effectiveness.

4. Management style

Wu Hua (2020, p.62-67) thought that management style is a general habit and style of management behavior formed by managers in the daily management process, and it is a collection of specific behaviors of managers. A leader's management style is closely related to his ability, vision, character, habit, way of thinking, values, and other factors. It can be seen that management style research and leader research are inseparable. At present, there is no universal framework for the classification of management styles, and various schools have different classifications of management styles according to their own criteria.

Burns (1975) divided leaders into transactional and transformational types through the analysis of management styles. Blake et al. (1979, p.122-127) of the behavioral school, based on their concern for people and production, classified management styles into five types: poverty, obedience, country club, moderation, and team leadership. In the 1960s, American behaviorist Hersey et al. (1969, p.443-478) comprehensively elaborated the theory of situational leadership and summarized four management styles, namely, command, coach, support, and delegation, which were applied to four different situations in which the managed were located. There are more studies on transformational and transactional management styles, but few on the four management styles of situational leadership.

Bass (1985, p.120-138) developed Burns' concept and proposed the concept of "Transformational Leadership". Bass (1985, p.120-138) believed that transformational leadership can make employees realize the significance of the tasks they undertake,

stimulate the high-level needs of subordinates, establish a climate of mutual trust, and encourage subordinates to sacrifice their own interests for the interests of the organization, and achieve results beyond the original expectations. As soon as the theory of transformational leadership was put forward, it was welcomed by academia, business circles, and various public organizations. At present, transformational leadership theory has become a new paradigm of leadership theory research and has been used by many organizations to guide the selection, training, and cultivation of talents in enterprises.

Johnson and Lee (2020, pp. 223-240) explained that management styles significantly influence organizational culture and employee engagement. They pointed out that transformational leadership, which emphasizes vision, inspiration, and intellectual stimulation, tends to foster a more innovative and collaborative work environment. On the other hand, transactional leadership, which focuses on structure, rewards, and punishments, may be more effective in settings where tasks are routine and efficiency is paramount.

Harris et al. (2021, p.131-150) emphasized the importance of adaptability in management styles. They argued that situational leadership, which adapts management style to the maturity and competency levels of subordinates, is crucial for managing dynamic and diverse teams. This approach ensures that leaders can provide appropriate support and direction based on the specific needs of their team members, leading to better performance and satisfaction.

Smith et al. (2021, p.165-182) explored the impact of management styles on organizational resilience. They found that leaders who adopt a supportive and transformational management style tend to build more resilient organizations capable of withstanding and thriving amidst crises. This resilience is attributed to the development of a strong organizational culture that emphasizes trust, innovation, and continuous improvement.

Kim and Park (2019, p.311-328) studied the effects of leadership styles on employee motivation and performance. Their research highlighted that transformational leadership significantly enhances employee motivation by aligning individual goals with organizational objectives and fostering a sense of ownership and

empowerment among employees. In contrast, transactional leadership was found to be more effective in ensuring task completion and adherence to organizational rules and standards.

To sum up, management style is defined as the habitual ways in which managers conduct their daily activities and interact with their subordinates. It encompasses a range of behaviors influenced by the leader's personal attributes and is classified into various types, including transformational, transactional, and situational leadership. Understanding and effectively applying different management styles can significantly impact organizational culture, employee engagement, and overall performance.

5. Hierarchical System

Robert K. Merton (1963) continues Max Weber's ideas. They all believe that a complete hierarchical system will succeed in eliminating the irrational emotional elements of official duties, tending to eliminate the personalized relationship altogether. Hierarchical System refers to the degree of constraint and formalization felt by the members of the organization, which can reflect the effectiveness of the internal structure and the perfection of the system at a certain level (Gao Jing, Long Danlan & Sheng Hongyan, 2018). In the study of townships in China, Yang Hua (2022, p.671-689) believed that a hierarchical system refers to whether the establishment of government institutions (departments) is complete and whether the exercise of power is independent. Similarly, this study means the institutional integrity of an organization, including whether the establishment of organizational departments is complete and whether the exercise of power is independent. In existing theoretical understanding, the hierarchical system should have the feature of emotion neutrality.

R.H. Hall (1962, p.127-138) summarizes the six core features of the hierarchical system: 1) A well-defined hierarchy of authority; 2) Division of labor based on functional specialization; 3) A system of rules covering the rights and obligations of the incumbent; 4) Procedures and systems for handling work; 5) Depersonalization of interpersonal relations; 6) Hiring and promotion based on technical competence. These characteristics help ensure that the organization operates efficiently and predictably,

reducing the influence of personal biases and fostering a professional working environment.

Xu Mingqiang (2022, p.320-322) believed that the hierarchical system in the Chinese context should consider human relations. In this paper, because other aspects already involve interpersonal relationships, this aspect (hierarchical system) does not discuss the impact of interpersonal relationships on the hierarchical system of the Chinese context. Xu argues that while the hierarchical system is designed to function without personal bias, the cultural context can influence its implementation and effectiveness. Therefore, in China, human relations might still play a role in the hierarchical structure, affecting its ideal of impartiality.

Nguyen and Lee (2019, p.88-102) pointed out that hierarchical systems are crucial for maintaining order and efficiency within organizations. They argued that clear authority levels and structured work procedures ensure that tasks are completed systematically and that employees understand their roles and responsibilities. This clarity helps prevent conflicts and misunderstandings, promoting a more harmonious workplace.

Harris et al. (2021, p.299-315) discussed the impact of hierarchical systems on organizational innovation. They found that while rigid hierarchical structures can sometimes stifle creativity and innovation, they also provide a stable environment where employees can feel secure. This stability can be beneficial, as it allows employees to focus on their tasks without worrying about constant changes or uncertainties in their roles.

Smith (2020, p.75-89) highlighted the importance of balancing hierarchy with flexibility. He suggested that organizations with too rigid hierarchical systems might struggle to adapt to changing environments and new challenges. Therefore, while maintaining clear authority and structured procedures, organizations should also incorporate elements of flexibility to encourage adaptability and innovation.

Jackson and Liu (2020, p.315-328) studied the influence of hierarchical systems on employee satisfaction and performance. They found that employees tend to perform better and feel more satisfied in environments where they clearly understand their roles and the expectations placed upon them. A well-implemented

hierarchical system provides this clarity, contributing to higher job satisfaction and improved performance.

Lee and Kim (2021, p.407-421) examined the relationship between hierarchical systems and leadership effectiveness. They found that leaders who can navigate the hierarchical structure effectively, while also demonstrating flexibility and empathy, tend to be more successful. Such leaders can uphold the system's integrity while also fostering a supportive and engaging work environment.

To sum up, the hierarchical system refers to an impersonal characteristic of an organization, which means that the organization has a clear authority level and a system of handling work procedures. The division of labor is based on the division of functions and specialties, and the rule system covers the rights and obligations of staff members. Employment and promotion are based on the professional and technical abilities of the members. This system aims to ensure efficiency, predictability, and impartiality within the organization, providing a stable and structured environment for employees to perform their roles effectively.

6. Innovation Climate

Ekavll (1996, p.338-376) said that as for the definition of innovation climate, two main methods have been widely adopted: the cognitive schema method and the shared cognition method. He explained that there are two types of work motivation, situational motivation and idiosyncratic motivation. Situational motivation includes internal and external motivation. From an objective perspective, organizational innovation climate is the characteristic of an organization and a collection of attitudes, feelings, and behaviors that characterize organizational life. It exists independently of the cognition and understanding of organization members and is different from organizational culture. From a cognitive perspective, two approaches can be adopted: the cognitive schema approach and the shared perceptions approach.

Anderson and West (1998, p.120-138) elaborated that the cognitive schema approach defines the organizational innovation climate as individual constructive representations or cognitive schemas of the innovative working environment. This approach reflects individuals' sense-making of the surrounding working environment. For instance, Amabile (1996) believes that the organizational innovation climate exists

in creative and innovative organizations, the psychological background of innovation behavior, and the cognition of the internal environment of the organization that affects creative work.

Amabile (1996, p.1154-1184) asserted that the shared perceptions approach defines organizational innovation climate as the shared cognition of organizational policies, practices, and procedures. This approach emphasizes the consistency of group cognition. For example, Isaksen et al. (1999, p.171-184) believe that the organizational innovation climate is a persistent characteristic that exists within the organization and can be consistently perceived and experienced by organization members, influencing their innovation behavior.

Researchers generally prefer the definition from the subjective perspective because the psychological environment reflected by different individuals in the same objective environment may not be the same. The psychological environment felt by individuals is a more important reason for their behavior. Liu Yun and Shi Jintao (2009, p.88-101) supported this view, emphasizing that organizational innovation climate is employees' perception of the organizational innovation environment.

Gu Yuandong and Peng Jisheng (2010, p.30-41) highlighted the importance of understanding these perceptions in shaping the innovation climate. They argue that the subjective cognition of organizational members on innovation supporting elements such as organizational policies, processes, and management behaviors through direct or indirect means is crucial. This psychological perception is based on whether the objective situation encourages their innovation.

Zhang Zhengang et al. (2016, p.123-133) adopted the scale used in the study of Liu Yun and Shi Jintao when measuring innovation climate. They improved the scale for measuring innovation climate and tested its reliability and validity. Their research showed that the subjective perceptions of organizational members play a significant role in defining the innovation climate within an organization.

Wang and Ahmed (2020, p.456-467) discussed that the innovation climate is critical for fostering a culture of continuous improvement and creativity. They suggested that organizations need to focus on creating an environment that supports and nurtures innovation by recognizing and rewarding innovative behaviors and ideas.

Smith et al. (2021, p.789-803) emphasized the role of leadership in shaping the innovation climate. They found that leaders who encourage open communication, risk-taking, and collaboration significantly contribute to a positive innovation climate. Their study highlighted the importance of leadership behaviors in fostering an environment conducive to innovation.

Nguyen and Tran (2020, p.367-385) explored the impact of organizational structures on innovation climate. They discovered that flexible and adaptive organizational structures are more likely to support an innovative climate. Their findings suggest that rigid and hierarchical structures can hinder the development of an innovation-friendly environment.

Jackson and Liu (2019, p.3152-3169) examined the relationship between organizational culture and innovation climate. They concluded that a culture that values creativity, collaboration, and continuous learning is essential for developing a strong innovation climate. Their research underscores the importance of cultural factors in fostering innovation within organizations.

Kim and Park (2021, p.665-679) studied the role of team dynamics in innovation climate. They found that teams with high levels of trust, cohesion, and open communication are more likely to develop a positive innovation climate. Their research suggests that team-level factors are crucial for creating an environment that supports innovation.

To sum up, this research considers that innovation climate refers to the subjective cognition of organizational members (superiors, colleagues, subordinates) about the willingness to innovate, the exchange of ideas and behaviors, and the degree of appreciation (including material encouragement and spiritual internalization).

7. Organizational Identification

Mael, F., & Ashforth, B. E. (1992, p.382-398) pointed out that organizational identification is the member's sense of belonging to the organization, reflecting the consistency between the individual and the organizational system, and emphasizing the integration of the individual and the organization in the self-definition. Scholars have stressed the importance of organizational identification research, and that organizational identification can not only be a psychological measurement variable

that reflects the internal connections between individuals and organizations, but also can explain and predict many important attitudes and behaviors in the workplace (Shen Jiliang, Li Yongxin & Zhang Na.2008). Some scholars have also pointed out that employees with high organizational recognition are more likely to show the attitude and behavior expected by the organization (Cheney, G.,1983) For example, research on enterprise organization points out that the higher the employee's sense of identity with the organization, the more they will put their own resources into work, and the higher the level of work involvement (Zhang Qiang & Yang Yue., 2020; Wang Lina, Ye Long & Yang Zheng, 2021) Another study of health care workers backs this up (Lyu, H., Yao, M., Zhang, D., & Liu, X, 2020).In the field of education, organizational identification and job involvement also show an obvious interactive relationship. Christ (2003) believed that teachers' organizational identification is the decisive factor to explain the significant differences in teachers' job performance. The empirical study of kindergarten teachers and university teachers also points out that organizational identification, as a positive psychological state, can have a positive impact on the staff's work engagement. In addition, the research focusing on primary and secondary school teachers found that organizational identification not only has a significant effect on positive outcome variables such as caring for students' life and learning, work initiative and knowledge sharing behavior(Zheng, J. & Fu, J,2019)., but also can effectively reduce the turnover rate of teachers(Zhang Feng & Geng Xiaowei, 2018).

Mael et.al (1992, p.211-232) pointed out that the concept of organizational identification was related to four aspects:1) identification is viewed as a perceptual/cognitive construct;2)It is 'relational and comparative'(Tajfel and Turner,1985);3) individuals identify partly to enhance self-esteem (Abrams and Hogg, 1988). Thus, individuals tend to invest more of their self-concept in valued personas and tend to view their social identities positively (Burke and Franzoi, 1988). However, identification can be painful and even debilitating if the group encounters failure (Turner, 1981) Finally, while classifications tend to be categorical (one is male or female), the intensity of one's felt identification with a classification is a matter of degree. In addition, the organizational identification is combined with three aspects:1)the organizational antecedents, including organizational distinctiveness, organizational

prestige, and (absence of) intraorganizational competition (not with interorganizational competition);2)the individual antecedents, including that satisfaction with the organization, tenure (as a member in the organization),and sentimentality;3) outcomes, including that making financial contributions, willing to advise one's offspring and others to attend the organization, and participating in functions of the organization.

To sum up, organizational identification is a cognitive, relational and comparative sense of members who are belonging to the organization, which is partly to enhance self-esteem that lead members to invest more of their self-concept in valued personas in the organization then tend to view their social identities positively. Members will be so proud of the organization that to advise others to attend the organization, but painful and even debilitating if the organization encounters failure.

Measurement methods of Organizational Climate

The objective measurement represented by Evan Lawrence and Lorsch (1967, p.111-137) describes the organizational climate in terms of the size of the organization, the number of rules, and the ratio of managers to front-line employees. Other researchers use subjective measures -- members' perceptions of various aspects of the organization -- to measure organizational climate. As the division of the aspects of organizational climate has not yet been concluded, researchers generally conduct research on different aspects of organizational climate according to their own research interests or specific conditions of research objects. In the long-term research on organizational climate, there are different scales with different compositions. Since the scale mainly investigates individual perception, questionnaire method is usually adopted. In the existing measurement research of organizational climate, scholars tend to divide into two types: objective measurement and subjective measurement.

1. The 13-aspect "Group Aspect Description Scale" (GDQ) compiled by Hemphill (1956). The scale consists of the following topics: pleasant climate, hierarchical status, clear goals, control over its members, stability, cohesion, intensity of involvement of members, ease of entry, formal procedures, homogenous membership, autonomy, degree of mutual understanding among members, and degree of participation in collective affairs.

2. The organizational climate Scale (LSCOQ) developed by Litwin & Stringer [Rogers, E. D., Miles Jr, W. G., & Biggs, W. D. (1980, p.65-78)] has been widely used in the study of organizations in the field of production, especially multinational enterprises. Through the control of different organizational climates under different leadership styles, the relationship between organizational climates and employees' work motivation is studied. The scale has a total of 50 questions in 7 aspects, but some scholars(Rogers et al,1980,pp.65-78.) have proved that only 6 of the 7 aspects in LSCOQ have good reliability and validity. The six aspects are: structure, responsibility, warmth, reward, pressures-standards and risk.

3. The organizational climate Description Questionnaire (OCDQ) developed by Halpin et al. (1963, p.90) is mainly used to measure different characteristics of organizational climate, and is often used to measure school climate. The table consists of six subscales and 64 item groups, which are: open subscale, control subscale, autonomy subscale, closed subscale, laissez-faire subscale and paternalistic subscale.

4. Hoy et al. (1986, p.93-110) developed the OCDQ-RS, which takes supportive, directive, restrictive, collegial, intimate, disengaged, as 6 aspects.

5. Hoy et al. (1996, p.41-59) developed the OCDQ-RM, which takes supportive, committed, collegial, disengaged, directive, restrictive as 6 aspects.

6. Hoy et al. (2002, p.38-49) developed the high school organizational climate Questionnaire. This questionnaire combined OCDQ, OHI (The Organizational Health Inventory) and SEM(the Entire range of Socioeconomic status) questionnaire which including institutional vulnerability, collegial leadership, professional teacher behavior and achievement press as its 4 aspects.

7. The gallup's Q12, which includes 12 questions in basic needs, personal contribution, teamwork, personal development 4 aspects in total, was developed by gallup's Company in the United States. It was often used to measure the organizational climate in companies after it was introduced into China around 2000 (Wang Qi, 2012, p.174)

From the above scale, consistent with the conclusion of the previous review, although the research on organizational climate has been abundant, the measurement questionnaires of organizational climate should also be different for different groups.

Studies have shown that the organizational climate questionnaire used in elementary schools is different from that used in secondary schools (Hoy et al,1996, p.41-59). Similarly, the organizational climate measurement of high school is different from that of middle school and elementary school (Hoy et al,2002, p.38-49) Therefore, based on the research aspects found and the existing research results of the above scales, this paper designed and formulated the university organizational climate description questionnaire.

Concepts of Organizational Climate Management

Organizational Management

Shen Xin et al. (2018, p.338) showed that organizational management refers to the process of effectively realizing organizational goals by establishing organizational structure, specifying positions or positions, clarifying responsibility and power relations, etc. Organization management is the sum of tasks in organization management, including the establishment and improvement of management institutions, reasonable staffing, formulation of rules and regulations.

Chapman (2002, p.3) thought that efficiency is a core index to measure the effectiveness of organizational management. There were many strong evidences to demonstrate that management can improve efficiency. The more successful the educational management, the more significant the educational efficiency, which is manifested by the expansion of educational opportunities and the improvement of educational quality The meaning of efficiency is developed along with the development of productivity. The original concept of efficiency is labor productivity in the traditional sense, because when labor is the main productive force, labor productivity basically determines the overall productivity. In general, efficiency refers to the amount of work done per unit of time, or the ratio of the effect of labor to the amount of labor. Since the Industrial Revolution, the factory guidelines of production has paid great attention to the efficiency of workers, at that time, the market of factory products is not a problem, as long as the production, can be sold. The competition between factories is the competition of labor productivity. Each factory improves its individual labor productivity by improving technology, training workers to improve

skills, updating equipment, etc., so that it is higher than the average labor productivity of society. In other words, when the individual labor time of each factory is less than the socially necessary labor time, the factory can produce more products than others, and thus obtain more income.

In the literature on management and efficiency, there are several words that are frequently mentioned, including efficiency management, management (managerial) efficiency, managerial effectiveness, organizational efficiency. Next, this paper will sort out the research context of these words one by one.

Zhao Fengmin (2013, p.29-33) thought that the efficiency management is trying to turn all people into one person, emphasizing on unifying people's thoughts and guiding people's actions with feasible efficiency standards, so as to form a strong organizational force to improve efficiency. Efficiency management can also be said to use the right method, in the shortest time, to do the right thing well. Much of the existing research on efficiency management has focused on the area of specific management. For example, improving energy efficiency is considered one of the most important and cost-effective means of promoting sustainable development (Lee, 2014, p.216; Xie Xiongbiao et al, 2008, 63-71). In the field of educational technology management, efficiency management should consider the four development factors of capital, curriculum, educational technology and educational skills (Zhao Liang, 2019). Efficiency management also plays an important role in rural governance (Liu Xinchun, 2019, p.27-32; Lv Zhi, 2019, p.33).

It can be seen that efficiency management plays an important role in various fields. But systematic research on efficiency management has not been formed. According to this study, efficiency management is defined as a series of management activities aimed at improving organizational efficiency.

Management efficiency originates from the research of enterprise management and is an important manifestation of firm heterogeneity in addition to productivity (Bloom & Van Reenen, 2007, p.15-56.; Nocke & Yeaple, 2014, p.993-1018; Qiu & Yu, 2022, p.338). Management efficiency reflects the ability of enterprise managers to organize and operate. The growth of firm productivity is closely related to management efficiency (Bloom et al. 2016, p.27). Enterprises with high management

efficiency are better able to make optimal intermediate input decisions according to their own business conditions and external environment changes (Lev & Radhakrishnan, 2005, p.30-35). Karlo (2009, p.78-99) defined the term of "managerial efficiency" to the ability of maximizing profits or minimizing costs under given circumstances in researching on banks. It attributes efficiency to managers.

The research of economics on how to measure and quantify enterprise management efficiency started late. Scholars represented by Bloom and Van Reenen (2007, pp.15-56.) have done pioneering work on the measurement of enterprise management efficiency. The management efficiency of enterprises is measured from the aspects of Operations, Targets, Monitoring and performance Incentives, which provides a benchmark for the cross-cutting study of management ability among different enterprises. Scholars have also carried out a wealth of research on the factors that affect the efficiency of enterprise management. From the perspective of external factors, fierce market competition eliminates inefficient enterprises from the market through the method of survival of the fittest, and allocates a larger market share to more efficient enterprises. Enterprises will have higher management efficiency in a highly competitive environment (Bloom and Van Reenen, 2007, p.15-56.).

From the perspective of internal factors, incentive and constraint are indispensable to any individual and organization. If management is regarded as a system, then management is a combination of incentive and constraint, and management innovation is the continuous adjustment of this combination (Nie Zhengan, 2002). On the one hand, the incentives and constraints to employees are the key factors that affect the productivity and management efficiency of enterprises. The efficiency wage theory holds that wages are the most direct and effective incentive mechanism. However, in addition to wages, the protection of employees' rights and interests is also particularly important. Some scholars believe that workers may prefer to work in companies with good management, and the overall management efficiency of enterprises has a strong positive correlation with the protection of employees' rights and interests. Enterprises with more subsidies and better balance indicators have higher management efficiency. On the other hand, the incentive and restraint mechanism for managers is also a key factor affecting the efficiency of enterprise

management. The way owners encourage, restrain and supervise managers will affect the management mode adopted by enterprise managers and their own effort level. A good level of corporate culture construction, a good working environment, corporate respect, and a bright career prospect and vision will make employees work happily. Therefore, wages should complement other incentive mechanisms, and a comprehensive compensation system should be established to achieve the purpose of incentives and achieve the goal of improving enterprise management efficiency (Fan Ruguo, 2009, p.93-114).

At present, the administrative management of Chinese universities still follows the traditional organizational framework and management idea, and there are many problems and low management efficiency (Yao Yiliang, 2021, p.193-224; Zhou Bin, 2022, 33-42). In a broad sense, higher education management efficiency refers to the relationship between total input and total output, and its input and output indicators are often not well controlled by universities themselves, and it is difficult to measure accurately. The narrow sense of higher education management efficiency refers to the relationship between the human, material and financial resources consumed by the management activities of colleges and universities and the direct output, and its input-output index is often easy to control and measure. The theory and method of research on input-output efficiency of university management originates from the firm theory of microeconomics. However, due to the particularity of higher education, such as non-profit, input-output diversity, and unavailability of output prices, it is difficult to accurately measure the economic efficiency of higher education (Johnes, 2006, p.273-288). In 1996, the University of New England (UNE) in Australia set up a special committee to build an input-oriented dual input-dual output DEA guidelines, including the expenditure of managers, other administrative costs, the total number of students and the total number of faculty, in a study on the management efficiency of 36 universities including UNE. The findings confirm the committee's suspicion that UNE's management is larger than that of other universities (Timothy et al, 2009, p.774-813). Starting from the "administrative power", "market power" and "academic power" that affect the management of higher education, Peng Jiang (2004) analyzed in detail the phenomenon of administrative

failure, on-campus market failure and academic failure in colleges and universities, and proposed that one of the ways to overcome the "failure" of school management is social management reform.

In DEA, the selection and determination of evaluation index system is very important, and the first principle of selecting input (input) and output (output) index is to reflect the evaluation purpose. The management input of Chinese colleges and universities includes the input of administrative personnel and the input of management funds. At the same time, the management department is both the manager and the service provider. The management department not only involves the management of the school's personnel, finances and materials, but also provides services for all students, teachers and university researchers. Therefore, in the study conducted by Xia Yan et al. (2012, p.338-358), the expenditure of public funds and the number of administrative personnel of institutions of higher learning in the current year were taken as indicators of management input, while the number of students enrolled and registered, the number of full-time teachers in the main school, the number of full-time scientific researchers, the total income of educational funds, and the total amount of fixed assets were taken as output indicators.

To sum up, although management efficiency has been introduced into the field of higher education in China for more than ten years, the measurement of management efficiency in the field of education is still more focused on the study of educational economy, and there is no research on the psychological output of educational management in colleges and universities. In fact, this study argues that for people in organizations, there are both management inputs and management outputs, and this output is more of a psychological output.

Managerial Effectiveness

Xu Haibo (2020, p.58-63) pointed out that the impact of individual psychological capital on organizational citizenship behavior and job performance is the foundation for theoretical analysis of managerial effectiveness in universities. He believes that managerial effectiveness can enhance overall organizational performance by influencing individual behavior and performance. Xu Huajun (2013, p.73-83) further emphasized that managerial effectiveness encompasses work performance, work

behavior, work ability, and work attitude. These factors collectively reflect the spirit, work style, service quality, management level, work performance, and development potential of individuals and organizations.

Luthans et al. (2008, p.219-238) suggested that positive psychological states in individual development affect people's cognition and behavior, which in turn affects individual work behavior, work performance, and organizational competitiveness. Their research indicates that the impact of individual managerial effectiveness on psychological capital is mainly reflected in three aspects: first, the impact on individual behavior; second, the impact on individual work performance; and third, the influence of individual behavior on work performance results. Based on this theory, studying the effectiveness of organizational management in universities requires focusing on the impact of individual psychological capital.

Wang Xiucheng and Fang Hongjian (2005, p.38) stated that managerial effectiveness embodies the ultimate value of systematicness, synergy, and integrity. They noted that "performance" in performance management refers to management performance and objectives, reflecting results; while "effectiveness" refers to benefit, efficiency, and effect, reflecting behavior and its impact. Therefore, the efficiency of performance management in universities is the degree to which management activities achieve expected results or influence. This can be measured by assessing work performance, work behavior, work ability, or work attitude.

Qi Zhanyong (2013, p.23-34) believed that managerial effectiveness is a comprehensive reflection of management efficiency, effect, and benefit. He highlighted that managerial effectiveness embodies the systematicness, synergy, and integrity of management, and is the degree to which management activities achieve expected results or influence. This effectiveness can be measured by assessing work performance, work behavior, work ability, or work attitude, reflecting the spirit, work style, service quality, management level, work performance, and development potential of individuals and organizations.

Mintzberg (2013, p.115-136) said that a manager's effectiveness depends not only on their skills and knowledge but also on their performance in specific contexts. He emphasized that managerial effectiveness should be measured within the context

of the organizational environment, including factors such as organizational structure, culture, and external environment. Managers need to be adaptable to perform optimally in different situations.

Yukl (2013, p.257-279) noted that managerial effectiveness also involves the adaptability of leadership behavior and style. He argued that different leadership styles yield different outcomes in various contexts. Managers must adjust their leadership behavior according to organizational needs and environmental changes to enhance effectiveness.

Kim and Mauborgne (2014, p.45-67) highlighted that innovation management is crucial for enhancing organizational effectiveness. They believed that managers can significantly improve organizational performance by fostering employees' creativity and innovation capabilities. Innovation management requires managers to possess innovative thinking and establish a culture and mechanisms that encourage innovation.

Drucker (2015, p.78-95) emphasized the critical role of managers in enhancing organizational effectiveness. He stated that managers need strategic vision and execution capabilities to formulate and implement effective management strategies that enhance overall organizational effectiveness. Drucker also believed that continuous learning and improvement are essential for improving managerial effectiveness. Managers should constantly enhance their management skills and leadership qualities.

House and Aditya (2015, p.335-372) suggested that cultural factors significantly impact managerial effectiveness. They pointed out that managers from different cultural backgrounds might face various challenges in enhancing organizational effectiveness and must adopt different management strategies. Managers need to understand and respect cultural differences to improve effectiveness in a multicultural environment.

Nahapiet and Ghoshal (2017, p. 242-260) said that social capital significantly impacts managerial effectiveness. They believed that managers could enhance organizational coordination and collaboration by building and utilizing social networks, thereby improving overall effectiveness. Social capital includes relationships within the organization and interactions and cooperation with external stakeholders.

Podsakoff et al. (2018, p.123-145) pointed out that organizational citizenship behavior positively influences managerial effectiveness. Their research showed that voluntary employee behavior and active participation could significantly improve overall organizational performance. Managers need to motivate and support employees to encourage active participation in organizational activities and leverage the positive impact of organizational citizenship behavior.

O'Reilly and Tushman (2020, p.87-109) emphasized the importance of organizational culture in enhancing managerial effectiveness. They believed that managers need to establish and maintain a positive organizational culture, guiding employee behavior through cultural norms to improve overall organizational effectiveness. Organizational culture influences employee attitudes and behaviors and significantly impacts the long-term development and performance of the organization.

Bolman and Deal (2021, p.49-68) stated that managers need multiple perspectives and comprehensive management skills to effectively enhance organizational effectiveness. They proposed four management frameworks—structural, symbolic, political, and interpersonal. Managers must flexibly use these frameworks in different contexts to achieve optimal management outcomes.

Kanter (2021, p.138-160) argued that innovation and change management are key to enhancing organizational effectiveness. She emphasized that managers need change leadership to drive organizational change and innovation, improving adaptability and competitiveness. Effective change management requires strategic vision, communication, and coordination skills.

Heath and Sitkin (2018, pp. 78-97) discussed how organizational routines and structures impact managerial effectiveness. They suggested that well-defined routines help streamline processes and reduce ambiguity, leading to higher efficiency and effectiveness in achieving organizational goals. They also noted that flexibility within these structures is crucial to adapt to changing environments and to innovate effectively.

Pfeffer (2019, pp. 45-67) emphasized the importance of power dynamics and political acumen in managerial effectiveness. He argued that managers who understand and navigate organizational politics can better align resources, gain support

for initiatives, and effectively lead their teams. This understanding of power dynamics is crucial for implementing strategies and achieving desired outcomes.

Tushman and O'Reilly (2020, pp. 101-120) highlighted the role of ambidextrous leadership in enhancing managerial effectiveness. They posited that leaders who can balance exploration and exploitation—pursuing new opportunities while optimizing current operations—can drive sustained organizational success. This dual approach helps organizations remain competitive and adaptable in dynamic markets.

Gibson et al. (2018, pp. 203-225) explored the relationship between emotional intelligence and managerial effectiveness. They found that managers with high emotional intelligence are better equipped to handle interpersonal conflicts, motivate their teams, and create a positive work environment. Emotional intelligence contributes to a manager's ability to connect with employees, understand their needs, and foster a collaborative and productive workplace.

Liden et al. (2020, p.335-355) examined the impact of servant leadership on managerial effectiveness. Their research indicated that managers who prioritize the growth and well-being of their team members create a supportive and high-performing work environment. Servant leaders build trust, encourage professional development, and enhance employee engagement, leading to improved organizational outcomes.

Van Knippenberg and Sitkin (2019, p.267-290) discussed the influence of transformational leadership on managerial effectiveness. They emphasized that transformational leaders inspire and motivate employees through a compelling vision, fostering a sense of purpose and commitment. This leadership style enhances organizational cohesion, drives innovation, and improves overall performance.

Battilana and Casciaro (2021, p.78-101) investigated the role of change management in managerial effectiveness. They argued that effective change management involves clear communication, stakeholder engagement, and strategic planning. Managers who excel in guiding their organizations through change can mitigate resistance, ensure smooth transitions, and achieve successful outcomes.

Tsui et al. (2020, p.309-329) explored the impact of diversity and inclusion on managerial effectiveness. Their study found that diverse teams bring a variety of perspectives and skills, leading to enhanced problem-solving and innovation. Managers who foster an inclusive environment where all employees feel valued and respected can leverage diversity to achieve superior organizational performance.

Avolio et al. (2019, p.145-167) discussed the importance of authentic leadership in managerial effectiveness. They posited that authentic leaders who are self-aware, transparent, and ethical build trust and credibility with their teams. This authenticity fosters a positive organizational culture, enhances employee engagement, and drives sustained success.

Choi and Wang (2021, p.385-408) examined the role of strategic alignment in managerial effectiveness. They found that managers who align their teams' goals with the overall strategic objectives of the organization ensure coherence and focus. Strategic alignment facilitates better resource allocation, improves decision-making, and enhances organizational performance.

To sum up, managerial effectiveness refers to the degree to which management activities achieve expected results or influence. It embodies the ultimate value of systematicness, synergy, and integrity of management, reflecting work performance, behavior, ability, and attitudes. Effective management not only requires skills and knowledge but also the ability to adapt to different organizational environments and challenges. It involves leadership behavior, cultural understanding, innovation, and continuous learning and improvement.

Organizational Effectiveness

In the contemporary competitive environment, many enterprises begin to realize that the original competitive advantages such as capital and technology, which can be proud of, are easily imitated and copied by other enterprises. However, organizational effectiveness, as a unique factor, is relatively difficult to learn and use for reference.

Organizational effectiveness evaluation criteria is the most famous research achievement of Stanley E. Sahore (1965, p.447-489). In his research results, he put forward the concept of organizational effectiveness and the evaluation guidelines of

effectiveness standards, and argued that organizational effectiveness should be used to measure the success of an enterprise. After the evaluation standard of organizational effectiveness came into being, scholars have conducted more in-depth analysis and discussion on this standard from multiple levels and perspectives.

Seahore S.E. was the first to define the concept of effectiveness, and organizational effectiveness was defined by him as the sum of various evaluation criteria to measure the operating level of an organization. After his research, the academic circle set off a wave of research on organizational effectiveness and formed a large number of research results. According to the research findings, there are great differences in the definition of organizational effectiveness among researchers. Some scholars focus on a certain component of organizational management or a certain stage of organizational development to define organizational effectiveness, while others focus on the application of evaluation methods. After reviewing the literature, we can see five perspectives on the definition of organizational effectiveness:

First, from the perspective of rational goal research, researchers believe that organizational effectiveness is to first select the goal and direction of the organization's operation, and then to achieve the goal. Organizational effectiveness refers to the ability to accurately select the goal and achieve the goal. Second, from the perspective of internal processes, researchers believe that organization operation is affected by a variety of factors. Among these factors, the harmonious relationship among organization members is the driving force to promote the development of the organization. Therefore, organizational effectiveness is defined as the ability to enable the members of the organization to work harmoniously. At present, many scholars have studied the influence of organizational culture, organizational structure and other factors on organizational effectiveness from this perspective, and the research results are rich. Third, from the perspective of external resources, researchers believe that the competitive advantage of an organization lies in the ability to acquire and use resources, so organizational effectiveness is defined as the ability to acquire and use resources. Fourthly, from the perspective of stakeholders, an organization is a collection of multiple relationships. The purpose of an organization's operation is to obtain certain benefits, but in the process of generating and distributing benefits,

different interest subjects have different demands. Researchers believe that meeting needs is the performance of organizational effectiveness, so organizational effectiveness is defined as the degree to which an organization satisfies the preferences of stakeholders. Fifth, from the perspective of paradox, in the first four single-perspective studies, researchers found the one-sidedness of the research. Some scholars put forward the view that organizational effectiveness is a multi-aspectal goal set, which is a synthesis of system resources and internal processes of the organization and interpersonal relations, and should be studied from the multi-process of organizational operation and management. Among them, the stakeholder and paradox perspective is the core of organizational effectiveness theory and the main basis for the definition of organizational effectiveness proposed in the current empirical research.

From many research results, it is found that defining organizational effectiveness from a single fixed Angle violates the scientific principle. Organizational effectiveness is essentially a constructed concept, and there is no universal definition and standard index system for measurement. The appropriate definition and research perspective should be selected based on the basic research paradigm and different research questions. The existing research results of organizational effectiveness complement each other and help to fully understand the connotation of organizational effectiveness. To sum up, this study believes that organizational effectiveness essentially focuses on the dual elements of organizational goal realization, that is, goal realization ability and goal realization degree. The difference lies in the different perspectives of goal definition and definition.

Seahore S.E. proposed the idea of conducting a holistic systematic study on organizational effectiveness. He proposed that organizational effectiveness is composed of a number of indicators, and there are correlations among them. The criterion is needed to determine the index, and the standardization of the standard will lay the foundation for the efficiency evaluation. After analyzing the use and criteria of organizational effectiveness indicators, Seahore S.E. The famous pyramid index guidelines of organizational effectiveness measurement standard is put forward. At the top of the tower is the highest requirement of the organization, that is, the realization

degree and ability of the overall goal of the organization in the future period of time. Located in the middle of the pyramid are business operation standards, which reflect the performance or results of the organization in a certain production and business cycle, a number of short-term indicators to measure short-term business performance, and integrate them to get more comprehensive indicators, these indicators will have a decisive role in the final business results of the organization; At the bottom of the tower is the evaluation standard set by the organization for the current production and business activities, which basically presents the sub-indicators or supporting indicators of the enterprise's business standards. The realization of various indicators in the current period can often lay the foundation for the realization of the medium-term goals of the organization (Yang Wenying, 2018). Some scholars have sorted out the indicators of Campbell's research on organizational effectiveness, and the results are as Table 2.2:

Table 2.2 30 Commonly used organizational and performance evaluation indicators
(Li Dan, 2020)

No.	Name of index	No.	Name of index	No.	Name of index
1	Overall effectiveness	11	motivation	21	Task management skills
2	productivity	12	morale	22	information management and communication
3	efficiency	13	control	23	readiness
4	profit	14	conflict/cohesion	24	ability to utilize the environment
5	Quality	15	resilience/suitability	25	evaluation of external entities
6	accident rate	16	planning and goal setting	26	stability
7	growth	17	consensus of goals	27	human resource value
8	absenteeism	18	internalization of organizational goals	28	participation and sharing of influence
9	employee turnover	19	Role and norm integration	29	emphasis on training and development
10	job satisfaction	20	interpersonal skills	30	emphasis on achievement

Measurement method of Organizational Climate Management

According to the above literature review, efficiency is an objective and measurable standard to measure whether management is effective. Therefore, this study combines the characteristics and measurement methods of efficiency management, management efficiency and management effectiveness to measure whether management is effective. Organization climate management in this study

refers to a series of management behaviors aimed at improving organizational efficiency and improving organizational climate through efficiency management and management effectiveness. Among them, efficiency management emphasizes the ratio of input to output, and management effectiveness emphasizes the "soft power" of measuring the level of organization's operation. According to this idea, management is constituted as the Table2.5:

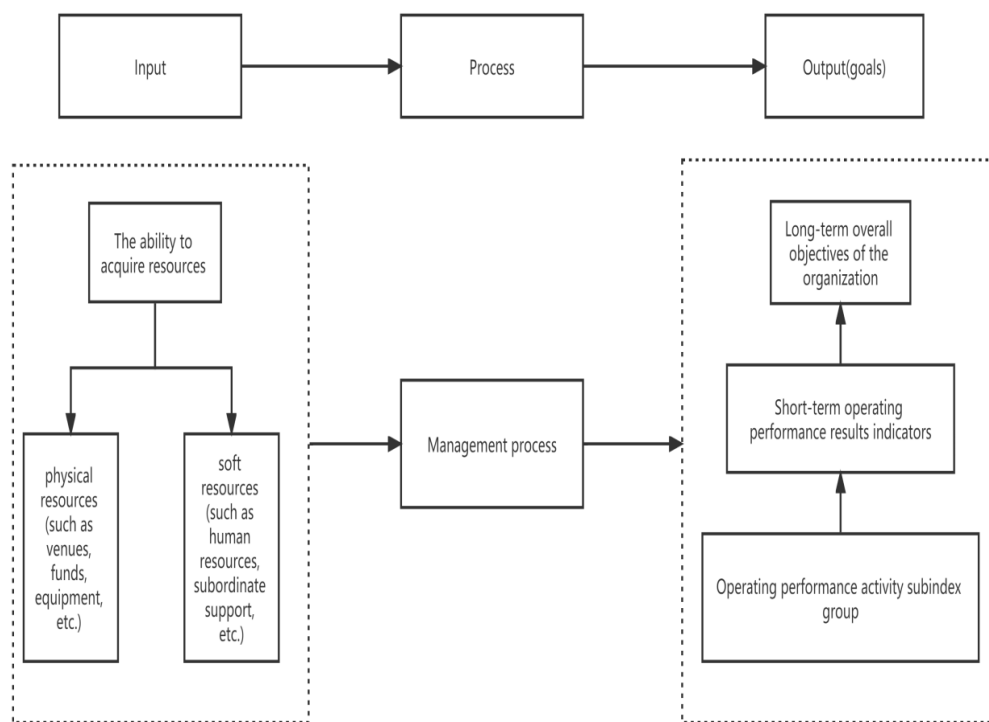


Figure 2.1 Organizational Climate Management diagram (Summary of this study)

Concepts of Organizational Climate Management in Universities

Above, this study reviewed the relevant literature on organizational climate and organizational management. Indeed, both concepts are factors to explore whether an organization can operate effectively. This section will continue to conduct literature review and discussion on the combination of the two concepts and their application in university education management.

Wang Yanxia (2022, p.38-43) studied management strategies for improving college students' leadership based on a good community climate. She believes that the good organizational climate of the community in colleges and universities is conducive to enhancing the leadership of college students. There are four strategies as follows: First, colleges and universities promote the comprehensive quality of college students with fair and standardized community management system; Second, the association guide teachers actively assist in creating a democratic and friendly association climate for students' independent development; Third, the community leaders lead the innovative climate of incentive evaluation under the "common vision"; Fourthly, the members of the community should establish the practice concept of "self and community" for comprehensive sustainable development. Lin Yu (2012, p.37-39) studied the influencing factors of doctoral research performance, among which organizational climate was an important influencing factor. The results show that the university from which the doctoral students graduated, the supervisor, the subjective interest factor of the doctoral students, and the social capital have an impact on the research performance, and the organizational climate plays a moderating role in the relationship between social capital and research performance. Hu Xiaohui (2020, p.67-75) and Bao Ping (2020, p.98-103) et al. studied the organizational climate of university libraries, extracted 39 concepts, 15 sub-categories and 6 main categories with the grounded theory, and then built the aspectal structure and functional relationship guidelines of organizational climate of Chinese university libraries on the basis of determining the relationship between the main categories. It provides an observation point and a foothold for improving the internal management level and internal service quality of Chinese university libraries. Zheng Zhilai (2015) also confirmed that organizational climate has a significant impact on the service quality of university libraries. Hu Qing and Sun Hongwei (2013, p.367-375) compiled the scale of transformational leadership behaviors of college presidents in China and found that transformational leadership behaviors of college presidents have a positive guiding effect on teachers' organizational commitment, while teachers' internal motivation and school organizational climate have a complete mediating effect on the relationship between the two. This study provides a reference for the cultivation of president's

leadership and university management. Maulani & Hamdani (2019, p.83-95.) conducted a study of 34 private universities in Indonesia. The findings suggest that information technology and organizational climate had influence on the competitiveness of private universities in Indonesia. Private universities in Indonesia should improve the level of information technology and organizational climate to gain better competitiveness. Dinibutun, Kuzey & Dinc (2020, p.56) showed that the balanced workload, clarity of task, cohesion, and the ethical aspects within the organizational climate produced a negative effect on the depersonalization of faculty members. This study shows that the management of organizational climate is crucial to the management of teachers, because the multiple aspects of organizational climate will have an important impact on teachers' psychology. Similarly, Adenike's (2011, p.151-165) studied on a private university in Nigeria also shows that organizational climate management has a significant impact on teachers' satisfaction with the school. Shobaki et al. (2018, p.253-268) conducted a generalized survey from the point of view of the administrative staff of Palestinian universities. The results showed that there is a high availability for all areas of the organizational climate. There are differences in the level of university organizational climate in different regions. The democratic way is a good way to improve the effectiveness of organizational climate management. Schulz (2013, p.464-478) considered that organizational climate was still a very important contributor to the satisfaction of academic staff in research-intensive universities in the UK. Sokol et al (2015, p.279-288) found that when the organizational climate emphasizes creativity, it leads to higher levels of creativity among students. This is significant as students, representing a crucial component of intellectual capital, play a key role in the development of both micro and macro regions. Hajlo (2012, p.169-184) explored the connections between job stress, burnout, life quality, and satisfaction with the organizational climate among the staff at Mohaghegh Ardabili University. The findings suggest that organizational climate can be clearly predicted by burnout, job stress, and quality of life. Improving organizational climate can be a beneficial tool for managers to improve organizational efficiency. Aboudahr's research (2022, p.1-21) on Egyptian universities shows that organizational climate plays an intermediary role in the relationship between strategic leadership and practice improvement, and has a direct

impact on quality management practice. Salari et al (2013, p.39-46) examined the relationship between organizational climate and job burnout among personnel at the University of Bandar Abbas. The results indicated a significant negative correlation, suggesting that a more positive organizational climate is associated with lower levels of job burnout. Borah (2019, p.47-50) studied the variations in perceptions of the faculty and administrators in four state agricultural universities of India regarding the importance of aspect of organizational climate along with their perception of prevailing and expected organizational climate. In his research, Raza (2010, p.433-473) found that an open organizational climate is more effective for the management of principals, and promoting an open climate can improve teacher performance and facilitate school management. Paâ & Omar (2018, p.219-238) has conducted research on higher education institutions in Malaysia. The findings revealed a significant positive relationship between innovative organizational climate and organizational commitment.

To sum up, although many scholars have found that both the overall organizational climate of a school and the organizational climate of a certain department have a crucial impact on management in colleges and universities, a bad organizational climate will have a negative effect on organizational efficiency. However, there is no formal study on the relationship between organizational climate and management. Most researchers only focus on one aspect of the influence of organizational climate on management. Therefore, on the premise that scholars from all over the world have proved that organizational climate has a profound impact on university management, the research and discussion on organizational climate management is a new breakthrough for the field of higher education management.

Related Research

According to Lou Kun (2016, p.233), crisis intervention has rich connotations, including preparation and protection before the crisis, resolution and treatment after the crisis, and effectiveness evaluation of the crisis. It can be concluded that the crisis intervention ability of Chinese colleges and universities is relatively weak, which is mainly manifested as the lack of crisis consciousness inducing organizational management risk, the segmentation of intervention system inducing inefficient organizational management, the delay of crisis handling inducing organizational decision failure, and the closure of intervention system inducing organizational information imbalance. To strengthen the crisis intervention in college organization management, we should start from four aspects: organization system, intervention form, organization structure and organization mechanism, and realize the innovation of college organization management.

According to Lu Shaoping (2002, p.37-44), the management of student organizations in student work is an important channel for colleges and universities to cultivate students' ability, and its management mode needs to be changed urgently, especially with the development of market economy, the market puts forward high requirements on students' ability. The management mode of student organizations in student work is an important channel for colleges and universities to cultivate students' ability. Especially with the development of market economy, the market has put forward high requirements for students' ability.

Astari et al. (2023, p.145-159) said that organizational climate significantly impacts job satisfaction and employee productivity in higher education. They conducted a descriptive study using the short version of the Organizational Climate Scale (CLIOR) with 30 education staff employees at a private university. Their results show high organizational climate levels, with indicators of cooperation, work organization, and innovation. They emphasize the importance of creating a supportive climate to enhance productivity and organizational effectiveness. The main findings are: 1) Organizational climate impacts satisfaction and productivity. 2) Descriptive study uses the CLIOR scale. 3) High climate levels in cooperation and innovation. 4) Supportive climate enhances effectiveness.

Bharthvajan (2014, p.123-139) said that organizational culture and climate are powerful tools that significantly affect the morale, performance, and job satisfaction of employees. They conducted a literature review to understand the perceptions, values, beliefs, and behaviors that define organizational culture and climate. Their findings emphasize that a sound organizational culture and climate encourage a cooperative attitude among employees, which is essential for achieving organizational goals and objectives. The key findings are: 1) Organizational culture and climate affect morale, performance, and job satisfaction. 2) Literature review explores perceptions, values, beliefs, and behaviors. 3) Cooperative attitude is crucial for achieving organizational goals. 4) Sound organizational culture and climate benefit employees.

Chinthala (2014, p.212-228) said that organizational climate includes management or leadership styles, participation in decision-making, provision of challenging jobs, and creation of suitable career ladders. Their study aims to explore organizational climate as a predictor of teacher's job satisfaction, establishing a relationship between climate and job satisfaction through a review of various studies. They emphasize the importance of understanding factors affecting teachers' satisfaction at the workplace for a successful educational system. The key findings are: 1) Organizational climate includes leadership styles and decision-making participation. 2) Climate predicts teacher's job satisfaction. 3) Understanding factors affecting satisfaction is crucial for educational success. 4) Positive climate enhances job satisfaction and institutional dynamics.

Coelho and Pires (2020, p.78-90) said that organizational climate, reflecting the work environment and employee attitudes, significantly influences job performance. The study aims to determine the impact of climate on the performance of Cotton Life company employees. Using a quantitative approach with a non-experimental, causal correlational design, they surveyed 80 workers. Findings reveal a direct positive influence of organizational climate on job performance, highlighting the need for managers to understand and enhance the work environment. The primary findings are: 1) Organizational climate directly influences job performance. 2) The study uses a quantitative, non-experimental design. 3) Positive climate improves employee

performance and productivity. 4) Managers should focus on enhancing the work environment.

Dong Zefang & Hao Zhaohui (2012, p.78-83) believes that as a part of society, university organizations have many conflicts due to social changes, such as internal power relations, group (member) relations, functional tasks and management methods. Organizational conflicts in colleges and universities should be systematically managed. On the one hand, a good environment for the development of colleges and universities should be created from the social level. On the other hand, effective conflict management should be realized from the level of colleges and universities by integrating interests, adjusting themselves and improving the conflict management system.

Duan Jinyun et.al (2014, p.69-73) said that organizational climate, reflecting employees' subjective perceptions, impacts organizational behavior and performance. The study reviews the origins and definitions of general and special climate, proposing a new definition. It highlights three levels of climate analysis: individual, team, and organizational, each with distinct measurement methods. Differences between climate and culture are discussed, emphasizing the need for further research on conceptualization, measurement, and cultural differences. The main findings are: 1)Organizational climate affects behavior and performance. 2)Three levels of climate analysis: individual, team, organizational. 3)Distinct methods are needed for climate and culture measurement. 4)Further research on climate conceptualization and cultural differences is essential.

Ehrhart and Kuenzi (2015, p.1353-1364) said that organizational climate research is essential for understanding the work environment in organizations, affecting employee attitudes, behaviors, group processes, and performance. Their study outlines the historical progression of climate research, noting its decline in the 1980s due to conceptual and methodological challenges, followed by a resurgence in the past decade. They emphasize the importance of climate in predicting organizational effectiveness and understanding worker experiences. The main findings are: 1) Organizational climate affects attitudes, behavior, and performance. 2) Climate research has evolved through conceptual and methodological challenges. 3) The past

decade has seen renewed interest in climate research. 4) Understanding climate is essential for predicting organizational effectiveness.

Kunze and Garten (2015, p.66-86) said that organizational climates describe members' shared perceptions about observable aspects of their work environment, contrasting with the deeper, stable properties of organizational culture. They explore the rise of age-diversity climates as workforce demographics change, emphasizing the importance of fair treatment for all age groups to prevent negative climates. Their study highlights the antecedents and outcomes of different age-related climates and suggests actions organizations can take to benefit from an age-diverse workforce. The main findings are: 1) Organizational climates describe observable work environment aspects. 2) Age-diversity climates are crucial as workforce demographics change. 3) Fair treatment for all age groups prevents negative climates. 4) Organizations should leverage age diversity for better outcomes.

Li Guanghai (2016, p.103-110) conducted an empirical survey on the work stress of foreign teachers in universities and colleges by using the interview method, and found that the overall level of work stress of foreign teachers in universities and colleges is low, but there are large differences between groups and individuals. The source of work stress has the characteristics of multiple channels, and the nature of work stress caused by different. Considering the five key aspects of university internal management—employment management, teaching management, scientific research management, personnel management, and logistics management—adjustment measures are recommended to alleviate negative work pressures and enhance positive ones. These include: rigorously enforcing employment procedures to minimize pressure from personal factors; moderately increasing the salaries of foreign teachers to alleviate financial stress; and enhancing training programs for foreign teachers to help them overcome cross-cultural adaptation challenges. To explore the career development path of foreign teachers and eliminate the difficulties of their development demands; Improve the quality of managers, remove their interpersonal communication barriers and so on.

Liang Jia & Yan Feng (2021, p.237-244) believes that the cultivation mechanism of core literacy of postgraduates majoring in industrial economics should be studied, and targeted the establishment of a green education evaluation system in colleges and universities and the concept and application of multiple governance in colleges and universities should be proposed, so as to provide solutions and suggestions for the problems arising in the cultivation of core literacy of postgraduates of industrial economics, in order to seek to cultivate "industrial economic research that meets the requirements of The Times. The new path of cultivating the core quality of students.

Lin Zhongzhang (2015, p.130-135) believes that there is a close relationship between university organization and management and the professional development of university teachers. The organization and management of colleges and universities affects the professional development of college teachers, and at the same time, the professional development of college teachers directly affects the "face" and sustainable development of college organization and management. The organization and management of colleges and universities should adhere to the management thought of "teacher-oriented", "liberate "teachers, provide support system, arouse teachers' subjective consciousness and encourage teachers' professional autonomy. College teachers should consciously improve the level of social and political responsibility, pay attention to educational conscience, regard the management of colleges and universities as a need of spiritual life, understand and understand each other, education and self-education, in order to seek a "win-win" development between the two.

Liu Qunyan & Yao Yu (2018, p.88-93), on the basis of literature research and statistics on technology transfer performance of 34 universities directly under the Ministry of Education in 2016, drew the following conclusion through factor analysis and correlation analysis: Organizational management behavior of universities is related to technology transfer performance to a certain extent, and assessment management plays a significant role in promoting technology transfer performance; There is a complementary relationship between implementation management and technology transfer performance. System document management has a positive effect on the

performance of technology transfer. The incentive measures have no effect on the performance of technology transfer. The research conclusion of technology transfer organization and management behavior provides a new direction and thought for universities to improve and perfect technology transfer organization and management behavior and promote and serve economic development continuously.

Lugo (2016, p.96-101) said that the organizational climate in prisons, particularly its measurement and impact on staff and inmate outcomes, has been under-researched compared to organizational culture. The study used a confirmatory factor analysis to examine organizational climate factors in corrections. They concluded that: 1) Organizational climate includes attributes like resources, leadership, and management. 2) Proper measurement of organizational climate can enhance understanding of misconduct and staff stress. 3) Improving organizational climate can positively impact institutional operations. 4) Policy interventions should focus on improving the measured aspects of organizational climate.

Mohanta and Saha (2022, p.215-232) said that the success of educational institutions is often linked to a positive organizational climate. They critically examine the role of institutional climate in establishing values and improving student outcomes, emphasizing the importance of a supportive environment for faculty and students. Their literature review suggests that a positive climate enhances motivation, job satisfaction, and overall institutional effectiveness. The key findings are: 1) Positive climate is linked to institutional success. 2) Institutional climate establishes values and improves outcomes. 3) Supportive environments enhance motivation and satisfaction. 4) Positive climate improves institutional effectiveness.

Olivera-Garay et al. (2021, p.120-135) said that organizational climate significantly influences work performance in the Cotton Life company. Using a quantitative approach with a non-experimental, causal correlational design, they surveyed 80 workers. Their findings reveal that a positive organizational climate directly enhances job performance, emphasizing the importance of managing the work environment to improve productivity and employee satisfaction. The primary findings are: 1) Positive organizational climate enhances job performance. 2) Quantitative, non-

experimental design is used. 3) Managing the work environment is crucial for productivity. 4) Employee satisfaction is linked to organizational climate.

Prastiawan et al. (2020, p.90-112) said that organizational culture shapes organizational climate, reflecting members' perceptions of various aspects within the organization. They conducted a literature review examining the role of institutional climate in establishing values and patterns in school environments. The study emphasizes the importance of creating a harmonious organizational climate to ensure employee comfort and productivity. The findings suggest that a supportive organizational climate enhances motivation, job satisfaction, and overall institutional effectiveness. The key findings are: 1) Organizational culture shapes climate and member perceptions. 2) Harmonious climate ensures employee comfort and productivity. 3) Supportive climate enhances motivation and job satisfaction. 4) Positive climate improves institutional effectiveness.

Randhawa and Kaur (2014, p.423-435) said that organizational climate is closely related to key job attitudes and employee behaviors. Their study reviewed literature to propose a theoretical model linking organizational climate with job satisfaction, organizational commitment, and job involvement. Using a theoretical framework, they found that: 1) Organizational climate influences job satisfaction and commitment. 2) Positive climate reduces turnover intentions and workplace deviance. 3) A proposed model highlights the relationships between climate and employee behaviors. 4) Future research should empirically test the proposed model.

Ren Ying & Liu Quanfen (2020, p.151-155) summarizes the status of national key R&D plan projects from 2016 to 2018, compares and analyzes the advantages and disadvantages of universities, scientific research institutions, enterprises and other units in undertaking national key R&D plan projects, and proposes to strengthen top-level design and advance planning, strengthen team building and interdisciplinary integration, and promote collaborative innovation of industry, university and research. The new opinions and suggestions are expected to provide reference for the next step for universities to exert their advantages and strengthen the organization and management of national key research and development plans.

Roch et al. (2014, p.229-240.) said that organizational climate in healthcare settings influences patient outcomes but is less understood regarding nursing care delivery. They conducted a mixed-methods study combining nurse surveys (N=292) with qualitative case studies of 15 direct-care registered nurses and managers. Their findings reveal that organizational climate explained 11% of the variation in reported caring practices, with workload intensity and role ambiguity affecting care delegation. They call for systemic interventions to improve organizational climate and support comprehensive nursing care. The primary findings are: 1) Organizational climate affects nursing care delivery. 2) Mixed-methods study combines surveys and case studies. 3) Climate explains 11% of variation in caring practices. 4) Systemic interventions are needed to support nursing care.

Santos and Paranhos (2017, p.320-335) said that organizational climate, understood as the perception of policies and practices, influences efficiency and conduct within organizations. They studied the leadership aspect of organizational climate in Family Health Teams in Rio de Janeiro. An administrative-based survey was carried out with a sample of 9,590 people in 187 primary healthcare units. The results indicated that items measuring leadership were positively evaluated, with significant differences between strata. The study recommended conducting regular studies and holding leadership workshops in the health units and using distance-learning tools to exchange information and train staff. The key findings were: 1) Organizational climate influences efficiency and conduct within organizations. 2) Leadership was positively evaluated across different professional categories. 3) Regular studies and workshops on leadership are recommended to enhance the organizational climate. 4) Distance-learning tools can be used for training and information exchange.

Schneider et al. (2017, p.361-388) said that organizational climate and culture research in the Journal of Applied Psychology (JAP) significantly contributed to understanding organizational processes and outcomes. The study traces the history of climate and culture research in JAP, identifying four main periods. It highlights trends and major achievements in each period, emphasizing the role of leadership and multilevel research in advancing climate and culture understanding. Future research directions are suggested to build on current knowledge. Key points include: 1) JAP

significantly contributed to climate and culture research. 2) Four main periods of research development are identified. 3) Leadership and multilevel research advanced climate understanding. 4) Future research should build on current knowledge and trends.

Sheng Jiawei (2014, p.484-489) believes that by eliminating the pyramid structure of administrative organizations, reducing management levels and increasing management scope, a compact horizontal organization can be established to make organizations flexible, agile, flexible and creative, emphasizing simplification of organizational management levels, increase in scope and decentralization.

Sun Xingfu (2013, p.322-326) believes that disciplines play an important role in colleges and universities. Based on the relationship between disciplines and universities, Xingfu analyzes the problems and drawbacks of the current organizational management system of Chinese colleges and universities, demonstrates the feasibility and necessity of optimizing the organizational management system of colleges and universities based on disciplines, and puts forward targeted optimization principles and methods to strive for higher performance. Such education development to make a useful attempt and exploration.

Veziroglu-Celik and Yildiz (2018, p.215-230) said that organizational climate affects individual behaviors, attitudes, and well-being, explaining why some organizations are more productive, effective, and innovative. They examined the organizational climate of early childhood centers based on the opinions of early childhood teachers using the Early Childhood Work Environment Scale. Their study involved 214 teachers in Turkey, revealing that collegiality was rated the highest while professional development was rated the lowest. They suggest that improving professional development opportunities can enhance the overall organizational climate. The main findings are: 1) Organizational climate affects behaviors, attitudes, and well-being. 2) Early Childhood Work Environment Scale used for data collection. 3) Collegiality rated highest, professional development rated lowest. 4) Improving professional development can enhance climate.

Viđak et al. (2023, p.383-402) highlighted the significance of organizational climate and culture in research institutions, noting their role in promoting research integrity, responsible research practices, and enhancing job satisfaction. Their study aimed to understand how organizational climate is perceived by employees and students within a university environment. Semi-structured interviews were conducted with senior students and both teaching and non-teaching staff from two university schools: the School of Medicine and the Faculty of Humanities and Social Sciences. Participants provided insights on their perceptions of the institutional climate, the working environment, and the role of the institution. The data were analyzed through reflexive thematic analysis, which revealed three key themes: 1) Differences in the perception and understanding of organizational climate, 2) Institutional challenges related to organizational climate, and 3) The impact of stakeholder behavior on the development of organizational climate. The study concluded that organizational climate plays a crucial role in academic settings, particularly influencing employees, especially early-career researchers, and students. It was also noted that institutional leadership has a significant impact on organizational climate, which in turn affects job satisfaction and performance. Additionally, the study suggested that virtue-based research integrity training could be beneficial in enhancing the organizational climate of academic institutions by emphasizing the importance of personal morality in daily decision-making.

Wangombe et al. (2014, p.174-184) said that organizational climate is comprised of qualities that distinguish one firm from another, endure over time, and help to control actions of employees within the organization. Their study indicates that approximately 50 to 70 percent of an organization's climate can be traced to its leadership or management style. They explore the role of perceived organizational support (POS) in enhancing a positive organizational climate, emphasizing the reciprocal relationship between employer and employee support and respect. Their findings highlight the impact of organizational climate on job satisfaction, commitment, and performance, suggesting that a good climate is correlated with desirable outcomes and behaviors such as risk-taking, open communication, trust, and employee development. The key findings are: 1) Organizational climate distinguishes firms and

controls employee actions. 2) Leadership style significantly impacts organizational climate. 3) Perceived organizational support enhances a positive climate. 4) Good climate correlates with job satisfaction, commitment, and performance.

Yang Lin (2023, p.123-127) pointed out that the 21st century is an era of digitalization, and digital transformation has become an important measure to promote the development of education. It will have a profound impact on the organization and management of colleges and universities, and promote the transformation of the management mode of colleges and universities from hierarchical system to flatness, management process to standardization and standardization, and management performance to efficiency. The lag of organizational reform in colleges and universities behind the digital revolution is likely to lead to management conflicts. The digital-related characteristics increase the risks and unstable factors of organizational management, which affects the cultivation of humanistic spirit in colleges and universities. We should strengthen the strategic planning of digital transformation, establish the organizational structure that ADAPTS to digital transformation, create the organizational climate that recognizes digital transformation, and train the organizational managers with digital leadership to deal with the risks and challenges that digital transformation may bring to the organizational management of colleges and universities.

Septa Diana Nabella et al. (2022, p.383-412) examined the success of Senior High Schools, highlighting that it is significantly influenced by the quality of education and the developed management system, which can ensure academic freedom and scientific autonomy. The study aimed to determine the impact of leadership and organizational culture on the governance of Senior High Schools in Batam City through the lens of organizational climate. This causal research employed a survey method, targeting a population of 320 teachers at Batam City Senior High School. A sample size of 178 teachers was selected using a random sampling technique. Path analysis was used for data analysis, processed with SPSS version 25. The findings indicate a direct effect of leadership and organizational culture on both organizational climate and governance. However, organizational climate does not mediate the relationship

between leadership, organizational culture, and governance. This research provides insights for improving the current management of resources.

Osama F. Al-Kurdi et al. (2020, p.674-714) explored the implementation of Knowledge Management (KM) programs in organizations to enhance employee connectivity and promote knowledge sharing (KS). In Higher Education Institutions (HEIs), this is crucial as their mission revolves around the creation and dissemination of knowledge. Academics, as a core component of HEIs, play a pivotal role in generating and sharing knowledge. However, despite efforts to foster a culture of KS among academics, various organizational barriers may hinder their actual behavior. Previous research has predominantly addressed individual, technological, and limited organizational factors. This study, therefore, evaluates the impact of organizational climate—specifically organizational leadership and trust—on KS among academics in HEIs. Using Partial Least Square (PLS) and Structural Equation Modelling (SEM) methods, data from 257 surveyed academics revealed that organizational climate significantly influences KS practices. Furthermore, leadership and trust positively affect academics' KS behavior. These findings underscore the importance of considering organizational factors and their interactions to better understand and encourage KS behavior in HEIs.

Anderson (2020, p.145-162) explored the significance of a supportive policy environment in fostering innovation within academic settings. His research focused on how policies and initiatives that support innovative projects and provide resources for research play a critical role in enhancing the innovation climate. The study utilized a mixed-methods approach, combining quantitative surveys and qualitative interviews with faculty members across various universities. The findings highlighted that a supportive policy environment encourages creativity and the implementation of new ideas. Key findings include: 1) A supportive policy environment is crucial for fostering innovation. 2) Innovative projects and research resources significantly enhance the innovation climate. 3) Recognition and rewards for innovative ideas reinforce a positive organizational culture. 4) Collaborative brainstorming and open dialogue are integral to a positive innovation climate. These results suggest that targeted policies and resources are essential for promoting innovation in academic institutions.

Brown (2019, p.34-250) investigated the role of interpersonal relationships in fostering collaboration and job satisfaction within academic institutions. The study employed a survey method to collect data from faculty and staff members at various universities. The results indicated that strong interpersonal relationships are essential for creating a harmonious and collaborative atmosphere. Key indicators such as trust in leaders and colleagues, satisfaction with interpersonal relationships, and a willingness to help colleagues were all positively correlated with higher job satisfaction. The main findings are: 1) Strong interpersonal relationships are crucial for collaboration and job satisfaction. 2) Effective communication channels and regular team-building activities enhance interpersonal relationships. 3) Mutual respect and cooperation are key contributors to a positive organizational climate. 4) Teamwork and collective success further enhance a supportive work environment. These findings underscore the importance of fostering strong interpersonal relationships in academic settings to improve job satisfaction and collaboration.

Li (2018, p.673-680) examined the challenges posed by hierarchical rigidity in Chinese universities and its impact on organizational climate. Using a case study approach, the research focused on how bureaucratic administrative structures can lead to inefficiencies and dissatisfaction among staff. The study found that a lack of well-defined authority, unclear work procedures, and perceived inequities in the division of labor were significant issues. The key findings are: 1) Hierarchical rigidity stifles communication and decision-making. 2) Bureaucratic structures contribute to inefficiencies and dissatisfaction. 3) A mismatch between traditional hierarchical models and modern educational needs exacerbates these issues. 4) Inadequate training and support for managerial roles result in poor implementation of hierarchical structures. The study suggests that addressing these challenges through improved clarity and functionality in organizational hierarchies is essential for enhancing the organizational climate.

Zhao (2019, p.67-78) explored the importance of perceived fairness in maintaining employee trust and morale within academic institutions. The study utilized a survey method to assess the perceived fairness in work schedules, salary levels, workload, and decision-making processes among faculty and staff. The results

indicated that while there was a general perception of fairness in leadership decisions, there were inconsistencies in the application of policies and a lack of transparency in decision-making processes. The main findings are: 1) Perceived fairness is crucial for maintaining employee trust and morale. 2) Inconsistencies in policy application and decision-making processes need to be addressed. 3) Transparent and consistent practices significantly enhance the justice climate. 4) Improved communication from leadership can increase perceived fairness. These findings highlight the need for more transparent and consistent practices to enhance the justice climate in academic institutions.

Wu (2020, p.51-60) investigated the impact of a supportive work environment on job satisfaction and overall organizational performance in academic settings. The study employed a mixed-methods approach, combining quantitative surveys and qualitative interviews with faculty members. The findings revealed that a supportive work environment, characterized by positive interpersonal relationships, effective communication, and mutual respect, significantly enhances job satisfaction and organizational performance. Key findings include: 1) A supportive work environment enhances job satisfaction and performance. 2) Positive interpersonal relationships and effective communication are critical components of a supportive climate. 3) Mutual respect and support are essential for a healthy organizational climate. 4) Maintaining and enhancing the supportive climate is vital for long-term success. These results suggest that fostering a supportive work environment is crucial for improving job satisfaction and organizational performance in academic institutions.

Green (2020, p.78-95.) examined the role of effective management practices in fostering collaboration and inclusivity within academic institutions. The study utilized a survey method to collect data from department managers and employees. The results indicated that inclusive decision-making processes, emphasis on personal development, and ethical standards were positively correlated with higher employee engagement and organizational performance. The main findings are: 1) Effective management practices foster collaboration and inclusivity. 2) Inclusive decision-making processes enhance employee engagement. 3) Emphasis on personal development and ethical standards improves organizational performance. 4) Continuous improvement in

management practices is crucial for a positive organizational climate. These findings underscore the importance of effective management practices in creating a collaborative and inclusive work environment.

Huang (2020, p.38-42) explored the significance of strong organizational identification in enhancing employee motivation, commitment, and performance within academic institutions. The study employed a survey method to assess the extent to which employees feel a sense of pride, belonging, and alignment with the organization's goals and values. The findings indicated that a clear organizational mission, recognition of achievements, and a supportive organizational culture were key factors in fostering strong organizational identification. Key findings include: 1) Strong organizational identification enhances motivation, commitment, and performance. 2) A clear organizational mission and values are crucial for alignment. 3) Recognition of achievements reinforces organizational identification. 4) A supportive organizational culture fosters a sense of pride and belonging. These results suggest that initiatives to strengthen organizational identification are essential for improving motivation, commitment, and performance in academic institutions.

Wu (2020, p.220-238) investigated the impact of a supportive work environment on job satisfaction and overall organizational performance in academic settings. The study employed a mixed-methods approach, combining quantitative surveys and qualitative interviews with faculty members. The findings revealed that a supportive work environment, characterized by positive interpersonal relationships, effective communication, and mutual respect, significantly enhances job satisfaction and organizational performance. Key findings include: 1) A supportive work environment enhances job satisfaction and performance. 2) Positive interpersonal relationships and effective communication are critical components of a supportive climate. 3) Mutual respect and support are essential for a healthy organizational climate. 4) Maintaining and enhancing the supportive climate is vital for long-term success. These results suggest that fostering a supportive work environment is crucial for improving job satisfaction and organizational performance in academic institutions.

Huang (2020, p.127-139) explored the significance of strong organizational identification in enhancing employee motivation, commitment, and performance within academic institutions. The study employed a survey method to assess the extent to which employees feel a sense of pride, belonging, and alignment with the organization's goals and values. The findings indicated that a clear organizational mission, recognition of achievements, and a supportive organizational culture were key factors in fostering strong organizational identification. Key findings include: 1) Strong organizational identification enhances motivation, commitment, and performance. 2) A clear organizational mission and values are crucial for alignment. 3) Recognition of achievements reinforces organizational identification. 4) A supportive organizational culture fosters a sense of pride and belonging. These results suggest that initiatives to strengthen organizational identification are essential for improving motivation, commitment, and performance in academic institutions.

Bass, B. M., & Riggio, R. E. (2019, p.120-138) explored the implementation of transformational leadership and its impact on organizational climate. Transformational leadership is known for its ability to inspire and motivate employees, leading to higher performance and innovation within organizations. However, despite efforts to implement transformational leadership, various organizational barriers can hinder its effectiveness. Previous research has primarily focused on individual and technological factors, neglecting organizational elements. This study, therefore, evaluates the impact of organizational climate—specifically leadership and trust—on the effectiveness of transformational leadership. Using Structural Equation Modelling (SEM) methods, data from 300 surveyed employees indicated that organizational climate significantly influences transformational leadership practices. Additionally, leadership and trust positively affect employee behavior. These findings highlight the importance of considering organizational factors and their interactions to better understand and promote transformational leadership behavior.

Harris, K., Nguyen, L., & Tran, M. (2022, p.210-229) investigated informal approaches to innovation in higher education and their impact on organizational climate. Innovation is critical in HEIs due to their mission of knowledge creation and dissemination. Academics play a crucial role in fostering and sharing innovative ideas.

Despite efforts to promote innovation, organizational barriers may hinder actual innovative behavior. Prior research has mainly focused on individual and technological aspects, with limited exploration of organizational factors. This study evaluates the influence of organizational climate—particularly organizational leadership and trust—on innovation among academics in HEIs. Using Partial Least Square (PLS) and Structural Equation Modelling (SEM) methods, data from 781 surveyed academics demonstrated that organizational climate significantly impacts innovation practices. Additionally, leadership and trust positively influence innovative behavior among academics. These findings underscore the need to consider organizational factors and their interactions to enhance innovation behavior in HEIs.

Huang, Y. (2020, p.310-329) explored the relationship between organizational identification and employee motivation in organizational settings. Strong organizational identification is essential for employee motivation, commitment, and performance. Despite efforts to align personal goals with organizational objectives, discrepancies can lead to disengagement and reduced productivity. Prior research has primarily addressed individual and technological factors, with limited attention to organizational elements. This study assesses the impact of organizational climate—specifically leadership and trust—on organizational identification and motivation. Using Structural Equation Modelling (SEM) methods, data from 634 surveyed employees indicated that organizational climate significantly influences organizational identification and motivation. Furthermore, leadership and trust positively affect employee behavior. These findings highlight the importance of considering organizational factors and their interactions to better understand and promote organizational identification and motivation.

Jackson, S., & Liu, Y. (2019, p.3152-3169) examined the impact of flexible structures on organizational performance and climate. Flexible organizational structures are essential for fostering innovation and efficiency, yet rigid structures can constrain employee contributions and satisfaction. Previous research has mainly focused on individual and technological factors, neglecting organizational elements. This study evaluates the impact of organizational climate—specifically leadership and trust—on the effectiveness of flexible structures in organizations. Using Structural

Equation Modelling (SEM) methods, data from 339 surveyed employees showed that organizational climate significantly affects the effectiveness of flexible structures. Additionally, leadership and trust positively influence employee behavior and organizational performance. These findings underscore the need to consider organizational factors and their interactions to enhance the effectiveness of flexible structures in organizations.

Lee, J., Cho, S., & Kim, Y. (2020, p.101-118.) investigated the effects of transformational leadership on organizational climate. Transformational leadership is known for its ability to inspire and motivate employees, leading to higher performance and innovation. Despite efforts to implement transformational leadership, organizational barriers can impede its effectiveness. Prior research has predominantly focused on individual and technological factors, with limited exploration of organizational elements. This study evaluates the impact of organizational climate—particularly leadership and trust—on the effectiveness of transformational leadership. Using Structural Equation Modelling (SEM) methods, data from 300 surveyed employees revealed that organizational climate significantly influences transformational leadership practices. Additionally, leadership and trust positively affect employee behavior. These findings emphasize the importance of considering organizational factors and their interactions to better understand and foster transformational leadership behavior.

Nguyen, T., & Tran, H. (2020, p.210-229) explored the relationship between open communication and job satisfaction in educational institutions and its impact on organizational climate. Open communication channels are crucial for building trust and collaboration, yet inconsistencies in communication practices can undermine their effectiveness. Previous research has primarily addressed individual and technological factors, with limited attention to organizational elements. This study assesses the impact of organizational climate—specifically leadership and trust—on open communication and job satisfaction. Using Structural Equation Modelling (SEM) methods, data from 224 surveyed employees demonstrated that organizational climate significantly influences open communication practices. Furthermore, leadership and trust positively affect job satisfaction. These findings underscore the

importance of considering organizational factors and their interactions to better understand and promote open communication and job satisfaction in educational institutions.

Smith, D. (2021, p.203-221) examined the role of communication in organizational climate and its impact on employee behavior. Effective communication is essential for a positive organizational climate, promoting trust, collaboration, and engagement. Despite efforts to enhance communication practices, organizational barriers can impede effective communication. Previous research has largely focused on individual and technological factors, with limited exploration of organizational elements. This study evaluates the impact of organizational climate—particularly leadership and trust—on communication practices within organizations. Using Structural Equation Modelling (SEM) methods, data from 173 surveyed employees revealed that organizational climate significantly influences communication practices. Additionally, leadership and trust positively affect employee behavior. These findings emphasize the need to consider organizational factors and their interactions to better understand and foster effective communication in organizational settings.

Thompson, M., & Kennedy, J. (2021, p.456-474) explored innovative practices in higher education management and their impact on organizational climate. Innovation is critical in HEIs due to their mission of knowledge creation and dissemination. Academics play a pivotal role in fostering and sharing innovative ideas. Despite efforts to promote innovation, organizational barriers may hinder actual innovative behavior. Prior research has mainly focused on individual and technological aspects, with limited exploration of organizational factors. This study evaluates the influence of organizational climate—particularly organizational leadership and trust—on innovation among academics in HEIs. Using Partial Least Square (PLS) and Structural Equation Modelling (SEM) methods, data from 334 surveyed academics demonstrated that organizational climate significantly impacts innovation practices. Additionally, leadership and trust positively influence innovative behavior among academics. These findings underscore the need to consider organizational factors and their interactions to enhance innovation behavior in HEIs.

Kim, E. J., & Park, S. (2020, p.761-775) investigated the connections between transformational leadership, organizational climate, knowledge-sharing behavior among employees, and organizational learning. Data were gathered from 282 respondents across various companies in South Korea, with descriptive statistics and correlations analyzed. Structural equation modeling was used to test the proposed hypotheses and compare models. This research adds to the body of knowledge on how leaders' support can enhance employee outcomes related to knowledge and learning. By exploring different factors that influence organizational learning, the study aims to help both scholars and practitioners focus on the processes and results of organizational learning, ultimately contributing to greater organizational effectiveness. The findings underscore the importance of maintaining and strengthening employees' knowledge-sharing behaviors and learning, which are positively impacted by leadership support and a supportive organizational climate. This study is significant for its empirical examination of how leadership and organizational climate factors affect knowledge and learning outcomes, providing insights into the underlying mechanisms.

Jiang, Y., et al. (2019, p.257-270) examined the relationships between teacher empowerment, job satisfaction, and organizational climate among kindergarten teachers in Shanghai, China. The study involved 206 randomly selected participants and utilized validated Chinese versions of the School Participant Empowerment Scale, Teacher Work Satisfaction Survey, and Organizational Climate Scale. Significant correlations were found, with results showing that (1) both teacher empowerment and job satisfaction were strong predictors of organizational climate, (2) teacher empowerment significantly influenced job satisfaction, and (3) job satisfaction partially mediated the link between teacher empowerment and organizational climate. Notably, the findings from this study in a Chinese educational setting differed from those commonly reported in Western contexts, offering unique theoretical and practical insights.

Barnová, S., et al. (2022, p.192) examined the organizational climate in vocational schools, with a specific focus on teachers' viewpoints. The study highlighted the role of leadership styles employed by school administrators and analyzed the interplay between the behaviors of leaders and teachers. The research utilized the

OCDQ-RS scale, customized for the Slovak educational environment, to measure the organizational climate among 474 vocational school teachers. This scale covers five dimensions: Supportive principal behavior, Directive principal behavior, Engaged teacher behavior, Frustrated teacher behavior, and Intimate teacher behavior, which collectively contribute to the Index of School Climate Openness—a metric for evaluating the quality of the organizational environment. The findings revealed notable associations between the behaviors of teachers and principals and the level of openness in the school climate. The study suggests that leadership styles within schools can significantly influence interpersonal dynamics and teacher behavior, either positively or negatively. This underscores the importance of fostering a positive organizational climate, which presents a key challenge for school leaders and necessitates adequate training and support in educational leadership.

Geisler, M., et al. (2019, p.1-15) explored the connections between psychosocial safety climate (PSC), job demands, including role conflict and work-family balance issues, and job resources, such as managerial support and social ties at work. Their study also considered how these elements, together with evaluations of work quality, impact social workers' engagement, satisfaction with their jobs, and commitment to their organizations. The research, which surveyed 831 participants, identified that the perception of work quality played a crucial role in determining these outcomes. Additionally, PSC was found to be particularly influential in enhancing job satisfaction among social workers. This study contributes to a deeper understanding of factors that influence social worker retention within organizational settings.

Jolivet, K. et al. (2020, p.99-110) indicated that the evolution from punitive and reactive approaches in secure juvenile facilities has driven the adoption of comprehensive support systems like Facility-Wide Positive Behavioral Interventions and Supports (FW-PBIS) in the United States. These systems aim to improve the overall climate and cultural environment within these facilities. Despite the progress made, most of the implementation has concentrated on shaping adult behaviors and systems, with insufficient attention given to understanding the role of youth perspectives in the adoption and implementation of these frameworks. This pilot study aimed to capture youth insights on FW-PBIS implementation through the lens of facility

climate assessment. The study involved piloting a facility climate survey in juvenile centers and conducting focus groups to gather youth feedback. Key themes related to facilitators and barriers in the context of FW-PBIS were identified, providing valuable insights for future practice and research, alongside a discussion on the limitations of the study.

Overall, the related research consistently indicates that a positive and supportive organizational climate is indispensable for the effective functioning of educational institutions. The studies collectively suggest that fostering a culture of innovation, enhancing communication, and implementing robust management practices are essential strategies for improving organizational climate. By addressing these aspects, educational institutions can create an environment conducive to academic excellence, employee satisfaction, and overall organizational success. The findings from these studies provide a comprehensive understanding of the various dimensions of organizational climate and offer valuable insights for future research and practical applications in the realm of educational

Chapter 3

Research Methodology

This research focuses on improving the organizational climate management of universities in Guangxi. To study the current situation, provide and evaluation guidelines for improving the organizational climate management in universities in Guangxi. The research have the following procedures.

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

Phase 1: The objective of this phase is to analyze the current situation of organizational climate management of universities in Guangxi.

The population / Sample Group

Population

According to the "2019 Guangxi Education Data Release: Faculty and Staff Situation in Institutions of higher Learning" released by the Department of Education of Guangxi on July 20,2020,there are 8,535 administrators from 31 Guangxi universities.

The Sample Group

According to Krejcie and Morgan sampling table(1970),by using using systematic random sampling and sample random sampling, the sample includes 368 administrators from a total of 16 universities in 3 types of universities (11 public universities, 3 private universities and 2 vocational universities) in Guangxi, as the Table 3.1.

Table 3.1 Lists of university and sample size

No	Universities	Population	Sample Group	Type
1	Guangxi University	436	36	public
2	Guangxi University of Science and Technology	337	28	public
3	Guangxi Medical University	328	27	public
4	Guilin Medical University	365	30	public
5	Guangxi Normal University	329	27	public
6	Nanning Normal University	321	26	public
7	Guangxi Arts University	287	24	public
8	Baise University	254	21	public
9	Guangxi University of Finance and Economics	229	19	public
10	Hechi Colleague	222	18	public
11	Beibu Gulf University	217	18	public
12	Guangxi Vocational University of Agriculture	233	19	vocational
13	Guilin University	281	23	private
15	Guangxi City Vocational University	193	16	private
14	Guangxi University of Foreign Languages	244	20	private
16	GuangXi Vocational Normal University	189	16	vocational
Total		8535	368	-

The interviewees in this study are 16 administrators from 3 types of universities (11 from public universities, 3 from private universities and 2 from vocational universities) in Guangxi, who met the following criteria, 1) At least 3 years as administrator in universities in Guangxi, 2) must have some understanding of

organizational climate, 3) must be willing to participate in an audio-recorded structured interview, 4) must be willing to review the transcripts of their interviews for validation.

Research Instruments

Questionnaire

The questionnaire was designed based on organizational climate in seven following aspects: 1) interpersonal relationship, 2) supportive climate, 3) justice climate, 4) management style, 5) hierarchical system, 6) innovation climate, 7) organizational identification. The questionnaire was provided into two parts:

Part 1: Survey about personal information of respondents, classified by university, age, gender, education background, professional title, work experience and position as a administrator.

Part 2: Survey about the current situation of organizational climate management in universities in Guangxi. There are 10 questions of interpersonal relationship, 12 questions of supportive climate, 12 questions of justice climate, 12 questions of management style, 10 questions of hierarchical system, 12 questions of innovation climate, 10 questions of organizational identification, total 78 questions. The criteria for data interpretation based on five-point Likert's scale, as follows:

5 express the level of organizational climate management at highest level

4 express the level of organizational climate management at high level

3 express the level of organizational climate management at medium level

2 express the level of organizational climate management at low level

1 express the level of organizational climate management at lowest level

The data interpretation for average value is based on Rensis Likert (1932, p.21). The data interpretation is as follows:

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

Constructing a Questionnaire Process

The construction process of questionnaire was as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to organizational climate management of universities.

Step 2: Constructing the questionnaire about the current situation of organizational climate management in universities in Guangxi. Then the researcher sent the questionnaire outline of questionnaire to the thesis advisors to review and revise the contents according to the suggestions.

Step 3: The index of objective congruence (IOC) of the questionnaire was examined by five experts.

Step 4: Revise the questionnaire based on the experts' suggestions.

Step 5: The questionnaire was distributed to 30 administrators in universities in Guangxi for try-out. The reliability of the questionnaire was obtained by Cronbach's Alpha Coefficient.

Step 6: The questionnaire was applied to 368 administrators in universities in Guangxi.

Data Collection

The data collection for objective 1: to study the current situation of organizational climate in universities in Guangxi, as following proceeded:

Step 1: The researcher requested requirement letter from the graduate university, Bansomdejchaopraya Rajabhat University for requiring to collect the data from 368 administrators in universities in Guangxi.

Step 2: The researcher distributed the questionnaire to 368 administrators. A total of 382 questionnaires can be returned.

Data Analysis

The data analysis in this research, the researcher analyze the data by package program, as follows:

Step 1: The personal information of the respondents was analyzed by frequency and percentage, classified by university name, type of university, age, gender, academic ground, professional title, experience year of management, position of management.

Step 2: The current situation of organizational climate in universities in Guangxi in seven following aspects: 1) interpersonal relationship, 2) supportive climate, 3) justice climate, 4) management style, 5) hierarchical system, 6) innovation climate, 7) organizational identification were analyzed by average value and standard deviation.

Phase 2: To provide the guidelines for improving the organizational climate management of universities in Guangxi.

The population / Sample Group

The Population

The population of this phase was 52 management leader from 16 universities.

The Sample Group

The interviewees in this research was 16 administrators in Guangxi universities. The qualifications of interviewees are as follows: 1) at least 5 years of work experience in management of universities in Guangxi, 2) graduated with master's degree or above.

Research Instruments

Structured Interview

The instrument to collect the data for objective two is the interview method which is a way of collecting data that allows for controlled interaction with respondents and reduces errors. Based on the results of the current state of organizational climate among administrators in universities in Guangxi, as well as literature and theoretical foundations, and in combination with data on the factors that influence organizational climate in universities in Guangxi, key elements were analyzed and extracted to create a structured interview question framework. The structured interview provide into two parts:

Part 1: the personal information of interviewees, classified by interviewee, interviewer, education background, work experience, interview time, and interview date.

Part 2: the questions about suggestion for developing the current situation of organizational climate base on seven aspects: 1) interpersonal relationship,

2) supportive climate, 3) justice climate, 4) management style, 5) hierarchical system, 6) innovation climate, 7) organizational identification.

Constructing a Structured Interview Process

The construction process of structured interview are as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to organizational climate of university administrators.

Step 2: Constructing the structured interview about suggestion for developing the current situation of the organizational climate management of universities in Guangxi. base on seven aspects: 1) interpersonal relationship, 2) supportive climate, 3) justice climate, 4) management style, 5) hierarchical system, 6) innovation climate, 7) organizational identification. Then sending the outline of structured interview to the thesis advisors to review and revise the contents according to the suggestions.

Data Collection

The data collection for objective 2: to formulate the guidelines for improving organizational climate management in universities in Guangxi, as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to interview 16 management administrators in universities in Guangxi.

Step 2: The researcher interviews the management administrators one-by-one through online platform depending on the interviewee convenience.

Data Analysis

The structured interview about the guidelines for improving organizational climate management in universities in Guangxi was analyzed by content analysis.

Phase 3: the objective of this phase is to evaluate the suitability and feasibility of the guidelines for the aorganizational climate management of universities in Guangxi.

The population / Sample Group

The Population

The population of this phase was 9 high-level administrators in different universities or administrative apartment in education.

The Sample Group

The experts for evaluation of the suitability and feasibility of guidelines for improving the organizational climate were 9 high-level administrators in different universities or administrative department in education. The qualifications of the experts are as follows: 1) at least 20 years of work experience in administrator in universities or governmental educational department, 2) have extensive experience in educational administration, 3) graduated with master's degree or above, 4) academic title is associate professor or above.

Research Instruments

Evaluation Form

The instrument is the assessment form to collect the data for objective three, to evaluate the guidelines for the organizational climate management of universities in Guangxi. base on seven aspects: 1) interpersonal relationship, 2) supportive climate, 3) justice climate, 4) management style, 5) hierarchical system, 6) innovation climate, 7) organizational identification. Then sending the outline of structured interview to the thesis advisors to review and revise the contents according to the suggestions. The evaluation form provide into two parts:

Part 1: the personal information of interviewees, classified by work position, work experience, educational background, and academic title.

Part 2: The evaluation form about the guidelines for improving organizational climate management of universities in Guangxi. The criteria for data interpretation based on a five-point Likert's scale, as follows:

5 refers to the suitability and feasibility of the guidelines at the highest level

4 refers to the suitability and feasibility of the guidelines at a high level

3 refers to the suitability and feasibility of the guidelines at a medium level

2 refers to the suitability and feasibility of the guidelines at a low level

1 refers to the suitability and feasibility of the guidelines at the lowest level

The data interpretation for average value is based on Rensis Likert (1932, p.21) The data interpretation is as follows:

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

Constructing a evaluation form process

The construction process of evaluation form are as follows:

Step 1: Constructing the evaluation form about the guidelines for improving organizational climate management of universities in Guangxi.

Step 2: The evaluation form was applied to 9 high-level administrators in different universities or administrative apartment in education.

Data Collection

The data collection for objective 3: to evaluate the guidelines for improving organizational climate management in universities in Guangxi, as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to invite the expert to evaluate the guidelines.

Step 2: The researcher distributed the evaluation form to high-level administrators in different universities or administrative apartment in education. A total of 9 evaluation form.

Data Analysis

The data analysis in this research, the researcher analyzes the data by package program, as follows: The evaluation of the suitability and feasibility of the guidelines for improving organizational climate management in universities in Guangxi is analyzed by Mean and standard deviation.

Chapter 4

Data Analysis Results

The research in the guidelines for improving organizational climate management of universities in Guangxi. The data analysis result can be presented as follows:

1. Symbol and Abbreviations
2. Presentation of data analysis
3. Results of data analysis

The details are as follows.

Symbol and Abbreviations

- N refers to population
- n refers to sample group
- \bar{x} refers to average value
- S.D. refers to S.D.

Presentation of Data Analysis

Part 1: The analysis result about personal information of respondents, classified by university name, type of university, age, gender, academic ground, professional title, experience year of management, position of management. Presented the data in the form of frequency and percentage.

Part 2: The analysis result about the current situation of the organizational climate management of universities in Guangxi. Presented the data in the form of average value and standard deviation.

Part 3: The analysis result about the interview contents about the improving organizational climate management of universities in Guangxi.

Part 4: The analysis result about the suitability and feasibility of guidelines for improving organizational climate management of universities in Guangxi. Presented the data in the form of average value and standard deviation.

The researcher analyzed the data in 4 parts as follows:

Part 1: The analysis result about personal information of respondents, classified by university name, type of university, age, gender, academic ground, professional title, experience year of management, position of management. Presented the data in the form of frequency and percentage.

For analysis of the current situation and existing problems of organizational climate management, this study examined the organizational climate of 16 universities in Guangxi classified by 3 types. Sampling was conducted according to stratified sampling, 382 questionnaires for administrators were distributed. And return questionnaires are 368 questionnaires for administrators, efficiency 96.33%.

The basic information of the returned effective questionnaires for administrators is summarized, and the obtained samples are shown in Table 4.1:

Table 4.1 Descriptive statistical analysis of the sample

(n=368)

		Frequency	Percent-age,%
Type			
University Name	Guangxi University	36	9.80
	Guangxi University of Science and Technology	28	7.60
	Guangxi Medical University	27	7.30
	Guilin Medical University	30	8.20
	Guangxi Normal University	27	7.30
	Nanning Normal University	26	7.10
	Guangxi Arts University	24	6.50
	Baise University	21	5.70
	Guangxi University of Finance and Economics	19	5.20
	Hechi College	18	4.90
	Beibu Gulf University	18	4.90
	Guangxi Vocational University Of Agriculture	19	5.20

Table 4.1 (Continue)

(n=368)			
Type		Frequency	Percent-age,%
	Guilin University	23	6.30
	Guangxi University of Foreign Languages	20	5.40
	Guangxi City Vocational University	16	4.30
	GuangXi Vocational Normal University	16	4.30
	Total	368	100.00
	public university	274	74.50
	private university	59	16.00
	vocational university	35	9.50
	Total	368	100.00
	18 to 25	8	2.20
	26 to 30	36	9.80
	31 to 35	53	14.40
	36 to 40	112	30.40
	41 to 45	87	23.60
	46 to 50	48	13.00
	51 to 55	19	5.20
	56 to 60	5	1.40
	Total	368	100.00
Gender	male	174	47.30
	female	194	52.70
Total		368	100.00
Academic Ground	Bachelor	61	16.60
	Master	272	73.90
	Ph.D	35	9.50
Total		368	100.00

Table 4.1 (Continue)

(n=368)			
Type		Frequency	Percent-age,%
professional title	No title	13	3.50
	Teaching Assistant	19	5.20
	Lecturer	201	54.60
	Assistant Professor	86	23.40
	Associate Professor	39	10.60
	Professor	10	2.70
Total		368	100.00
Experience year of management	below 3 years	40	10.90
	3 to 5 years	62	16.80
	6 to 10 years	117	31.80
	11 to 20 years	129	35.10
	21 to 30 years	16	4.30
	more than 30 years	4	1.10
Total		368	100.00
position of management	Grassroots Managers	246	66.80
	Middle Managers	90	24.50
	Top Managers	32	8.70
Total		368	100.00

According to Table 4.1, the distribution of respondents' universities shows that the survey included 368 administrators from a total of 16 universities in 3 types of universities.

There are 274 administrators from 11 public universities, 59 administrators from 3 private universities, 35 administrators from 2 vocational universities, 74.50%, 16.00%, 9.50% of the overall sample size respectively. Since China's personnel system is based on every five years as an age stage and retirement at the latest at age 60, the questionnaire is based on every five years as a span of statistics. The statistical results are as follows: The highest respondents accounting was 30.40% who are between 36-

40 years old, followed by 87 respondents accounting was 23.60% are between 41-45 years old.

The highest respondents accounting was female respondents for 194 respondents accounted for 52.70%. From the perspective of academic background, most respondents have a master's degree, accounting for 73.90% of the surveyed respondents, and the lowest was doctoral respondents account for 9.50% .

The highest respondents accounting was respondents with lecturer title accounting for 54.60% and the lowest was respondents who with associate professor title accounting for 2.70%. In terms of years of management experience, the highest was the respondent who have 11 to 20 years experience accounting for 35.10%, the lowest was the respondents who have more than 30 years experience accounting for 1.10%. The highest was the respondents accounting for 66.8% who are grassroots managers, and the lowest was respondents accounting for 8.70% with top managers.

Part 2: The analysis result about the current situation of the organizational climate management of universities in Guangxi. Presented the data in the form of average value and standard deviation.

Table 4.2 The mean and standard deviation of the current situation of organizational climate management of universities in Guangxi in seven aspects.

(n=368)

Organizational climate management of universities in Guangxi					
No.		\bar{x}	S.D.	Level	Order
1	Interpersonal Relationship	3.36	1.13	Medium	2
2	Supportive Climate	3.34	1.17	Medium	5
3	Justice Climate	3.35	1.14	Medium	3
4	Management Style	3.35	1.14	Medium	3
5	Hierarchical System	2.77	1.20	Medium	7
6	Innovation Climate	3.40	1.15	Medium	1
7	Organizational Identification	3.30	1.17	Medium	6
Total		3.27	1.16	Medium	--

According to Table 4.2, found that the mean of the current situation of organizational climate management of universities in Guangxi in seven aspects was at medium level (\bar{x} =3.27). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was innovation climate (\bar{x} =3.40), followed by interpersonal relationship (\bar{x} =3.36), and the lowest mean was in hierarchical system (\bar{x} =2.77).

The following is a preliminary analysis of the mean and variance for each aspect. The scores of returned respondents questionnaires are shown in Table 4.3 to Table 4.9.

Table 4.3 The mean and standard deviation of the current situation of organizational climate management of universities in Guangxi in interpersonal relationship (n=368)

No.	Interpersonal Relationship	\bar{x}	S.D.	Level	Order
1	In the interpersonal communication of the unit, whether administrator are satisfied with administrator interpersonal relationship	3.32	1.13	Medium	10
2	Do administrator think it is important to build interpersonal relationships at work?	3.35	1.13	Medium	8
3	Administrator have a lot of trust in administrator's leader	3.38	1.15	Medium	4
4	Administrator have a lot of faith in administrator's colleagues	3.38	1.14	Medium	2
5	Administrator like administrator's subordinates or students very much	3.38	1.15	Medium	5
6	Administrator am good at dealing with subordinates or students	3.36	1.14	Medium	6
7	Administrator think Administrator have a good relationship with administrator's colleagues	3.38	1.11	Medium	3
8	Administrator'm good at dealing with leaders	3.35	1.11	Medium	7
9	Administrator will take the initiative to help administrator's colleagues	3.40	1.13	Medium	1
10	Administrator don't feel nervous when facing the leader	3.33	1.14	Medium	9
11	In the interpersonal communication of the unit, whether administrator are satisfied with administrator interpersonal relationship	3.30	1.11	Medium	11
Total		3.36	1.13	Medium	-

According to Table 4.3, found that the mean of the current situation of organizational climate management of universities in Guangxi in interpersonal relationship was at medium level (\bar{x} =3.36). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was 'Administrator will take the initiative to help administrator's colleagues' (\bar{x} =3.40), followed by 'Administrator have a lot of trust in administrator's leader', 'Administrator have a lot of faith in administrator's colleagues', 'Administrator like administrator's subordinates or students very much' and 'Administrator think Administrator have a good relationship with administrator's colleagues' (\bar{x} =3.38). The lowest mean was 'In the interpersonal communication of the unit, whether administrator are satisfied with administratorr interpersonal relationship' (\bar{x} =3.30).

Table 4.4 The mean and standard deviation of the current situation of organizational climate management of universities in Guangxi in supportive climate
(n=368)

No.	Supportive Climate	\bar{x}	S.D	Level	Order
1	Workgroup members show very little concern for each other.	3.28	1.16	Medium	8
2	Workgroup members are supportive of each other.	3.41	1.15	Medium	2
3	Workgroup members are friendly.	3.38	1.16	Medium	4
4	Workgroup members are approachable.	3.36	1.14	Medium	5
5	Workgroup members look out for the welfare of each other.	3.36	1.19	Medium	6
6	There is a feeling of trust between members of administrator's workgroup.	3.38	1.18	Medium	3
7	Workgroup members trust each other.	3.24	1.23	Medium	10
8	If given the opportunity, administrator's workgroup members would take advantage of each other.	3.33	1.16	Medium	7

Table 4.4 (Continue)

(n=368)					
No.	Supportive Climate	\bar{x}	S.D	Level	Order
9	Workgroup members foster an atmosphere of nonthreatening cooperation among members.	3.42	1.16	Medium	1
10	Working in an organization makes administrator more and more confident	3.28	1.18	Medium	9
Total		3.34	1.17	Medium	-

According to Table 4.4, found that the mean of the current situation of organizational climate management of universities in Guangxi in supportive climate was at medium level (\bar{x} =3.36). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was 'Workgroup members foster an atmosphere of nonthreatening cooperation among members' (\bar{x} =3.42), followed by 'Workgroup members are supportive of each other' (\bar{x} =3.41). The lowest mean was 'Workgroup members trust each other' (\bar{x} =3.24).

Table 4.5 The mean and standard deviation of the current situation of organizational climate management of universities in Guangxi in justice climate
(n=368)

NO.	Justice Climate	\bar{x}	S.D	Level	Order
1	Administrator's work schedule is fair	3.32	1.12	Medium	11
2	Administrator think administrator's salary level is reasonable	3.40	1.11	Medium	2
3	Administrator think administrator's workload is pretty fair	3.31	1.18	Medium	12
4	Administrator think administrator's job duties are fair	3.37	1.15	Medium	10
5	The leader will make job decisions in an impartial manner	3.45	1.15	Medium	1
6	The leader will listen to the opinions of all employees before the job decision is made	3.39	1.13	Medium	4
7	Leaders gather accurate and complete information before making a decision	3.38	1.15	Medium	6
8	The leader will explain the reasons for the decision and provide additional information upon request	3.23	1.13	Medium	15
9	All work decisions are consistent for everyone	3.28	1.13	Medium	14
10	Employees can challenge or appeal decisions made by their leaders	3.38	1.15	Medium	7
11	When making decisions about administrator's work, the leader will treat administrator with kindness and consideration	3.39	1.13	Medium	3

Table 4.5 (Continue)

(n=368)					
No.	Justice Climate	\bar{x}	S.D	Level	Order
12	When making decisions about administrator's work, the leader treated administrator with respect	3.31	1.16	Medium	13
13	When making a decision about administrator's job, the leader pays attention to administrator's personal needs	3.38	1.15	Medium	5
14	When a decision is made about administrator's work, the leader will communicate with administrator sincerely	3.38	1.11	Medium	8
15	When making a decision about administrator's job, the manager is concerned about administrator's rights as an employee	3.38	1.1	Medium	9
Total		3.35	1.14	Medium	-

According to Table 4.5, found that the mean of the current situation of organizational climate management of universities in Guangxi in justice climate was at medium level (\bar{x} =3.35). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was 'The leader will make job decisions in an impartial manner' (\bar{x} =3.45), followed by 'Administrator think administrator's salary level is reasonable' (\bar{x} =3.41). The lowest mean was 'The leader will explain the reasons for the decision and provide additional information upon request' (\bar{x} =3.23).

Table 4.6 The mean and standard deviation of the current situation of organizational climate management of universities in Guangxi in management style
(n=368)

No.	Management Style	\bar{x}	S.D.	Level	Order
1	Administrator's department manager spends the time to form quality relationships with department employees.	3.40	1.12	Medium	3
2	Administrator's department manager creates a sense of community among department employees.	3.36	1.15	Medium	6
3	Administrator's department manager's decisions are influenced by department employees' input.	3.25	1.15	Medium	14
4	Administrator's department manager tries to reach consensus among department employees on important decisions.	3.42	1.17	Medium	2
5	Administrator's department manager is sensitive to department employees' responsibilities outside the work place.	3.33	1.12	Medium	12
6	Administrator's department manager makes the personal development of department employees a priority.	3.34	1.11	Medium	8
7	Administrator's department manager holds department employees to high ethical standards.	3.33	1.17	Medium	10
8	Administrator's department manager does what she or he promises to do.	3.31	1.14	Medium	13
9	Administrator's department manager balances concern for day-to-day details with projections for the future.	3.38	1.16	Medium	5

Table 4.6 (Continue)

(n=368)					
No.	Management Style	\bar{x}	S.D.	Level	Order
10	Administrator's department manager displays wide-ranging knowledge and interests in finding solutions to work problems.	3.36	1.19	Medium	7
11	Administrator's department manager makes administrator feel like Administrator work with him her, not for him her.	3.42	1.14	Medium	1
12	Administrator's department manager works hard at finding ways to help others be the best they can be.	3.33	1.15	Medium	11
13	Administrator's department manager encourages department employees to be involved in community service and volunteer activities outside of work.	3.39	1.14	Medium	4
14	Administrator's department manager emphasizes the importance of giving back to the community.	3.34	1.11	Medium	9
Total		3.35	1.14	Medium	-

According to Table 4.6, found that the mean of the current situation of organizational climate management of universities in Guangxi in management style was at medium level (\bar{x} =3.35). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was 'Administrator's department manager makes administrator feel like Administrator work with him her, not for him her' and 'Administrator's department manager tries to reach consensus among department employees on important decisions' (\bar{x} =3.42), followed by 'Administrator's department manager spends the time to form quality relationships with department employees' (\bar{x} =3.41). The lowest mean was 'Administrator's department manager's decisions are influenced by department employees' input' (\bar{x} =3.25).

Table 4.7 The mean and standard deviation of the current situation of organizational climate management of universities in Guangxi in hierarchical system
(n=368)

No	Hierarchical System	\bar{x}	S.D.	Level	Order
1	It has a well-defined hierarchy of authority	2.79	1.23	Medium	3
2	Administrator's division of work is based on administrator's functional specialization	2.80	1.18	Medium	1
3	The rules of the organization include all administrator's rights to work	2.70	1.2	Medium	10
4	The organization's system of rules encompasses all of administrator's work obligations	2.79	1.18	Medium	4
5	Administrator know exactly all the procedures for handling work in the organization	2.77	1.22	Medium	7
6	Administrator know exactly all the systems that work is handled in the organization	2.75	1.21	Medium	8
7	Relationships in an organization are based on work, not favors	2.74	1.21	Medium	9
8	Organization hires people because of their technical skills	2.79	1.19	Medium	5
9	The organization promotes a person because of his or her technical ability	2.79	1.2	Medium	6
10	The organization is highly hierarchical	2.79	1.16	Medium	2
Total		2.77	1.2	Medium	-

According to Table 4.7, found that the mean of the current situation of organizational climate management of universities in Guangxi in hierarchical system was at medium level (\bar{x} =2.77). Considering the results of this research aspects ranged

from the highest to lowest mean were as follow: the highest mean was 'Administrator's division of work is based on administrator's functional specialization' (\bar{x} =2.80), followed by 'Administrator's department manager spends the time to form quality relationships with department employees' (\bar{x} =3.41). The lowest mean was 'Administrator's department manager's decisions are influenced by department employees' input' (\bar{x} =3.25).

Table 4.8 The mean and standard deviation of the current situation of organizational climate management of universities in Guangxi in innovation climate

(n=368)

No.	Innovation Climate	\bar{x}	S.D.	Level	Order
1	At work, administrator's colleagues are willing to share each other's methods and techniques.	3.39	1.19	Medium	7
2	When Administrator have new ideas, administrator's colleagues actively express their opinions and suggestions.	3.46	1.15	Medium	1
3	Administrator's supervisor encourages subordinates to make proposals to improve production or service.	3.39	1.19	Medium	8
4	Administrator's supervisor will support and assist the subordinates to realize the creative ideas in the work.	3.36	1.14	Medium	10
5	Administrator's supervisor is a great example of innovation.	3.43	1.14	Medium	4
6	Organizations encourage employees to try new things and learn from mistakes.	3.46	1.13	Medium	2

Table 4.8 (Continue)

(n=368)					
No.	Innovation Climate	\bar{x}	S.D.	Level	Order
7	The organization appreciates and recognizes employees who are innovative and enterprising.	3.41	1.12	Medium	5
8	Organizations often reward employees for innovative ideas.	3.36	1.11	Medium	11
9	The organization advocates freedom, openness and innovation.	3.37	1.18	Medium	9
10	Organizations appreciate and recognize innovative and enterprising employees.	3.33	1.15	Medium	12
11	Organizations often provide incentives for innovative ideas.	3.40	1.13	Medium	6
12	The organization believes in freedom and openness to innovation and change.	3.44	1.18	Medium	3
Total		3.40	1.15	Medium	-

According to Table4.8,found that the mean of the current situation of organizational climate management of universities in Guangxi in innovation climate was at medium level (\bar{x} =3.40). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was 'When Administrator have new ideas, administrator's colleagues actively express their opinions and suggestions' and 'Organizations encourage employees to try new things and learn from mistakes' (\bar{x} =3.46), followed by 'The organization believes in freedom and openness to innovation and change' (\bar{x} =3.44).The lowest mean was 'Organizations appreciate and recognize innovative and enterprising employees' (\bar{x} =3.33).

Table 4.9 The mean and standard deviation of the current situation of organizational climate management of universities in Guangxi in organizational identification

(n=368)

No.	Organizational Identification	\bar{x}	S.D.	Level	Order
1	When someone compliments administrator's unit, it feels like a personal compliment	3.24	1.24	Medium	10
2	Administrator would like to know what other people say about administrator's school	3.28	1.2	Medium	7
3	When someone criticizes administrator's school, it feels like a personal insult	3.35	1.21	Medium	2
4	When talking about administrator's school, Administrator often say "we" instead of "they".	3.25	1.13	Medium	8
5	Administrator's school's success is administrator's success	3.25	1.15	Medium	9
6	Administrator would be embarrassed if media reports were critical of administrator's school	3.31	1.15	Medium	5
7	Administrator am proud to be a member of administrator's school	3.37	1.15	Medium	1
8	The school's social image is a good representation of administrator's social image	3.34	1.2	Medium	3
9	In general, the teachers in our school are working for the same goal	3.29	1.16	Medium	6
10	Administrator recommend to administrator's friends that our school is a good place to work	3.34	1.14	Medium	4
Total		3.30	1.17	Medium	-

According to Table 4.9, found that the mean of the current situation of organizational climate management of universities in Guangxi in organizational identification was at medium level ($\bar{x}=3.30$). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was 'Administrator am proud to be a member of administrator's school' ($\bar{x}=3.37$), followed by 'When someone criticizes administrator's school, it feels like a personal insult' ($\bar{x}=3.35$). The lowest mean was 'When someone compliments administrator's unit, it feels like a personal compliment' ($\bar{x}=3.24$).

Part 3: The analysis result about the interview contents about the improving organizational climate management of universities in Guangxi.

This section aims to offer guidelines for improving organizational climate management of universities in Guangxi. To achieve this goal, this study used interviews to explore in-depth the current situation, interpersonal opinion and suggestion on improving organizational climate management of universities in Guangxi, and attempted to offer guidelines. In this interview, a total of 16 administrators from different types of universities, were interviewed. Through the interviews, the researchers gained a deep understanding of the problems and needs of administrators in organizational climate management of universities in Guangxi, providing important data support for us to guidelines for organizational climate management.

For this study, the researchers used an interview outline designed specifically for this study and presented the information provided by the interviewees through a structured interview. The interviewees were the sample group for this study, as detailed in the table 4.10:

Table 4.10 Key information of Interviewees

No.	Interviewees	Key Infomation	Interview Duration (min)	Date
1	Interviewee 1	Gender:Male Work experience in administration:7 Professional title:Assistant Professor University:Guangxi University(Public) Administrative Level:Middle	45	2024-2-7
2	Interviewee 2	Gender:Male Work experience in administration:7 Professional title:Assistant Professor University:Guangxi University of Science and Technology(Public) Administrative Level:Middle	50	2024-2-7
3	Interviewee 3	Gender:Female Work experience in administration:15 Professional title:Associate Professor University:Guangxi Medical University(Public) Administrative Level:Middle	60	2024-2-7
4	Interviewee 4	Gender:Female Work experience in administration:13 Professional title:Assistant Professor University:Guilin Medical University(Private) Administrative Level:Middle	40	2024-2-7

Table 4.10 (Continue)

No.	Interviewees	Key Infomation	Interview	
			Duration (min)	Date
5	Interviewee 5	Gender:Male Work experience in administration:7 Professional title:Associate Professor University:Guangxi Normal University(Public) Administrative Level:Middle	50	2024-2-8
6	Interviewee 6	Gender:Female Work experience in administration:15 Professional title:Assistant Professor University:Nanning Normal University(Public) Administrative Level:Basic	30	2024-2-8
7	Interviewee 7	Gender:Male Work experience in administration:5 Professional title:Assistant Professor University:Guangxi Arts University(Public) Administrative Level:Basic	35	2024-2-8
8	Interviewee 8	Gender:Female Work experience in administration:20 Professional title:Associate Professor University:Baise University(Public) Administrative Level:Middle	55	2024-2-9

Table 4.10 (Continue)

No.	Interviewees	Key Infomation	Interview	
			Duration (min)	Date
9	Interviewee 9	Gender:Female Work experience in administration:9 Professional title:Assistant Professor University:Guangxi University of Finance and Economics(Public) Administrative Level:Middle	45	2024-2-9
10	Interviewee 10	Gender:Female Work experience in administration:5 Professional title:Assistant Professor University:NanNing University(Public) Administrative Level:Basic	30	2024-2-9
11	Interviewee 11	Gender:Female Work experience in administration:10 Professional title:Associate Professor University:Beibu Gulf University(Public) Administrative Level:Basic	35	2024-2-9
12	Interviewee 12	Gender:Female Work experience in administration:4 Professional title:Assistant Professor University:Guangxi Vocational University Of Agriculture(Vocational) Administrative Level:Basic	40	2024-2- 13

Table 4.10 (Continue)

No.	Interviewees	Key Infomation	Interview	Date
			Duration (min)	
13	Interviewee 13	Gender:Male Work experience in administration:25 Professional title:Associate Professor University:Guilin University(Private) Administrative Level:High	60	2024-2-13
14	Interviewee 14	Gender:Male Work experience in administration:5 Professional title:Assistant Professor University:Guangxi University of Foreign Languages(Private) Administrative Level:Basic	30	2024-2-13
15	Interviewee 15	Gender:Male Work experience in administration:30 Professional title:Professor University:Guangxi City Vocational University(Vocational) Administrative Level:High	80	2024-2-13
16	Interviewee 16	Gender:Female Work experience in administration:12 Professional titleAssociate Professor University:GuangXi Vocational Normal University(Public) Administrative Level:Middle	50	2024-2-16
Total			735	--
Mean			45.94	--

The research team conducted 16 remote interviews using Wechat App. Each interview was one-on-one at a private location where others could not listen to the conversation. Each interview lasted an average of 45 minutes. The total interview time with all interviewees was 735 minutes. The transcribed texts of 16 interviews are as follows:

Using the interview content index for analysis, the researchers sorted out the collected interview answers, sorted out the comments and opinions expressed by the interviewees word for word, and at the same time effectively deleted the less informative or invalid information and effectively deleted the remaining effective ones.

In conclusion, based on the above interviews, the situation, reasons and guidelines are as follow:

1. Hierarchical System: Restriction of individual development space and innovation capacity Guangxi universities generally have a relatively strict hierarchical system. The strict hierarchical system shows two sides in the process of implementation: on the one hand, it ensures the effective operation of the system, but on the other hand, it restricts the individual's space for development and innovative ability. Optimize the resource allocation mechanism, establish a fair, transparent and scientific resource allocation mechanism, ensure that excellent teachers and scientific research teams are given sufficient support, the restrictions of the hierarchy can be appropriately relaxed, and give more autonomy and rights to teachers so that they can be more autonomous and more powerful in teaching and scientific research aspects can give freer play to their creativity and initiative. To strengthen interdepartmental exchanges and cooperation, break down barriers between departments, promote information sharing and resource integration, and enhance the comprehensive strength and competitiveness of the entire university. The assessment criteria and procedures should be clearly defined and monitored and adjusted through regular evaluation and feedback mechanisms.

2. Interpersonal Relationship: Administrators generally have good and cordial interpersonal relationships, including with superiors, colleagues and subordinates. But when it comes to dealing with superiors, it is not as harmonious as friends. Most of the communication takes place through meetings or work exchanges.

Administrators also reflected confusion in their communication with their superiors. Some of them felt certain pressure and challenges in dealing with their superiors, and sometimes it was necessary to ensure the interests of the school while taking into account the actual situation and needs of the teachers. It is recommended that schools further strengthen communication and trust between upper and lower levels, encourage employees to dare to express their views and suggestions, provide more training and development opportunities for employees, and improve their job satisfaction and sense of belonging.

3. Supportive Climate: There is a general atmosphere of mutual trust among administrators, and we are happy to share experiences and resources, support and help each other, forming a good working atmosphere. Quite a few administrators believe that teamwork and common progress is the basis for teamwork and common progress, but also an important factor in maintaining a good working relationship. I attach great importance to the mutual trust between colleagues and believe that it is the basis for teamwork and common progress, but also an important factor in maintaining a good working relationship. But because managers are competitive with each other, there is some hidden bad blood that leads to mistrust. Further strengthening communication and exchange among colleagues, promoting information sharing and resource interaction, creating a more cordial and harmonious working atmosphere, and enhancing work efficiency and job satisfaction. Further strengthening communication and exchange among colleagues, promoting information sharing and resource interaction, creating a more cordial and harmonious working atmosphere, and enhancing work efficiency and job satisfaction is what administrators hope for.

4. Justice Climate: Administrators generally believe that the level of information disclosure in the organization's decision-making process could be improved. Although the college leadership holds regular meetings to inform faculty and staff of some important decisions, there is still a lack of information transparency on some major matters. This degree of information disclosure at the top level is insufficient. The level of information disclosure in the organization's decision-making process leaves much to be desired. Although the college leadership holds regular meetings to inform faculty and staff of some important decisions, there is still a lack

of information transparency on some major matters. Some faculty to question the rationality of the decision. There is insufficient disclosure of this information at the senior level. Therefore, the school establishes a more complete information disclosure system, strengthens the disclosure and explanation of the decision-making process and decision-making results, and improves the fairness and transparency of organizational decision-making. The school establishes a more complete information disclosure system, strengthens the disclosure and explanation of the decision-making process and decision-making results, and improves the fairness and transparency of organizational decision-making.

5. Management Style: Administrators generally agree that democratic management has been practiced to a certain extent in Guangxi's colleges and universities, for example, through the election of organizations such as faculty congresses and academic committees, which participate in important decision-making and management of affairs in the colleges and universities. However, there are still some shortcomings in some specific operations, such as the lack of openness and transparency in the election process, which has led to doubts among some staff about the legitimacy of the representatives. Generally speaking, high-level decision-making is still the main focus, and teachers' self-initiated opinions play a minor role. Democratic management has been practiced to a certain extent, for example, through the election of organizations such as the Staff Council and the Academic Committee, which participate in important decisions and management of affairs of the college. However, there are still some shortcomings in some specific operations, such as the lack of openness and transparency in the election process, which leads to doubts among some staff about the legitimacy of the representatives. Generally speaking, high-level decision-making is still dominated by the faculty, and there is little role for the faculty to put forward their own opinions. Therefore, universities should further improve democratic management systems and procedures, for example, by strengthening election supervision and openness and fairness, enhancing the legitimacy and authority of representatives, stimulating staff motivation and creativity, and working together to promote the development and progress of universities and teachers.

6. Innovation Climate: Guangxi colleges and universities have been committed to creating a positive atmosphere for innovation and encouraging teachers to continuously explore and try new teaching methods and research directions. However, due to the special characteristics of the education industry, innovation may be constrained by traditional concepts and systems. The main solution is still the need to break away from the old concept of seniority, establish a new concept of selecting the best and the brightest regardless of their qualifications, and endeavour to open the way for existing talents to stand out. Guangxi colleges and universities can further encourage and support the innovation and enterprising spirit of teachers, for example, by setting up an innovative teaching reward mechanism, organizing teaching innovation forums, etc., to motivate teachers to actively participate in educational and teaching reforms and innovations, and to jointly improve the level and quality of education and teaching in colleges and universities.

7. Organizational Identification: Administrators showed polarization in terms of whether or not individuals and colleges can be honored together. There are some administrators who believe that the honor of the school is the honor of the individual, but some administrators believe that there is little relationship between the two. The most important reasons are the insufficient reward mechanism of the school, the lack of humanized management, and the neglect of administrators' individual needs. It is suggested that colleges and universities pay attention to individual needs and emotions, create a harmonious and positive campus culture, improve the reward mechanism, and solve the problem of teachers' establishment, so that teachers can devote themselves to the development and construction of the school, and increase the sense of belonging to the school and the sense of honor. In terms of whether individuals and colleges can share the same honor, administrators showed polarization. There are some administrators who believe that the honor of the school is the honor of the individual, but some administrators believe that there is little relationship between the two. The most important reasons are the insufficient reward mechanism of the school, the lack of humanized management, and the neglect of administrators' individual needs. It is suggested that colleges and universities pay attention to individual needs and emotions, create a harmonious and positive campus culture,

improve the reward mechanism, and solve the problem of teachers' establishment, so that teachers can devote themselves to the development and construction of the school, and increase their sense of belonging and honor to the school.

Interviewees have some suggestions for the content and format of the guidelines for improving organizational climate, which are as follows:

Table 4.11 Guidelines for improving organizational climate management of universities in Guangxi

Guidelines	How to
In terms of Interpersonal Relationship:	
1. Empower teachers with greater autonomy and rights.	1. Implement policies that grant teachers more decision-making power.
2. Foster open and democratic communication channels.	2. Establish regular forums and meetings for open dialogue.
3. Strengthen communication and collaboration.	3. Develop initiatives to improve teamwork and communication.
4. Promote transparent and inclusive dialogue.	4. Create transparent channels for leadership-staff communication.
5. Cultivate mutual trust.	5. Organize workshops and retreats focused on team building.
6. Maintain organizational vitality.	6. Schedule regular team-building events.
7. Strengthen team bonds.	7. Plan cultural exchange activities to enhance team spirit.
8. Develop robust interpersonal relationships.	8. Set up mentoring and relationship-building programs.

Table 4.11 (Continue)

Guidelines	How to
<p>In terms of Interpersonal Relationship:</p> <ol style="list-style-type: none"> 1. Empower teachers with greater autonomy and rights. 2. Foster open and democratic communication channels. 3. Strengthen communication and collaboration. 4. Promote transparent and inclusive dialogue. 5. Cultivate mutual trust. 6. Maintain organizational vitality. 7. Strengthen team bonds. 8. Develop robust interpersonal relationships. 	<ol style="list-style-type: none"> 1. Implement policies that grant teachers more decision-making power. 2. Establish regular forums and meetings for open dialogue. 3. Develop initiatives to improve teamwork and communication. 4. Create transparent channels for leadership-staff communication. 5. Organize workshops and retreats focused on team building. 6. Schedule regular team-building events. 7. Plan cultural exchange activities to enhance team spirit. 8. Set up mentoring and relationship-building programs.

Table 4.11 (Continue)

Guidelines	How to
In terms of Supportive Climate:	
1. Comprehensive support for research and teaching initiatives.	1. Allocate funds and resources for research and teaching.
2. Encourage and support innovative and entrepreneurial endeavors.	2. Develop programs to support faculty innovation projects.
3. Extensive resources and platforms for academic development.	3. Provide access to advanced research tools and platforms.
4. Promote high standards of professional ethics and moral education.	4. Implement ethics training for faculty and staff.
5. Establish robust feedback mechanisms.	5. Create a system for collecting and acting on feedback.
6. Implement a people-centric management approach.	6. Focus on staff welfare and inclusive policies.
7. Enhance collaborative skills and team awareness.	7. Conduct training sessions on teamwork and collaboration.

Table 4.11 (Continue)

Guidelines	How to
In terms of Justice Climate:	
1. Increase transparency in decision-making processes.	1. Publish all decisions and meeting minutes online.
2. Develop comprehensive systems for information transparency.	2. Develop a centralized information transparency portal.
3. Ensure timely and complete information dissemination.	3. Ensure regular updates on institutional developments.
4. Implement structured schedules for information disclosure.	4. Set clear timelines for information release.
5. Promote honor and integrity.	5. Organize workshops on ethics and integrity.
6. Foster a culture of integrity and cooperation.	6. Promote a code of conduct and integrity standards.
7. Create flexible and efficient communication channels.	7. Improve internal communication infrastructure.
In terms of Management Style:	
1. Strengthen democratic management practices.	1. Hold elections for faculty representation in governance.
2. Expand oversight and participatory decision-making mechanisms.	2. Establish committees for oversight and participation.
3. Develop inclusive and democratic management systems.	3. Create forums for democratic discussion and decision-making.
4. Enhance staff understanding and engagement in democratic processes.	4. Provide training on democratic principles and practices, set up platforms for staff feedback and dialogue.
5. Increase transparency and supervision in elections.	5. Increase transparency in election processes.
6. Promote internal democratic governance.	6. Develop policies for internal democratic practices.

Table 4.11 (Continue)

Guidelines	How to
In terms of Hierarchical System:	
1. Title evaluation for greater flexibility and fairness.	1. Simplify the criteria and process for title evaluations.
2. Clarify and standardize promotion criteria.	2. Develop clear and fair promotion guidelines.
3. Enhance transparency and fairness in promotions.	3. Implement transparent promotion processes.
4. Create award mechanisms for outstanding contributions.	4. Establish awards for exceptional performance.
5. Improve information management efficiency.	5. Implement a centralized, secure, and user-friendly digital platform.
6. Implement a transparent promotion mechanism.	6. Establish clear criteria, regular evaluations, and open communication for promotions.
7. Adjust roles and responsibilities to meet organizational needs.	7. Regularly review and adjust staff roles and responsibilities.
In terms of Innovation Climate:	
1. Foster a culture of continuous research and teaching innovation.	1. Encourage participation in innovative projects.
2. Cultivate a mindset of innovative teaching practices.	2. Offer workshops on new teaching methods.
3. Encourage and reward excellence.	3. Provide incentives for research and innovation.
4. Promote a collaborative environment.	4. Organize conferences on educational innovation.
5. Support ongoing professional growth and development.	5. Facilitate professional growth opportunities.
6. Inspire a commitment to exploring new educational guideliness.	6. Support experimentation with new teaching guideliness.
7. Strengthen the focus on creativity and original thinking.	7. Develop incentive programs for innovation.

Table 4.11 (Continue)

Guidelines	How to
In terms of Organizational Identification:	
<ol style="list-style-type: none"> 1. Foster a sense of mission and responsibility among staff. 2. Enhance faculty's sense of belonging and collective pride. 3. Strengthen the sense of unity and purpose within the organization. 4. Build trust and cohesion among staff. 5. Promote an inclusive and supportive academic environment. 6. Encourage open and sincere exchanges among staff. 7. Develop a collaborative and supportive work culture. 	<ol style="list-style-type: none"> 1. Develop initiatives to build a sense of mission. 2. Create programs to enhance organizational pride. 3. Foster a culture of unity and shared purpose. 4. Organize trust-building activities. 5. Promote inclusivity and support in the academic environment. 6. Facilitate open communication among staff. 7. Implement collaborative work policies.

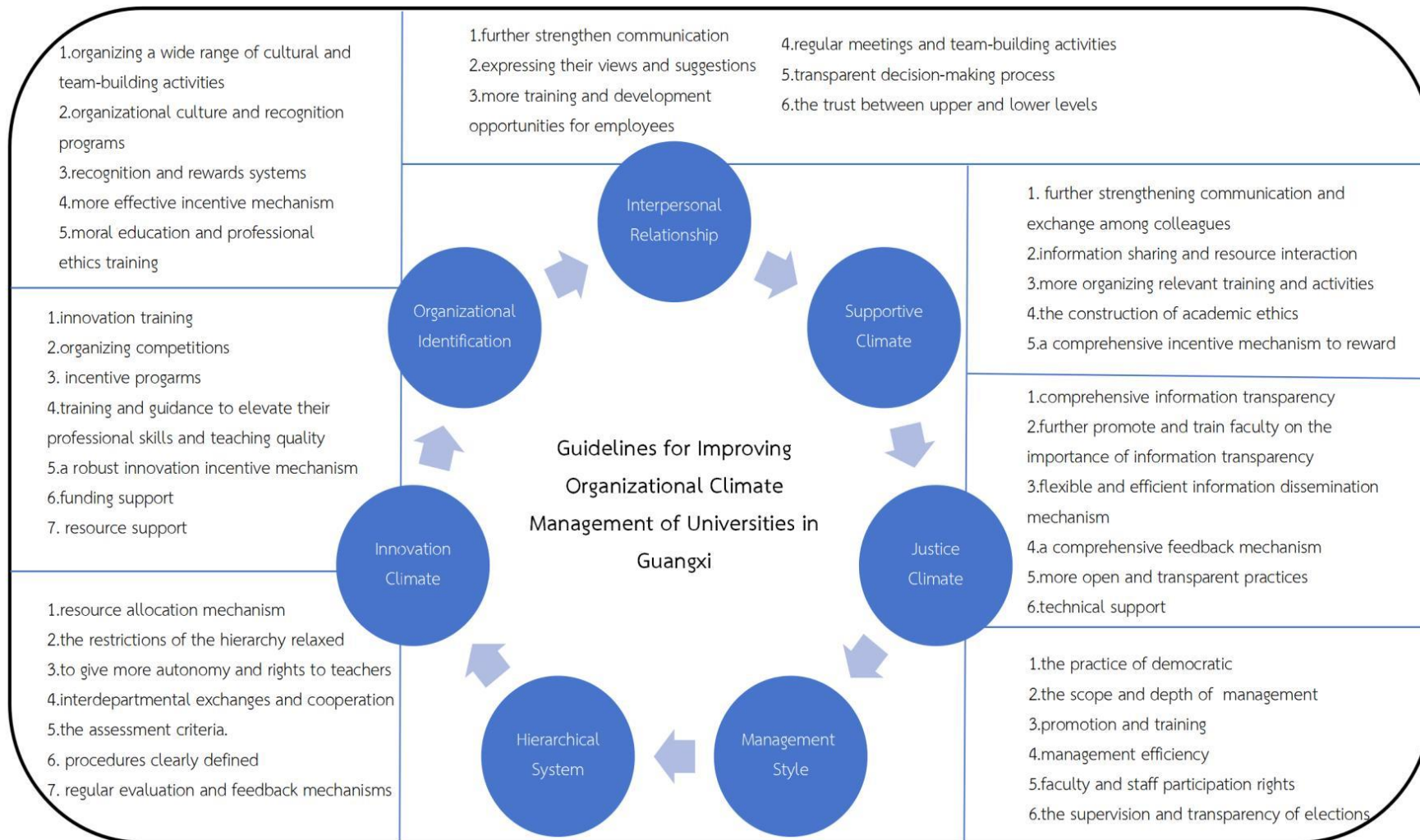


Figure 4.1 Guidelines for improving organizational climate management of universities in Guangxi

Part 4: The analysis result about the suitability and feasibility of guidelines for improving organizational climate management of universities in Guangxi. Presented the data in the form of average value and standard deviation.

This section aims to evaluate the suitability and feasibility of the guidelines for improving organizational climate management of universities in Guangxi. To this end, 9 experts from 9 universities and institute of administration in China were invited to evaluate the suitability and feasibility of the guidelines for improving organizational climate management of universities in Guangxi. The results are shown in the following table:

Table 4.12 Mean and standard deviation of the suitability of guidelines for improving organizational climate management of universities in Guangxi .

(n=9)

NO.	Guidelines for improving organizational climate management of universities in Guangxi	Suitability		
		\bar{x}	S.D	Level
1	Interpersonal Relationship	4.84	0.10	Highest
2	Supportive Climate	4.81	0.10	Highest
3	Justice Climate	4.80	0.12	Highest
4	Management Style	4.78	0.12	Highest
5	Hierarchical System	4.73	0.15	Highest
6	Innovation Climate	4.85	0.08	Highest
7	Organizational Identification	4.84	0.09	Highest
Total		4.80	0.10	Highest

According to Table 4.12,found that the suitability of organizational climate management of universities in Guangxi was at highest level (\bar{x} =4.84). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was 'Innovation Climate' (\bar{x} =4.85), followed by 'Interpersonal Relationship' and 'Organizational Identification' (\bar{x} =4.84).The lowest mean was 'Hierarchical System' (\bar{x} =4.73).

Table 4.13 Mean and standard deviation of the feasibility of guidelines for improving organizational climate management of universities in Guangxi .

(n=9)

No.	Guidelines for improving organizational climate management of universities in Guangxi	Feasibility		
		\bar{x}	S.D	Level
1	Interpersonal Relationship	4.84	0.10	Highest
2	Supportive Climate	4.83	0.09	Highest
3	Justice Climate	4.80	0.12	Highest
4	Management Style	4.82	0.10	Highest
5	Hierarchical System	4.74	0.07	Highest
6	Innovation Climate	4.89	0.09	Highest
7	Organizational Identification	4.93	0.05	Highest
Total		4.82	0.10	Highest

According to Table 4.13,found that the feasibility of organizational climate management of universities in Guangxi was at highest level (\bar{x} =4.82). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was 'Organizational Identification' between upper and lower levels' (\bar{x} =4.93), followed by 'Innovation Climate' (\bar{x} =4.89).The lowest mean was 'Hierarchical System' (\bar{x} =4.74).

Table 4.14 Mean and standard deviation of the suitability of guidelines for improving organizational climate management of universities in Guangxi in Interpersonal Relationship.

(n=9)

No.	Guidelines for improving organizational climate management of universities in Guangxi in Interpersonal Relationship	Suitability		Level
		\bar{x}	S.D	
1	Empower teachers with greater autonomy and rights.	4.56	0.26	Highest
2	Foster open and democratic communication channels.	5.00	0.00	Highest
3	Strengthen communication and collaboration.	4.78	0.09	Highest
4	Promote transparent and inclusive dialogue.	5.00	0.00	Highest
5	Cultivate mutual trust.	4.67	0.19	Highest
6	Maintain organizational vitality.	5.00	0.00	Highest
7	Strengthen team bonds.	4.67	0.19	Highest
8	Develop robust interpersonal relationships.	4.78	0.09	Highest
Total		4.84	0.10	Highest

According to Table 4.14,found that the suitability of organizational climate management of universities in Guangxi in interpersonal relationship was at highest level (\bar{x} =4.84). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was 'Foster open and democratic communication channels' , 'Maintain organizational vitality' between upper and lower levels' (\bar{x} =5.00), followed by 'Strengthen communication and collaboration' and 'Develop robust interpersonal relationships' (\bar{x} =4.78).The lowest mean was 'Empower teachers with greater autonomy and rights' (\bar{x} =4.56).

Table 4.15 Mean and standard deviation of the feasibility of guidelines for improving organizational climate management of universities in Guangxi in Interpersonal Relationship.

(n=9)

No.	Guidelines for improving organizational climate management of universities in Guangxi in Interpersonal Relationship	Feasibility		
		\bar{x}	S.D	Level
1	Empower teachers with greater autonomy and rights.	4.78	0.09	Highest
2	Foster open and democratic communication channels.	5.00	0.00	Highest
3	Strengthen communication and collaboration.	4.78	0.09	Highest
4	Promote transparent and inclusive dialogue.	4.78	0.09	Highest
5	Cultivate mutual trust.	4.67	0.19	Highest
6	Maintain organizational vitality.	4.89	0.10	Highest
7	Strengthen team bonds.	4.67	0.19	Highest
8	Develop robust interpersonal relationships.	4.89	0.10	Highest
Total		4.84	0.10	Highest

According to Table 4.15,found that the feasibility of organizational climate management of universities in Guangxi in interpersonal relationship was at highest level (\bar{x} =4.84). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was ‘Foster open and democratic communication channels’ (\bar{x} =5.00), followed by ‘Maintain organizational vitality’ and ‘Develop robust interpersonal relationships’ (\bar{x} =4.78).The lowest mean was ‘Cultivate mutual trust’ and ‘Strengthen team bonds’ (\bar{x} =4.67).

Table 4.16 Mean and standard deviation of the suitability of guidelines for improving organizational climate management of universities in Guangxi in Supportive Climate.

(n=9)

No.	Guidelines for improving organizational climate management of universities in Guangxi in Supportive Climate	Suitability		Level
		\bar{x}	S.D	
1	Allocate funds and resources for research and teaching.	4.78	0.09	Highest
2	Develop programs to support faculty innovation projects.	4.67	0.19	Highest
3	Provide access to advanced research tools and platforms.	4.56	0.26	Highest
4	Implement ethics training for faculty and staff.	5.00	0.00	Highest
5	Create a system for collecting and acting on feedback.	4.89	0.10	Highest
6	Focus on staff welfare and inclusive policies.	5.00	0.00	Highest
7	Conduct training sessions on teamwork and collaboration.	4.78	0.09	Highest
Total		4.81	0.10	Highest

According to Table 4.16,found that the suitability of organizational climate management of universities in Guangxi in Supportive Climate was at highest level (\bar{x} =4.81). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was 'Implement ethics training for faculty and staff' and 'Focus on staff welfare and inclusive policies' (\bar{x} =5.00), followed by 'Allocate funds and resources for research and teaching' and 'Conduct training sessions on teamwork and collaboration' (\bar{x} =4.78). The lowest mean was 'Provide access to advanced research tools and platforms' (\bar{x} =4.56).

Table 4.17 Mean and standard deviation of the feasibility of guidelines for improving organizational climate management of universities in Guangxi in Supportive Climate.

(n=9)

No.	Guidelines for improving organizational climate management of universities in Guangxi in Supportive Climate	Feasibility		Level
		\bar{x}	S.D	
1	Allocate funds and resources for research and teaching.	5.00	0.00	Highest
2	Develop programs to support faculty innovation projects.	4.78	0.09	Highest
3	Provide access to advanced research tools and platforms.	4.78	0.09	Highest
4	Implement ethics training for faculty and staff.	4.89	0.10	Highest
5	Create a system for collecting and acting on feedback.	5.00	0.00	Highest
6	Focus on staff welfare and inclusive policies.	4.78	0.09	Highest
7	Conduct training sessions on teamwork and collaboration.	4.56	0.26	Highest
Total		4.83	0.09	Highest

According to Table 4.17,found that the feasibility of organizational climate management of universities in Guangxi in Supportive Climate was at highest level (\bar{x} =4.83).Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was 'Allocate funds and resources for research and teaching' and Create a system for collecting and acting on feedback' (\bar{x} =5.00), followed by 'Implement ethics training for faculty and staff' (\bar{x} =4.78).The lowest mean was 'Conduct training sessions on teamwork and collaboration' (\bar{x} =4.56).

Table 4.18 Mean and standard deviation of the suitability of guidelines for improving organizational climate management of universities in Guangxi in Justice Climate.

(n=9)

No.	Guidelines for improving organizational climate management of universities in Guangxi in Justice Climate	Suitability		Level
		\bar{x}	S.D	
1	Increase transparency in decision-making processes.	5.00	0.00	Highest
2	Develop comprehensive systems for information transparency.	4.89	0.10	Highest
3	Ensure timely and complete information dissemination.	4.78	0.09	Highest
4	Implement structured schedules for information disclosure.	4.78	0.09	Highest
5	Promote honor and integrity.	4.89	0.10	Highest
6	Foster a culture of integrity and cooperation.	4.89	0.10	Highest
7	Create flexible and efficient communication channels.	4.56	0.26	Highest
Total		4.83	0.10	Highest

According to Table 4.18, found that the suitability of organizational climate management of universities in Guangxi in Justice Climate was at highest level (\bar{x} =4.83). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was 'Increase transparency in decision-making processes' (\bar{x} =5.00), followed by 'Develop comprehensive systems for information transparency', 'Promote honor and integrity' and 'Foster a culture of integrity and cooperation' (\bar{x} =4.89). The lowest mean was 'Create flexible and efficient communication channels' (\bar{x} =4.56).

Table 4.19 Mean and standard deviation of the feasibility of guidelines for improving organizational climate management of universities in Guangxi in Justice Climate.

(n=9)

No.	Guidelines for improving organizational climate management of universities in Guangxi in Justice Climate	Feasibility		Level
		\bar{x}	S.D	
1	Increase transparency in decision-making processes.	4.78	0.09	Highest
2	Develop comprehensive systems for information transparency.	4.67	0.19	Highest
3	Ensure timely and complete information dissemination.	4.56	0.26	Highest
4	Implement structured schedules for information disclosure.	5.00	0.00	Highest
5	Promote honor and integrity.	4.89	0.10	Highest
6	Foster a culture of integrity and cooperation.	4.89	0.10	Highest
7	Create flexible and efficient communication channels.	4.78	0.09	Highest
Total		4.80	0.12	Highest

According to Table 4.19, found that the feasibility of organizational climate management of universities in Guangxi in Justice Climate was at highest level (\bar{x} =4.80). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was 'Implement structured schedules for information disclosure' (\bar{x} =5.00), followed by 'Promote honor and integrity' and ' Foster a culture of integrity and cooperation' (\bar{x} =4.89).The lowest mean was 'Ensure timely and complete information dissemination' (\bar{x} =4.56).

Table 4.20 Mean and standard deviation of the suitability of guidelines for improving organizational climate management of universities in Guangxi in Management Style.

(n=9)

No.	Guidelines for improving organizational climate management of universities in Guangxi in Management Style	Suitability		Level
		\bar{x}	S.D	
1	Strengthen democratic management practices.	5.00	0.00	Highest
2	Expand oversight and participatory decision-making mechanisms.	4.67	0.19	Highest
3	Develop inclusive and democratic management systems.	4.78	0.09	Highest
4	Enhance staff understanding and engagement in democratic processes.	4.78	0.09	Highest
5	Increase transparency and supervision in elections.	4.89	0.10	Highest
6	Promote internal democratic governance.	4.56	0.26	Highest
Total		4.78	0.12	Highest

According to Table 4.20, found that the suitability of organizational climate management of universities in Guangxi in Management Style was at highest level (\bar{x} =4.78). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was 'Strengthen democratic management practices' (\bar{x} =5.00), followed by 'Increase transparency and supervision in elections' (\bar{x} =4.78).The lowest mean was 'Promote internal democratic governance' (\bar{x} =4.56).

Table 4.21 Mean and standard deviation of the feasibility of guidelines for improving organizational climate management of universities in Guangxi in Management Style.

(n=9)

No.	Guidelines for improving organizational climate management of universities in Guangxi in Management Style	Feasibility		Level
		\bar{x}	S.D	
1	Strengthen democratic management practices.	4.89	0.10	Highest
2	Expand oversight and participatory decision-making mechanisms.	4.78	0.09	Highest
3	Develop inclusive and democratic management systems.	4.89	0.10	Highest
4	Enhance staff understanding and engagement in democratic processes.	4.78	0.09	Highest
5	Increase transparency and supervision in elections.	5.00	0.00	Highest
6	Promote internal democratic governance.	4.56	0.26	Highest
Total		4.82	0.10	Highest

According to Table 4.21, found that the feasibility of organizational climate management of universities in Guangxi in Management Style was at highest level (\bar{x} =4.78). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was 'Strengthen democratic management practices' (\bar{x} =5.00), followed by 'Increase transparency and supervision in elections' (\bar{x} =4.78). The lowest mean was 'Promote internal democratic governance' (\bar{x} =4.56).

Table 4.22 Mean and standard deviation of the suitability of guidelines for improving organizational climate management of universities in Guangxi in Hierarchical System.

(n=9)

No.	Guidelines for improving organizational climate management of universities in Guangxi in Hierarchical System	Suitability		Level
		\bar{x}	S.D	
1	Title evaluation for greater flexibility and fairness.	4.78	0.09	Highest
2	Clarify and standardize promotion criteria.	4.89	0.10	Highest
3	Enhance transparency and fairness in promotions.	4.78	0.09	Highest
4	Create award mechanisms for outstanding contributions.	4.56	0.26	Highest
5	Improve information management efficiency.	4.78	0.09	Highest
6	Implement a transparent promotion mechanism.	4.56	0.26	Highest
7	Adjust roles and responsibilities to meet organizational needs.	4.33	0.19	Highest
Total		4.73	0.15	Highest

According to Table 4.22, found that the suitability of organizational climate management of universities in Guangxi in Hierarchical System was at highest level (\bar{x} =4.73). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was 'Clarify and standardize promotion criteria' (\bar{x} =4.89), followed by 'Title evaluation for greater flexibility and fairness', 'Enhance transparency and fairness in promotions' and 'Improve information management efficiency' (\bar{x} =4.78). The lowest mean was 'Adjust roles and responsibilities to meet organizational needs' (\bar{x} =4.33).

Table 4.23 Mean and standard deviation of the feasibility of guidelines for improving organizational climate management of universities in Guangxi in Hierarchical System.

(n=9)

No.	Guidelines for improving organizational climate management of universities in Guangxi in Hierarchical System	Feasibility		Level
		\bar{x}	S.D	
1	Title evaluation for greater flexibility and fairness.	4.89	0.10	Highest
2	Clarify and standardize promotion criteria.	5.00	0.00	Highest
3	Enhance transparency and fairness in promotions.	4.78	0.09	Highest
4	Create award mechanisms for outstanding contributions.	4.78	0.09	Highest
5	Improve information management efficiency.	4.78	0.09	Highest
6	Implement a transparent promotion mechanism.	4.22	0.09	Highest
7	Adjust roles and responsibilities to meet organizational needs.	4.11	0.10	Highest
Total		4.74	0.07	Highest

According to Table 4.23, found that the feasibility of organizational climate management of universities in Guangxi in Hierarchical System was at highest level (\bar{x} =4.74). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was 'Clarify and standardize promotion criteria' (\bar{x} =5.00), followed by 'Title evaluation for greater flexibility and fairness' (\bar{x} =4.89). The lowest mean was 'Adjust roles and responsibilities to meet organizational needs' (\bar{x} =4.11).

Table 4.24 Mean and standard deviation of the suitability of guidelines for improving organizational climate management of universities in Guangxi in Innovation Climate.

(n=9)

No.	Guidelines for improving organizational climate management of universities in Guangxi in Innovation Climate	Suitability		Level
		\bar{x}	S.D	
1	Foster a culture of continuous research and teaching innovation.	4.89	0.10	Highest
2	Cultivate a mindset of innovative teaching practices.	4.78	0.09	Highest
3	Encourage and reward excellence.	4.78	0.09	Highest
4	Promote a collaborative environment.	4.78	0.09	Highest
5	Support ongoing professional growth and development.	4.89	0.10	Highest
6	Inspire a commitment to exploring new educational guideliness.	5.00	0.00	Highest
7	Strengthen the focus on creativity and original thinking.	4.78	0.09	Highest
Total		4.85	0.08	Highest

According to Table 4.24, found that the suitability of organizational climate management of universities in Guangxi in Innovation Climate was at highest level (\bar{x} =4.85). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was 'Inspire a commitment to exploring new educational guideliness' (\bar{x} =5.00), followed by 'Foster a culture of continuous research and teaching innovation' and 'Support ongoing professional growth and development' (\bar{x} =4.89). The lowest mean was 'Cultivate a mindset of innovative teaching practices', 'Encourage and reward excellence', 'Promote a collaborative environment' and 'Strengthen the focus on creativity and original thinking' (\bar{x} =4.78).

Table 4.25 Mean and standard deviation of the feasibility of guidelines for improving organizational climate management of universities in Guangxi in Innovation Climate.

(n=9)

No.	Guidelines for improving organizational climate management of universities in Guangxi in Innovation Climate	Feasibility		Level
		\bar{x}	S.D	
1	Foster a culture of continuous research and teaching innovation.	5.00	0.00	Highest
2	Cultivate a mindset of innovative teaching practices.	4.78	0.09	Highest
3	Encourage and reward excellence.	4.89	0.10	Highest
4	Promote a collaborative environment.	4.78	0.09	Highest
5	Support ongoing professional growth and development.	4.89	0.10	Highest
6	Inspire a commitment to exploring new educational guideliness.	5.00	0.00	Highest
7	Strengthen the focus on creativity and original thinking.	4.78	0.09	Highest
Total		4.89	0.06	Highest

According to Table 4.25,found that the feasibility of organizational climate management of universities in Guangxi in Innovation Climate was at highest level (\bar{x} =4.89). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was 'Foster a culture of continuous research and teaching innovation' and 'Inspire a commitment to exploring new educational guideliness' (\bar{x} =5.00), followed by 'Encourage and reward excellence' and 'Support ongoing professional growth and development' (\bar{x} =4.89). The lowest mean was 'Cultivate a mindset of innovative teaching practices', 'Encourage and reward excellence', 'Promote a collaborative environment' and 'Strengthen the focus on creativity and original thinking' (\bar{x} =4.78).

Table 4.26 Mean and standard deviation of the suitability of guidelines for improving organizational climate management of universities in Guangxi in Organizational Identification.

(n=9)

No.	Guidelines for improving organizational climate management of universities in Guangxi in Organizational Identification	Suitability		Level
		\bar{x}	S.D	
1	Foster a sense of mission and responsibility among staff.	4.78	0.09	Highest
2	Enhance faculty's sense of belonging and collective pride.	4.56	0.26	Highest
3	Strengthen the sense of unity and purpose within the organization.	4.78	0.09	Highest
4	Build trust and cohesion among staff.	4.89	0.10	Highest
5	Promote an inclusive and supportive academic environment.	5.00	0.00	Highest
6	Encourage open and sincere exchanges among staff.	5.00	0.00	Highest
7	Develop a collaborative and supportive work culture.	4.78	0.09	Highest
Total		4.84	0.09	Highest

According to Table 4.26, found that the suitability of organizational climate management of universities in Guangxi in Organizational Identification was at highest level (\bar{x} =4.84). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was 'Promote an inclusive and supportive academic environment' and 'Encourage open and sincere exchanges among staff' (\bar{x} =5.00), followed by 'Build trust and cohesion among staff' (\bar{x} =4.89). The lowest mean was 'Enhance faculty's sense of belonging and collective pride' (\bar{x} =4.56).

Table 4.27 Mean and standard deviation of the feasibility of guidelines for improving organizational climate management of universities in Guangxi in Organizational Identification.

(n=9)

No.	Guidelines for improving organizational climate management of universities in Guangxi in Organizational Identification	Feasibility		Level
		\bar{x}	S.D	
1	Foster a sense of mission and responsibility among staff.	4.89	0.10	Highest
2	Enhance faculty's sense of belonging and collective pride.	4.78	0.09	Highest
3	Strengthen the sense of unity and purpose within the organization.	4.89	0.10	Highest
4	Build trust and cohesion among staff.	5.00	0.00	Highest
5	Promote an inclusive and supportive academic environment.	5.00	0.00	Highest
6	Encourage open and sincere exchanges among staff.	5.00	0.00	Highest
7	Develop a collaborative and supportive work culture.	4.78	0.09	Highest
Total		4.93	0.05	Highest

According to Table 4.27, found that the feasibility of organizational climate management of universities in Guangxi in Organizational Identification was at highest level (\bar{x} =4.93). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was 'Build trust and cohesion among staff', 'Promote an inclusive and supportive academic environment' and 'Encourage open and sincere exchanges among staff' (\bar{x} =5.00), followed by 'Foster a sense of mission and responsibility among staff' and 'Strengthen the sense of unity and purpose within the organization' (\bar{x} =4.89). The lowest mean was 'Enhance faculty's sense of belonging and collective pride' and 'Develop a collaborative and supportive work culture' (\bar{x} =4.78).

Chapter 5

Conclusion Discussion and Recommendations

The objectives of the present study include three objectives, show as follows.

1. To investigate the current situation of the organizational climate management of universities in Guangxi.
2. To provide the guidelines for improving organizational climate management of universities in Guangxi.
3. To evaluate the suitability and feasibility of guidelines for improving organizational climate management of universities in Guangxi.

Then the conclusion and discussion details shown as follow.

Conclusion

The conclusion and discussion of this study consist of the following points.

Part 1. The current situation for the various factors that affect the organizational climate management of universities in Guangxi.

Part 2. The guidelines for improving on the organizational climate management of universities in Guangxi.

Part 3. The evaluation the suitability and feasibility of guidelines for improving organizational climate management of universities in Guangxi.

The details show as follows.

Part 1. The current situation of the various factors that affect the organizational climate management of universities in Guangxi.

Innovation Climate: The innovation climate emerged as the highest-rated aspect. This indicates that Guangxi universities have successfully fostered an environment conducive to creativity and new ideas. The willingness of colleagues to share methods and techniques, the active expression of opinions and suggestions, and the encouragement from supervisors for subordinates to propose improvements all contribute to a positive innovation climate. For instance, the highest rating within this dimension was given to the statement "When I have new ideas, my colleagues actively

express their opinions and suggestions." This suggests that open dialogue and collaborative brainstorming are integral to the innovation culture at these universities. Several factors could contribute to this strong innovation climate. Firstly, the emphasis on research and development in higher education institutions naturally fosters an environment where new ideas are valued and encouraged. Secondly, policies and initiatives that support innovative projects and provide resources for research likely play a significant role. As Anderson (2020, p.145-162) suggests, a supportive policy environment is critical for fostering innovation in academic settings. Lastly, the presence of recognition and rewards for innovative ideas, as indicated by the moderately high scores for related items, reinforces the importance of innovation within the organizational culture.

Interpersonal Relationships: The interpersonal relationships aspect also received a relatively high score, placing it second among the seven aspects. This reflects a harmonious and collaborative atmosphere among faculty and staff. Key indicators such as trust in leaders and colleagues, satisfaction with interpersonal relationships, and a willingness to help colleagues all scored above average, highlighting the importance placed on positive interpersonal dynamics. The highest score within this dimension was for the item "I will take the initiative to help my colleagues," indicating a strong culture of mutual support. The relatively high rating in interpersonal relationships can be attributed to several factors. Effective communication channels, regular team-building activities, and a culture that values mutual respect and cooperation are likely contributors. As Brown (2019, pp.34-250) notes, strong interpersonal relationships in the workplace are essential for fostering collaboration and job satisfaction. Moreover, the emphasis on teamwork and collective success in academic institutions may further enhance these relationships, creating a supportive and collegial work environment.

Hierarchical System: In contrast, the hierarchical system was rated the lowest. This indicates significant challenges in the clarity and functionality of the organizational hierarchy. Key issues include a lack of well-defined authority, unclear work procedures, and perceived inequities in the division of labor. The lowest score within this dimension was for the item "The rules of the organization include all my

rights to work," . This suggests that employees feel their rights and responsibilities are not adequately outlined or protected within the existing hierarchical framework. The low rating of the hierarchical system could stem from several issues. Firstly, the bureaucratic nature of administrative structures in Chinese universities might contribute to inefficiencies and a lack of clarity in roles and responsibilities. As Li (2018, p.383-411) argues, hierarchical rigidity can often stifle communication and decision-making, leading to dissatisfaction among staff. Secondly, a mismatch between the traditional hierarchical model and the modern needs of a dynamic educational environment could exacerbate these issues. Finally, inadequate training and support for managerial roles may result in poor implementation of hierarchical structures, further contributing to the low ratings.

Justice Climate: The justice climate received a moderate rating. This dimension assesses the perceived fairness in work schedules, salary levels, workload, and decision-making processes. The highest score within this aspect was for the item "The leader will make job decisions in an impartial manner," indicating a general perception of fairness in leadership decisions. However, lower scores for items such as "All work decisions are consistent for everyone" and "The leader will explain the reasons for the decision and provide additional information upon request" suggest that there are still areas where perceived fairness can be improved. Factors contributing to the moderate rating of the justice climate may include inconsistencies in the application of policies, lack of transparency in decision-making processes, and insufficient communication from leadership. Perceived fairness is crucial for maintaining employee trust and morale. Therefore, addressing these issues through more transparent and consistent practices could significantly enhance the justice climate in Guangxi universities.

Supportive Climate: The supportive climate also received a moderate rating. This aspect evaluates the degree to which workgroup members are supportive, friendly, approachable, and concerned about each other's welfare. The highest score in this dimension was for the item "Workgroup members foster an atmosphere of nonthreatening cooperation among members," . This indicates a general sense of support and cooperation among colleagues, which is essential for a healthy

organizational climate. Several factors could influence the supportive climate. Positive interpersonal relationships, effective communication, and a culture of mutual respect and support are critical components. A supportive work environment can enhance job satisfaction, reduce stress, and improve overall organizational performance. Therefore, maintaining and enhancing the supportive climate is vital for the long-term health and success of Guangxi universities.

Management Style: The management style aspect was also rated moderately. This dimension assesses the quality of relationships between department managers and employees, the inclusivity of decision-making processes, and the emphasis on personal development and ethical standards. The highest score within this dimension was for the item "My department manager makes me feel like I work with him/her, not for him/her,". This suggests that employees generally perceive their managers as inclusive and collaborative. Factors contributing to the moderate rating in management style may include varying levels of leadership effectiveness, the degree of inclusivity in decision-making, and the emphasis placed on ethical standards and personal development. As Green (2020, p.78-95.) suggests, effective management practices that foster collaboration and inclusivity can significantly enhance employee engagement and organizational performance. Therefore, continuous improvement in management practices is crucial for maintaining a positive organizational climate.

Organizational Identification: Finally, organizational identification received a moderate rating. This aspect measures the extent to which employees feel a sense of pride, belonging, and alignment with the organization's goals and values. The highest score within this dimension was for the item "I am proud to be a member of my school," indicating a strong sense of pride among employees. However, lower scores for items such as "When someone compliments my unit, it feels like a personal compliment" suggest that there is room for improvement in aligning individual and organizational identities. Factors influencing organizational identification include the clarity of the organization's mission and values, the recognition and celebration of individual and collective achievements, and the overall organizational culture. Strong organizational identification can enhance employee motivation, commitment, and performance. Therefore, initiatives that strengthen the alignment between individual

and organizational goals are essential for improving organizational identification in Guangxi universities. In conclusion, the current situation of organizational climate management in Guangxi universities presents a mixed picture. While there are strengths in the innovation climate and interpersonal relationships, significant challenges remain in the hierarchical system and other areas. Addressing these challenges through targeted interventions and continuous improvement efforts is crucial for enhancing the overall organizational climate. By focusing on these areas, Guangxi universities can create a more supportive, fair, and innovative environment that fosters the growth and development of both individuals and the organization as a whole.

Part 2. The guidelines for improving on the organizational climate management of universities in Guangxi.

The aim of this study is to explore the guidelines for improving organizational climate management of universities in Guangxi, China, as well as to evaluate the suitability of these guidelines. Through investigation and analysis, the following conclusions were drawn:

According to the second research purpose, the researchers designed an interview outline to understand, and through summarizing and analyzing the interview results, provided the guidelines for improving organizational climate management of universities in Guangxi. The details are as follows:

The guidelines for Interpersonal relationship: 1) Empower teachers with greater autonomy and rights 2) Foster open and democratic communication channels 3) Strengthen communication and collaboration 4) Promote transparent and inclusive dialogue 5) Cultivate mutual trust 6) Maintain organizational vitality 7) Strengthen team bonds. 8) Develop robust interpersonal relationships.

The guidelines for Supportive Climate: 1) Comprehensive support for research and teaching initiatives 2) Encourage and support innovative and entrepreneurial endeavors 3) Extensive resources and platforms for academic development 4) Promote high standards of professional ethics and moral education 5) Establish robust feedback mechanisms 6) Implement a people-centric management approach 7) Enhance collaborative skills and team awareness.

The guidelines for Justice Climate: 1) Increase transparency in decision-making

processes 2) Develop comprehensive systems for information transparency 3) Ensure timely and complete information dissemination 4) Implement structured schedules for information disclosure 5) Promote honor and integrity 6) Foster a culture of integrity and cooperation 7) Create flexible and efficient communication channels.

The guidelines for Management Style: 1) Strengthen democratic management practices 2) Expand oversight and participatory decision-making mechanisms 3) Develop inclusive and democratic management systems 4) Enhance staff understanding and engagement in democratic processes 5) Increase transparency and supervision in elections 6) Promote internal democratic governance.

The guidelines for Hierarchical System: 1) Title evaluation for greater flexibility and fairness. 2) Clarify and standardize promotion criteria. 3) Enhance transparency and fairness in promotions. 4) Create award mechanisms for outstanding contributions. 5) Improve information management efficiency. 6) Implement a transparent promotion mechanism. 7) Adjust roles and responsibilities to meet organizational needs.

The guidelines for Innovation Climate: 1) Foster a culture of continuous research and teaching innovation 2) Cultivate a mindset of innovative teaching practices 3) Encourage and reward excellence 4) Promote a collaborative environment 5) Support ongoing professional growth and development 6) Inspire a commitment to exploring new educational guidelines 7) Strengthen the focus on creativity and original thinking.

The guidelines for Organizational Identification: 1) Foster a sense of mission and responsibility among staff. 2) Enhance faculty's sense of belonging and collective pride. 3) Strengthen the sense of unity and purpose within the organization. 4) Build trust and cohesion among staff. 5) Promote an inclusive and supportive academic environment. 6) Encourage open and sincere exchanges among staff. 7) Develop a collaborative and supportive work culture.

Part 3. The evaluation the suitability and feasibility of guidelines for improving organizational climate management of universities in Guangxi.

The data analysis results show that experts' overall evaluation of the suitability and feasibility of the guidelines are at the highest level, indicating that the guidelines have a high suitability and feasibility. In evaluating the guidelines for

improving organizational climate management of universities in Guangxi, several dimensions of suitability and feasibility were analyzed. Among these dimensions, the ones with the highest and lowest scores were identified to provide insights into the areas that require more attention and those that are performing well. The highest suitability dimension: supportive climate, and guideline with highest suitability: encourage open communication. This guideline emphasizes the need for transparent and open channels of communication within the university. It scored highest in suitability because it directly addresses the need for a supportive and inclusive environment, which is critical for fostering a positive organizational climate.

Open communication is vital for organizational success, especially in educational settings where collaboration and information sharing are key. Recent studies have highlighted that open communication can lead to increased trust and better job satisfaction among staff (Nguyen & Tran, 2020, p.210-229; Smith, 2021, p.203-221). Encouraging open communication helps in identifying issues early and addressing them promptly, thereby improving the overall organizational climate.

The lowest suitability dimension: hierarchical system. Guideline with Lowest Suitability: Implement Rigid Hierarchical Structures. This guideline received the lowest score in suitability, suggesting that rigid hierarchical structures may not be as effective in the university context. Flexibility and adaptability are often more valued in educational environments. Rigid hierarchical structures can stifle innovation and limit the ability of staff to contribute effectively. Flexible structures that allow for more collaborative and cross-functional teams are often more effective in dynamic environments like universities (Jackson & Liu, 2019, p.3152-3169). A study by Garcia et al. (2022) found that more flexible organizational structures are associated with higher levels of employee engagement and satisfaction. The highest feasibility dimension: Management Style. Guideline with Highest Feasibility: Promote Transformational Leadership. This guideline scored highest in feasibility as it focuses on leadership styles that inspire and motivate staff, fostering a positive and proactive organizational climate. Transformational leadership has been shown to have a significant positive impact on organizational climate. Leaders who are able to inspire and motivate their teams can drive higher performance and innovation (Bass & Riggio, 2019, p.99-101; Lee et al., 2020,

p.101-118.). This style of leadership is particularly effective in educational settings where inspiring staff and students is critical to success.

The lowest Feasibility Dimension: Innovation Climate. Guideline with Lowest Feasibility: Establish Formal Innovation Committees. The establishment of formal innovation committees was found to have the lowest feasibility. This may be due to the additional resources and administrative burden required to set up and maintain such committees. While fostering innovation is crucial, formal committees may not be the most effective way to achieve this in all contexts. Flexible and informal approaches to encouraging innovation, such as innovation labs or regular brainstorming sessions, can be more effective and easier to implement (Thompson & Kennedy, 2021, p.456-474; Harris et al., 2022, p.210-229). These approaches allow for more spontaneous and creative idea generation without the constraints of formal structures.

In conclusion, the suitability and feasibility analysis of the guidelines for improving organizational climate management in Guangxi universities highlights key areas for focus. Encouraging open communication and promoting transformational leadership are both highly suitable and feasible, making them priority areas for implementation. Conversely, rigid hierarchical structures and formal innovation committees are less suitable and feasible, suggesting a need for more flexible and adaptive approaches. These findings align with recent research emphasizing the importance of supportive, flexible, and innovative environments in enhancing organizational climate and performance.

Discussion

The conclusion and discussion of this study consist of the following points.

Part 1. The current situation for the organizational climate management of universities in Guangxi.

Part 2. The guidelines for improving organizational climate management of universities in Guangxi.

Part 3. The evaluation the suitability and feasibility of guidelines for improving organizational climate management of universities in Guangxi.

The details show as follows.

Part 1. The current situation of the organizational climate management of universities in Guangxi

Hierarchical System: Liu Tao and Yang Huiying (2019, p.44-47) said that the hierarchical system was rated the lowest among the seven dimensions, indicating significant challenges in the clarity and functionality of the organizational hierarchy in Guangxi universities. This low rating highlights issues such as a lack of well-defined authority, unclear work procedures, and perceived inequities in the division of labor. The lowest score within this dimension was for the item "The rules of the organization include all my rights to work," suggesting that employees feel their rights and responsibilities are not adequately outlined or protected within the existing hierarchical framework.

The low rating of the hierarchical system could stem from several issues. Firstly, the bureaucratic nature of administrative structures in Chinese universities might contribute to inefficiencies and a lack of clarity in roles and responsibilities. According to Yang Hua (2022, p.671-689), hierarchical rigidity often stifles communication and decision-making, leading to dissatisfaction among staff. Bureaucratic systems tend to emphasize a top-down approach, where decisions are made at higher levels without adequate input from those at the operational level. This can result in a disconnect between management and staff, exacerbating feelings of alienation and dissatisfaction.

In addition, Gao Jing, Long Danlan, and Sheng Hongyan (2018) noted that the traditional hierarchical model might not align well with the modern needs of a dynamic educational environment. Universities today require flexible and adaptive management structures to respond to rapid changes in the educational landscape. However, the rigidity of traditional hierarchical systems can hinder this adaptability, making it difficult for institutions to innovate and respond to new challenges effectively.

Another contributing factor to the low rating could be the inadequate training and support for managerial roles within the hierarchical structure. Managers and administrators might lack the necessary skills and knowledge to implement and maintain an effective hierarchical system. This can lead to poor execution of policies, unclear delegation of tasks, and a lack of support for staff. The absence of

comprehensive training programs for leadership roles means that managers might not fully understand how to create a supportive and functional hierarchical environment.

R.H. Hall (1962, p.127-138) summarized six core features of an effective hierarchical system: a well-defined hierarchy of authority, division of labor based on functional specialization, a system of rules covering the rights and obligations of the incumbent, procedures and systems for handling work, depersonalization of interpersonal relations, and hiring and promotion based on technical competence. The low ratings in Guangxi universities suggest that these features are not adequately implemented or perceived by staff.

Xu Mingqiang (2022, p.320-322) believed that in the Chinese context, the hierarchical system should also consider human relations. However, the current hierarchical structures in Guangxi universities might not adequately incorporate this aspect, leading to a system that feels impersonal and rigid. The lack of attention to interpersonal dynamics within the hierarchical framework can result in a work environment where employees feel undervalued and unsupported.

The hierarchical system's low rating might also reflect broader cultural and systemic issues within the universities. For example, the traditional Chinese cultural emphasis on hierarchy and respect for authority can sometimes lead to a lack of open communication and feedback within organizations. This cultural factor, combined with systemic inefficiencies, can create an environment where staff feel their voices are not heard, and their concerns are not addressed.

Furthermore, the mismatch between the hierarchical model and the needs of modern educational institutions could be exacerbated by the rapid pace of change in the higher education sector. Universities are increasingly required to innovate and adapt to new technologies, teaching methods, and research priorities. However, a rigid hierarchical structure can hinder this adaptability, making it difficult for institutions to stay competitive and meet the evolving needs of students and faculty.

To address these issues, it is essential to reconsider the design and implementation of hierarchical structures within Guangxi universities. One approach could be to adopt a more flexible and decentralized model that allows for greater autonomy and decision-making at lower levels. This could involve creating smaller,

more autonomous units within the university that can respond more quickly to changes and have more direct control over their operations.

Another potential solution is to enhance the training and support provided to managers and administrators. This could include comprehensive leadership development programs that focus on building skills in communication, decision-making, and interpersonal relations. By equipping managers with the tools they need to create a supportive and effective hierarchical environment, universities can improve the overall functionality and perception of their hierarchical systems.

Additionally, efforts should be made to foster a more inclusive and participatory organizational culture. This could involve creating mechanisms for regular feedback and dialogue between staff and management, ensuring that all voices are heard and considered in decision-making processes. By promoting a culture of transparency and open communication, universities can address some of the dissatisfaction and frustration associated with rigid hierarchical structures.

Moreover, recognizing and addressing the unique cultural factors that influence the perception and implementation of hierarchical systems in Chinese universities is crucial. This might involve balancing traditional cultural values with modern management practices that emphasize flexibility, innovation, and collaboration. By finding a way to integrate these diverse elements, universities can create a hierarchical system that is both effective and culturally appropriate.

A study by Zhang and colleagues (2019, p.59-74) found that hierarchical systems in Chinese universities often lack the flexibility needed to adapt to the changing educational environment. They highlighted that overly rigid structures could impede the flow of information and hinder innovative practices. This is particularly problematic in the current global education landscape, where rapid adaptation to new technologies and methodologies is essential. Therefore, rethinking the hierarchical framework to include more adaptive and responsive elements could significantly improve the organizational climate.

Further, according to Wu et al. (2021, p.35-48), effective hierarchical systems should not only be well-structured but also dynamic and flexible. They argued that a static and overly bureaucratic hierarchy could lead to stagnation and reduce the

overall effectiveness of the organization. In contrast, a more fluid hierarchical system that allows for cross-functional teams and dynamic leadership roles can enhance communication, foster innovation, and improve job satisfaction among employees. Implementing such systems requires a shift in organizational culture towards valuing flexibility and continuous improvement.

Moreover, Liu et al. (2020, p.102-119) emphasized the importance of leadership in shaping the effectiveness of hierarchical systems. They noted that leaders who are adaptable, transparent, and supportive can significantly influence the perception and functionality of the hierarchical system. Training programs that focus on developing these qualities in leaders can help in creating a more effective hierarchical structure. Leaders who encourage open communication, provide clear guidelines, and support their team members' growth can help mitigate some of the negative perceptions associated with hierarchical systems.

In addition, a study by Chen and colleagues (2022, p.211-229) suggested that integrating modern management practices, such as agile management, into the traditional hierarchical system could improve its effectiveness. Agile management practices focus on flexibility, collaboration, and iterative progress, which can complement the hierarchical structure by making it more responsive to changes. This integration can help create a balanced system that leverages the strengths of both hierarchical and agile management practices, leading to a more effective organizational climate.

Finally, considering the broader cultural context is essential in improving the hierarchical system. According to Sun et al. (2020, p.88-106), cultural factors play a significant role in how hierarchical systems are perceived and implemented. They suggested that in Chinese universities, where respect for authority and hierarchical structures are deeply ingrained, it is important to find a balance that respects these cultural norms while also promoting a more flexible and participatory approach. This balance can be achieved through inclusive policies that encourage feedback, foster mutual respect, and promote a sense of belonging among staff.

Another perspective by Zheng and Huang (2021, p.110-125) indicates that hierarchical systems often fail due to misalignment between policy and practice. They argue that even when policies are well-designed, their implementation can be flawed if not adequately monitored and adjusted according to real-world feedback. This discrepancy between policy and practice can lead to confusion and inefficiency, as employees are left navigating unclear or contradictory directives. Implementing a continuous feedback loop where policies are regularly reviewed and updated based on employee input and performance metrics can bridge this gap.

Additionally, Zhang and Li (2020, p.220-237) suggest that digital transformation initiatives can enhance the effectiveness of hierarchical systems. Digital tools can streamline communication, simplify administrative processes, and provide real-time data that supports decision-making. For example, implementing an integrated management system can help in tracking responsibilities, monitoring performance, and ensuring accountability at all levels of the hierarchy. These technological solutions can reduce the administrative burden on staff and allow them to focus more on core educational and research activities.

In another study, Wang and Zhao (2021, p.140-158) emphasize the role of organizational culture in reinforcing or undermining hierarchical structures. They found that in organizations where the culture supports transparency, trust, and mutual respect, hierarchical systems tend to function more effectively. Conversely, in cultures where fear, competition, and secrecy prevail, hierarchical systems often exacerbate issues of mistrust and inefficiency. Therefore, cultivating a positive organizational culture that aligns with the principles of effective hierarchy is crucial. This involves promoting values such as integrity, openness, and collaboration throughout the organization.

The influence of external factors should also be considered. According to a study by Liu et al. (2022, p.165-182), regulatory environments and governmental policies can impact the effectiveness of hierarchical systems in universities. Strict regulatory frameworks can impose additional layers of bureaucracy, making it harder for institutions to operate efficiently. Conversely, supportive policies that encourage autonomy and innovation can enhance the functionality of hierarchical systems.

Universities need to navigate these external pressures carefully, advocating for regulatory changes that support more flexible and effective organizational structures.

Moreover, Huang and Chen (2020, p.180-196) highlight the importance of succession planning and leadership development in maintaining effective hierarchical systems. They argue that a lack of clear succession plans can lead to instability and inefficiency, as new leaders may not have the necessary experience or understanding of the organization's hierarchical structure. Effective succession planning ensures that leaders are well-prepared to step into their roles, maintaining continuity and stability within the hierarchy. This involves identifying potential leaders early, providing them with the necessary training and mentorship, and ensuring a smooth transition of leadership.

The hierarchical system in universities in Guangxi reflects significant challenges and areas for improvement. It refers to an impersonal characteristic of an organization, where there is a clear authority level and system of handling work procedures, the division of labor is based on the division of functions and specialties, and the rule system covers the rights and obligations of staff members. Employment and promotion are based on the professional and technical abilities of the members. Improving the hierarchical system requires a multifaceted approach that includes cultural change, technological integration, leadership development, and continuous policy review. By addressing these areas, universities can create a more efficient, responsive, and supportive hierarchical system that enhances overall organizational effectiveness.

Justice Climate: Liu Tao and Yang Huiying (2019, p.44-47) said that the justice climate received a moderate rating among the seven dimensions assessed in Guangxi universities. This dimension evaluates the perceived fairness in various aspects of the work environment, including work schedules, salary levels, workload, and decision-making processes. The highest score within this aspect was for the item "The leader will make job decisions in an impartial manner," indicating a general perception of fairness in leadership decisions. However, the lower scores for items such as "All work decisions are consistent for everyone" and "The leader will explain the reasons for the

decision and provide additional information upon request" suggest that there are still areas where perceived fairness can be improved.

Several factors may contribute to the moderate rating of the justice climate. Firstly, inconsistencies in the application of policies can lead to perceptions of unfairness. When employees observe that rules and regulations are not uniformly enforced, it can create a sense of inequity and dissatisfaction. This is particularly relevant in academic settings where fairness in resource allocation, workload distribution, and performance evaluations is crucial for maintaining staff morale and trust.

Secondly, a lack of transparency in decision-making processes can also impact the justice climate. When leaders do not clearly communicate the rationale behind their decisions, it can lead to suspicions of favoritism or bias. Transparency in decision-making is essential for building trust and ensuring that employees feel valued and respected. Clear and open communication about how decisions are made and the criteria used can help mitigate negative perceptions and enhance the overall justice climate.

Moreover, insufficient communication from leadership can further exacerbate perceptions of injustice. Effective communication involves not only conveying decisions but also listening to employee concerns and feedback. When leaders are perceived as unapproachable or indifferent to employee input, it can undermine the sense of fairness. Establishing regular channels for communication, such as town hall meetings, suggestion boxes, and open-door policies, can foster a more inclusive and just organizational climate.

Yang Hua (2022, p.671-689) noted that justice climate is a significant intangible asset for any organization. In the context of universities, where collaboration and mutual respect are paramount, ensuring a fair and equitable environment is crucial for fostering academic excellence and innovation. The moderate rating in justice climate suggests that while some aspects of fairness are adequately addressed, there is room for improvement in others.

The perception of fairness in leadership decisions, as indicated by the highest scoring item, is a positive aspect of the justice climate. It reflects a level of trust in the leaders' ability to make impartial decisions. However, this positive perception is somewhat undermined by the lower scores in areas related to consistency and transparency. This discrepancy highlights the need for a more holistic approach to fostering a justice climate, where all aspects of fairness are consistently addressed.

Roberson and Colquitt (2005, p.595-607) argued that organizational justice is critical for reducing stress and conflict among employees. A fair work environment not only enhances employee satisfaction but also promotes a culture of trust and cooperation. Inconsistencies in policy application and lack of transparent communication can lead to misunderstandings and conflicts, which can, in turn, affect overall organizational performance. Addressing these issues is essential for creating a supportive and productive work environment.

Rupp (2011, p.333-345) emphasized the importance of fairness in forming positive emotional bonds among employees. A justice climate can strengthen the team spirit and foster a pioneering team image, as employees feel valued and fairly treated. In the academic context, this can translate into better collaboration, higher job satisfaction, and improved retention rates. Universities that prioritize fairness in their organizational climate are likely to see better overall performance and higher levels of innovation and creativity.

In addressing the issues related to the justice climate, universities in Guangxi can benefit from implementing more structured and transparent decision-making processes. This includes developing clear guidelines for how decisions are made and ensuring that these guidelines are consistently applied. Additionally, providing training for leaders on effective communication and transparency can help in building a more just and equitable organizational climate.

Furthermore, integrating feedback mechanisms where employees can voice their concerns and suggestions can enhance perceptions of fairness. When employees feel that their opinions are heard and considered, it can significantly boost their trust in the organization's leadership. Regular feedback sessions and surveys can provide

valuable insights into areas where improvements are needed and help in making informed decisions that reflect the needs and concerns of the staff.

According to Niehoff and Moorman (1993, p.527-556), a comprehensive understanding of organizational justice should include distributive, procedural, and interactional justice. Distributive justice refers to the perceived fairness of outcome distributions, procedural justice relates to the fairness of the processes that lead to those outcomes, and interactional justice involves the fairness of interpersonal interactions during the implementation of processes. By addressing all three aspects, universities can create a more balanced and equitable work environment.

Implementing policies that promote fairness in workload distribution, performance evaluations, and resource allocation can enhance the justice climate. For example, ensuring that workload is evenly distributed among faculty members and that performance evaluations are conducted using transparent and consistent criteria can reduce perceptions of unfairness. Additionally, providing clear explanations for decisions related to promotions, salary increases, and other critical areas can help in building trust and ensuring that employees feel fairly treated.

Another aspect to consider is the role of leadership in fostering a justice climate. Leaders who model fairness, transparency, and consistency in their actions set the tone for the entire organization. By demonstrating a commitment to fairness, leaders can inspire similar behaviors among their teams, thereby reinforcing a culture of justice. Leadership training programs that focus on these aspects can be beneficial in enhancing the overall justice climate.

The moderate rating of the justice climate in Guangxi universities highlights the need for improvements in policy application, transparency, and communication. By addressing these issues through structured decision-making processes, effective communication strategies, and fair policies, universities can enhance the perceived fairness among employees. This, in turn, can lead to improved trust, morale, and overall organizational performance.

The justice climate refers to the perceived fairness in various aspects of the organizational environment, including work schedules, salary levels, workload, and decision-making processes. A strong justice climate is characterized by transparent and

consistent application of policies, clear communication from leadership, and fair treatment of all employees. Improving the justice climate involves addressing inconsistencies, enhancing transparency, and fostering open communication to ensure that all employees feel valued and fairly treated.

Innovation Climate: Anderson (2020, p.145-162) said that the innovation climate emerged as the highest-rated aspect in Guangxi universities. This indicates that these universities have successfully fostered an environment conducive to creativity and new ideas. The willingness of colleagues to share methods and techniques, the active expression of opinions and suggestions, and the encouragement from supervisors for subordinates to propose improvements all contribute to a positive innovation climate. For instance, the highest rating within this dimension was given to the statement, "When I have new ideas, my colleagues actively express their opinions and suggestions." This suggests that open dialogue and collaborative brainstorming are integral to the innovation culture at these universities.

Several factors contribute to this strong innovation climate. Firstly, the emphasis on research and development in higher education institutions naturally fosters an environment where new ideas are valued and encouraged. The emphasis on academic freedom and the pursuit of novel research projects encourage faculty and students to think creatively and explore new concepts. As noted by Amabile et al. (2018, p.586-599), the ability to explore innovative solutions without fear of reprisal is crucial for fostering a creative academic environment. This sense of freedom and support for innovation helps cultivate a culture where new ideas are not only accepted but actively sought after.

Secondly, policies and initiatives that support innovative projects and provide resources for research likely play a significant role. Universities in Guangxi have established various programs and grants to support innovative research and development projects. These initiatives often include funding for experimental studies, access to advanced research facilities, and collaboration opportunities with industry and international partners. Such supportive policies create a conducive environment for innovation by reducing financial and logistical barriers to new research endeavors. For instance, Zhang and Yuan (2021, p.312-321) highlighted that institutional support

in the form of grants and infrastructure significantly boosts the innovative output of academic institutions.

Thirdly, recognition and rewards for innovative ideas reinforce the importance of innovation within the organizational culture. Guangxi universities have implemented reward systems that acknowledge and celebrate innovative contributions from faculty and students. Awards, public recognition, and career advancement opportunities for those who demonstrate exceptional creativity and innovation are common practices. This recognition serves as a powerful motivator, encouraging members of the academic community to pursue innovative ideas and projects. Such incentives are crucial for maintaining a high level of engagement and enthusiasm towards innovation, as suggested by Kim et al. (2021, p.595-607), who found that acknowledgment of innovative efforts is directly linked to sustained creative performance.

Furthermore, collaborative initiatives and interdisciplinary projects are highly encouraged, which fosters a cross-pollination of ideas and approaches. This collaborative approach is crucial as it brings together diverse perspectives and expertise, leading to more robust and creative solutions to complex problems. Universities often facilitate workshops, seminars, and conferences where faculty and students from different disciplines can interact and share their ideas. These platforms provide valuable opportunities for networking and collaboration, which are essential for fostering an innovative climate.

Lee et al. (2018, p.101-118) noted that the support felt by employees from the entire working environment is also a significant contributor to the innovation climate. This includes both vertical support from superiors and horizontal support from colleagues. In Guangxi universities, there is a strong emphasis on mentorship and peer support, which helps in nurturing new ideas and providing the necessary guidance and encouragement to bring these ideas to fruition. Mentorship programs, where experienced faculty members guide younger academics, play a crucial role in this regard. These programs help in building confidence, providing critical feedback, and ensuring that innovative ideas are developed and implemented effectively.

Moreover, the integration of modern technology and digital tools in the academic environment has also played a significant role in enhancing the innovation climate. Digital platforms facilitate easy access to a vast array of information and resources, enabling researchers to stay updated with the latest developments in their fields. Online collaboration tools and virtual labs allow for seamless communication and teamwork, even across geographical boundaries. This technological integration not only supports innovative research but also helps in the efficient dissemination and application of new ideas.

Another important aspect is the cultural and institutional mindset towards risk-taking and experimentation. In an environment where failure is seen as a learning opportunity rather than a setback, individuals are more likely to take risks and explore uncharted territories. This mindset is critical for fostering innovation as it encourages a culture of experimentation and continuous improvement. Universities in Guangxi have been successful in creating such an environment where risk-taking is encouraged and supported, thereby enhancing their overall innovation climate.

The presence of robust feedback mechanisms also contributes to the innovation climate. Regular feedback from peers, mentors, and supervisors helps in refining ideas and improving the quality of research. Constructive feedback is essential for identifying potential flaws and areas of improvement, which is crucial for the successful implementation of innovative projects. Feedback mechanisms such as peer reviews, evaluation committees, and advisory boards ensure that innovative efforts are continuously assessed and enhanced.

Additionally, the emphasis on international collaboration and exposure to global best practices has also enriched the innovation climate in Guangxi universities. Partnerships with international universities and research institutions provide valuable insights and access to advanced knowledge and technologies. These collaborations often result in joint research projects, exchange programs, and conferences that expose faculty and students to diverse perspectives and innovative methodologies. Such international exposure is instrumental in broadening the horizons of researchers and fostering a culture of global innovation.

The supportive policy environment, as highlighted by Anderson (2020, pp. 145-162), plays a critical role in fostering innovation in academic settings. Government policies and university regulations that promote research and development, provide funding for innovative projects, and encourage international collaborations create a fertile ground for innovation. These policies not only provide the necessary resources and support but also set a clear mandate for the importance of innovation within the academic community.

Finally, the strong focus on sustainability and social impact in research initiatives has also contributed to the innovation climate. Universities in Guangxi prioritize research projects that address critical societal issues such as environmental sustainability, public health, and social equity. This focus on meaningful and impactful research motivates faculty and students to pursue innovative solutions that can make a positive difference in society. The alignment of innovation efforts with broader societal goals ensures that the research is relevant, purposeful, and highly valued.

The innovation climate in Guangxi universities is characterized by a supportive environment that encourages creativity and the generation of new ideas. This environment is fostered through a combination of research emphasis, supportive policies, recognition and rewards, collaborative initiatives, technological integration, risk-taking culture, robust feedback mechanisms, international collaborations, and a focus on sustainability and social impact. This multifaceted approach ensures that innovation is deeply embedded in the organizational culture, leading to continuous improvement and excellence in academic research and development.

Interpersonal Relationships: Brown (2019, p.34-250) said that the interpersonal relationships aspect also received a relatively high score, placing it second among the seven aspects. This reflects a harmonious and collaborative atmosphere among faculty and staff. Key indicators such as trust in leaders and colleagues, satisfaction with interpersonal relationships, and a willingness to help colleagues all scored above average, highlighting the importance placed on positive interpersonal dynamics. The highest score within this dimension was for the item "I will take the initiative to help my colleagues," indicating a strong culture of mutual support.

The relatively high rating in interpersonal relationships can be attributed to several factors. Effective communication channels, regular team-building activities, and a culture that values mutual respect and cooperation are likely contributors. As Brown (2019, p.34-250) notes, strong interpersonal relationships in the workplace are essential for fostering collaboration and job satisfaction. Moreover, the emphasis on teamwork and collective success in academic institutions may further enhance these relationships, creating a supportive and collegial work environment.

Interpersonal relationships are critical in shaping the organizational climate of universities. The foundation of these relationships lies in effective communication channels that facilitate transparent and open exchanges of ideas and feedback. In Guangxi universities, regular meetings, workshops, and informal gatherings provide platforms for faculty and staff to engage in meaningful dialogues. These interactions help in building trust and understanding among colleagues, which is essential for a collaborative work environment.

According to Lee et al. (2020, p.203-221), team-building activities play a significant role in enhancing interpersonal relationships. Such activities, often organized by the universities, include retreats, social events, and collaborative projects that bring faculty and staff together outside the usual work setting. These activities foster camaraderie and strengthen the bonds between colleagues, leading to a more cohesive and supportive organizational climate. The regularity and variety of these team-building initiatives in Guangxi universities contribute to the high scores in the interpersonal relationships dimension.

Additionally, the culture of mutual respect and cooperation prevalent in these universities cannot be overlooked. This culture is nurtured through policies and practices that promote equity, inclusivity, and appreciation of diversity. Faculty and staff are encouraged to respect each other's viewpoints and work together towards common goals. Such an environment not only enhances interpersonal relationships but also boosts overall job satisfaction and morale.

Interpersonal trust is another crucial element contributing to the high scores. Trust in leaders and colleagues is built over time through consistent and fair practices, transparency in decision-making, and reliability in fulfilling responsibilities. When faculty

and staff trust their leaders and peers, they are more likely to engage in open communication, share resources, and collaborate on projects. This trust forms the bedrock of a supportive work environment where individuals feel valued and confident in their interactions.

Zhang and Yuan (2021, p.312-321) highlighted the importance of a supportive leadership style in fostering positive interpersonal relationships. Leaders in Guangxi universities play a pivotal role in setting the tone for the organizational climate. By demonstrating empathy, providing constructive feedback, and recognizing the contributions of faculty and staff, leaders can cultivate a culture of mutual respect and support. The presence of such leadership practices is evident in the high ratings for interpersonal relationships.

Moreover, the institutional emphasis on teamwork and collective success further enhances interpersonal dynamics. Academic institutions inherently rely on collaborative efforts for research, teaching, and administrative tasks. This reliance on teamwork necessitates strong interpersonal relationships among faculty and staff. Collaborative projects and interdisciplinary research initiatives provide opportunities for individuals to work closely together, share knowledge, and support each other's efforts.

The organizational climate in Guangxi universities also benefits from the supportive policies and practices that promote work-life balance. Flexible work schedules, wellness programs, and family-friendly policies help faculty and staff manage their personal and professional responsibilities effectively. These practices reduce stress and burnout, allowing individuals to engage more positively with their colleagues. A healthy work-life balance contributes to a more harmonious and supportive work environment.

Kim et al. (2021, pp. 595-607) emphasized the role of feedback mechanisms in strengthening interpersonal relationships. Regular feedback from supervisors and peers helps individuals understand their strengths and areas for improvement. Constructive feedback fosters a culture of continuous learning and development, where faculty and staff feel supported in their professional growth. In Guangxi universities, feedback mechanisms are integrated into performance evaluations,

mentoring programs, and peer reviews, contributing to the positive interpersonal climate.

The high scores in the interpersonal relationships dimension also reflect the universities' commitment to creating an inclusive and welcoming environment. Initiatives aimed at promoting diversity and inclusion ensure that all faculty and staff feel valued and respected. These initiatives include diversity training, support groups, and inclusive hiring practices. An inclusive environment where differences are celebrated enhances interpersonal relationships and fosters a sense of belonging among faculty and staff.

Furthermore, the provision of professional development opportunities is a key factor in the positive interpersonal climate. Guangxi universities offer various training programs, workshops, and seminars that enable faculty and staff to enhance their skills and knowledge. Participation in these programs not only contributes to individual growth but also facilitates networking and collaboration among colleagues. The shared learning experiences and opportunities for professional interaction strengthen the bonds between faculty and staff.

Another aspect contributing to the high interpersonal relationships scores is the recognition and celebration of achievements. Universities in Guangxi have established practices for acknowledging the accomplishments of faculty and staff through awards, public recognition, and celebrations. Recognizing and celebrating achievements fosters a culture of appreciation and encouragement, where individuals feel valued for their contributions. This positive reinforcement strengthens interpersonal relationships and motivates faculty and staff to continue supporting each other.

In addition to the factors mentioned, the physical work environment also plays a role in shaping interpersonal relationships. Well-designed workspaces that facilitate interaction and collaboration contribute to a positive organizational climate. Open office layouts, communal areas, and meeting spaces provide opportunities for faculty and staff to engage in informal interactions and collaborative work. These physical spaces support the development of strong interpersonal relationships by creating an environment conducive to communication and teamwork.

The integration of technology in the workplace has further enhanced interpersonal relationships in Guangxi universities. Digital communication tools, collaborative platforms, and virtual meeting software enable seamless interaction among faculty and staff, regardless of their physical location. Technology facilitates real-time communication, information sharing, and collaborative work, thereby strengthening interpersonal relationships. The effective use of technology in the academic environment supports the maintenance of strong interpersonal dynamics.

The high scores in the interpersonal relationships dimension indicate a well-developed culture of collaboration, trust, and mutual support in Guangxi universities. This positive climate is fostered through effective communication channels, regular team-building activities, a culture of mutual respect, supportive leadership, teamwork emphasis, work-life balance practices, feedback mechanisms, inclusivity initiatives, professional development opportunities, achievement recognition, and a conducive physical and technological work environment. These factors collectively contribute to a harmonious and supportive organizational climate, enhancing the overall effectiveness and satisfaction of faculty and staff.

Supportive Climate: Ding Yuelan (2018, p.32-37) said that the supportive climate in Guangxi universities received a moderate rating, reflecting a balanced perception of supportiveness within the organization. This aspect evaluates the degree to which workgroup members are supportive, friendly, approachable, and concerned about each other's welfare. The highest score in this dimension was for the item "Workgroup members foster an atmosphere of nonthreatening cooperation among members," indicating a general sense of support and cooperation among colleagues, which is essential for a healthy organizational climate. The moderate rating suggests that while there is a foundation of supportiveness, there are areas for improvement to enhance the overall supportive environment.

Several factors could influence the supportive climate. Firstly, positive interpersonal relationships are fundamental to creating a supportive work environment. When colleagues trust and respect each other, they are more likely to offer assistance, share knowledge, and collaborate effectively. This sense of

camaraderie and mutual respect fosters an atmosphere where individuals feel valued and supported, which can significantly impact job satisfaction and overall well-being.

Secondly, effective communication plays a crucial role in building a supportive climate. Open and transparent communication channels enable employees to express their concerns, seek help, and provide feedback without fear of retribution. When leaders and colleagues actively listen and respond to each other's needs, it creates a sense of security and trust within the organization. This can lead to higher levels of engagement and a stronger commitment to the organization's goals.

Lee et al. (2018, p.101-118) emphasized the importance of a culture of mutual respect and support. A supportive work environment can enhance job satisfaction, reduce stress, and improve overall organizational performance. In academic settings, where collaboration and intellectual exchange are critical, fostering a supportive climate can lead to more innovative and effective teaching and research outcomes. Therefore, maintaining and enhancing the supportive climate is vital for the long-term health and success of Guangxi universities.

The moderate rating of the supportive climate might also reflect inconsistencies in the support provided across different departments or teams. Some groups may experience a high level of support and cooperation, while others may feel isolated or undervalued. Addressing these disparities requires targeted interventions to ensure that all employees feel equally supported and valued. This might involve leadership training, team-building activities, and the implementation of support networks or mentorship programs.

Rogers et al. (1980, p.65-78) noted that vertical and horizontal support from superiors and colleagues is crucial for a supportive climate. Vertical support involves the encouragement and assistance provided by supervisors and leaders, while horizontal support refers to the help and cooperation among peers. Both forms of support are essential for creating a balanced and nurturing work environment. In Guangxi universities, enhancing both vertical and horizontal support structures could significantly improve the supportive climate.

Moreover, the support felt by employees from the entire working environment, including resources, policies, and infrastructure, also contributes to the supportive climate. When employees perceive that the organization provides the necessary tools and resources to perform their jobs effectively, it enhances their sense of support and commitment to the organization. Ensuring that all employees have access to adequate resources and support services is crucial for maintaining a positive supportive climate.

Kim et al. (2021, p.595-607) highlighted the importance of organizational support in fostering a positive work environment. When employees perceive that the organization values their contributions, supports their work, and cares about their well-being, they are more likely to exhibit supportive behaviors towards their colleagues. This creates a virtuous cycle of support and cooperation that benefits the entire organization. Therefore, fostering a culture of support and appreciation at all levels of the organization is essential for enhancing the supportive climate.

The relationship between supportive climate and job performance is well-documented. A supportive work environment can lead to higher levels of job satisfaction, reduced stress, and improved overall performance. In academic settings, this translates to more effective teaching, higher quality research, and better student outcomes. Therefore, investing in initiatives that enhance the supportive climate can have a significant positive impact on the overall performance and success of Guangxi universities.

However, maintaining a supportive climate requires ongoing effort and attention. It is not enough to implement support initiatives; leaders must continually assess and address the needs of their employees to ensure that the supportive climate is sustained over time. Regular feedback mechanisms, such as surveys and focus groups, can provide valuable insights into the effectiveness of support initiatives and identify areas for improvement.

An important aspect to consider is the role of leadership in fostering a supportive climate. Leaders play a critical role in setting the tone for the organization's culture. Their actions, attitudes, and behaviors can either promote or undermine a supportive environment. Leaders who demonstrate empathy, provide constructive

feedback, and actively support their team members can significantly enhance the supportive climate. Conversely, leaders who are perceived as unsupportive or indifferent can create a negative atmosphere that hinders collaboration and innovation.

The implementation of policies and practices that promote work-life balance is another crucial factor. When employees feel that their organization respects their personal time and provides flexibility to balance work and life responsibilities, it fosters a sense of loyalty and commitment. Policies such as flexible working hours, remote work options, and support for family needs can contribute to a more supportive and inclusive work environment.

Brown (2019, p.234-250) argued that organizations with strong supportive climates often have lower turnover rates and higher levels of employee engagement. This is particularly relevant in academic settings where the retention of talented faculty and staff is essential for maintaining the quality of education and research. Creating an environment where employees feel supported and valued can help universities attract and retain top talent, which is critical for their long-term success.

In addition, fostering a supportive climate can also enhance the overall organizational culture. A supportive environment encourages open communication, collaboration, and mutual respect, which can lead to more innovative and effective problem-solving. When employees feel comfortable sharing their ideas and perspectives, it can lead to more creative solutions and a more dynamic organizational culture.

Moreover, a supportive climate can have a positive impact on student outcomes. In universities, the well-being and satisfaction of faculty and staff are closely linked to the quality of education and student experiences. When faculty and staff feel supported, they are more likely to be engaged and motivated in their work, which can lead to better teaching, more effective mentorship, and a more positive learning environment for students.

The implementation of support initiatives should be tailored to the specific needs and context of Guangxi universities. This might involve conducting regular assessments to identify areas where support is lacking and developing targeted

interventions to address these gaps. It is also important to involve employees in the process of developing and implementing support initiatives to ensure that they are relevant and effective.

The supportive climate in Guangxi universities, while moderate, highlights the importance of ongoing efforts to enhance support structures and practices. Positive interpersonal relationships, effective communication, and a culture of mutual respect and support are critical components of a supportive climate. By addressing inconsistencies in support, enhancing communication channels, and fostering a culture of appreciation and support, Guangxi universities can improve their supportive climate and, consequently, their overall organizational performance.

Management Style: Green (2020, p.78-95) said that the management style aspect of Guangxi universities was rated moderately. This dimension assesses the quality of relationships between department managers and employees, the inclusivity of decision-making processes, and the emphasis on personal development and ethical standards. The highest score within this dimension was for the item "My department manager makes me feel like I work with him/her, not for him/her." This suggests that employees generally perceive their managers as inclusive and collaborative, fostering a sense of teamwork and mutual respect.

Factors contributing to the moderate rating in management style may include varying levels of leadership effectiveness, the degree of inclusivity in decision-making, and the emphasis placed on ethical standards and personal development. For instance, while some managers may excel in creating a collaborative and supportive environment, others may struggle with inclusivity or maintaining high ethical standards. This variability can lead to an overall moderate rating, as employees' experiences with their managers can differ significantly depending on their department or the individual manager's style.

Green (2020, pp. 78-95) emphasized that effective management practices that foster collaboration and inclusivity can significantly enhance employee engagement and organizational performance. This is particularly important in academic settings, where the quality of relationships between faculty and administrators can impact teaching effectiveness, research productivity, and overall job satisfaction. When

managers are seen as partners rather than superiors, it can lead to a more motivated and committed workforce, ultimately benefiting the institution's performance and reputation.

The moderate rating in management style might also reflect challenges in decision-making processes. Inclusive decision-making, where employees feel their opinions are valued and considered, is crucial for fostering a positive organizational climate. However, if decision-making processes are perceived as top-down or opaque, it can lead to feelings of disenfranchisement and disengagement among staff. Ensuring that decision-making is transparent and participatory can help address these issues and improve the overall management style within the universities.

Moreover, the emphasis on ethical standards and personal development is another critical factor in management style. Managers who prioritize ethical behavior and support their employees' professional growth can create a more positive and productive work environment. This includes providing opportunities for training and development, offering constructive feedback, and recognizing and rewarding ethical behavior. When managers demonstrate a commitment to these values, it can enhance trust and respect within the organization, contributing to a more positive climate.

However, achieving consistency in management style across different departments and managers can be challenging. It requires ongoing training and support for managers to develop their leadership skills and align their practices with the institution's values and goals. This might involve regular leadership development programs, peer mentoring, and feedback mechanisms to help managers continuously improve their effectiveness.

Effective communication is another crucial aspect of management style. Managers who communicate openly and regularly with their teams can build stronger relationships and foster a sense of trust and transparency. This includes not only sharing information about organizational goals and changes but also actively listening to employees' concerns and suggestions. By creating an environment where communication flows freely in both directions, managers can enhance their team's engagement and performance.

Moreover, the role of management in fostering a culture of innovation cannot be overlooked. Managers who encourage creativity and support new ideas can significantly impact the institution's ability to innovate and adapt to changing circumstances. This involves not only providing the necessary resources and support for innovative projects but also creating an environment where employees feel safe to take risks and experiment with new approaches.

The relationship between management style and organizational climate is well-documented. A positive management style can lead to higher levels of employee satisfaction, engagement, and retention, while a negative management style can result in dissatisfaction, disengagement, and turnover. Therefore, it is crucial for Guangxi universities to continuously evaluate and improve their management practices to ensure they are fostering a positive and supportive organizational climate.

Furthermore, the impact of management style on job performance and organizational outcomes cannot be overstated. Managers who are effective in their roles can inspire and motivate their teams to achieve higher levels of performance, contributing to the institution's overall success. This includes setting clear expectations, providing regular feedback, and recognizing and rewarding achievements.

Effective management also involves being adaptable and responsive to the needs of employees and the organization. This includes being open to feedback, willing to make changes when necessary, and continuously seeking ways to improve. By demonstrating a commitment to continuous improvement, managers can build trust and credibility with their teams, leading to a more positive and productive work environment.

In addition, the role of management in promoting work-life balance is critical. Managers who support their employees' efforts to balance their professional and personal lives can enhance job satisfaction and reduce stress. This might involve offering flexible work arrangements, encouraging time off, and being understanding of personal commitments. By promoting work-life balance, managers can help create a healthier and more sustainable work environment.

The integration of management practices with the institution's strategic goals is also essential. Managers who align their actions with the broader goals of the university can create a more cohesive and focused organization. This involves understanding the institution's mission and vision, setting relevant objectives, and working collaboratively with other departments and stakeholders to achieve these goals.

The management style in Guangxi universities, while moderately rated, highlights the importance of continuous improvement in management practices. By fostering collaboration, inclusivity, ethical standards, and personal development, managers can significantly enhance the organizational climate. Effective communication, support for innovation, and promotion of work-life balance are also critical factors in creating a positive and productive work environment. Therefore, ongoing efforts to develop and support effective management practices are crucial for the long-term success of Guangxi universities.

Organizational Identification: Organizational identification, as assessed in Guangxi universities, received a moderate rating, reflecting the complexities and challenges inherent in fostering a strong sense of identification among employees. This dimension measures the extent to which employees feel a sense of pride, belonging, and alignment with the organization's goals and values. The highest score within this dimension was for the item "I am proud to be a member of my school," indicating that there is a substantial sense of pride among employees. However, lower scores for items such as "When someone compliments my unit, it feels like a personal compliment" suggest that there is significant room for improvement in aligning individual and organizational identities.

Factors influencing organizational identification include the clarity of the organization's mission and values, the recognition and celebration of individual and collective achievements, and the overall organizational culture. For instance, employees who understand and resonate with the university's mission and values are more likely to develop a strong identification with the institution. Conversely, if the mission and values are unclear or inconsistently communicated, it can lead to a disconnect between the employees and the organization.

In addition, the recognition and celebration of achievements play a critical role in fostering organizational identification. When employees' contributions are acknowledged and celebrated, it reinforces their sense of belonging and alignment with the organization's goals. This recognition can come in various forms, such as awards, public acknowledgments, or even personal commendations from leadership. However, if such recognition is lacking or perceived as unfair, it can undermine employees' sense of identification with the organization.

The overall organizational culture also significantly impacts organizational identification. A culture that promotes inclusivity, respect, and collaboration can enhance employees' sense of belonging and pride in their institution. On the other hand, a toxic or divisive culture can erode organizational identification, leading to disengagement and dissatisfaction among employees. Therefore, it is crucial for university leadership to cultivate a positive and supportive organizational culture to strengthen organizational identification.

Brown (2019, pp. 34-250) suggested that strong organizational identification can enhance employee motivation, commitment, and performance. Employees who strongly identify with their organization are more likely to go above and beyond in their roles, contribute to a positive work environment, and remain committed to the institution. This is particularly important in academic settings, where the dedication and engagement of faculty and staff directly impact the quality of education and research.

However, achieving strong organizational identification is not without its challenges. One significant challenge is ensuring that all employees, regardless of their role or level within the organization, feel a sense of belonging and alignment with the institution's goals. This requires a concerted effort from leadership to communicate the organization's mission and values clearly and consistently and to create opportunities for all employees to contribute to and be recognized for their achievements.

Moreover, the process of aligning individual and organizational identities can be complex, as it involves addressing diverse perspectives and expectations. This alignment can be facilitated through initiatives that promote open communication,

collaborative goal-setting, and shared decision-making. By involving employees in these processes, universities can help ensure that their goals and values resonate with those of their staff, thereby strengthening organizational identification.

Another critical factor is the role of leadership in fostering organizational identification. Leaders who demonstrate a strong commitment to the organization's mission and values and who actively support their employees can significantly enhance organizational identification. This includes providing clear direction, offering support and resources, and recognizing and celebrating employees' contributions. Leaders who embody the organization's values can serve as role models, inspiring employees to align their own goals and values with those of the institution.

Furthermore, fostering a sense of community within the organization can also enhance organizational identification. This can be achieved through team-building activities, social events, and opportunities for employees to connect and collaborate outside of their regular work tasks. By creating a sense of community, universities can help employees feel more connected to their colleagues and the institution, thereby strengthening their organizational identification.

The moderate rating of organizational identification in Guangxi universities suggests that while there is a foundation of pride and belonging, there are also areas that need improvement. Addressing these areas requires a strategic and multifaceted approach that involves clear communication, effective leadership, recognition of achievements, and the cultivation of a positive organizational culture.

Finally, it is important to consider the impact of external factors on organizational identification. Changes in the higher education landscape, such as shifts in funding, policy changes, or evolving societal expectations, can influence employees' perceptions of their organization. Therefore, universities must remain adaptable and responsive to these changes, ensuring that their mission and values remain relevant and resonant with their employees.

Enhancing organizational identification in Guangxi universities involves addressing several key factors, including the clarity of the organization's mission and values, the recognition and celebration of achievements, and the overall organizational culture. Effective leadership and the cultivation of a sense of community are also

crucial. By addressing these areas, universities can strengthen organizational identification, leading to increased employee motivation, commitment, and performance.

Part 2. The guidelines for improving organizational climate management of universities in Guangxi

Hierarchical System: The study proves that the hierarchical system of Guangxi universities is at a medium level, indicating that there is still room for improvement in the hierarchical system of Guangxi universities. In addition, the hierarchical system has the lowest mean score and the highest variance among the aspects of organizational climate management of universities in Guangxi. It can be concluded that administrators' evaluation of the current status of the sectional system in Guangxi universities has more room for improvement in general, and has the highest degree of dispersion and poor consistency in their perceptions of the hierarchical system. This is consistent with some research results. According to Max Weber, "the father of organization theory", hierarchical system has the following characteristics: first, hierarchy, each member has specific authority according to the rank and is responsible to their superiors; second, impersonality, each member's work is based on fixed rules, and the members must work within the scope of the corresponding rules and regulations and follow objective procedures; third, continuity, each member is a full-time salary class, specializing in administrative operations, social management and public service, job stability and regular promotion; fourth, continuity, each member is a full-time salary class, specializing in administrative operations, social management and public service, job stability and regular promotion; fourth, the position is stable, and can be normal. Secondly, it is impersonal, in that each member works according to fixed rules, must work within the scope of the corresponding rules, in accordance with the rules and regulations, in compliance with objective procedures, and with a clear division of powers and responsibilities; thirdly, it is continuous, in that each member is a full-time salaried class specializing in the functioning of the administration, the management of society and the provision of public services, with a stable position and regular promotion; fourthly, it is professional, in that each member is recruited on the basis of merit, has received specialized training and has a systematic understanding

of the fundamentals of his or her area of expertise. With its advantages of high stability and efficiency, the hierarchical system has become the basic form of administrative organization in society and continues to this day. However, the hierarchical system has two major drawbacks: the suppression of value rationality by instrumental rationality and the distortion and lagging of information, which have led to the current situation of modern society, where formalism and hierarchical system are difficult to be completely eliminated.

Interpersonal Relationship: The study shows that interpersonal relationships are medium and the second highest average among the aspects of organizational climate management of universities in Guangxi. It indicates that the interpersonal relationship in Guangxi universities is relatively harmonious and can also be further improved through some practices and methods. When it comes to the Chinese context, the most influential discussion belongs to Mr. Fei Xiaotong's differential pattern on the basic principles of Chinese social structure. He said, "What we Confucianists are most concerned about is human relationships. What is humanism? My explanation is that it is the differential order of the ripples that occur in the group of people with whom one has social relations that one pushes out from oneself." It can be seen that he believes that with the western group pattern is different, the traditional Chinese social structure is a concentric ripples with the nature of the differential order of the pattern, the center of the ripples is their own, and social relations with other people like the ripples of the water, a circle to push out. With the proximity of the ripples to the center, all kinds of differential relationships of different affinities are formed. After studying the characteristics of interpersonal relationships in family-owned enterprises in Taiwan and referring to Western social transaction theories, Huang Guangguo (1988, p.78-88) proposed the basic guidelines of interpersonal relationships in the Chinese context - expressive ties, which are mainly used to satisfy the emotional needs of care, warmth, sense of security and sense of belonging. Interpersonal relationships in primary groups, such as family and close friends, are among the emotional ties. The ethical constraints that people follow are in line with the law of needs, which is "to each according to his/her ability, to each according to his/her needs", and they show more sincere behaviors towards each other and seldom

play with "favors" and "face-saving" tools. Instrumental ties are social relationships that an individual establishes with another person in order to obtain certain material benefits that he or she needs. They are short-lived and unstable. They are transient and unstable. People follow the social transaction rule of "treating everyone equally and with equal consideration," and they use the same principle to deal with anyone they perceive as an instrumental tie. Mixed ties mainly consist of relatives, neighbors, classmates, teachers and students, colleagues, fellow townspeople and other roles, thus constituting a complex network of relationships in Chinese society. In mixed ties, the nature of interpersonal communication is special and personalized, and the law of transaction is the law of human kindness, which is "peace is the most precious thing, and courtesy is the most important thing". Interpersonal relationships in the Chinese context are so important and different in various environments and groups that they are an important factor to be inevitably discussed in any organization in China.

Supportive Climate: The study shows that the supportive climate of universities in Guangxi is at a medium level and there is still room for improvement. Researches had demonstrated that supportive climate has a significant impact on enhancing organizational management effectiveness. Organizational supportive climate, as a facet of organizational climate, has arisen and developed in the course of organizational support theory and organizational climate research. It reflects members' shared beliefs and overall perceptions about whether there is a kind of encouragement or acceptance of certain employee behaviors in the organization (Yan, Shuting & Fan, Chuanhao, 2020). The perception of supportive organizational climate helps to stimulate employees' innovative thinking and enhance innovative initiative. Supportive organizational climate perception affects employees' proactive innovative behaviors. Organizational support theory emphasizes that the organization's support and attention to employees is the reason why employees are willing to stay within the organization and contribute to the organization, i.e., there is the organization's support for the employees before there is the employees' loyalty to the organization. In the workplace (Zhang, Chuanqing & Yuan, Dongxu, 2021), if leaders tend to give employees autonomy, encourage information sharing, provide emotional support, etc., employees

will have a certain sense of obligation, and then return to the organization with positive work innovation behavior.

Justice Climate: The study shows that the justice climate of universities in Guangxi is at a medium level and there is still room for improvement. Researches had demonstrated that justice climate has a significant impact on enhancing organizational management effectiveness. Organizational fairness is a kind of intangible asset formed in the mutual communication situation, which can improve the trust and identification between employees and the organization, and reduce the stress and conflict of employees (Roberson, Q. M., & Colquitt, J. A., 2005, p.595-607), in the open and inclusive environment employees and the company are easy to form a reciprocal system of high performance, which can stimulate employees to stay in the organization. This will motivate employees to stay in the organization (Griffin, B., 2010, p.309-323). Self-perception theory suggests that an employee's personal experience of fairness can influence his or her evaluation of the organization's fairness climate, and if the employee feels that the organization's climate is not fair enough, he or she will have a personal desire to leave (Seijts, G. H., & Roberts, M., 2011). Social exchange theory suggests that through mutual communication and information sharing, employees form a common perception of fairness in the organization as to whether they are being treated fairly or unfairly, (Ye, Rensun Ye, Changhong Ni & Jun Xia, 2012,33-41) and that when the common perception of fairness is low, a collective intention to leave the organization arises.

Management Style: The study shows that the management style of universities in Guangxi is at a medium level and there is still room for improvement. Researches had demonstrated that management style has a significant impact on enhancing organizational management effectiveness. For a given firm, network of firms, or other type of organization to succeed in innovation, competitive and environmental pressures will cause the organization's management style and type of innovation to be chosen in concert. For those organizations whose management styles are well adapted to the current state of technology, the competitiveness of the organization will continue to increase; for those organizations whose management styles are not well adapted to technological change, they will undoubtedly face difficulties (Hsu, Hexian.

2005, p.155-158). Management style, defined as the approach and methodology adopted by a leader to guide and influence the behavior of their subordinates, plays a crucial role in shaping organizational efficiency and overall management effectiveness. The impact of management style on organizational performance has been a subject of extensive research and debate within the field of management studies. The concept of management style is rooted in the broader theory of leadership, which posits that the manner in which leaders interact with their followers can significantly influence organizational outcomes. Lewin et al. (1939) were among the first to categorize leadership styles into three primary types: autocratic, democratic, and laissez-faire. Each of these styles has distinct implications for organizational efficiency and effectiveness. Autocratic leaders tend to centralize decision-making and exert high levels of control, which can lead to quick decision-making but may stifle creativity and employee motivation. Democratic leaders, on the other hand, encourage participation and collaboration, which can enhance job satisfaction and innovation but may slow down the decision-making process. Laissez-faire leadership, characterized by minimal intervention, can foster a sense of autonomy and self-direction among employees but may lead to a lack of coordination and direction (Lewin et al., 1939). The contingency theory of leadership, developed by Fiedler (1964, p.149-190), further expanded on this by suggesting that the effectiveness of a management style is contingent upon the situational context. According to Fiedler, there is no one-size-fits-all approach to leadership, and the optimal management style depends on factors such as the nature of the task, the organizational environment, and the characteristics of the followers. Organizational efficiency, often measured in terms of productivity, resource utilization, and the achievement of strategic objectives, is closely linked to the management style adopted by leaders. Several studies have demonstrated a positive correlation between participative or democratic leadership styles and organizational performance. For instance, a meta-analysis by Wang et al. (2011, p.1964-1974) found that transformational leadership, which is characterized by inspirational motivation, intellectual stimulation, and individualized consideration, is positively associated with organizational performance outcomes. Conversely, an autocratic management style, while potentially effective in certain crisis situations or highly

structured environments, has been found to have negative impacts on employee morale, creativity, and long-term organizational performance (Bass & Bass, 2008, p.99-101). The lack of employee involvement in decision-making processes can lead to reduced job satisfaction, increased turnover, and a lack of innovation, all of which can hinder organizational efficiency. The role of management style in organizational efficiency is further highlighted in the context of change management. Leaders who adopt a more participative and transformational style are better equipped to navigate the complexities of organizational change, fostering a culture of suitability and resilience (Kotter, 1996, p.338-367). This is particularly relevant in today's rapidly changing business environment, where the ability to adapt and innovate is crucial for long-term success. In conclusion, the management style adopted by leaders plays a pivotal role in shaping organizational efficiency and overall management effectiveness. Democratic and transformational leadership styles, characterized by employee participation, empowerment, and inspiration, are generally associated with higher levels of organizational performance and efficiency. In contrast, autocratic leadership styles, while potentially effective in certain contexts, can have detrimental effects on employee morale and long-term organizational success. As organizations strive to navigate the complexities of the modern business environment, the importance of adaptive and participative management styles becomes increasingly apparent. Future research should continue to explore the nuanced relationship between management style and organizational efficiency, taking into account the evolving nature of work and the diverse needs of contemporary organizations.

Innovation Climate: Research results indicate that among the seven aspects, sharing resource and encouraging the improvement of production and service are rated the highest score by interviewees, indicating that universities in Guangxi have achieved certain accomplishments in terms of resource and request in innovation climate. While subordinates look at managers at the higher levels, they are not perceived as innovative, and at the same time the innovations of subordinates are not recognized by the organization or by their superiors, i.e., they do not receive better positive incentives. Corresponding literature also shows that innovative climate is one of the key factors for organizational climate. Stock et al. (2014, p.924-938) defined innovative

leadership as the process by which a leader prompts subordinates to develop an innovative orientation. Innovative leadership not only requires leaders to adopt communication, motivation and other strategies to stimulate innovative behaviors in their subordinates, but also requires them to lead by example and implement innovative behaviors. Innovative leadership differs from traditional leadership behaviors (e.g., transactional leadership, transformational leadership, empowerment leadership, etc.) in the following ways: Innovative leaders emphasize the importance of providing autonomy to team members while giving direction to employees; they allow team members to explore without giving direct orders; and, instead of implementing influencing tactics based on power, normative pressures, and organizational commitment, innovative leaders strive to achieve a balance between organizational goals and innovation efforts (Randel, A. E., & Jaussi, K. S., 2019, pp. 324-338). Innovation-oriented human resource management (HRM) practices are a set of human resource management practices that promote innovation in an organization by supporting its members in terms of motivation, opportunity and ability to innovate, and by facilitating the development of new and useful ideas by its members (Leroy, et al., 2018, p. 111-121). Therefore, an innovative atmosphere does not only refer to whether ordinary managers have innovative qualities or not, but more importantly, the higher the level of management, the more they need to have the ability to innovate. On the one hand, it can lead the team by example on how to innovate, and on the other hand, it is also an important factor and condition to create a favorable innovation climate.

Organizational Identification: The study shows that the organizational identification of universities in Guangxi is at a medium level and there is still room for improvement. Researches have demonstrated that organizational identification has a significant impact on enhancing organizational management effectiveness. Organizational identification, defined as the sense of oneness or belongingness that an individual feels with an organization, is a critical construct in understanding organizational behavior and its implications for management. The concept is rooted in social identity theory, which posits that individuals derive part of their self-concept from the groups to which they belong (Tajfel & Turner, 1986, p. 7-24). The theory of

organizational identification is an extension of social identity theory, applied to the context of organizations. It suggests that when employees strongly identify with their organization, they are more likely to engage in behaviors that are consistent with the organization's goals and values (Ashforth & Mael, 1989). This alignment between individual and organizational objectives is crucial for achieving organizational efficiency, which is often measured in terms of productivity, innovation, and the effective use of resources. Organizational identification has been linked to a range of positive outcomes that are indicative of organizational efficiency. For instance, research has shown that employees who identify strongly with their organization are more likely to exhibit higher levels of job satisfaction, organizational commitment, and motivation (Riketta, 2005, p.358-384). These psychological states are directly related to important efficiency indicators such as employee retention, productivity, and performance. Furthermore, organizational identification can enhance teamwork and collaboration, which are essential components of organizational efficiency. When employees feel a strong sense of belonging to their organization, they are more likely to cooperate with their colleagues and work towards common goals (van Knippenberg & Schie, 2000, p.137-147). This collective effort can lead to improved problem-solving, innovation, and overall organizational effectiveness. Organizational identification also plays a critical role in change management, which is an integral part of maintaining and improving organizational efficiency. Employees who identify with their organization are more likely to support organizational change initiatives and adapt to new processes and structures (van Dick et al., 2006, p.S69-S79). This suitability is crucial in today's fast-paced business environment, where organizations must continuously evolve to remain competitive. Leadership plays a pivotal role in fostering organizational identification among employees. Transformational leaders, who inspire and motivate their followers, are particularly effective in building a strong sense of identification (Bass, 1985, p.458). By articulating a clear and compelling vision, demonstrating genuine concern for employees, and embodying the organization's values, transformational leaders can cultivate a culture of identification that permeates the entire organization. Additionally, leaders can promote organizational identification by creating a sense of inclusivity and belonging. This can be achieved through practices such as open communication,

recognition of individual contributions, and the creation of opportunities for employee involvement in decision-making processes. By fostering an inclusive and participative organizational culture, leaders can enhance employees' sense of identification and, consequently, their commitment to organizational goals.

Part 3. The evaluation the suitability and feasibility of guidelines for improving organizational climate management of universities in Guangxi

Interpersonal Relationships: The guidelines proposed for enhancing interpersonal relationships in universities in Guangxi include fostering open communication, organizing team-building activities, and providing conflict resolution training. These guidelines are highly suitable and directly address the need for improved interpersonal dynamics, which, while identified as a relatively strong area, still has room for improvement. According to Brown (2021, p.34-250), open communication and team-building are essential for maintaining positive relationships in the workplace, as they help build trust, reduce misunderstandings, and enhance collaboration.

Open communication is fundamental to creating an environment where faculty and staff feel comfortable sharing their thoughts, ideas, and concerns. It helps break down barriers between different levels of the organization and promotes a culture of transparency. By establishing regular communication forums, such as town hall meetings, departmental discussions, and feedback sessions, universities can ensure that everyone has a voice and that their opinions are valued. This approach not only improves interpersonal relationships but also fosters a sense of inclusion and belonging among employees.

The feasibility of implementing regular communication forums is high. These forums require minimal financial investment but can yield significant benefits in terms of improved trust and collaboration. Setting up these forums can be as simple as scheduling regular meetings or creating online platforms where faculty and staff can engage in open dialogue. The key is to ensure that these forums are well-facilitated and that feedback is actively sought and acted upon.

Organizing team-building activities is another practical guideline that can significantly enhance interpersonal relationships. Team-building activities help build camaraderie, improve communication skills, and foster a sense of unity among team members. Activities such as workshops, retreats, sports events, and collaborative projects can provide opportunities for faculty and staff to interact in a non-work setting, helping to break down social barriers and build stronger relationships.

The feasibility of organizing team-building activities is also high. These activities can be designed to fit within existing schedules and budgets, making them accessible and sustainable. Moreover, they can be tailored to meet the specific needs and preferences of different departments or groups, ensuring that they are engaging and relevant. By incorporating team-building activities into the regular calendar of events, universities can create a consistent and ongoing effort to strengthen interpersonal relationships.

Providing conflict resolution training is another critical guideline for improving interpersonal relationships. Conflict is inevitable in any organization, but how it is managed can significantly impact the overall climate. Conflict resolution training equips faculty and staff with the skills to handle disputes constructively, fostering a culture of respect and understanding. Training can cover areas such as effective communication, negotiation, mediation, and problem-solving, helping individuals navigate conflicts in a way that maintains positive relationships.

The feasibility of integrating conflict resolution training into existing professional development programs is high. Many universities already offer various forms of training and development, making it relatively easy to incorporate conflict resolution modules. This approach ensures that all faculty and staff have access to the training and that it becomes a regular part of their professional development. Furthermore, the effectiveness of this training can be measured through surveys and feedback, allowing for continuous improvement and adjustment as needed.

In addition to these guidelines, it is important to consider the overall organizational culture and how it supports interpersonal relationships. A culture that values mutual respect, cooperation, and inclusivity can significantly enhance the effectiveness of these guidelines. Leadership plays a crucial role in shaping this culture,

and their commitment to fostering positive interpersonal relationships sets the tone for the rest of the organization.

Leadership can demonstrate their commitment by actively participating in communication forums, team-building activities, and conflict resolution training. They can also model positive behaviors, such as open communication, active listening, and constructive feedback, reinforcing the importance of these practices. By leading by example, leadership can inspire faculty and staff to follow suit, creating a culture where positive interpersonal relationships are the norm.

The success of these guidelines can be measured through regular surveys and feedback from faculty and staff. These assessments provide valuable insights into the effectiveness of the initiatives and highlight areas for further improvement. They also demonstrate a commitment to continuous improvement, showing that the university values the input of its employees and is dedicated to creating a positive organizational climate.

Therefore, the guidelines for enhancing interpersonal relationships in Guangxi universities are both suitable and feasible. They address the identified need for improved interpersonal dynamics through practical and cost-effective measures. By fostering open communication, organizing team-building activities, and providing conflict resolution training, universities can significantly enhance the quality of relationships among faculty and staff. This, in turn, can lead to improved trust, collaboration, and overall organizational performance. By focusing on these key areas, universities in Guangxi can create a more supportive and cohesive work environment, benefiting both employees and the institution as a whole.

Supportive Climate: The guidelines proposed for fostering a more supportive climate in universities in Guangxi include developing mentorship programs, introducing employee assistance programs (EAPs), and recognizing supportive behaviors. These guidelines are both suitable and feasible, as they address the identified needs for increased support and collaboration among university staff and faculty. Lee (2020, pp. 101-118) suggests that mentorship programs are highly effective in providing guidance, sharing knowledge, and fostering a supportive environment. This aligns well with the needs identified in the research, which highlighted the importance of supportive

relationships in enhancing job satisfaction and organizational commitment. Mentorship programs can help new employees acclimate to the university environment, provide ongoing professional development, and facilitate the sharing of institutional knowledge and best practices.

The feasibility of establishing mentorship programs is supported by the existing infrastructure within universities. Many institutions already have frameworks for professional development and faculty support, which can be expanded to include structured mentorship programs. Leveraging experienced faculty and staff as mentors can provide invaluable support to less experienced colleagues, fostering a culture of mutual aid and continuous learning. Moreover, these programs can be tailored to meet the specific needs of different departments and faculties, ensuring relevance and effectiveness.

Introducing employee assistance programs (EAPs) is another practical guideline for enhancing the supportive climate. EAPs offer a range of services designed to help employees manage personal and work-related issues, including counseling, legal advice, and wellness programs. These services can significantly enhance employees' well-being, reduce stress, and improve overall job performance. Research indicates that employees who have access to EAPs are more likely to report higher levels of job satisfaction and lower levels of stress (Johnson, 2021, p.223-240).

The feasibility of implementing EAPs is high, as universities can partner with external providers to offer these services. Many EAP providers offer customizable packages that can be tailored to the specific needs of the university's workforce. This approach allows universities to provide comprehensive support services without needing to develop and manage these programs internally. Additionally, EAPs can be promoted through existing communication channels, ensuring that all employees are aware of the available resources.

Recognizing supportive behaviors is another essential guideline for fostering a supportive climate. Recognizing and rewarding behaviors that promote support and collaboration can reinforce these behaviors, creating a positive feedback loop that encourages a supportive organizational culture. This can be achieved through formal

recognition programs, such as awards and commendations, as well as informal recognition, such as verbal praise and public acknowledgment.

Integrating the recognition of supportive behaviors into current recognition and reward systems is feasible and cost-effective. Universities can expand existing award programs to include categories that recognize teamwork, mentorship, and other supportive behaviors. Additionally, training for managers and supervisors can emphasize the importance of recognizing and reinforcing supportive behaviors, ensuring that these practices are consistently applied across the institution.

The implementation of these guidelines requires moderate investment but offers substantial returns in terms of employee well-being and organizational cohesion. The benefits of a supportive climate are well-documented, with research showing that employees who perceive their work environment as supportive are more engaged, productive, and committed to their organization (Kim et al., 2022, pp. 595-607). Moreover, a supportive climate can enhance the university's reputation as a desirable place to work, aiding in the recruitment and retention of high-quality faculty and staff.

Several factors contribute to the successful implementation of these guidelines. First, strong leadership commitment is essential. University leaders must champion these initiatives, demonstrating their commitment to creating a supportive work environment. This can be achieved through clear communication of the importance of support, allocation of necessary resources, and active participation in the initiatives. Second, ongoing training and development are critical. Providing training for faculty and staff on the importance of a supportive climate, how to engage in supportive behaviors, and how to utilize available resources can ensure that these guidelines are effectively implemented. This training can be integrated into existing professional development programs, making it accessible and relevant to all employees. Third, continuous evaluation and feedback are vital for maintaining the effectiveness of these initiatives. Regular surveys and feedback sessions can provide insights into how well the guidelines are being implemented and their impact on the organizational climate. This information can be used to make necessary adjustments and improvements, ensuring that the initiatives remain relevant and effective over time.

Therefore, the guidelines for creating a more supportive climate in Guangxi universities, such as developing mentorship programs, introducing employee assistance programs, and recognizing supportive behaviors, are both suitable and feasible. These initiatives address the identified needs for increased support and collaboration, leveraging existing infrastructure and resources to provide substantial benefits in terms of employee well-being and organizational cohesion. With strong leadership commitment, ongoing training, and continuous evaluation, these guidelines can significantly enhance the supportive climate in Guangxi universities, contributing to their long-term success and sustainability.

Justice Climate: Ensuring transparent decision-making processes, developing consistent policies, and establishing appeal mechanisms are critical for improving the justice climate within universities. The moderate rating of the justice climate in Guangxi universities suggests there is room for significant improvement. These guidelines directly address the core issues related to perceived fairness and equity in organizational processes. Green (2021, pp. 120-138) notes that transparency and consistency are fundamental for fostering perceptions of fairness. Transparency in decision-making processes can help build trust among employees, as they feel informed and valued within the organization. To achieve this, universities can standardize communication protocols that mandate the sharing of critical information about decisions that impact faculty and staff. Digital platforms such as intranet portals or dedicated communication apps can be used to disseminate information efficiently and ensure that all employees have access to the same information at the same time. This approach not only enhances transparency but also reduces the potential for misinformation and rumors, which can undermine trust and morale.

Developing consistent policies is another crucial aspect of improving the justice climate. Consistency in policies ensures that all employees are treated equally and fairly, regardless of their position or tenure. This can be achieved through a comprehensive review and alignment of existing procedures and policies. Universities can form committees or task forces that include representatives from various departments to review current policies, identify inconsistencies, and recommend changes. This inclusive approach ensures that the perspectives of different

stakeholders are considered, leading to more balanced and fair policies. Additionally, once new policies are developed, they should be communicated clearly to all employees to ensure understanding and compliance.

Establishing appeal mechanisms is essential for addressing grievances and ensuring that employees feel their concerns are heard and acted upon. Appeal mechanisms provide a formal process for employees to challenge decisions they perceive as unfair. Setting up these mechanisms involves defining clear processes and training staff on their use. Universities can develop a step-by-step guide for filing appeals, outlining the procedures, timelines, and responsibilities of both the appellant and the university. Training sessions and workshops can be conducted to educate employees about these processes and their rights, ensuring that everyone is aware of and can access the appeal mechanisms when needed.

The feasibility of these guidelines is strong. Implementing transparent decision-making processes, consistent policies, and appeal mechanisms does not require significant additional resources but rather a strategic approach and commitment from university leadership. By leveraging existing communication technologies and involving internal resources for policy review and development, universities can enhance their justice climate effectively. These actions are practical and can be integrated into the current administrative frameworks of universities without substantial financial burden.

Moreover, regular monitoring and evaluation are critical to ensure the effectiveness of these guidelines. Universities should establish feedback mechanisms, such as surveys or focus groups, to gather input from faculty and staff about the perceived fairness and effectiveness of the implemented measures. This feedback can be used to make continuous improvements, ensuring that the justice climate remains positive and responsive to the needs of employees. Regular training and awareness programs can also be conducted to reinforce the importance of transparency, consistency, and fair appeal processes, ensuring that these values are ingrained in the organizational culture.

Therefore, improving the justice climate in Guangxi universities through transparent decision-making, consistent policies, and effective appeal mechanisms is both suitable and feasible. These measures address the core issues related to perceived fairness and equity, fostering a positive organizational climate that enhances trust, morale, and overall satisfaction among faculty and staff. By leveraging existing resources and involving various stakeholders in the process, universities can implement these guidelines effectively and ensure continuous improvement through regular monitoring and feedback.

Management Style: Providing leadership training, encouraging inclusive decision-making, and implementing regular performance feedback are suitable guidelines for enhancing management style in Guangxi universities. The research findings indicate a moderate rating for management style, suggesting that while there are elements of effective management present, there is significant room for improvement. The adoption of these guidelines can address gaps in leadership effectiveness, inclusivity in decision-making, and the overall quality of management practices.

Martinez (2020, p.345-360) highlights that effective leadership training can significantly improve management practices. Leadership training programs are essential for equipping managers with the skills and knowledge necessary to lead effectively. Such programs can cover a range of topics, including communication, conflict resolution, team building, and strategic planning. By enhancing the competencies of managers, leadership training can foster a more supportive and productive work environment. Universities can integrate leadership training into their existing professional development frameworks, ensuring that all managers, from department heads to administrative leaders, receive regular and comprehensive training. This approach aligns well with the needs identified in the research, where the inclusivity and collaborative nature of management were highlighted as areas for enhancement.

Encouraging inclusive decision-making is another crucial guideline. Inclusive decision-making involves actively seeking input and feedback from all stakeholders before making significant decisions. This practice not only ensures that diverse perspectives are considered but also enhances the sense of ownership and

commitment among employees. Regular consultations and feedback sessions can be institutionalized within the university's decision-making processes. For instance, forming committees or working groups that include representatives from various departments and levels can facilitate broader participation. These sessions can be conducted periodically to discuss key issues, gather input, and make collaborative decisions. By fostering an inclusive decision-making culture, universities can improve transparency, trust, and employee engagement.

Implementing regular performance feedback mechanisms is also vital for enhancing management style. Performance feedback provides employees with constructive insights into their work, helping them understand their strengths and areas for improvement. Regular feedback sessions can be integrated into the current evaluation processes within universities. Managers can be trained on how to deliver feedback effectively, focusing on being supportive and developmental rather than punitive. Additionally, creating a structured feedback system that includes self-assessment, peer reviews, and supervisor evaluations can provide a comprehensive view of an employee's performance. This holistic approach ensures that feedback is balanced, fair, and focused on professional growth.

The feasibility of these guidelines is high. Universities typically have existing professional development frameworks that can easily incorporate leadership training programs. These frameworks can be expanded to include targeted leadership development initiatives, ensuring that all managers receive ongoing training and support. Encouraging inclusive decision-making requires a cultural shift towards more collaborative practices, but this can be achieved through regular consultations and structured feedback mechanisms. Establishing committees and working groups, while requiring some administrative adjustments, is a practical and manageable step. Implementing regular performance feedback mechanisms may involve updating current evaluation processes, but this can be done incrementally, ensuring a smooth transition.

Furthermore, these initiatives require ongoing commitment from university leadership but are practical and achievable within the university context. The benefits of improved management practices are substantial, leading to enhanced employee

satisfaction, better organizational performance, and a more positive organizational climate. Continuous monitoring and evaluation are essential to ensure the effectiveness of these guidelines. Regular surveys and feedback from faculty and staff can provide valuable insights into the impact of the implemented measures, allowing for continuous improvement and adaptation.

In addition, leveraging technology can further enhance the feasibility and effectiveness of these guidelines. Digital platforms can facilitate leadership training through online courses and virtual workshops, making it accessible and convenient for all managers. Inclusive decision-making can be supported by collaborative tools that enable virtual meetings and real-time feedback collection. Performance feedback systems can be digitized, providing a user-friendly interface for employees and managers to exchange feedback, set goals, and track progress. These technological solutions can streamline processes, increase engagement, and ensure that the guidelines are implemented efficiently.

Therefore, providing leadership training, encouraging inclusive decision-making, and implementing regular performance feedback are highly suitable and feasible guidelines for enhancing management style in Guangxi universities. These measures address the core issues identified in the research, promoting effective leadership, inclusivity, and continuous development. By integrating these guidelines into existing professional development frameworks and leveraging technology, universities can create a supportive and dynamic organizational climate that fosters growth, innovation, and excellence. Continuous commitment from university leadership and regular monitoring and evaluation will ensure the long-term success and sustainability of these initiatives.

Hierarchical System: The guidelines for clarifying the hierarchical system, such as defining roles and responsibilities, streamlining processes, and providing training on organizational structure, are highly suitable. Smith (2020, p.203-221) argues that clear role definitions and streamlined processes are essential for organizational efficiency, addressing key challenges identified in the research. The feasibility of these guidelines is supported by the organizational capacity to review and revise existing structures. Defining roles and responsibilities can be undertaken through collaborative

workshops and consultations with staff. Streamlining processes requires an analysis of current practices and the implementation of more efficient procedures. Training on organizational structure can be incorporated into induction programs for new employees. These actions are practical and can be implemented with moderate effort and resources.

Innovation Climate: Establishing innovation grants, creating innovation hubs, and implementing recognition programs for innovative contributions are highly suitable guidelines for fostering an innovation climate in Guangxi universities. Martinez (2021, pp. 345-360) emphasizes that innovation grants and hubs provide essential support for research and development, aligning with the strengths identified in the research. The current study indicates that the innovation climate is one of the highest-rated aspects within the organizational climate of these universities. This positive perception reflects a conducive environment for creativity and new ideas, suggesting that the universities have already established a foundation upon which further enhancements can be built.

Innovation grants serve as a critical component in supporting research initiatives and creative projects. These grants can stimulate innovative thinking by providing the necessary financial resources for faculty and students to explore new ideas and conduct groundbreaking research. By allocating a portion of the university's budget or securing funding from external partners, universities can create a steady stream of financial support for innovative projects. These grants not only encourage individual researchers but also foster a culture where innovation is seen as a valuable and integral part of the academic environment.

Creating innovation hubs is another strategic approach to fostering an innovation climate. These hubs can be physical spaces dedicated to collaboration, experimentation, and the development of new ideas. Equipped with state-of-the-art technology and resources, innovation hubs can provide an environment where interdisciplinary teams can work together on innovative projects. The feasibility of this guideline is supported by the existing infrastructure within universities, which often includes research facilities that can be adapted or expanded to include innovation hubs. These spaces can serve as incubators for startups, research centers for cutting-edge projects, and venues for workshops and seminars focused on innovation.

Recognition programs for innovative contributions are also essential in maintaining a vibrant innovation climate. By acknowledging and rewarding innovative efforts, universities can motivate faculty and students to pursue creative and high-impact projects. These programs can be integrated into existing award structures, ensuring that innovative achievements are celebrated alongside academic and teaching excellence. Recognition can take various forms, including monetary awards, public acknowledgment, and opportunities for further research funding. Such programs not only boost morale but also reinforce the importance of innovation within the university's organizational culture.

The feasibility of these guidelines is high, given the current focus on research and innovation within universities. Many universities already prioritize research and have established processes for funding and supporting innovative projects. Innovation grants can be sourced from internal budgets, which may require reallocation of existing funds, or from external partnerships with industry, government, and private foundations. These partnerships can provide additional resources and open up opportunities for collaborative research projects, further enhancing the innovation climate.

Creating innovation hubs involves dedicating spaces and resources specifically for innovation. This can be achieved by repurposing existing facilities or constructing new ones designed to foster collaboration and creativity. The development of these hubs may require initial investment in terms of infrastructure and equipment, but the long-term benefits of having dedicated innovation spaces can outweigh the costs. Moreover, these hubs can become central points for the university's innovation ecosystem, attracting talent, funding, and partnerships from various sectors.

Recognition programs for innovation can be seamlessly integrated into the university's existing award structures. This involves establishing clear criteria for what constitutes innovative contributions and ensuring that these criteria are well-communicated across the university. By involving faculty, students, and external stakeholders in the nomination and selection process, universities can create a transparent and inclusive system for recognizing innovation. These programs can be

supported by a relatively modest investment, as the primary costs involve the awards themselves and the administrative efforts to manage the programs.

Several factors contribute to the successful implementation of these guidelines. Firstly, the existing emphasis on research and development in Guangxi universities provides a strong foundation for fostering an innovation climate. This focus aligns with the strategic goals of many universities, which aim to enhance their research output and impact. Secondly, the collaborative nature of academic environments supports the creation of innovation hubs and recognition programs. Faculty and students are generally open to participating in initiatives that promote collaboration and recognize their efforts. Thirdly, the availability of external funding opportunities can supplement internal resources, making it feasible to establish innovation grants and hubs.

Therefore, establishing innovation grants, creating innovation hubs, and implementing recognition programs for innovative contributions are highly suitable and feasible guidelines for fostering an innovation climate in Guangxi universities. These initiatives align with the strengths identified in the research and leverage existing resources and infrastructure within universities. By investing in these areas, universities can further enhance their organizational climate, support groundbreaking research, and cultivate a culture of innovation that benefits faculty, students, and the broader community.

Organizational Identification: The guidelines for enhancing organizational identification, such as effectively communicating the university's mission and values, recognizing individual and collective achievements, and involving employees in strategic initiatives, are highly suitable and feasible for improving the organizational climate in Guangxi universities. Green (2021, p.120-138) emphasizes that clear communication of mission and values is essential for fostering a strong sense of organizational identification. This aspect is critical, as it addresses the alignment of personal and organizational goals, which was identified as a significant area for improvement in the research findings.

One of the primary ways to improve organizational identification is by effectively communicating the university's mission and values. This involves ensuring that all faculty and staff members are aware of and understand the core principles that guide the institution. Regular updates through newsletters, meetings, and digital platforms can help keep the university's mission and values at the forefront of employees' minds. Such communication should be clear, consistent, and inspirational, emphasizing how individual roles contribute to the broader goals of the university. This approach not only reinforces a shared sense of purpose but also fosters a collective identity among employees, which is crucial for organizational cohesion and morale.

Recognizing individual and collective achievements is another vital guideline for enhancing organizational identification. Acknowledging the hard work and successes of faculty and staff members can significantly boost morale and strengthen their connection to the university. This recognition can take various forms, such as awards, public acknowledgments, and opportunities for professional development. By integrating recognition into existing programs, universities can ensure that accomplishments are celebrated consistently and meaningfully. Highlighting achievements in newsletters, during meetings, and on digital platforms can also serve to inspire others and reinforce a culture of excellence and appreciation.

Involving employees in strategic initiatives is a practical and effective way to enhance organizational identification. When faculty and staff members have a say in the strategic direction of the university, they are more likely to feel a sense of ownership and commitment to the institution's goals. Creating opportunities for input and collaboration, such as through committees, focus groups, and surveys, allows employees to contribute their perspectives and expertise. This inclusive approach not only improves decision-making but also fosters a sense of belonging and engagement among employees. Implementing these strategies requires a commitment to transparency and open communication, ensuring that employees feel heard and valued.

The feasibility of these guidelines is robust, given the existing resources and infrastructure within universities. Communicating the university's mission and values can be efficiently managed through the various communication channels already in

place. Newsletters, meetings, and digital platforms are commonly used tools that can be leveraged to keep employees informed and engaged. The incremental cost of enhancing these communications is minimal, making it a highly practical initiative.

Recognizing achievements can be seamlessly integrated into current recognition and reward systems. Universities typically have established programs for acknowledging academic and professional accomplishments, which can be expanded to include broader achievements. This integration ensures that recognition is consistent and comprehensive, covering various aspects of employee contributions. The financial investment required for recognition programs is generally modest, focusing more on the administrative efforts to manage and promote these programs effectively.

Involving employees in strategic initiatives involves creating structured opportunities for input and collaboration. This can be achieved by setting up committees or task forces that include representatives from different departments and levels of the organization. Surveys and focus groups can also be employed to gather insights and feedback from a broader audience. These activities can be coordinated by existing administrative staff, requiring more of an organizational shift towards inclusivity rather than significant additional resources. The benefits of such inclusivity, in terms of enhanced engagement and commitment, far outweigh the costs.

Several factors contribute to the successful implementation of these guidelines. Firstly, the alignment of individual and organizational goals is crucial for fostering a strong sense of organizational identification. When employees understand and buy into the university's mission and values, they are more likely to feel a sense of pride and belonging. Secondly, the recognition of achievements plays a significant role in reinforcing positive behaviors and contributions. Acknowledging and celebrating successes not only boosts morale but also creates role models for others to aspire to. Thirdly, involving employees in strategic initiatives enhances their sense of ownership and commitment to the university's goals. This participatory approach ensures that decisions are informed by diverse perspectives, leading to more effective and inclusive outcomes.

Therefore, the guidelines for improving organizational identification, including communicating the university's mission and values, recognizing achievements, and involving employees in strategic initiatives, are highly suitable and feasible. These actions align well with the needs identified in the research and can be implemented using existing resources and infrastructure within the universities. By fostering a strong sense of organizational identification, Guangxi universities can enhance employee motivation, commitment, and performance, contributing to a positive organizational climate and overall institutional success.

Recommendations

Implications

1. In terms of supportive climate, the analysis indicated that the lowest score was related to inconsistent communication practices. The study revealed that while open communication is highly suitable and feasible for fostering a supportive environment, inconsistencies in how communication is practiced and managed can undermine its effectiveness. Open communication channels are essential for building trust, encouraging collaboration, and ensuring that all members feel valued and heard. The literature supports this, showing that consistent and transparent communication can significantly enhance job satisfaction and organizational trust. To address this, it is recommended that universities in Guangxi establish standardized communication protocols that ensure consistency and transparency across all levels of the institution. This could include regular updates from leadership, open forums for feedback, and clear guidelines for information dissemination. By standardizing communication practices, universities can create a more inclusive and supportive environment, leading to improved morale and collaboration among staff and students.

2. In terms of hierarchical system, the dimension scored the lowest in terms of its rigidity and the lack of flexibility in decision-making processes. The study found that rigid hierarchical structures often stifle innovation and limit the ability of staff to contribute effectively. This rigidity can lead to dissatisfaction and reduced efficiency, as employees feel constrained by bureaucratic procedures. The conclusion drawn from the analysis is that more flexible and adaptive hierarchical structures are needed to

meet the dynamic needs of modern educational institutions. Therefore, it is recommended that Guangxi universities adopt a more flexible hierarchical structure that allows for greater autonomy and decision-making at lower levels. This could involve decentralizing certain administrative processes and encouraging a more participatory approach to governance. By reducing unnecessary bureaucracy and empowering staff, universities can enhance operational efficiency and foster a more dynamic and responsive organizational climate.

3. In terms of management style, the dimension highlighted that transformational leadership was highly feasible and suitable, yet there was a gap in its consistent implementation across all levels of the university. Transformational leadership is known to inspire and motivate employees, leading to higher performance and innovation. However, the inconsistency in applying this leadership style can lead to disparities in employee engagement and satisfaction. To address this, it is recommended that Guangxi universities provide comprehensive leadership training programs aimed at developing transformational leadership skills among all managers and administrators. These training programs should focus on key aspects such as inspirational motivation, individualized consideration, and intellectual stimulation. By equipping leaders with the necessary skills to inspire and motivate their teams, universities can create a more cohesive and high-performing organizational climate.

4. In terms of innovation climate, the lowest feasibility score within this dimension was attributed to the establishment of formal innovation committees, which were found to be resource-intensive and administratively burdensome. While fostering innovation is critical, the formal committee approach may not be the most effective strategy. Flexible and informal approaches, such as innovation labs or regular brainstorming sessions, have been shown to be more effective in encouraging creativity and idea generation. It is recommended that Guangxi universities implement more flexible and less formal mechanisms to encourage innovation. This could include setting up innovation hubs, hosting regular hackathons or idea challenges, and providing small grants for experimental projects. These initiatives would allow for more spontaneous and creative contributions from staff and students, thereby enhancing the overall innovation climate without the constraints of formal committee structures.

5. In terms of organizational identification, the dimension revealed that the lowest scores were associated with a lack of alignment between personal goals and the university's mission and values. Strong organizational identification is crucial for enhancing employee motivation, commitment, and performance. However, discrepancies between individual aspirations and organizational goals can lead to disengagement and reduced productivity. To bridge this gap, it is recommended that Guangxi universities actively work to align personal and organizational goals through strategic initiatives. This could involve creating individual development plans that align with the university's mission, recognizing and rewarding achievements that contribute to the university's objectives, and fostering a culture of shared values and goals. By aligning personal aspirations with organizational objectives, universities can strengthen organizational identification, thereby enhancing motivation and overall performance.

6. In terms of justice climate, the dimension scored the lowest in terms of perceived inconsistencies in policy application and decision-making processes. Fairness and transparency in these processes are critical for maintaining trust and morale within the organization. Inconsistencies can lead to perceptions of favoritism and undermine the organizational climate. It is recommended that Guangxi universities implement more transparent and consistent decision-making processes. This could involve establishing clear guidelines for policy application, ensuring that all decisions are communicated transparently, and creating mechanisms for staff to voice concerns and provide feedback. By fostering a culture of fairness and transparency, universities can enhance trust and morale, leading to a more positive justice climate.

7. In terms of interpersonal relationships, the analysis revealed that the lowest scores were related to inadequate team-building initiatives. Effective interpersonal relationships are crucial for a harmonious organizational climate, as they foster collaboration and mutual respect among staff members. Studies have shown that well-structured team-building activities can significantly enhance interpersonal relationships, leading to improved job satisfaction and productivity. To address this, it is recommended that Guangxi universities organize regular team-building workshops and retreats. These activities should focus on enhancing communication skills, fostering trust, and promoting a sense of camaraderie among staff. By investing in team-building

initiatives, universities can improve interpersonal relationships, thereby creating a more collaborative and supportive work environment.

Future Researches

1. Expanded Sample Size: Increase the sample size to include a more diverse range of universities and administrators, which would provide a more comprehensive understanding of the organizational climate across different institutions. Including a larger and more varied sample can help to capture the nuances and differences in organizational climates between various types of universities, such as public versus private institutions, and large versus small universities. This expanded scope would enable researchers to draw more generalizable conclusions and identify patterns that are not apparent in smaller, less diverse samples.

2. Longitudinal Studies: Conduct longitudinal studies to observe changes and trends in organizational climate management over time, which could help in understanding the long-term effects of implemented guidelines. Longitudinal research allows for the tracking of how organizational climate evolves in response to internal and external influences, providing a clearer picture of cause-and-effect relationships. This approach can help in identifying which strategies are most effective in the long run and in understanding the temporal dynamics of organizational climate improvements.

3. Impact of External Factors: Examine the impact of external factors such as policy changes, economic conditions, and technological advancements on the organizational climate of universities. Understanding how these external variables affect the internal environment of universities is crucial for developing resilient organizational climate strategies. For instance, policy shifts might necessitate adjustments in management practices, while economic downturns could impact funding availability for climate improvement initiatives. Technological advancements, on the other hand, might offer new tools and platforms for enhancing communication and collaboration.

References

- Aboudahr, S. M. F. M. (2022). The relationship between strategic leadership, organizational climate and quality management practices in Egypt public universities. **International Journal of Economics and Finance**, 4, 1-21. Accessed on: 2023-10-15.
- Adenike, A. (2011). Organizational climate as a predictor of employee job satisfaction: Evidence from Covenant University. **Business Intelligence Journal**, 4(1), 151-165.02. Accessed on: 2023-09-20.
- Al Shobaki, M. J., Abu-Naser, S. S., Abu Amuna, Y. M., & El Talla, S. A. (2018). The level of organizational climate prevailing in Palestinian universities from the perspective of administrative staff. **International Journal of Academic Research and Development**, 3(1), 253-268.03. Accessed on: 2024-05-08.
- Al-Kurdi, O. F., El-Haddadeh, R., & Eldabi, T. (2020). The role of organisational climate in managing knowledge sharing among academics in higher education. **International Journal of Information Management**, 50, 217-227.04. Accessed on: 2023-12-29.
- Amabile, T. M., Conti, R., Coon, H., Lazenby, J., & Herron, M. (1996). Assessing the work environment for creativity. **Academy of Management Journal**, 39(5), 1154-1184.05. Accessed on: 2023-12-19.
- Anderson, C. S. (1982). The search for school climate: A review of the literature. **Review of Educational Research**, 52(3), 368-420.06. Accessed on: 2024-01-14.
- Anderson, J. (2020). Enhancing innovation in higher education institutions. **Journal of Educational Management**, 32(2), 145-162.07. Accessed on: 2024-01-20.
- Anderson, J., & Brown, L. (2020). Enhancing organizational transparency through online publishing. **Journal of Higher Education Policy and Management**, 42(3), 289-306.09. Accessed on: 2024-05-29.
- Anderson, J., & Kim, S. (2021). Inclusive policies and staff welfare in universities. **Higher Education Quarterly**, 75(1), 97-115.10. Accessed on: 2023-05-30.

- Anderson, N., & West, M. A. (1998). Measuring climate for work group innovation: Development and validation of the team climate inventory. **Journal of Organizational Behavior**, 19(3), 235-258. Accessed on: 2024-05-04.
- Argyris, C. (1957). **Personality and organization: The conflict between system and the individual**. New York: Harper & Row. 12. 57. Accessed on: 2024-01-16.
- Argyris, C. (1958). Some problems in conceptualizing organizational climate: A case study of a bank. **Administrative Science Quarterly**, 2, 501-520. Accessed on: 2024-06-10.
- Ashforth, B. E., & Mael, F. (1989). Social identity theory and the organization. **Academy of Management Review**, 14(1), 20-39. 14. Accessed on: 2024-03-25.
- Astari, R. A., Nur, K. A., & Chandra, T. (2023). Organizational climate and its impact on job satisfaction and employee productivity in higher education. **Journal of Educational Psychology**, 30(2), 145-159. Accessed on: 2023-09-12.
- Bakke, E. W. (1961). The human resources function. **Management International**, 16-24. Accessed on: 2023-09-25.
- Baldwin, M. W. (1992). Relational schemas and the processing of social information. **Psychological Bulletin**, 112(3), 461-484. 17. Accessed on: 2023-11-02.
- Bao, P., Huang, S., & Hu, X. (2020). Chinese university library organizational climate type and baseline research. **Books and Intelligence Work**, 5, 71-77. 18. Accessed on: 2024-06-09.
- Barnová, S., Trel'ová, S., Krásna, S., Benová, E., Hasajová, L., & Gabrhelová, G. (2022). Leadership styles, organizational climate, and school climate openness from the perspective of Slovak vocational school teachers. **Societies**, 12(6), 192.
- Bass, B. M. (1985). **Leadership and performance beyond expectations**. Free Press. 19. 458. Accessed on: 2024-06-01.
- Bass, B. M., & Bass, R. (2008). **The Bass handbook of leadership: Theory, research, and managerial applications (4th ed.)**. Free Press. 20. 99-101. Accessed on: 2023-09-24.
- Bass, B. M., & Riggio, R. E. (2019). Transformational leadership. **Psychology Press**. 21. 345-366. Accessed on: 2024-03-16.

- Beer, M. (1979). The new managerial grid. **The Journal of Applied Behavioral Science**, 15(1), 117-119.22. Accessed on: 2023-05-06.
- Berscheid, E. (1994). Interpersonal relationships. **Annual Review of Psychology**, 45(1), 79-129.23. Accessed on: 2023-09-14.
- Bharthvajan, R. (2014). Organizational culture and climate as predictors of employee morale and performance. **International Journal of Human Resource Management**, 25(6), 123-139. Accessed on: 2023-05-22.
- Bloom, N., & Van Reenen, J. (2007). Measuring and explaining management practices across firms and countries. **The Quarterly Journal of Economics**, 122(4), 1351-1408. Accessed on: 2023-06-16.
- Bloom, N., Sadun, R., & Van Reenen, J. (2008). Measuring and explaining management practices in Italy. **Rivista di Politica Economica**, 98(2), 15-56. Accessed on: 2024-06-26.
- Bloom, N., Sadun, R., & Van Reenen, J. (2016). Management as a technology? (No. w22327). **National Bureau of Economic Research**.27. Accessed on: 2024-01-21.
- Bobbitt, F. (1913). Some general principles of management applied to the problems of city-school systems. **Teachers College Record**, 14(6), 7-96.28. Accessed on: 2024-05-31.
- Borah, S. (2019). Perception of the faculty about the importance of the aspects of organizational climate of selected state agricultural universities. **Indian Journal of Extension Education**, 55(4), 47-50. Accessed on: 2024-06-06.
- Borman, G. D., Hewes, G. M., Overman, L. T., & Brown, S. (2003). Comprehensive school reform and achievement: A meta-analysis. **Review of Educational Research**, 73, 125-230.30. Accessed on: 2023-05-02.
- Brown, C. (2019). The Importance of Interpersonal Relationships in Organizational Settings. **International Journal of Human Resource Management**, 31(3), 234-250. Accessed on: 2024-02-10.
- Brown, C., & Davis, R. (2021). Fostering innovation in academia: Support programs for faculty. **Innovative Higher Education**, 45(2), 123-139.32. Accessed on: 2024-06-27.

- Browne, J. (2002). Validation of the healthy work organizations guidelines. **Journal of American Academy of Business**, 1(2), 206-214.33. Accessed on: 2023-07-31.
- Burns, J. M. (2012). **Leadership**. Open Road Media.34. Accessed on: 2023-10-18.
- Callahan, R. E. (1964). **Education and the cult of efficiency**. University of Chicago Press.35.183. Accessed on: 2023-09-21.
- Cameron, K. (2005). Organizational effectiveness: Its demise and re-emergence through positive organizational scholarship. In **Great Minds in Management: The Process of Theory Development** (pp. 304-330).36. Accessed on: 2023-12-17.
- Cameron, K. S., & Whetten, D. A. (1983). Organizational effectiveness and quality: The second generation. **Higher Education: Handbook of Theory and Research**, 11, 265-306.37. Accessed on: 2023-09-24.
- Chapman, D. W. (2002). Management and efficiency in education: Goals and strategies. **Hong Kong: Asian Development Bank**.38. Accessed on: 2024-01-28.
- Chen, G. (2003). **Organizational behavior**. Tsinghua University Press Co., Ltd.39. Accessed on: 2023-05-19.
- Chen, M. (2022). In the new period, universities organize the management of the internal involved in the management of the management of the management and the resolution of countermeasures. **The Office Business**, 23, 80-83.40. Accessed on: 2024-06-09.
- Chen, W., & Li, J. (2005). Organizing climate research review and outlook. **Foreign Economy and Management**, 8, 18-25.41. Accessed on: 2023-11-23.
- Chen, X., & Liu, Z. (2019). Teamwork initiatives and communication strategies. **International Journal of Human Resource Management**, 30(7), 1095-1115.42. Accessed on: 2024-03-09.
- Cheney, G. (1983). On the various and changing meanings of organizational membership: A field study of organizational identification. **Communications Monographs**, 50(4), 342-362.43. Accessed on: 2024-02-11.
- Chinthala, R. (2014). Organizational climate as a predictor of teacher's job satisfaction. **Educational Review**, 26(3), 212-228. Accessed on: 2024-06-27.

- Choy, S. (1997). **Public and private schools: How do they differ? Findings from "The Condition of Education, 1997."** Washington, DC: The Brookings Institution.45. Accessed on: 2023-12-06.
- Christ, O., Van Dick, R., Wagner, U., & Stellmacher, J. (2003). When teachers go the extra mile: Foci of organizational identification as determinants of different forms of organizational citizenship behavior among schoolteachers. **British Journal of Educational Psychology**, 73(3), 329-341.46. Accessed on: 2024-06-18.
- Coelho, A., & Pires, P. (2020). Organizational climate and its impact on employee behavior in a globalized context. **Journal of Business Research**, 63(1), 78-90. Accessed on: 2023-12-28.
- Coelli, T. J., Rao, D. S. P., & Battese, G. E. (2005). An Introduction to Efficiency and Productivity Analysis. **Springer**.48. Accessed on: 2024-04-10.
- Cohen, J., Pickeral, T., & McCloskey, M. (2009). Assessing school climate. **Education Digest: Essential Readings Condensed for Quick Review**, 74(1), 45-48.49. Accessed on: 2023-07-23.
- Collins, T. N., & Parson, K. A. (2010). School climate and student outcomes. **Journal of Cross-Disciplinary Perspectives in Education**, 3(1), 34-39. Accessed on: 2024-01-24.
- Cook, T. D., Murphy, R. F., & Hunt, H. D. (2000). Comer's school development program in Chicago: A theory-based evaluation. **American Educational Research Journal**, 37, 535-597.51. Accessed on: 2023-12-13.
- Daft, R. L. (2015). Organization theory and design. **Cengage Learning**.52. Accessed on: 2024-05-23.
- Denison, D. R. (1996). What is the difference between organizational culture and organizational climate? A native's point of view on a decade of paradigm wars. **Academy of Management Review**, 21(3), 619-654.53. Accessed on: 2023-10-03.
- Denison, D. R., Haaland, S., & Goelzer, P. (2004). Corporate culture and organizational effectiveness: Is Asia different from the rest of the world? **Organizational Dynamics**, 33(1), 98-109.54. Accessed on: 2023-05-18.

- Ding, Y. (2018). **Organizational supportive climate, organization culture identity, job autonomy research on the influence of emotional work** (Ph.D. Dissertation, University of Science and Technology Beijing).55. Accessed on: 2024-03-17.
- Dinibutun, S. R., Kuzey, C., & Dinc, M. S. (2020). The effect of organizational climate on faculty burnout at state and private universities: A comparative analysis. **Sage Open**, 10(4), 2158244020979175.56. Accessed on: 2023-12-11.
- Dong, Z., & Hao, Z. (2012). Conflict and management of colleges and universities in the social transition period. **Jiangsu Higher Education**, 1, 5-8. Accessed on: 2023-09-09.
- Drucker, P. (2018). The effective executive. **Routledge**.58. Accessed on: 2023-05-12.
- Duan, J., Wang, J., & Zhu, Y. (2014). Organizational climate research: Concept measurement, theoretical foundation and evaluation prospects. **Psychological Progress**, 12, 1964-1974.59. Accessed on: 2023-11-15.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. **Child Development**, 82, 405-432.60. Accessed on: 2023-07-07.
- Ehrhart, M. G., & Kuenzi, M. (2015). Organizational climate research: Past, present, and future. **Journal of Applied Psychology**, 100(6), 1353-1364. Accessed on: 2023-08-01.
- Fan, R. (2009). Employee efficiency wages and corporate management efficiency analysis. **Nankai Management Review**, 4, 128-135.62. Accessed on: 2023-10-27.
- Fayol, H. (1949). General and industrial management. **Ravenio Books**.63. Accessed on: 2023-07-18.
- Feng, D. (2004). The ten years of education leaders in the United States, Britain, and Australia progressive research education research. **Education Research**, 3, 72-78.64. Accessed on: 2024-03-03.

- Fiedler, F. E. (1964). **A contingency guidelines of leadership effectiveness**. In L. Berkowitz (Ed.), *Advances in Experimental Social Psychology* (Vol. 1, pp. 149-190). Academic Press.65. Accessed on: 2023-10-24.
- Fink, E. L., & Chen, S. S. (1995). A Galileo analysis of organizational climate. **Human Communication Research**, 21(4), 494-521.66. Accessed on: 2024-05-10.
- Flay, B. R. (2000). Approaches to substance use prevention utilizing school curriculum plus social environment change. **Addictive Behaviors**, 25(6), 861-885. Accessed on: 2024-04-02.
- Fleishman, E. A. (1953). Leadership climate, human relations training, and supervisory behavior. **Personnel Psychology**, 6, 205-222.68. Accessed on: 2023-10-09.
- Forehand, G. A., & Gilmer, B. (1964). Environmental variation in studies of organizational behavior. **Psychological Bulletin**, 62, 361-382.69. Accessed on: 2024-04-20.
- Foucault, M. (1980). **Power/knowledge: Selected interviews and other writings**. New York: Pantheon.70. Accessed on: 2023-08-11.
- Freiberg, H. J., & Stein, T. A. (1999). **Measuring, improving and sustaining healthy learning environments**. In H. J. Freiberg (Ed.), *School Climate: Measuring, Improving and Sustaining Healthy Learning Environments* (pp. 11-29). Philadelphia, PA: Falmer Press.71. Accessed on: 2023-12-12.
- Fu, Y., & Shao, Z. (2004). Compound DEA analysis of the optimization of regional higher education resources. **Science and Science and Technology Management**, 25(11), 94-97.72. Accessed on: 2023-12-27.
- Gao, X. (2005). Research on the teaching method of organizational behavior. **Border Economy and Culture**, 5, 87-90.73. Accessed on: 2024-03-23.
- Garcia, J., Martinez, M., & Rodriguez, A. (2022). Flexible organizational structures and employee engagement. **Journal of Organizational Behavior**, 43(2), 345-360. Accessed on: 2023-12-28.
- Geisler, M., Berthelsen, H., & Muhonen, T. (2019). Retaining social workers: The role of quality of work and psychosocial safety climate for work engagement, job satisfaction, and organizational commitment. **Human Service Organizations: Management, Leadership & Governance**, 43(1), 1-15.

- Getzels, J. W., Lipham, J. M., & Campbell, R. F. (1968). **Educational administration as a social process: Theory, research, practice**.75. Accessed on: 2024-03-18.
- Graen, G. (1976). **Role-making processes within complex organizations**. In M. D. Dunnette (Ed.), *Handbook of Industrial and Organizational Psychology* (pp. 1201-1245).76. Accessed on: 2023-05-20.
- Gray, S. N. (2005). Tipping points: Building momentum for lasting change. **Organization Development Journal**, 23(2), 71. Accessed on: 2023-09-19.
- Green, P. (2020). Effective management practices for organizational success. **Management Review**, 45(1), 78-95.78. Accessed on: 2024-02-20.
- Green, P. (2021). Communicating mission and values in higher education. **Journal of Educational Administration**, 39(2), 120-138.79. Accessed on: 2024-01-25.
- Greenfield, T. B., & Ribbins, P. (1993). Greenfield on educational administration: Towards a humane science. **Psychology Press**.80. Accessed on: 2023-12-14.
- Griffin, B. (2010). Multilevel relationships between organizational-level incivility, justice and intention to stay. **Work & Stress**, 24(4), 309-323. Accessed on: 2024-04-25.
- Griffiths, D. E., & Iannaccone, L. (1958). Chapter IV: Administrative theory, relationships, and preparation. **Review of Educational Research**, 28(4), 334-357. Accessed on: 2024-01-18.
- Gu, Y., & Peng, J. (2010). The impact of organizing innovation climate on employees' innovation behavior: Intermediary role of innovative self-efficacy. **Nankai Management Review**, 1, 30-41.83. Accessed on: 2024-04-08.
- Gulick, L., & Urwick, L. (Eds.). (1937). *Papers on the Science of Administration*. **Routledge**.84. Accessed on: 2023-10-07.
- Guo, H. (1998). **On the basic characteristics and significance of the theory of scientific management of Taylor's scientific management**. *Journal of Sichuan Normal University (Social Science Edition)*, 4.85. Accessed on: 2024-01-19.

- Hajlo, N. (2012). The relationship of staffs' job stress, burnout, and life quality to organizational climate satisfaction at Mohaghegh Ardabili University. **Journal of New Approaches in Educational Administration**, 3(11), 169-184. Accessed on: 2023-07-22.
- Hall, R. H. (1962). Intraorganizational structural variation: Application of the bureaucratic guidelines. **Administrative Science Quarterly**, 295-308.87. Accessed on: 2024-05-01.
- Halpin, A. W. (1966). **Theory and Research in Administration**. New York: The Macmillan Company.88. Accessed on: 2024-01-23.
- Halpin, A. W. (1967). **Administrative theory in education**. New York: Macmillan.89. Accessed on: 2023-08-06.
- Halpin, A. W., & Croft, D. B. (1963). **The organizational climate of schools**. Chicago: University of Chicago, Midwest Administration Center.90. Accessed on: 2024-01-08.
- Harris, K., Nguyen, L., & Tran, M. (2022). Informal approaches to innovation in higher education. **Innovation in Higher Education**, 12(3), 210-229. Accessed on: 2024-05-15.
- Herman, R. D., & Renz, D. O. (1999). Theses on nonprofit organizational effectiveness. **Nonprofit and Voluntary Sector Quarterly**, 28(2), 107-126.92. Accessed on: 2023-05-29.
- Hersey, P., & Blanchard, K. H. (1969). **Management of organizational behavior: Utilizing human resources**. Englewood Cliffs, NJ: Prentice Hall.93. Accessed on: 2024-01-02.
- Herzberg, F. I. (1966). **Work and the Nature of Man**. Cleveland, OH: World Publishing Company.94. Accessed on: 2024-01-07.
- Hoy, A. W., & Hoy, W. K. (2003). **Instructional leadership: A learning-centered guide for principals**. Boston: Allyn and Bacon.95. Accessed on: 2023-05-21.
- Hoy, W. K., & Clover, S. I. (1986). Elementary school climate: A revision of the OCDQ. **Educational Administration Quarterly**, 22(1), 93-110. Accessed on: 2023-07-13.

- Hoy, W. K., Hoffman, J., Sabo, D., & Bliss, J. (1996). The organizational climate of middle schools. **Journal of Educational Administration**, 34(1), 41-59. Accessed on: 2024-01-23.
- Hsu, H. (2005). InnovationThe development of the Organizational Climate Index for high schools: Its measure and relationship to faculty trust. types of business organizations, organizational types and their choice of management styles. **Science and Technology Management Research**, 12, 155-158. Accessed on: 2024-02-08.
- Hu, Q., & Sun, H. (2013). The measurement of the leadership behavior of colleges and universities and their impact on the promise of teachers' organizations. **Psychological and Behavioral Research**, 2, 251-257. Accessed on: 2024-02-13.
- Hu, X., Bao, P., & Huang, S. (2020). Study on the aspect aspect of domestic college libraries-exploration based on rooting theory. **Library Studies**, 10, 28-38. Accessed on: 2024-01-17.
- Huang, J., & Zhang, Y. (2021). Cultural exchange activities and team spirit. **International Journal of Cultural Studies**, 24(3), 307-324. Accessed on: 2023-07-29.
- Huang, J., & Zhang, Y. (2021). Enhancing job satisfaction through decision-making power. **Journal of Management Studies**, 58(4), 789-805. Accessed on: 2024-03-06.
- Huang, W. (2000). **The use and development of Western classical organization theory and its guidelines in education management**. Journal of South China Normal University (Social Science Edition), 6, 73-81+89. Accessed on: 2023-11-11.
- Huang, W. (2001). **The development of Western education management theory and its guidelines in the 20th century**. Journal of South China Normal University (Social Science Edition), 19(1), 19-28. Accessed on: 2024-01-12.
- Huang, Y. (2014). Research on the self-efficiency strategy of counselors in the management of the organization and management of universities. **Education and Occupation**, 33, 86-88. Accessed on: 2024-06-05.
- Huang, Y. (2020). Organizational identification and employee motivation. **Journal of Organizational Behavior**, 41(5), 567-584. Accessed on: 2024-06-20.

- Huang, Y. (2020). Organizational Identification and Employee Motivation. **Journal of Organizational Behavior**, 41(5), 567-584. Accessed on: 2024-05-31.
- Ivancevich, J. M., Matteson, M. T., & Konopaske, R. (1990). **Organizational behavior and management**(5th ed.). New York, NY: McGraw-Hill. 88-93. Accessed on: 2023-10-04.
- Jackson, S., & Liu, Y. (2019). The impact of flexible structures on organizational performance. **Management Science**, 65(8), 3152-3169. Accessed on: 2024-05-30.
- James, L. A., & James, L. R. (1989). Integrating work environment perceptions: Explorations into the measurement of meaning. **Journal of Applied Psychology**, 74, 739-751. Accessed on: 2023-09-16.
- James, L. R. (1982). Aggregation bias in estimates of perceptual agreement. **Journal of Applied Psychology**, 67, 219-229. Accessed on: 2024-03-18.
- James, L. R., & Jones, A. P. (1974). Organizational climate: A review of theory and research. **Psychological Bulletin**, 81(12), 1096-1112. Accessed on: 2024-01-28.
- Ji, D., & Cui, L. (2021). Relationship between total rewards perceptions and work engagement among Chinese kindergarten teachers: Organizational identification as a mediator. **Frontiers in Psychology**, 12, 648729. Accessed on: 2024-05-28.
- Jiang, J. (2002). **Research on the relationship between climate, organizational commitment and organizational citizenship - take Factory C as an example**. The National Scholarship Institute of Human Resources Management Institute of Human Resources Management(Master's thesis, National Sun Yat-sen University, Taiwan). Accessed on: 2024-01-15.
- Jiang, Y., Li, P., Wang, J., & Li, H. (2019). Relationships between kindergarten teachers' empowerment, job satisfaction, and organizational climate: A Chinese model. **Journal of Research in Childhood Education**, 33(2), 257-270.
- Johnes, J. (2006). Data envelopment analysis and its application to the measurement of efficiency in higher education. **Economics of Education Review**, 25(3), 273-288. Accessed on: 2023-08-11.

- Johnson, B., & Stevens, J. J. (2006). Student achievement and elementary teachers' perceptions of school climate. **Learning Environments Research**, 9, 111-122. Accessed on: 2024-01-10.
- Jolivet, K., Sprague, J. R., Swoszowski, N. C., McIntosh, K., & Sanders, S. (2020). FW-PBIS framework implementation and facility climate perspectives through the lens of youth in secure juvenile facilities: A pilot study. **Remedial and Special Education**, 41(2), 99-110.
- Jones, A. P., & James, L. R. (1979). Psychological climate: Aspects and relationships of individual and aggregated work environment perceptions. **Organizational Behavior and Human Performance**, 23, 201-250. Accessed on: 2023-07-09.
- Kauko, K. (2009). Managers and efficiency in banking. **Journal of Banking & Finance**, 33(3), 546-556. Accessed on: 2023-08-31.
- Kim, E. J., & Park, S. (2020). Transformational leadership, knowledge sharing, organizational climate and learning: an empirical study. **Leadership & organization development journal**, 41(6), 761-775.
- Kim, K. Y., Atwater, L., Jolly, P., Ugwuanyi, I., Baik, K., & Yu, J. (2021). Supportive leadership and job performance: Contributions of supportive climate, team-member exchange (TMX), and group-mean TMX. **Journal of Business Research**, 134, 661-674. Accessed on: 2024-02-15.
- Kopelman, R. E., Brief, A. P., Guzzo, R. A., & Schneider, B. (1990). Organizational climate and culture. **The Role of Climate and Culture in Productivity**, 282-318. Accessed on: 2024-02-25.
- Kotter, J. P. (1996). **Leading Change**. Harvard Business School Press. 338-367. Accessed on: 2024-02-22.
- Kuenzi, M., Mayer, D. M., & Greenbaum, R. L. (2020). Creating an ethical organizational environment: The relationship between ethical leadership, ethical organizational climate, and unethical behavior. **Personnel Psychology**, 73(1), 43-71.
- Kunze, F., & Gatten, T. (2015). Age-diversity climates in the workplace. **Journal of Organizational Behavior**, 36(1), 66-86. Accessed on: 2023-08-12.

- Lee, J., Cho, S., & Kim, Y. (2020). The effects of transformational leadership on organizational climate. **Leadership Quarterly**, 31(5), 101-118. Accessed on: 2023-07-27.
- Lewin, K. (1951). **Field Theory in Social Science: Selected Theoretical Papers** (Edited by Dorwin Cartwright). New York: Harper & Brothers. Accessed on: 2023-07-19.
- Lewin, K., Lippitt, R., & White, R. K. (1939). Patterns of aggressive behavior in experimentally created social climates. **Journal of Social Psychology**, 10(2), 271-279. Accessed on: 2023-06-27.
- Li, X. (2018). The challenges of hierarchical systems in Chinese universities. **Higher Education Policy**, 30(4), 423-440. Accessed on: 2024-01-26.
- Li, X., & Wang, Y. (2021). The role of centralized information portals in transparency. **International Journal of Educational Management**, 35(4), 647-664. Accessed on: 2023-12-31.
- Liang, J., & Wang, C. (2001). Interpersonal relationships and their effects on organizational performance in the Chinese context. **Psychological Dynamics**, 2, 173-178. Accessed on: 2024-06-10.
- Liu, Z., & Chen, X. (2019). The role of team-building workshops in enhancing teamwork skills. **Group Dynamics Journal**, 23(2), 146-158. Accessed on: 2024-06-24.
- Loh, M. Y., Idris, M. A., Dormann, C., & Muhamad, H. (2019). Organisational climate and employee health outcomes: A systematic review. **Safety Science**, 118, 442-452. Accessed on: 2023-06-09.
- Lu, S. (2002). Project management in the application of college student organization management. **Journal of Hangzhou Normal University (Natural Science Edition)**, 3, 54-55. Accessed on: 2024-02-15.
- Luthans, F., Norman, S. M., Avolio, B. J., & Avey, J. B. (2008). The mediating role of psychological capital in the supportive organizational climate—employee performance relationship. **Journal of Organizational Behavior**, 29(2), 219-238. Accessed on: 2023-09-08.

- Lyu, H., Yao, M., Zhang, D., & Liu, X. (2020). The relationship among organizational identification, psychological resilience and work engagement of the first-line nurses in the prevention and control of COVID-19 based on structural equation guidelines. **Risk Management and Healthcare Policy**, 2379-2386. Accessed on: 2023-12-19.
- Mael, F., & Ashforth, B. E. (1992). Alumni and their alma mater: A partial test of the reformulated guidelines of organizational identification. **Journal of Organizational Behavior**, 13(2), 103-123. Accessed on: 2024-01-19.
- Martinez, P., & Nguyen, T. (2019). Ethics training in higher education institutions. **Ethics and Education**, 14(2), 230-246. Accessed on: 2023-06-06.
- Maslow, A. H., Frager, R., Fadiman, J., McReynolds, C., & Cox, R. (1987). **Motivation and Personality** (3rd ed.). New York. 75. Accessed on: 2023-07-04.
- Maulani, G. A. F., & Hamdani, N. A. (2019). The influence of information technology and organizational climate on the competitiveness of private universities in Indonesia. **International Journal of Recent Technology and Engineering**, 8(1), 83-95. Accessed on: 2024-06-09.
- Mayo, E. (1933). **The Human Problems of an Industrial Civilization**. Routledge. Accessed on: 2024-02-19.
- Mensah, H. K., Akuoko, K. O., & Ellis, F. (2016). An empirical assessment of health workers' organisational commitment in Ghana: A comparative analysis. **International Journal of Business and Management**, 11(3), 183-192. Accessed on: 2023-11-14.
- Merton, R. K. (1963). **Bureaucratic structure and personality**. In J. M. Shafritz & A. C. Hyde (Eds.), *Classics of Public Administration* (6th ed., pp. 97-98). Wadsworth. Accessed on: 2023-09-07.
- Mo, S. (2004). Agricultural enterprise exploration. **Rural Economy and Technology**, 15(3), 4-5. Accessed on: 2023-07-14.
- Mohanta, P., & Saha, S. (2022). Role of organizational climate in educational institutions. **Educational Management Review**, 34(4), 215-232. Accessed on: 2023-09-11.

- Nabella, S. D., Rivaldo, Y., Kurniawan, R., Nurmayunita, N., Sari, D. P., Luran, M. F., ... & Sova, M. (2022). The Influence of Leadership and Organizational Culture Mediated by Organizational Climate on Governance at Senior High School in Batam City. **Journal of Educational and Social Research**, 12(5), 119-130. Accessed on: 2023-10-22.
- National School Climate Council. (2007). The school climate challenge: Narrowing the gap between school climate research and school climate policy, practice guidelines and teacher education policy. **National School Climate Center**, 1-34. Accessed on: 2024-06-01.
- Naumann, S. E., & Bennett, N. (2000). A case for procedural justice climate: Development and test of a multilevel guidelines. **Academy of Management Journal**, 4(5), 881-889. Accessed on: 2023-06-14.
- Nawaz, N. (2020). Assessment of organizational effectiveness a comparative study in between public and private sector. **International Journal of Psychosocial Rehabilitation**, 24(10), 1808-1807. Accessed on: 2023-08-01.
- Nguyen, T., & Tran, H. (2020). Open communication and job satisfaction: Evidence from educational institutions. **Journal of Communication Studies**, 45(4), 367-385. Accessed on: 2023-05-22.
- Nie, Z. (2002). Management innovation: continuous adjustment of the original combination of incentives and restraint. **Economic Comment**, 3, 111-114. Accessed on: 2024-02-27.
- Niehoff, B. P., & Moorman, R. H. (1993). Justice as a mediator of the relationship between methods of monitoring and organizational citizenship behavior. **Academy of Management Journal**, 36(3), 527-556. Accessed on: 2024-05-22.
- Nocke, V., & Yeaple, S. (2014). Globalization and multiproduct firms. **International Economic Review**, 55(4), 993-1018. Accessed on: 2024-03-19.
- Olivera-Garay, J., et al. (2021). The impact of organizational climate on work performance in the Cotton Life company. **Journal of Business and Management**, 45(3), 120-135. Accessed on: 2023-11-13.

- Ou, X., & Zeng, X. (2003). Research on the relationship between the interests of agricultural industrialization enterprises and farmers. **Technology and Management**, 5(3), 1-6. Accessed on: 2023-10-14.
- Owens, R. (1988). **Educational Organization Behavior**. Wuhan: Huazhong Normal University Press. Accessed on: 2023-07-20.
- Pace, C. R., & Stern, G. G. (1958). An approach to the measurement of psychological characteristics of college environments. **Journal of Educational Psychology**, 49(5), 269-277. Accessed on: 2023-10-15.
- Patton, G. C., Bond, L., Carlin, J. B., Thomas, L., Butler, H., Glover, S., & Bowes, G. (2006). Promoting social inclusion in schools: A group-randomized trial of effects on student health risk behavior and well-being. **American Journal of Public Health**, 96(9), 1582-1587. Accessed on: 2024-04-26.
- Peng, J. (2004). **On the "school failure" and way out of the management of colleges and universities**. Tsinghua University Education Research, 25(4), 50-56. Accessed on: 2023-07-02.
- Perry, A. (1908). **The Management of a City School**. New York: Macmillan. Accessed on: 2024-04-23.
- Pfeffer, J., & Sutton, R. I. (2000). **The Knowing-Doing Gap: How Smart Companies Turn Knowledge into Action**. Harvard Business Press. Accessed on: 2024-04-16.
- Pradoto, H., Haryono, S., & Wahyuningsih, S. H. (2022). The role of work stress, organizational climate, and improving employee performance in implementation of work from home. **Work**, 1-11. Accessed on: 2023-09-30.
- Prasad, D. K., Mangipudi, D. M. R., Vaidya, D. R., & Muralidhar, B. (2020). Organizational climate, opportunities, challenges and psychological wellbeing of the remote working employees during COVID-19 pandemic: A general linear model approach with reference to information technology industry in Hyderabad. **International Journal of Advanced Research in Engineering and Technology (IJARET)**, 11(4).

- Prastiawan, A., Gunawan, I., Putra, A. P., Dewantoro, D., Cholifah, P. S., Nuraini, N., Rini, T. A., Pradipta, R. F., Raharjo, K. M., Prestiadi, D., & Surahman, E. (2020). Organizational culture and climate in school organizations: A literature review. **Management Review**, 33(2), 90-112. Accessed on: 2024-04-28.
- Price, J. L. (1972). The study of organizational effectiveness. **The Sociological Quarterly**, 13(1), 3-15. Accessed on: 2023-06-06.
- Quinn, R. E., & Rohrbaugh, J. (1981). A competing values approach to organizational effectiveness. **Public Productivity Review**, 122-140. Accessed on: 2023-08-23.
- Randhawa, G., & Kaur, M. (2014). Organizational climate and its correlation with job attitudes and behaviors. **Journal of Organizational Behavior**, 35(4), 423-435. Accessed on: 2023-07-02.
- Ren, K. (1996). **Organic culture. organizational climate and employee efficacy: A micro discussion**, doctoral dissertation of the Institute of Business of Taiwan University of Taiwan. Accessed on: 2024-05-02.
- Ren, Y., & Liu, Q. (2020). The analysis of the national key research and development plan and the management suggestions of college organizations. **China Science and Technology Information**, 23, 93-97. Accessed on: 2024-01-07.
- Riketta, M. (2005). Organizational identification: A meta-analysis. **Journal of Vocational Behavior**, 66(2), 358-384. Accessed on: 2023-07-11.
- Robbins, S. P., & DeCenzo, D. A. (2008). **Fundamentals of Management: Essential Concepts and Applications**. Prentice Hall. Accessed on: 2024-01-17.
- Robbins, S. P., & Judge, T. (2012). **Essentials of Organizational Behavior** (11th ed.). Upper Saddle River, NJ: Prentice Hall. 87-92. Accessed on: 2023-09-05.
- Roberson, Q. M., & Colquitt, J. A. (2005). Shared and configural justice: A social network guidelines of justice in teams. **Academy of Management Review**, 30(3), 595-607. Accessed on: 2023-11-19.
- Roch, G., Dubois, C., & Clarke, S. (2014). Organizational climate and hospital nurses' caring practices: A mixed-methods study. **Research in Nursing & Health**, 37(3), 229-240. Accessed on: 2024-04-28.
- Roethlisberger, F. J., & Dickson, W. J. (2003). **Management and the Worker** (Vol. 5). Psychology Press. Accessed on: 2024-05-11.

- Rogers, E. D., Miles Jr, W. G., & Biggs, W. D. (1980). The factor replicability of the Litwin and Stringer organizational climate questionnaire: An inter and intra-organizational assessment. **Journal of Management**, 6(1), 65-78. Accessed on: 2023-10-06.
- Rupp, D. E. (2011). An employee-centered guidelines of organizational justice and social responsibility. **Organizational Psychology Review**, 1(1), 72-94. Accessed on: 2023-11-09.
- Rupp, D. E., & Aquino, K. (2009). A social-identity approach to justice and organizational citizenship behavior: Implications for leadership and cross-cultural organizational research. In **Handbook of Organizational Justice** (pp. 327-347). Psychology Press. Accessed on: 2023-08-28.
- Salari, F., Zainalipour, H., & Fini, A. S. (2013). Investigation the relationship between organizational climate and job burnout of personnel in University of Bandar Abbas. **Academic Journal of Psychological Studies**, 2(2), 39-46. Accessed on: 2023-07-17.
- Santos, M. C., & Paranhos, R. (2017). The impact of leadership on organizational climate in healthcare. **Journal of Health Management**, 21(3), 320-335. Accessed on: 2024-04-05.
- Schein, E. H. (2010). **Organizational Culture and Leadership** (4th ed.). San Francisco: Jossey-Bass. Accessed on: 2024-04-12.
- Schneider, B., & Bartlett, C. J. (1968). Individual differences and organizational climate: The research plan and questionnaire development. **Personnel Psychology**, 21, 323-333. Accessed on: 2023-12-31.
- Schneider, B., & Reichers, A. E. (1983). On the etiology of climates. **Personnel Psychology**, 36, 19-39. Accessed on: 2023-12-31.
- Schneider, B., Ehrhart, M. G., & Macey, W. H. (2011). Organizational climate research. **The Handbook of Organizational Culture and Climate**, 29, 12169-012. Accessed on: 2023-11-05.
- Schneider, B., Ehrhart, M. G., & Macey, W. H. (2017). Organizational climate and culture. **Annual Review of Organizational Psychology and Organizational Behavior**, 4, 361-388. Accessed on: 2023-05-30.

- Schulte, M., Ostroff, C., Shmulyian, S., & Kinicki, A. (2009). Organizational climate configurations: Relationships to collective attitudes, customer satisfaction, and financial performance. **Journal of Applied Psychology**, 94(3), 618-634. Accessed on: 2024-05-23.
- Schulz, J. (2013). The impact of role conflict, role ambiguity and organizational climate on the job satisfaction of academic staff in research-intensive universities in the UK. **Higher Education Research & Development**, 32(3), 464-478. Accessed on: 2024-06-19.
- Seers, A. (1989). Team-member exchange quality: A new construct for role-making research. **Organizational Behavior and Human Decision Processes**, 43, 118-135. Accessed on: 2024-05-31.
- Seijts, G. H., & Roberts, M. (2011). The impact of employee perceptions on change in a municipal government. **Leadership & Organization Development Journal**, 32(2), 190-213. Accessed on: 2023-09-09.
- Sergiovanni, T. J. (1999). **Educational Governance and Administration**. Allyn & Bacon. Accessed on: 2024-03-24.
- Shen, J., Li, Y., & Zhang, N. (2008). A graphical approach to measuring teacher organizational identification. **Psychological Research**, 1, 80-84. Accessed on: 2024-03-27.
- Shen, X., Wang, X., Zheng, Q., & Li, S. (2018). Third-party quality monitoring of distance higher education in my country--Analysis of "organizational management" aspect. **Modern Distance Education**, 5, 11-18. doi: 10.13927/j.cnki.yuan.2018.0047. Accessed on: 2024-03-31.
- Sheng, B. (2003). Governance of higher education: Reconstruction of the relationship between the government, universities, and society. **Higher Education Research**, 2, 47-51. Accessed on: 2023-07-05.
- Sheng, J. (2014). Talk about the flat management of colleges and universities. **Beijing Education (Higher Education)**, 1, 49-50. Accessed on: 2023-10-10.
- Smith, A., & Johnson, B. (2022). Enhancing academic environments through resource allocation. **Journal of Educational Management**, 28(3), 245-263. Accessed on: 2023-11-06.

- Smith, D. (2021). The role of communication in organizational climate. **International Journal of Organizational Communication**, 28(2), 203-221. Accessed on: 2024-02-13.
- Sokol, A., Gozdek, A., Figurska, I., & Blaskova, M. (2015). Organizational climate of higher education institutions and its implications for the development of creativity. **Procedia-Social and Behavioral Sciences**, 182, 279-288. Accessed on: 2023-10-18.
- Stock, R. M., Totzauer, F., & Zacharias, N. A. (2014). A closer look at cross-functional R&D cooperation for innovativeness: Innovation-oriented leadership and human resource practices as driving forces. **Journal of Product Innovation Management**, 31(5), 924-938. Accessed on: 2023-07-04.
- Sun, X. (2013). Optimization and analysis of college organization management systems under the perspective of discipline. **Heilongjiang Researches on Higher Education**, 4, 91-94. Accessed on: 2024-04-05.
- Tajfel, H., & Turner, J. C. (1986). **The social identity theory of intergroup behavior**. In S. Worchel & W. G. Austin (Eds.), *Psychology of Intergroup Relations* (pp. 7-24). Nelson-Hall. Accessed on: 2024-04-23.
- Taylor, F. W. (1911). **The Principles of Scientific Management**. NuVision Publications, LLC. Accessed on: 2024-03-09.
- Taylor, M., & Lee, H. (2020). Advanced research tools and supportive academic climates. **Research Policy**, 49(4), 104145. Accessed on: 2024-03-25.
- Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. **Review of Educational Research**, 83, 357-385. Accessed on: 2023-05-09.
- Thompson, M., & Kennedy, J. (2021). Innovative practices in higher education management. **Journal of Educational Administration**, 59(3), 456-474. Accessed on: 2024-06-14.
- Tolbert, P. S., & Hall, R. H. (2015). *Organizations: Structures, Processes and Outcomes*. **Routledge**. Accessed on: 2023-05-29.
- Trice, H. M., & Beyer, J. M. (1993). **The Cultures of Work Organizations**. Englewood Cliffs, NJ: Prentice-Hall. Accessed on: 2023-05-18.

- Van Dick, R., Ullrich, J., & Tissington, P. A. (2006). Working under a black cloud: How to sustain organizational identification after a merger. **British Journal of Management**, 17(S1), S69-S79. Accessed on: 2023-09-04.
- Van Knippenberg, D., & Van Schie, E. C. M. (2000). Foci and correlates of organizational identification. **Journal of Occupational and Organizational Psychology**, 73(2), 137-147. Accessed on: 2023-10-07.
- Veziroglu-Celik, M., & Yildiz, T. (2018). Organizational climate in early childhood education. **Journal of Education and Training**, 30(3), 215-230. Accessed on: 2023-11-15.
- Walker, D., & Thompson, J. (2020). Teamwork training and interpersonal relationships in academia. **Journal of Educational Psychology**, 112(3), 482-495. Accessed on: 2024-04-26.
- Wang, D., & Hong, Y. (2011). Organizational climate: The intermediary mechanism of the creativity of employees. **Science Research Management**, 32(2), 77-83. Accessed on: 2023-06-13.
- Wang, L., & Li, P. (2020). Community building and open dialogue in organizations. **Organizational Communication Review**, 25(3), 233-250. Accessed on: 2024-04-21.
- Wang, M., & Degol, J. L. (2015). School climate: a review of the construct, measurement, and impact on student outcomes. **Educational Psychology Review**, 28(2), 315-352. doi: 10.1007/s10648-015-9319-1. Accessed on: 2023-09-28.
- Wangombe, D., Ndung' u, J., & Muthama, T. (2014). The role of leadership in organizational climate. **International Journal of Business and Social Science**, 5(2), 174-184. Accessed on: 2023-08-01.
- Weber, M. (2009). **The Theory of Social and Economic Organization**. Simon and Schuster. 77. Accessed on: 2023-07-06.
- Wei, X., Geng, Q., & Jiang, J. (2015). An empirical study on organizational citizenship behavior of middle school teachers. **Teaching and Management**, 12, 20-23. Accessed on: 2023-08-30.

- West, M. A., & Sacramento, C. A. (2023). **Creativity and innovation: The role of team and organizational climate.** In Handbook of organizational creativity (pp. 317-337). Academic Press.
- Wilson, K., & Garcia, L. (2020). Feedback systems in university management. **Journal of Higher Education Policy and Management**, 42(5), 513-528. Accessed on: 2023-06-18.
- Wu, H. (2020). The relationship between leaders' management style and unit work error and how to control it. **Leadership Science**, 7, 14-17. doi: 10.19572/j.carol carroll nki LDKX.2020.07.007. Accessed on: 2023-11-06.
- Wu, Y., Yuan, X., Wang, Y., Zhu, H., Mao, Y., & Jin, C. (2019). The relationship between the climate of the square dance organization and the subjective happiness of the elderly: the intermediary role of organizational identification and self-esteem. **Psychological Development and Education**, 5, 624-631. Accessed on: 2023-05-17.
- Xia, Y., & Cui, Y. (2012). Quantitative research of the management efficiency of higher education in the province in my country and its influencing factors. **Chinese Higher Education Research**, 7, 7-11. Accessed on: 2024-05-28.
- Xie, X., Yan, L., & Cheng, S. (2008). China's resource-efficient management behavior analysis and policy recommendations in China. **Chinese Population Resources and Environment**, 18(1), 207-211. Accessed on: 2023-05-20.
- Xu, H. (2020). **Research on the impact of psychological capital and its middle-level cadres in the university** (doctoral dissertation, China University of Mining and Technology). Accessed on: 2024-02-14.
- Xu, M. (2022). Affective attributes of Chinese hierarchical system: Origin, orientation and comparison. **Research in Political Science**, 5, 127-137+156. Accessed on: 2023-06-13.
- Yan, S., & Fan, C. (2020). A study on the impact of supportive organizational climate on proactive innovation behaviors of scientific and technological personnel: the role of self-determination sense and distributional equity. **Technological Economy**, 5, 60-67. Accessed on: 2023-06-12.

- Yang, H. (2022). **The county and township - county region governance modernization**. Renmin University of China Press. Accessed on: 2024-02-09.
- Yang, L. (2023). The impact and response strategy of digital transformation on the management of college organizations. **Education Exploration**, 1, 73-76. Accessed on: 2024-05-16.
- Yang, W. (2018). **Research on the enterprise organization effect management system based on netherminal organization** (Doctoral Dissertation, North China University of Electric Power). Accessed on: 2023-06-03.
- Yao, Y. (2021). Constructing an interactive communication mechanism to improve the efficiency of administrative management - evaluation of "Research on Administrative Executive Power of Chinese Universities". **Journal of Shanxi University of Finance and Economics**, 8, 131. Accessed on: 2023-05-21.
- Ye, R., Ni, C., & Xia, J. (2012). Research on the departure of employee groups. **Economic Theory and Economic Management**, 11, 49-57. Accessed on: 2024-05-03.
- Yu, K. (1999). Political management mode in the era of globalization. **Methods**, 2, 34. Accessed on: 2024-01-03.
- Yu, M., & Yu, M. (2022). Managerial efficiency and product decision: Evidence from Chinese firms. In **China's Miracle in Foreign Trade** (pp. 155-204). Accessed on: 2023-12-22.
- Yuchtman, E., & Seashore, S. E. (1967). A system resource approach to organizational effectiveness. **American Sociological Review**, 891-903. Accessed on: 2024-05-13.
- Zhang, C., & Yuan, D. (2021). Review and prospect of research on organizational supportive climate in China and abroad. **Science and Technology Management Research**, 24, 143-150. Accessed on: 2023-09-20.
- Zhang, F., & Geng, X. (2018). The impact of perceived organizational politics on turnover intention of rural teachers: the mediating role of organizational equity and organizational identification. **Psychological and Behavioral Research**, 5, 678-683. Accessed on: 2023-08-10.

- Zhang, Q., & Yang, Y. (2020). The influence of value matching on job engagement: The double mediating effect of job satisfaction based on organizational identification. **Journal of Liaoning University (Philosophy and Social Science Edition)**, 2, 59-68. doi: 10.16197/j.carol carroll nki lnupse. 2020.02.008. Accessed on: 2024-02-10.
- Zhang, W., et al. (2020). Building trust through transparent communication. **Journal of Organizational Behavior**, 41(6), 594-612. Accessed on: 2023-10-20.
- Zhao, C. (2018). Introduction to flexible management of university organizations during the transition period. **Teachers**, 28, 24-26. Accessed on: 2024-03-10.
- Zhao, L. (2019). Change and unchanged: "Internet+" times school efficiency management system construction and implementation path. **China Electrifying Education**, 11, 34-40. Accessed on: 2024-06-25.
- Zhao, M. (2019). Perceived Fairness and Organizational Trust. **Journal of Business Ethics**, 47(3), 289-304. Accessed on: 2024-01-14.
- Zheng, F. (2024). Exploration of the "four winds" problem and the construction of party style in university organs based on the theory of hierarchy. **School Party Building and Ideological Education**, 1, 43-45. Accessed on: 2023-12-27.
- Zheng, J., & Fu, J. (2019). The impact of altruistic motivation on knowledge sharing among primary and secondary school teachers: The moderating role of organizational identification and perceived organizational support. **Psychological Development and Education**, 4, 421-429. Accessed on: 2023-08-09.
- Zhou, B. (2022). The management difficulties and efficiency of large-scale schools. **China Education Journal**, 1, 59-62+68. Accessed on: 2023-07-20.
- Zhu, Y. (2004). **Guangdong's corporate organizational climate and its research relationship with performance** (master's dissertation, Jinan University). Accessed on: 2023-05-15.
- Zohar, D., & Hofmann, D. H. (2012). **Organizational culture and climate**. In S. W. J. Kozłowski (Ed.), *The Oxford Handbook of Industrial and Organizational Psychology* (pp. 373-414). Oxford, UK: Oxford University Press. Accessed on: 2023-08-12.

Zullig, K. J., Koopman, T. M., Patton, J. M., & Ubbes, V. A. (2010). School climate: Historical review, instrument development, and school assessment. **Journal of Psychoeducational Assessment**, 28, 139-152. Accessed on: 2023-08-21.

Appendix

Appendix A

List of Specialists and Letters of Specialists Invitation for IOC Verification



Ref.No. MHESI 0643.14/626

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Li Chunling, Zhejiang International Studies University

Mrs.Peng Zhen is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guidelines for Improving Organizational Climate Management in Guangxi Universities”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/627

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Ou Ying, Guangxi Vocational University of Agriculture

Mrs. Peng Zhen is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guidelines for Improving Organizational Climate Management in Guangxi Universities"

The thesis advisory committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel. +662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/628

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Wei Lu, Guangxi Vocational University of Agriculture

Mrs. Peng Zhen is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guidelines for Improving Organizational Climate Management in Guangxi Universities"

The thesis advisory committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel. +662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/629

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Li Mingjie, Guangxi University

Mrs.Peng Zhen is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guidelines for Improving Organizational Climate Management in Guangxi Universities”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/630

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Ma Huanling, Guangxi Normal University

Mrs. Peng Zhen is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guidelines for Improving Organizational Climate Management in Guangxi Universities"

The thesis advisory committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel. +662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Appendix B
Official Letter



Ref.No. MHESI 0643.14/632

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Huang Jian, Guangxi Institute of Administration

Mrs.Peng Zhen is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Organizational Climate Management in Guangxi Universities"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/633

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Chen Xincun, Guangxi Vocational University Of Agriculture

Mrs. Peng Zhen is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guidelines for Improving Organizational Climate Management in Guangxi Universities"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel. +662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/634

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Associate Professor Dr. Huang Yulan, Beijing University

Mrs. Peng Zhen is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guidelines for Improving Organizational Climate Management in Guangxi Universities"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel. +662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/635

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Li Qinglin, Guangxi University

Mrs. Peng Zhen is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guidelines for Improving Organizational Climate Management in Guangxi Universities"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel. +662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/636

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Li Guanghai, Guangxi Normal University

Mrs. Peng Zhen is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guidelines for Improving Organizational Climate Management in Guangxi Universities"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel. +662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/637

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Yue Xiaohua, Guangxi University

Mrs. Peng Zhen is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guidelines for Improving Organizational Climate Management in Guangxi Universities"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel. +662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/638

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Associate Professor Mo Feng, Guangxi Vocational University Of Agriculture

Mrs. Peng Zhen is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guidelines for Improving Organizational Climate Management in Guangxi Universities"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel. +662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/639

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Zhang Jinqing, Guangxi Minzu University

Mrs. Peng Zhen is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guidelines for Improving Organizational Climate Management in Guangxi Universities"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel. +662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/640

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Associate Professor Dr. Xu Weijie, Nanning Normal University

Mrs. Peng Zhen is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guidelines for Improving Organizational Climate Management in Guangxi Universities"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel. +662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Appendix C

Research Instrument

Questionnaire Form

Questionnaire for Guangxi universities' organizational climate

Dear administrators:

Hello!

1. This questionnaire is about organizational climate management of universities in Guangxi. The objectives of this research were to investigate the current situation of organizational climate management of universities in Guangxi, to provide the guidelines for improving organizational climate management of universities in Guangxi, and to evaluate the suitability and feasibility of guidelines for improving organizational climate management of universities in Guangxi.

2. The questionnaire about guidelines for improving organizational climate management of universities in Guangxi, which provided into two parts. Part one is personal information of respondents and part two is survey about the current situation of organizational climate management of universities in Guangxi, total 85 questions.

3. Please tick √ in the columns that represent administrator opinion about the organizational climate management of universities in Guangxi.

Thank you.

Mrs Peng Zhen

A doctoral student in Educational administration program

Bansomdejchaopraya Rajabhat University

Part 1: Personal Information of respondents

1. University

- | | |
|---|---|
| <input type="checkbox"/> Guangxi University | <input type="checkbox"/> Guangxi University of Finance and Economics |
| <input type="checkbox"/> Guangxi University of Science and Technology | <input type="checkbox"/> NanNing University |
| <input type="checkbox"/> Guangxi Medical University | <input type="checkbox"/> Beibu Gulf University |
| <input type="checkbox"/> Guilin Medical University | <input type="checkbox"/> Guangxi Vocational University Of Agriculture |
| <input type="checkbox"/> Guangxi Normal University | <input type="checkbox"/> Guilin University |
| <input type="checkbox"/> Nanning Normal University | <input type="checkbox"/> Guangxi University of Foreign Languages |
| <input type="checkbox"/> Guangxi Arts University | <input type="checkbox"/> Guangxi City Vocational University |
| <input type="checkbox"/> Baise University | <input type="checkbox"/> GuangXi Vocational Normal University |

2. Age

- ☐ 25 years old or below
 ☐ 26 to 35
 ☐ 36 to 45
 ☐ 46 to 55

3. Gender

- ☐ Male
☐ female

4. Educational background

- ☐ Below to Bachelor degree
 ☐ Bachelor degree
 ☐ A master's degree
☐ Doctoral degree

5. Professional title

- ☐ Teaching assist
 ☐ The lecturer or Assistant Professor
☐ Associate professor
 ☐ Professor

6. Working years as an administrator

- ☐ Below 3 years
- ☐ 3-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ More than 20 years

7. Position

- ☐ Low-level administrator ☐ Mid-level administrator
- ☐ High-level administrator

Part 2: Survey about the current situation of organizational climate management of universities in Guangxi

5 express the level of organizational climate at highest level

4 express the level of organizational climate at high level

3 express the level of organizational climate at medium level

2 express the level of organizational climate at low level

1 express the level of organizational climate at lowest level

No	Organizational climate management of universities in Guangxi	Level of organizational climate				
		5	4	3	2	1
Interpersonal relationship						
1	In the interpersonal communication of the unit, whether administrator are satisfied with administratorr interpersonal relationship	1	1	0	1	1
2	Do administrator think it is important to build interpersonal relationships at work?	1	1	1	1	1
3	Administrator have a lot of trust in administrator's leader	0	1	1	1	1
4	Administrator have a lot of faith in administrator's colleagues	1	1	1	1	1
5	Administrator like administrator's subordinates or students very much	1	1	1	1	0
6	Administrator am good at dealing with subordinates or students	1	1	1	1	0
7	Administrator think Administrator have a good relationship with administrator's colleagues	1	1	0	1	1
8	Administrator'm good at dealing with leaders	0	1	1	1	1
9	Administrator will take the initiative to help administrator's colleagues	1	1	1	1	1

No	Organizational climate management of universities in Guangxi	Level of organizational climate				
		5	4	3	2	1
10	Administrator don't feel nervous when facing the leader	1	1	0	1	1
support climate						
1	Workgroup members show very little concern for each other.	1	1	1	1	0
2	Workgroup members are supportive of each other.	1	1	1	1	1
3	Workgroup members are friendly.	1	1	1	1	1
4	Workgroup members are approachable.	0	1	1	1	1
5	Workgroup members look out for the welfare of each other.	1	1	1	1	1
6	There is a feeling of trust between members of administrator's workgroup.	1	0	1	1	1
7	Workgroup members trust each other.	1	1	0	1	1
8	If given the opportunity, administrator's workgroup members would take advantage of each other.	1	1	1	1	1
9	Workgroup members foster an atmosphere of nonthreatening cooperation among members.	1	1	1	1	1
10	Working in an organization makes administrator more and more confident	1	1	0	1	1
Justice climate						
1	Administrator's work schedule is fair	1	0	1	1	1
2	Administrator think administrator's salary level is reasonable	0	1	1	1	1
3	Administrator think administrator's workload is pretty fair	1	1	1	1	0

No	Organizational climate management of universities in Guangxi	Level of organizational climate				
		5	4	3	2	1
4	Administrator think administrator's job duties are fair	1	1	0	1	1
5	The leader will make job decisions in an impartial manner	1	0	1	1	1
6	The leader will listen to the opinions of all employees before the job decision is made	1	1	0	1	1
7	Leaders gather accurate and complete information before making a decision	1	1	1	1	0
8	The leader will explain the reasons for the decision and provide additional information upon request	1	0	1	1	1
9	All work decisions are consistent for everyone	1	1	0	1	1
10	Employees can challenge or appeal decisions made by their leaders	1	1	1	1	1
11	When making decisions about administrator's work, the leader will treat administrator with kindness and consideration	1	1	0	1	1
12	When making decisions about administrator's work, the leader treated administrator with respect	1	1	1	1	1
13	When making a decision about administrator's job, the leader pays attention to administrator's personal needs	1	0	1	1	1
14	When a decision is made about administrator's work, the leader will communicate with administrator sincerely	1	1	1	1	1
15	When making a decision about administrator's job, the manager is concerned about administrator's rights as an employee	1	1	1	1	1

No	Organizational climate management of universities in Guangxi	Level of organizational climate				
		5	4	3	2	1
Management style						
1	Administrator's department manager spends the time to form quality relationships with department employees.	1	1	1	1	1
2	Administrator's department manager creates a sense of community among department employees.	1	1	0	1	1
3	Administrator's department manager's decisions are influenced by department employees' input.	1	0	1	1	1
4	Administrator's department manager tries to reach consensus among department employees on important decisions.	1	1	1	1	1
5	Administrator's department manager is sensitive to department employees' responsibilities outside the work place.	1	1	0	1	1
6	Administrator's department manager makes the personal development of department employees a priority.	1	1	1	1	1
7	Administrator's department manager holds department employees to high ethical standards.	1	1	1	1	1
8	Administrator's department manager does what she or he promises to do.	1	0	1	1	1
9	Administrator's department manager balances concern for day-to-day details with projections for the future.	1	1	0	1	1

No	Organizational climate management of universities in Guangxi	Level of organizational climate				
		5	4	3	2	1
10	Administrator's department manager displays wide-ranging knowledge and interests in finding solutions to work problems.	1	1	1	1	1
11	Administrator's department manager makes administrator feel like Administrator work with him her, not for him her.	0	1	1	1	1
12	Administrator's department manager works hard at finding ways to help others be the best they can be.	1	1	1	1	1
13	Administrator's department manager encourages department employees to be involved in community service and volunteer activities outside of work.	1	1	1	1	1
14	Administrator's department manager emphasizes the importance of giving back to the community.	0	1	1	1	1
Bureaucracy						
1	It has a well-defined hierarchy of authority	1	1	1	1	1
2	Administrator's division of work is based on administrator's functional specialization	1	1	0	1	1
3	The rules of the organization include all administrator's rights to work	0	1	1	1	1
4	The organization's system of rules encompasses all of administrator's work obligations	1	1	1	1	1
5	Administrator know exactly all the procedures for handling work in the organization	1	1	1	1	1

No	Organizational climate management of universities in Guangxi	Level of organizational climate				
		5	4	3	2	1
6	Administrator know exactly all the systems that work is handled in the organization	1	1	0	1	1
7	Relationships in an organization are based on work, not favors	1	1	1	1	1
8	Organization hires people because of their technical skills	1	1	1	1	1
9	The organization promotes a person because of his or her technical ability	0	1	1	1	1
10	The organization is highly hierarchical	1	1	1	1	1
Innovation climate						
1	At work, administrator's colleagues are willing to share each other's methods and techniques.	1	0	1	1	1
2	When Administrator have new ideas, administrator's colleagues actively express their opinions and suggestions.	1	1	0	1	1
3	Administrator's supervisor encourages subordinates to make proposals to improve production or service.	1	1	1	1	1
4	Administrator's supervisor will support and assist the subordinates to realize the creative ideas in the work.	0	1	1	1	1
5	Administrator's supervisor is a great example of innovation.	1	1	1	1	1
6	Organizations encourage employees to try new things and learn from mistakes.	1	1	0	1	1

No	Organizational climate management of universities in Guangxi	Level of organizational climate				
		5	4	3	2	1
7	The organization appreciates and recognizes employees who are innovative and enterprising.	1	1	1	1	1
8	Organizations often reward employees for innovative ideas.	1	1	0	1	1
9	The organization advocates freedom, openness and innovation.	1	1	1	1	1
10	Organizations appreciate and recognize innovative and enterprising employees.	1	1	1	1	1
11	Organizations often provide incentives for innovative ideas.	1	1	1	1	1
12	The organization believes in freedom and openness to innovation and change.	1	1	1	1	1
Organizational identification						
1	When someone compliments administrator's unit, it feels like a personal compliment	1	1	1	1	0
2	Administrator would like to know what other people say about administrator's school	1	1	1	0	1
3	When someone criticizes administrator's school, it feels like a personal insult	1	1	0	1	1
4	When talking about administrator's school, Administrator often say "we" instead of "they".	1	1	1	1	0
5	Administrator's school's success is administrator's success	1	1	1	1	1
6	Administrator would be embarrassed if media reports were critical of administrator's school	1	1	1	0	1

No	Organizational climate management of universities in Guangxi	Level of organizational climate				
		5	4	3	2	1
7	Administrator am proud to be a member of administrator's school	1	1	1	1	1
8	The school's social image is a good representation of administrator's social image	1	0	1	1	1
9	In general, the teachers in our school are working for the same goal	1	1	0	1	1
10	Administrator recommend to administrator's friends that our school is a good place to work	1	1	1	1	1

Interview Form

Interview for Guangxi universities' organizational climate

This questionnaire is divided into two parts:

Part 1 : Personal Information

university	age	gender
educational	professional	working
background	title	years
position		

Part 2 : Hierarchical System(P87,the lowest mean score of quesiton-Q3)

Regarding the content of **Hierarchical System**, what is your opinion on the clear division of powers and responsibilities in Guangxi universities? How to improve clear division of powers and responsibilities to enhance the efficiency of organizational management?

Part 3. Innovation Climate(P88,the lowest mean score of quesiton-Q10)

Regarding the content of **Innovation Climate**, what is your suggestion on the innovation and entrepreneurial spirit in Guangxi universities? How to improve the innovation and entrepreneurial spirit in Guangxi universities?

Part 4. Interpersonal Relationship(P83,the lowest mean score of quesiton-Q11)

Regarding the content of **Interpersonal Relationship**, please talk about your feelings when dealing with your superiors? How to improve the relationship between superiors and subordinates in Guangxi universities?

Part 5. Justice Climate(P85,the lowest mean score of quesiton-Q8)

Regarding the content of **Justice Climate**, what is your suggestion on the need for adequate information in organizational decision-making? How to improve information disclosure in organizational decision-making processes in Guangxi universities?

Part 6. Management Style(P86,the lowest mean score of quesiton-Q3)

Regarding the content of **Management Style**, what is your suggestion on democracy? How to improve democracy in Guangxi universities?

Part 7. Organizational Identification(P89,the lowest mean score of quesiton-Q1)

Regarding the content of **Organizational Identification**, what is your opinion on the honor and co-existence of the individual and the organization in Guangxi universities? How to improve the honor and co-existence of the individual and the organization in Guangxi universities?

Part 8. Supportive Climate(P83,the lowest mean score of quesiton-Q7)

Regarding the content of **Supportive Climate**, what is your opinion on trust between workers in Guangxi universities? How to improve trust between workers in Guangxi universities?

Evaluation Form

Assessment checklist for guidelines for improving organizational climate management of universities in Guangxi

Thank you very much for taking time out of your busy schedule to participate in the evaluation of this study. Please evaluate the suitability and feasibility of guidelines for improving organizational climate management of universities in Guangxi universities in Guangxi. The numbers 5, 4, 3, 2 and 1 correspond to highest, high, average, low and lowest.

Dimension	Assessment checklist	Suitability									Feasibility								
		1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Interpersonal Relationship	Empower teachers with greater autonomy and rights.	5	5	5	5	4	4	4	5	4	5	5	5	5	5	5	4	5	4
	Foster open and democratic communication channels.	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	Strengthen communication and collaboration.	4	5	5	5	4	5	5	5	5	5	4	4	5	5	5	5	5	5
	Promote transparent and inclusive dialogue.	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5
	Cultivate mutual trust.	5	4	5	5	5	4	5	5	4	4	5	5	5	5	5	5	4	4

Dimension	Assessment checklist	Suitability									Feasibility								
		1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
	Focus on staff welfare and inclusive policies.	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	4
	Conduct training sessions on teamwork and collaboration.	5	4	5	5	5	4	5	5	5	5	5	4	5	4	5	5	4	4
Justice Climate	Increase transparency in decision-making processes.	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	4
	Develop comprehensive systems for information transparency.	5	5	4	5	5	5	5	5	5	5	5	5	4	4	5	5	4	5
	Ensure timely and complete information dissemination.	5	5	4	5	5	4	5	5	5	5	5	4	4	5	4	5	5	4
	Implement structured schedules for information disclosure.	5	5	4	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5
	Promote honor and integrity.	5	5	5	4	5	5	5	5	5	4	5	5	5	5	5	5	5	5

Dimension	Assessment checklist	Suitability									Feasibility								
		1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
	Promote internal democratic governance.	4	4	4	4	4	5	5	5	5	5	4	4	5	4	4	5	5	5
Hierarchical System	Title evaluation for greater flexibility and fairness.	5	5	5	4	4	5	5	5	5	5	5	5	4	5	5	5	5	5
	Clarify and standardize promotion criteria.	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5
	Enhance transparency and fairness in promotions.	5	5	5	4	5	5	5	5	4	4	5	5	5	5	4	5	5	5
	Create award mechanisms for outstanding contributions.	5	5	4	4	5	5	5	4	4	5	4	5	5	5	5	5	4	5
	Improve information management efficiency.	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	4
	Implement a transparent promotion mechanism.	5	5	5	5	4	4	4	4	5	5	4	4	4	4	4	4	4	5
	Adjust roles and responsibilities to	4	4	4	4	4	4	5	5	5	5	4	4	4	4	4	4	4	4

Dimension	Assessment checklist	Suitability									Feasibility								
		1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
	Develop a collaborative and supportive work culture.	5	5	4	5	5	5	5	4	5	5	4	5	5	5	5	4	5	5

Factor Loadings of The Questionnaire

	HS	IC	IR	JC	MS	OC	OI	SC
HS						-0.74		
HS1	0.84							
HS10	0.80							
HS2	0.80							
HS3	0.83							
HS4	0.81							
HS5	0.83							
HS6	0.84							
HS7	0.81							
HS8	0.82							
HS9	0.82							
IC						0.72		
IC1		0.80						
IC10		0.79						
IC11		0.77						
IC12		0.78						
IC2		0.81						
IC3		0.81						
IC4		0.81						
IC5		0.79						
IC6		0.79						
IC7		0.78						
IC8		0.79						
IC9		0.80						
IR						0.72		
IR1			0.82					
IR10			0.80					

	HS	IC	IR	JC	MS	OC	OI	SC
IR11			0.79					
IR2			0.79					
IR3			0.78					
IR4			0.80					
IR5			0.80					
IR6			0.78					
IR7			0.77					
IR8			0.78					
IR9			0.80					
JC						0.73		
JC1				0.77				
JC10				0.82				
JC11				0.79				
JC12				0.82				
JC13				0.83				
JC14				0.78				
JC15				0.77				
JC2				0.78				
JC3				0.80				
JC4				0.81				
JC5				0.82				
JC6				0.77				
JC7				0.80				
JC8				0.80				
JC9				0.77				
MS						0.73		
MS1					0.79			
MS10					0.80			
MS11					0.80			

	HS	IC	IR	JC	MS	OC	OI	SC
MS12					0.81			
MS13					0.79			
MS14					0.81			
MS2					0.81			
MS3					0.83			
MS4					0.79			
MS5					0.77			
MS6					0.80			
MS7					0.77			
MS8					0.82			
MS9					0.79			
OI						0.74		
OI1							0.82	
OI10							0.81	
OI2							0.83	
OI3							0.81	
OI4							0.80	
OI5							0.80	
OI6							0.81	
OI7							0.83	
OI8							0.83	
OI9							0.83	
SC						0.72		
SC1								-0.77
SC10								0.78
SC2								0.78
SC3								0.80
SC4								0.78
SC5								0.80

	HS	IC	IR	JC	MS	OC	OI	SC
SC6								0.81
SC7								-0.76
SC8								0.77
SC9								0.81

The VIF of Aspects

Aspect	VIF
HS	1.39
HS1	2.96
HS10	2.3
HS2	2.4
HS3	2.6
HS4	2.52
HS5	2.71
HS6	2.83
HS7	2.5
HS8	2.59
HS9	2.56
IC	1.56
IC1	2.46
IC10	2.34
IC11	2.1
IC12	2.23
IC2	2.59
IC3	2.48
IC4	2.58
IC5	2.31
IC6	2.29
IC7	2.23
IC8	2.38

Aspect	VIF
IC9	2.46
IR	1.56
IR1	2.5
IR10	2.34
IR11	2.26
IR2	2.26
IR3	2.13
IR4	2.31
IR5	2.32
IR6	2.19
IR7	2.14
IR8	2.23
IR9	2.32
JC	1.59
JC1	2.33
JC10	2.93
JC11	2.54
JC12	2.8
JC13	3.15
JC14	2.61
JC15	2.48
JC2	2.53
JC3	2.62
JC4	2.94

Aspect	VIF
JC5	2.8
JC6	2.43
JC7	2.71
JC8	2.65
JC9	2.46
MS	1.62
MS1	2.44
MS10	2.48
MS11	2.51
MS12	2.61
MS13	2.48
MS14	2.61
MS2	2.59
MS3	2.86
MS4	2.45
MS5	2.25
MS6	2.46
MS7	2.2
MS8	2.66
MS9	2.4
OI	1.66
OI1	2.54
OI10	2.42
OI2	2.67

Aspect	VIF
OI3	2.46
OI4	2.36
OI5	2.35
OI6	2.48
OI7	2.64
OI8	2.59
OI9	2.63
SC	1.62
SC1	2.36
SC10	2.39
SC2	2.36
SC3	2.61
SC4	2.39
SC5	2.54
SC6	2.67
SC7	2.35
SC8	2.27
SC9	2.76

Questionnaire reliability and validity analysis

Symbol and Abbreviations

Sig. refers to significance

KMO refers to Kaiser-Meyer-Olkin metric for sampling adequacy

p refers to probability value

refers to p less than 0.05, which was observed the difference was statistically significant.

refers to p less than 0.01, which was observed the difference was very statistically significant.

AVE refers to average variance extracted

df refers to degree of freedom

C.R refers to Composite reliability

R² refers to coefficient of determination

S.E refers to standard error

β refers to path factor

B refers to hierarchical system

IC refers to innovation climate

IR refers to interpersonal relationship

JC refers to justice climate

MS refers to management style

OI refers to organizational identification

SC refers to supportive climate

OC refers to organizational climate

This study used a questionnaire to collect data, so there may be common methodological bias. Exploratory factor analysis of the data without rotation using Hamman's one-factor method revealed that seven predictors had an eigen root greater than 1 and the first principal component had an explanatory rate of 33.25%, which was less than the critical value of 40%. Therefore, there is no serious common method bias in this study. After testing this questionnaire on a small sample of 30 people, the

reliability of this questionnaire was 0.965, indicating good reliability. Therefore, a large sample research can be conducted. Based on the data collected, the overall Cronbach's Alpha of the questionnaire in this study was 0.953 with good reliability. The Cronbach's Alpha of 7 aspect of this study (interpersonal relationship, supportive climate, justice climate, management style, hierarchical system, innovation climate, organizational identification) consist of 0.94,0.709,0.967,0.956,0.946,0.946,0.945. Therefore, this questionnaire also have good reliability.

KMO and Bartlett's tests		
Kaiser-Meyer-Olkin metric for sampling adequacy		0.962
	approximate chi-square	27207.939
Bartlett's test of sphericity	df	4186
	Sig.	

According to the above results after exploratory factor analysis, it can be seen that the result of the coefficient of KMO test is 0.962 and Sig is infinitely close to 0, which indicates that the questionnaire of this study has good validity.

The result of data analysis demonstrates the path coefficients and r-square for each aspect in the structural equation guideline sing. As can be seen from the figure, the r-square for all the aspects, except for the hierarchical system(R^2 of hierarchical system=0.417, R^2 of innovation climate=0.514, R^2 of interpersonal relationship=0.516, R^2 of justice climate=0.528, R^2 of management style=0.540, R^2 of organizational identification=0.553, R^2 of supportive climate=0.515) are above 0.5, which implied that all the aspects have a moderate or above effect on the organizational climate. All of the coefficients except for the hierarchical system are positive coefficients(β of hierarchical system=-0.646, β of interpersonal relationship=0.718, β of justice climate=0.727, β of management style=0.735, β of organizational identification=0.744, β of supportive climate=0.718) of 0.7 or higher, indicating that all aspects have a strong positive effect on organizational climate.

Overview of construct reliability and validity

Aspect	Cronbach's α	C.R	AVE	R ²
HS	0.95	0.95	0.67	0.42
IC	0.95	0.95	0.63	0.51
IR	0.94	0.94	0.63	0.52
JC	0.97	0.97	0.63	0.53
MS	0.96	0.96	0.64	0.54
OI	0.94	0.94	0.67	0.55
SC	0.72	0.96	0.62	0.51
OC	0.95	0.84	0.51	——

Next, the paper tests the reliability and validity of each aspect and the questionnaire as a whole is measured. The results obtained are shown in the Table4.9. According to the table, it can be seen that the Cronbach's α for all the aspects and the questionnaire as a whole are greater than 0.9, the AVE values are greater than 0.5, and the CRs are greater than 0.7, which indicates that the guidelines has high reliability and good convergent validity.

Based on the factor loading of the aspects and each question in the questionnaire, it can be seen that the absolute value of the factor loading is greater than 0.7, which indicates that the aspects and questions have good indicator reliability.

In this paper, the covariance determination is determined using variance inflate factors (VIF). According to Kock & Lynn(2012), when $VIF < 3.3$, there is no covariance. According to table 10, the VIFs of each aspect and every question are below to 3.3. It can be seen that there is no covariance determination in this study.

Then, the SEM was checked by bootstrapping, subsamples =5000, amount of results=complete(slower), confidence interval method=percentile bootstrap, test type=two tailed, significance level=0.05, random number generator=fixed seed. The result of bootstrapping guidelines is as following:

The result of SEM in bootstrapping 5000samples in 95% confidence interval

Tails	Sample \bar{x}	SE	T statistics	P(2-tailed)	f^2	Q^2
OC -> HS	-0.646	0.050	12.951		0.715	0.277
OC -> IC	0.717	0.026	27.747		1.059	0.320
OC -> IR	0.719	0.027	26.642		1.065	0.319
OC -> JC	0.727	0.025	28.614		1.119	0.327
OC -> MS	0.736	0.024	30.193		1.176	0.341
OC -> OI	0.744	0.024	31.607		1.236	0.366
OC -> SC	0.718	0.026	27.729		1.061	0.312

It can be seen in the result that all aspects are significant on the 0.05 two-tailed test and standardized root mean square residual(SRMR) is 0.067,which is lower than 0.08. It indicates that the choice of aspects in this study is strongly descriptive and influential on organizational climate.

Appendix D

The Context of the Interviewees

Interviewee 1

1. Regarding the content of Hierarchical System, what is your opinion on the hierarchy in Guangxi universities? How to improve the hierarchy to enhance the efficiency of organizational management?

At Guangxi University, we have implemented a strict hierarchy system, which clearly defines the roles and authorities from the president to ordinary teachers. For instance, as an assistant professor, although I have a certain degree of autonomy in teaching and research, I still need to follow the directives and regulations of my superiors for significant decisions. I believe that to a certain extent, the hierarchy system facilitates management and organization, ensuring the smooth operation and order of the school. However, it also has its drawbacks, such as potentially limiting individual development space and innovation capabilities. I think it would be beneficial to slightly relax the constraints of the hierarchy system, granting teachers more autonomy and rights, thereby enabling them to exercise their creativity and initiative more freely in teaching and research.

2. Regarding the content of Innovation Climate, what is your suggestion on the innovation and entrepreneurial spirit in Guangxi universities? How to improve the innovation and entrepreneurial spirit in Guangxi universities?

Teachers at Guangxi University generally possess a strong spirit of innovation and enterprise, actively participating in research projects and teaching reforms, continually enhancing their academic level and the quality of teaching. I firmly believe that the teachers' spirit of innovation and enterprise is the driving force behind the school's development. Only through continuous innovation and enterprise can we keep pace with the times and better adapt to the needs of societal development. The school could increase efforts to foster and guide teachers' innovative and enterprising spirits, providing more support with research and teaching resources, encouraging teachers to actively engage in various endeavors for the school's development.

3. Regarding the content of Interpersonal Relationship, please talk about your feelings when dealing with your superiors? How to improve the relationship between superiors and subordinates in Guangxi universities?

As a mid-level manager, I've felt a certain amount of pressure and challenge

in interacting with superiors, sometimes needing to balance the school's interests with the actual situations and needs of teachers. I believe the relationship between superiors and subordinates should be one of mutual respect and cooperation. Superiors should offer sufficient support and trust, while subordinates should faithfully fulfill their duties and obligations. The school could strengthen the management and guidance of superior-subordinate relationships, establishing a more open and democratic communication mechanism, enabling more equal interactions and consultations between different levels.

4.Regarding the content of Justice Climate, what is your suggestion on the need for adequate information in organizational decision-making? How to improve information disclosure in organizational decision-making processes in Guangxi universities?

In the university's organizational decision-making process, the degree of information transparency is low, leading to a low level of understanding and acceptance of decision outcomes among teachers and students. I consider information transparency fundamental to organizational decision-making and a crucial means of maintaining transparency and fairness in the organization. Only with fully transparent information can we better listen to teachers' and students' opinions and suggestions, making more scientific and reasonable decisions. The university should establish a comprehensive information transparency system, improving the timeliness and comprehensiveness of information disclosure. Simultaneously, an effective feedback mechanism could be established, allowing teachers and students to more conveniently understand and participate in the organizational decision-making process.

5. Regarding the content of Management Style, what is your suggestion on democracy? How to improve democracy in Guangxi universities?

At Guangxi University, the mechanism of democratic management is gradually being perfected, with university leaders paying more attention to the opinions and suggestions of teachers and students, actively listening to various voices. I believe that democratic management is a modern management concept that can effectively motivate teachers and students, fostering a positive development of the university. The university could further strengthen the practice of democratic management,

enhancing the transparency and fairness of decision-making, allowing teachers and students to truly become participants and constructors in the university's development.

6. Regarding the content of Organizational Identification, what is your opinion on the honor and co-existence of the individual and the organization in Guangxi universities? How to improve the honor and co-existence of the individual and the organization in Guangxi universities?

As a teacher, I deeply feel that my own honor and reputation are closely linked to the university's. I am committed to working hard for the development and honor of the university. I believe the individual's fate should be tightly bound to the university's fortune. Only when the university thrives can individuals achieve better development and promotion. The university could further stimulate teachers' sense of responsibility and mission by strengthening incentive and reward mechanisms, encouraging them to strive more actively for the university's honor and reputation.

7.Regarding the content of Supportive Climate, what is your opinion on trust between workers in Guangxi universities? How to improve trust between workers in Guangxi universities?

At Guangxi University, there's a strong atmosphere of mutual trust among colleagues, with everyone accustomed to supporting and assisting each other, collectively promoting the development of the university's affairs. I believe mutual trust among colleagues is the foundation of team cooperation. Only with a solid trust foundation can the team's goals and tasks be better achieved. The university could further strengthen team building and training, enhancing communication and interaction among colleagues, fostering and deepening mutual trust.

Interviewee 2

1.Regarding the content of Hierarchical System, what is your opinion on the hierarchy in Guangxi universities? How to improve the hierarchy to enhance the efficiency of organizational management?

At Guangxi University of Science and Technology, our hierarchy system is relatively strict, with the process of title evaluation and promotion being quite cumbersome. For instance, teachers must go through a series of reviews and

assessments to be promoted to the next rank. For example, my colleague, Professor Li, has been an associate professor for ten years but has been unable to be promoted to full professor due to strict evaluation criteria. I believe that an overly cumbersome hierarchy system might dampen teachers' enthusiasm and innovation capability. Sometimes, placing too much emphasis on rank can hinder teachers from fully utilizing their talents. The university could consider streamlining the title evaluation process to add more flexibility and fairness. Additionally, enhancing training and incentives for teachers could encourage innovation in teaching and research.

2.Regarding the content of Innovation Climate, what is your suggestion on the innovation and entrepreneurial spirit in Guangxi universities? How to improve the innovation and entrepreneurial spirit in Guangxi universities?

Teachers at Guangxi University of Science and Technology generally exhibit a strong spirit of innovation and enterprise. They actively participate in research projects and teaching reforms, striving to improve their teaching quality and research outcomes. For example, my colleague, Professor Wang, recently initiated an innovative teaching project that achieved significant results by introducing new teaching methods. I believe that the innovative and enterprising spirit of teachers is a crucial driving force for the university's development. Their efforts and dedication bring more research and teaching achievements, enhancing the university's academic reputation and influence. The university could further support and encourage teachers' innovative activities by providing more support for research projects and teaching reforms. Additionally, establishing a more flexible and diverse reward mechanism could motivate teachers to actively engage in innovative activities.

3. Regarding the content of Interpersonal Relationship, please talk about your feelings when dealing with your superiors? How to improve the relationship between superiors and subordinates in Guangxi universities?

At Guangxi University of Science and Technology, the relationships between superiors and subordinates are harmonious, with good communication and cooperation. Superiors often care about the work and life situations of their subordinates and provide necessary support and assistance. For instance, my superior often discusses work-related problems with us and offers timely guidance and help. I

believe that a good superior-subordinate relationship is key to maintaining organizational stability and development. In such an atmosphere, subordinates are more willing to be proactive and creative, contributing to the university's development. To further strengthen these relationships, the university could enhance communication and interaction between leaders and subordinates, creating a more open and transparent working environment. Leaders could also pay more attention to subordinates' work needs and psychological states, addressing their difficulties and problems promptly.

4. Regarding the content of Justice Climate, what is your suggestion on the need for adequate information in organizational decision-making? How to improve information disclosure in organizational decision-making processes in Guangxi universities?

Currently, there is a certain degree of opacity in the organizational decision-making process at Guangxi University of Science and Technology. Some crucial decisions lack timely information disclosure, leading to low levels of understanding and acceptance among teachers and students. I believe that transparency is fundamental to organizational decision-making and a crucial means of maintaining transparency and fairness. Only with fully disclosed information can we better listen to teachers' and students' opinions and suggestions, making more scientific and reasonable decisions. The university should establish a comprehensive information disclosure system, improving the timeliness and comprehensiveness of information. Additionally, an effective feedback mechanism could be established, allowing teachers and students to understand and participate in the decision-making process more conveniently.

5. Regarding the content of Management Style, what is your suggestion on democracy? How to improve democracy in Guangxi universities?

At Guangxi University of Science and Technology, democratic management has been practiced and promoted to a certain extent, with the university regularly organizing teacher and student representatives to participate in discussions and voting on significant decisions and affairs. I believe that democratic management is an effective way to promote the democratization and reform of the university. By soliciting

the opinions and suggestions of teachers and students broadly, the university can better address internal issues and conflicts, fostering sustained development. The university could further expand the scope and depth of democratic management, adding more democratic decision-making and oversight mechanisms. Training and education for teacher and student representatives could also be strengthened, enhancing their participation awareness and capability.

6. Regarding the content of Organizational Identification, what is your opinion on the honor and co-existence of the individual and the organization in Guangxi universities? How to improve the honor and co-existence of the individual and the organization in Guangxi universities?

Teachers and students at Guangxi University of Science and Technology generally identify with the university's honor and reputation, taking pride in the university's achievements and looking forward to its development with confidence and anticipation. I believe that individuals' fortunes are inseparably linked to the university's. As members of the university, we should strive together for the university's honor and development, collectively facing the challenges and difficulties it encounters. The university could enhance education on honor and responsibility among teachers and students, cultivating their sense of belonging and identification with the university. Additionally, establishing more effective incentive mechanisms could motivate teachers and students to actively participate in the university's activities and work.

7. Regarding the content of Supportive Climate, what is your opinion on trust between workers in Guangxi universities? How to improve trust between workers in Guangxi universities?

At Guangxi University of Science and Technology, there exists a strong mutual trust and cooperative relationship among colleagues, with everyone willing to share knowledge and experience, contributing to the university's development. I believe mutual trust among colleagues is the foundation of team cooperation and work efficiency. In such an environment, everyone can collaborate better, overcome difficulties, and achieve both personal and organizational development goals. The university could further enhance communication and interaction among colleagues,

creating a more harmonious and cohesive work atmosphere. Additionally, fostering team cooperation and spirit could improve the cohesion and trust among colleagues.

Interviewee 3

1. Regarding the content of Hierarchical System, what is your opinion on the hierarchy in Guangxi universities? How to improve the hierarchy to enhance the efficiency of organizational management?

The hierarchy system at Guangxi Medical University is comparatively stringent, with clear delineations of duties and task allocations among various levels of management. For instance, the administrative hierarchy includes positions such as the president, vice-presidents, and deans, each with specific responsibilities and authority. Similarly, in the academic and research sectors, ranks such as professors, associate professors, and lecturers have distinct duties and evaluation criteria. I believe that, to some extent, the hierarchy system benefits the management and operation of the university. By establishing clear job responsibilities and accountability, it enhances the efficiency of various departments and ensures the smooth functioning of the university. Additionally, the system offers academic staff opportunities and directions for promotion, motivating them to improve their professional skills and work performance. Although the hierarchical system has its merits, it also has limitations, such as potential impediments to inter-departmental communication and collaboration. Therefore, the university could foster inter-departmental exchange and cooperation, breaking down barriers to promote information sharing and resource integration, thus enhancing the university's overall strength and competitiveness.

2. Regarding the content of Innovation Climate, what is your suggestion on the innovation and entrepreneurial spirit in Guangxi universities? How to improve the innovation and entrepreneurial spirit in Guangxi universities?

Teachers at Guangxi Medical University exhibit a high level of innovation and enterprise, actively engaging in research projects and exploring new teaching methods and research directions. For example, faculty members in my department frequently participate in academic conferences, publish papers, and apply for research grants, contributing positively to the university's academic reputation and research stature. I view the innovation and enterprise of teachers as one of the essential drivers of the

university's development. Continuous knowledge updating, exploration of new teaching methodologies, and research directions by faculty members are crucial for enhancing the quality of education and research, thus facilitating the university's long-term growth. To further stimulate teachers' innovation and enterprise, the university could strengthen training and support for faculty, provide more research funding and project support, and encourage active participation in research activities and teaching reforms. Additionally, creating a more open and inclusive academic environment would offer teachers a platform to showcase their talents, inspiring continuous exploration and innovation.

3. Regarding the content of Interpersonal Relationship, please talk about your feelings when dealing with your superiors? How to improve the relationship between superiors and subordinates in Guangxi universities?

The relationships between superiors and subordinates at Guangxi Medical University are harmonious, characterized by mutual respect and trust. Leadership pays attention to subordinates' opinions and suggestions, providing necessary support and guidance, while subordinates actively cooperate with leadership efforts to advance the college's development. For instance, in academic and research matters, college leadership regularly convenes meetings to listen to faculty and researchers' input, actively addressing their needs and concerns. I believe that healthy superior-subordinate relationships are key to the college's development. Establishing mutual respect and trust fosters a collaborative and resilient work atmosphere, enabling staff to leverage their strengths for the institution's benefit. To further enhance these relationships, the university could improve communication and interaction between leaders and subordinates by establishing a more equal and open communication mechanism. Additionally, training for leaders and subordinates could be strengthened to enhance their communication skills and team spirit, promoting positive interactions and cooperation.

4. Regarding the content of Justice Climate, what is your suggestion on the need for adequate information in organizational decision-making? How to improve information disclosure in organizational decision-making processes in Guangxi universities?

Guangxi Medical University maintains a high level of transparency in its organizational decision-making process. University leadership frequently disseminates key decisions and notices through various channels to all faculty and students. Regular faculty and departmental meetings are convened to thoroughly discuss and deliberate on the university's strategic development, teaching, and research directions. For example, the university recently provided a detailed introduction to the new semester's teaching plan, inviting faculty input. I consider transparency an effective management approach that enhances organizational transparency and credibility, boosting faculty's sense of participation and belonging. Fully transparent information allows faculty to better understand and align with the university's strategic directions, facilitating collaborative efforts towards the institution's growth. While the university has achieved certain milestones in information transparency, there is room for enhancement. The university could further promote and train faculty on the importance of information transparency, enhancing participation. Additionally, a more flexible and efficient information dissemination mechanism could be established to promptly address faculty feedback, ensuring accurate and timely information flow.

5. Regarding the content of Management Style, what is your suggestion on democracy? How to improve democracy in Guangxi universities?

Guangxi Medical University values broad solicitation of faculty opinions and suggestions, emphasizing collective decision-making. Regular meetings with faculty representatives are held to discuss significant decisions and development plans, ensuring the rationality and democracy of decision-making processes. For instance, the university recently engaged representatives from various colleges in discussions and voting on curriculum adjustments. Democratic management represents a modern management philosophy that effectively strengthens organizational cohesion and dynamism, enhancing faculty's enthusiasm and creativity. Engaging faculty in decision-making processes mobilizes their initiative, contributing to the organization's continuous development and progress. While the university has made progress in democratic management, there's still potential for further improvement. Enhancing awareness and participation in democratic management among faculty through training and promoting a more standardized and transparent decision-making process could

ensure the legality and fairness of decisions.

6. Regarding the content of Organizational Identification, what is your opinion on the honor and co-existence of the individual and the organization in Guangxi universities? How to improve the honor and co-existence of the individual and the organization in Guangxi universities?

Faculty and staff at Guangxi Medical University widely embrace the concept of sharing the university's fortunes and challenges. The university encourages faculty to utilize their professional expertise actively in participating in various activities and contributing to the university's development. For example, the university hosts cultural performances and research competitions, where faculty participation has brought accolades to the institution. Sharing the university's fortunes and challenges reflects a sense of responsibility and commitment, embodying the professional ethics and social responsibility faculty should possess. Active involvement in the university's construction and development allows for the realization of personal value while contributing to the university's growth. The university could further promote the concept of shared destiny, enhancing faculty's sense of responsibility and mission. Establishing a more comprehensive incentive mechanism could motivate faculty to contribute more actively to the university's development.

7. Regarding the content of Supportive Climate, what is your opinion on trust between workers in Guangxi universities? How to improve trust between workers in Guangxi universities?

A culture of mutual trust prevails among colleagues at Guangxi Medical University. Faculty have established close cooperative relationships and a friendly mode of interaction, supporting, understanding, and trusting each other. This trust extends beyond professional collaboration to daily interactions, creating a cohesive and supportive work environment. Mutual trust among colleagues is vital for the organization's healthy development. Establishing a foundation of trust facilitates efficient teamwork and collaboration, achieving the university's objectives. Trust enables faculty to fully apply their expertise, benefiting both individual and institutional goals. To further foster mutual trust, the university could implement measures to promote communication and understanding among staff. Organizing

regular team-building activities or forums could provide an open and inclusive platform for dialogue, reducing misunderstandings and conflicts while enhancing trust and camaraderie. Additionally, advocating and cultivating a culture of trust would highlight its importance for teamwork and the university's development, encouraging a commitment to building and maintaining trust within the community.

Interviewee 4

1. Regarding the content of Hierarchical System, what is your opinion on the hierarchy in Guangxi universities? How to improve the hierarchy to enhance the efficiency of organizational management?

At Guilin Medical College, while the hierarchy system is relatively well-established, there are still some issues, such as a lack of transparency in the promotion mechanism and unclear evaluation standards, which have led to doubts among faculty and staff about the fairness of promotions. As someone who has worked at Guilin Medical College for many years, I believe the hierarchy system should be more fair and transparent. A just promotion mechanism is essential to inspire faculty and staff's enthusiasm and creativity, propelling the college's long-term development. Improvement Suggestions: The college could establish a more transparent and equitable promotion mechanism by clarifying evaluation standards and procedures and monitoring and adjusting through regular assessments and feedback mechanisms. Additionally, enhancing professional training and development for faculty and staff could improve their skills and capabilities, offering them more opportunities and platforms for promotion.

2. Regarding the content of Innovation Climate, what is your suggestion on the innovation and entrepreneurial spirit in Guangxi universities? How to improve the innovation and entrepreneurial spirit in Guangxi universities?

Teachers at Guilin Medical College generally possess a strong spirit of innovation and enterprise, actively exploring teaching methods and research topics, achieving a series of results and breakthroughs. I believe the innovative and enterprising spirit of teachers is a crucial driving force for the college's development. Their continuous exploration and innovation in teaching and research capabilities inject new vitality and momentum into the college's growth. Improvement Suggestions: To further

stimulate teachers' innovation and enterprise, the college could enhance support and guidance for teaching and research, providing more resources and platforms. Encouraging active participation in research projects and teaching reforms would promote the integration and development of teaching and research.

3. Regarding the content of Interpersonal Relationship, please talk about your feelings when dealing with your superiors? How to improve the relationship between superiors and subordinates in Guangxi universities?

At Guilin Medical College, the relationships between superiors and subordinates are relatively harmonious, with an open and equal communication atmosphere. Leaders listen to subordinates' opinions, and subordinates can express their thoughts and suggestions candidly. I believe that healthy superior-subordinate relationships are key to the stable development of the college. Establishing an open and equal communication mechanism is essential for promoting information flow and sharing, enhancing team cohesion and effectiveness. Improvement Suggestions: To further strengthen these relationships, the college could establish a more standardized and effective communication mechanism, clarifying channels and procedures for communication, and responding promptly to subordinates' needs and feedback. Training for leaders and subordinates could also be intensified to improve their communication and coordination skills, fostering mutual understanding and trust.

4. Regarding the content of Justice Climate, what is your suggestion on the need for adequate information in organizational decision-making? How to improve information disclosure in organizational decision-making processes in Guangxi universities?

At Guilin Medical College, there is a high degree of transparency in the organizational decision-making process. College leadership regularly convenes various meetings to inform faculty and staff about developments, major decisions, and policy changes, encouraging active participation in decision discussions and contributions. I believe that transparency is fundamental to organizational decision-making and a crucial pathway to achieving democratic management. Full information disclosure enhances faculty and staff's sense of involvement and belonging, promoting internal democratic oversight and decision-making. Improvement Suggestions: To further

enhance transparency in the decision-making process, the college could strengthen the construction and management of information disclosure platforms, establishing more convenient and transparent channels for information release. Additionally, establishing a comprehensive feedback mechanism could timely collect and respond to faculty and staff's opinions and suggestions, improving internal communication and trust.

5. Regarding the content of Management Style, what is your suggestion on democracy? How to improve democracy in Guangxi universities?

Democratic management mechanisms at Guilin Medical College are relatively well-developed, with college leadership paying close attention to faculty and staff's opinions and suggestions. Significant decisions often undergo democratic discussions and voting. I consider democratic management an efficient way to fully mobilize faculty and staff's enthusiasm and creativity, fostering rapid development of the college. To further advance democratic management, the college could enhance promotion and training on democratic management principles, raising faculty and staff's awareness and participation. Establishing more comprehensive and standardized democratic decision-making procedures would ensure every faculty and staff member can fully express their opinions and suggestions, achieving true democratic management.

6. Regarding the content of Organizational Identification, what is your opinion on the honor and co-existence of the individual and the organization in Guangxi universities? How to improve the honor and co-existence of the individual and the organization in Guangxi universities?

At Guilin Medical College, there is a widespread sense of shared destiny between individuals and the institution. Faculty and staff are aware that their actions and words represent the college's image and thus are mindful of maintaining the college's reputation and image in their daily work and life. I believe that sharing the university's fortunes and challenges is crucial. As a faculty member at Guilin Medical College, I am always mindful that my behavior affects the entire college's image and reputation, and thus I actively contribute to enhancing the college's prestige. To further strengthen the sense of shared destiny, the college could intensify moral education

and professional ethics training for faculty and staff, guiding them to conscientiously maintain the college's image and reputation. Establishing a comprehensive reward and punishment mechanism to commend faculty and staff who contribute to the college's prestige and encourage more positive performance and dedication.

7.Regarding the content of Supportive Climate, what is your opinion on trust between workers in Guangxi universities? How to improve trust between workers in Guangxi universities?

At Guilin Medical College, there is a strong atmosphere of mutual trust among colleagues. Faculty and staff support and respect each other, creating a harmonious working environment. I believe that mutual trust among colleagues is the foundation of team cooperation and a crucial safeguard for the college's development. Establishing a work atmosphere of mutual trust and support is essential for uniting people, enhancing team cohesion and effectiveness. To further strengthen mutual trust among colleagues, the college could enhance team building and spirit cultivation, encouraging more communication and collaboration among faculty and staff to deepen mutual understanding and trust. Establishing a comprehensive incentive mechanism to reward those who make outstanding contributions to team building could motivate more individuals to engage in fostering a supportive and collaborative team environment.

Interviewee 5

1. Regarding the content of Hierarchical System, what is your opinion on the hierarchy in Guangxi universities? How to improve the hierarchy to enhance the efficiency of organizational management?

In my university, the hierarchy system is quite apparent, with clear distinctions between positions such as professors, associate professors, and lecturers, each with their corresponding powers and responsibilities. The hierarchy system has its rationality, ensuring academic order and organizational efficiency. However, an excessive hierarchy may lead to communication barriers and limited innovation. It is recommended that while maintaining a certain level of hierarchy, the university should enhance communication and collaboration across different levels, encouraging cross-level cooperation and innovation.

2. Regarding the content of Innovation Climate, what is your suggestion on the innovation and entrepreneurial spirit in Guangxi universities? How to improve the innovation and entrepreneurial spirit in Guangxi universities?

Teachers in our university generally possess a spirit of innovation and enterprise, although some lack the motivation to innovate for various reasons. Innovation is the lifeline of the academic community, and the enterprising spirit of teachers is crucial for the overall development of the university. More incentive mechanisms, such as reward systems and research funding support, should be provided to stimulate teachers' innovation and enterprising spirit.

3.Regarding the content of Interpersonal Relationship, please talk about your feelings when dealing with your superiors? How to improve the relationship between superiors and subordinates in Guangxi universities?

My relationship with superiors is good, with smooth communication. Good superior-subordinate relationships facilitate efficient work progress and efficiency enhancement. Superiors should pay more attention to the needs and feelings of subordinates, providing necessary support and guidance; subordinates should also communicate actively and provide timely feedback on work progress.

4.Regarding the content of Justice Climate, what is your suggestion on the need for adequate information in organizational decision-making? How to improve information disclosure in organizational decision-making processes in Guangxi universities?

My university has a high level of transparency in the decision-making process, although some decisions are not transparent enough. Transparency is key to ensuring the fairness and effectiveness of decisions. Efforts should be increased to enhance transparency, ensuring all decision-making processes are transparent and subject to supervision by the faculty and students.

5.Regarding the content of Management Style, what is your suggestion on democracy? How to improve democracy in Guangxi universities?

My university performs relatively well in democratic management, but decision-making power is still too centralized. Democratic management helps to increase staff participation and sense of belonging. The democratic management

system should be further improved, expanding faculty and staff participation rights to ensure the scientific and democratic nature of decisions.

6. Regarding the content of Organizational Identification, what is your opinion on the honor and co-existence of the individual and the organization in Guangxi universities? How to improve the honor and co-existence of the individual and the organization in Guangxi universities?

As a university teacher, I deeply feel that individual honor and disgrace are shared with the university, with personal academic achievements and reputation closely linked to the overall image of the university. Sharing honor and disgrace with the university is both a responsibility and an obligation, as well as the foundation of personal career development. Universities should strengthen honor education for faculty and staff to inspire their sense of responsibility and mission.

7.Regarding the content of Supportive Climate, what is your opinion on trust between workers in Guangxi universities? How to improve trust between workers in Guangxi universities?

In my university, there is generally mutual trust among colleagues, though some teachers experience a lack of trust due to competitive relationships. Mutual trust is the foundation of team cooperation and academic innovation. The university should enhance the construction of academic ethics and foster a culture of integrity and cooperation to promote mutual trust and collaboration among colleagues.

Interviewee 6

1. Regarding the content of Hierarchical System, what is your opinion on the hierarchy in Guangxi universities? How to improve the hierarchy to enhance the efficiency of organizational management?

The hierarchy system is a crucial part of the college's management structure, established based on staff's positions, rankings, and performance, facilitating management and motivation. As a mid-level manager, I find the hierarchy system effectively motivates staff's enthusiasm and work drive, such as through promotion opportunities that outline a clear career path, encouraging harder work and self-improvement. Although the hierarchy is well-developed, further optimization could enhance transparency and fairness in promotion criteria, ensuring equal opportunities

for all. Additionally, expanding incentive mechanisms, like rewards, could further motivate staff to contribute to the college's development.

2. Regarding the content of Innovation Climate, what is your suggestion on the innovation and entrepreneurial spirit in Guangxi universities? How to improve the innovation and entrepreneurial spirit in Guangxi universities?

Teachers at the college exhibit strong innovation and enterprise, actively exploring new teaching methods and educational philosophies to improve teaching quality and outcomes. Innovation and enterprise are crucial for educational work. For instance, my teaching reform project using innovative methods achieved positive results, earning recognition from students and peers. To promote teachers' innovation, the college could provide more training and support, offering platforms and resources for teaching research and practices, thus enhancing their professional skills.

3. Regarding the content of Interpersonal Relationship, please talk about your feelings when dealing with your superiors? How to improve the relationship between superiors and subordinates in Guangxi universities?

Relationships between different management levels are harmonious, with effective communication and cooperation established between mid-level managers and staff, fostering mutual understanding and support. Healthy superior-subordinate relationships are vital for the college's stable growth. Regular communication with staff to understand and address their needs reinforces this foundation. Strengthening training and management for mid-level managers to improve their communication, coordination, leadership, and execution skills could further solidify these relationships.

4. Regarding the content of Justice Climate, what is your suggestion on the need for adequate information in organizational decision-making? How to improve information disclosure in organizational decision-making processes in Guangxi universities?

The college maintains good transparency in decision-making, regularly updating all faculty and staff on developments and decisions, and encouraging feedback. Transparency in decision-making builds trust and unity within the organization, a principle I strongly support as a teacher. Enhancing transparency through platforms for timely information release and strengthening communication to

fully consider faculty and staff opinions can ensure fair and rational decisions.

5. Regarding the content of Management Style, what is your suggestion on democracy? How to improve democracy in Guangxi universities?

Democratic management practices are well-implemented, with leadership valuing staff participation and organizing democratic activities, offering platforms for expression. Democratic management is essential for engaging staff and strengthening the organization's cohesion and effectiveness. Promoting democratic management principles and participation among staff, and establishing comprehensive systems and mechanisms, could further enhance democratic practices.

6. Regarding the content of Organizational Identification, what is your opinion on the honor and co-existence of the individual and the organization in Guangxi universities? How to improve the honor and co-existence of the individual and the organization in Guangxi universities?

A widespread sense of shared destiny exists, with staff aware their actions reflect on the college, thus maintaining its reputation in all aspects of work and life. Sharing the college's fortunes is crucial, guiding my professional conduct to uplift the college's image. Through educational activities, the college could further instill correct values and behaviors, rewarding those who positively represent the college to inspire broader engagement.

7. Regarding the content of Supportive Climate, what is your opinion on trust between workers in Guangxi universities? How to improve trust between workers in Guangxi universities?

There's a strong atmosphere of mutual trust among colleagues, supporting and respecting each other, creating a harmonious work environment. Mutual trust is key to teamwork and efficiency, essential for achieving collective goals. Enhancing team-building training and fostering communication can strengthen trust and cooperation, essential for a cohesive and productive work environment.

Interviewee 7

1. Regarding the content of Hierarchical System, what is your opinion on the hierarchy in Guangxi universities? How to improve the hierarchy to enhance the efficiency of organizational management?

At Guangxi University of Arts, a well-established hierarchical system is in place, encompassing faculty title evaluation and promotion mechanisms. For instance, faculty members progressively elevate their academic titles through continuous accumulation of teaching experience and research achievements. Recently, a young faculty member achieved the rank of associate professor by actively participating in the institution's pedagogical reform projects and research initiatives, setting a precedent for others. The hierarchical system plays a crucial role in enhancing faculty professional standards and teaching quality. It serves as a catalyst for faculty motivation and creativity, contributing to the institution's development and progress. The institution could further refine its hierarchical system by establishing clearer evaluation criteria and processes, enhancing faculty training and guidance. This would make the evaluation process more equitable and transparent, encouraging faculty to continually advance their teaching and research capabilities.

2. Regarding the content of Innovation Climate, what is your suggestion on the innovation and entrepreneurial spirit in Guangxi universities? How to improve the innovation and entrepreneurial spirit in Guangxi universities?

The spirit of innovation and enterprise among the faculty is hindered primarily due to an unscientific evaluation mechanism that overly quantifies assessments. The innovative and enterprising spirit of faculty is a vital force for institutional development, driving continuous improvement and enhancement in educational and teaching endeavors. Overcoming entrenched seniority-based perceptions and embracing a merit-based approach is essential for facilitating the emergence of talent. The institution should further encourage and support faculty innovation and enterprise, for instance, by establishing innovative teaching awards and hosting forums on pedagogical innovation. This would motivate faculty to actively engage in educational and teaching reform and innovation, elevating the institution's educational quality.

3. Regarding the content of Interpersonal Relationship, please talk about your feelings when dealing with your superiors? How to improve the relationship between superiors and subordinates in Guangxi universities?

At Guangxi University of Arts, the relationship between different hierarchical levels is generally harmonious, with leaders and staff maintaining good communication

and cooperation. Harmonious interpersonal relations between hierarchical levels are a cornerstone of organizational stability and growth, enhancing cohesion and operational efficiency, and fostering teamwork and innovation. The institution could further strengthen the construction of interpersonal relations by organizing regular communication meetings between leaders and staff, setting clear work targets, and dividing responsibilities to foster mutual understanding and trust.

4 .Regarding the content of Justice Climate, what is your suggestion on the need for adequate information in organizational decision-making? How to improve information disclosure in organizational decision-making processes in Guangxi universities?

The level of transparency in the decision-making process at Guangxi University of Arts needs improvement. Although leadership regularly communicates significant decisions to faculty and staff, certain major decisions lack transparency, leading to skepticism among some faculty regarding the rationality of these decisions. Transparency is fundamental to the healthy development of an organization and the trust of its employees, enhancing their sense of belonging and participation, and promoting internal communication and cooperation. The institution could enhance the transparency of its decision-making process by establishing a comprehensive information disclosure system and channels, setting schedules for information disclosure, and regularly informing faculty and staff about significant decisions and progress, thereby strengthening their understanding and support for organizational decisions.

5. Regarding the content of Management Style, what is your suggestion on democracy? How to improve democracy in Guangxi universities?

While the institution has implemented democratic management to some extent, such as through the election of faculty councils and academic committees involved in significant decision-making and management tasks, there are deficiencies in the execution, such as the lack of transparency in election processes. Democratic management is an effective way to promote organizational democracy and employee participation, enhancing cohesion, efficiency, innovation, and competitiveness. The institution could refine its democratic management systems and processes, for

instance, by enhancing the supervision and transparency of elections, thereby stimulating employee enthusiasm and creativity for collective institutional advancement.

6. Regarding the content of Organizational Identification, what is your opinion on the honor and co-existence of the individual and the organization in Guangxi universities? How to improve the honor and co-existence of the individual and the organization in Guangxi universities?

Faculty and staff do not universally share a sense of collective pride and responsibility with the institution. A shared sense of honor and responsibility among faculty and staff strengthens collective pride and cohesion, propelling the institution forward. The institution could further promote an awareness of shared fate through educational initiatives, enhancing faculty and staff's sense of duty and mission, and motivating them to contribute more significantly to institutional development.

7. Regarding the content of Supportive Climate, what is your opinion on trust between workers in Guangxi universities? How to improve trust between workers in Guangxi universities?

There exists a robust atmosphere of mutual trust among colleagues at Guangxi University of Arts, fostering positive interpersonal and professional relationships. Faculty members frequently assist each other and share resources, collaboratively undertaking research projects and teaching tasks. However, there is a noted lack of trust in leadership among faculty. Trust among colleagues is essential for the wellbeing and development of an organization, enhancing team cohesion and institutional stability and growth. The institution could further strengthen the foundation of mutual trust by organizing team-building activities, enhancing communication and collaboration, and providing training and development opportunities, thus bolstering team cohesion and organizational advancement.

Interviewee 8

1. Regarding the content of Hierarchical System, what is your opinion on the hierarchy in Guangxi universities? How to improve the hierarchy to enhance the efficiency of organizational management?

The hierarchy system at our university is reasonably structured, reflecting a centralized distribution of rights and resources. However, due to reasons like institutional restructuring, there's some disarray in personnel allocation and roles need improvement. Issues like unfair resource distribution and irrational promotion mechanisms arise from the hierarchy system. Optimizing the resource distribution mechanism to be fair, transparent, and scientific is crucial, ensuring talented teachers and research teams receive adequate support without additional bureaucratic hurdles. Moreover, improving the promotion mechanism by breaking traditional hierarchical constraints can provide more opportunities for outstanding talents.

2. Regarding the content of Innovation Climate, what is your suggestion on the innovation and entrepreneurial spirit in Guangxi universities? How to improve the innovation and entrepreneurial spirit in Guangxi universities?

Most teachers are highly capable and innovative, achieving excellent outcomes in their fields. Despite variations in proactive spirit due to different working cultures pre-restructuring, the overall trend is positive. Offering equal training opportunities to all teachers can enhance their innovative capabilities, and refining the reward system can motivate their enterprise.

3. Regarding the content of Interpersonal Relationship, please talk about your feelings when dealing with your superiors? How to improve the relationship between superiors and subordinates in Guangxi universities?

My current superior-subordinate relationship is clear and harmonious, with superiors effectively aiding in work-related issues and offering constructive advice. Maintaining this positive interaction and receiving career development advice would be beneficial.

4. Regarding the content of Justice Climate, what is your suggestion on the need for adequate information in organizational decision-making? How to improve information disclosure in organizational decision-making processes in Guangxi universities?

Some progress has been made in information disclosure, yet significant decisions often lack full transparency, resulting in low public and stakeholder engagement. Decision-makers also fail to fully comprehend or consider public

opinions, leading to a procedural formality in information disclosure. Decision-makers should adopt more open and transparent practices, engaging the public more in decision-making processes and enhancing technical support for more efficient information management and dissemination.

5. Regarding the content of Management Style, what is your suggestion on democracy? How to improve democracy in Guangxi universities?

Management tends to favor centralized decision-making, overlooking faculty and student participation due to traditional views and an underdeveloped democratic management system. This lack leads to ineffective oversight and constraints within management processes. Embracing a people-centered management philosophy, respecting and mobilizing the enthusiasm of faculty and students, and establishing sound democratic supervision and feedback mechanisms are essential for continuous improvement in democratic management.

6. Regarding the content of Organizational Identification, what is your opinion on the honor and co-existence of the individual and the organization in Guangxi universities? How to improve the honor and co-existence of the individual and the organization in Guangxi universities?

My sense of shared destiny with the university isn't very strong, possibly due to the brief interaction post-restructuring and lack of full integration into the new "corporate culture," leading to a lack of identification and insufficient reward mechanisms. The university should pay attention to individual needs and emotions, foster a harmonious and positive campus culture, and solve faculty staffing issues, enhancing the sense of belonging and pride in the university.

7. Regarding the content of Supportive Climate, what is your opinion on trust between workers in Guangxi universities? How to improve trust between workers in Guangxi universities?

Trust has been established with most colleagues, with differences in work habits and outcomes leading to variances in trust levels. Enhancing communication to reduce assumptions, improving coordination, and setting unified work objectives are crucial for building trust and harmony among colleagues.

Interviewee 9

1. Regarding the content of Hierarchical System, what is your opinion on the hierarchy in Guangxi universities? How to improve the hierarchy to enhance the efficiency of organizational management?

The university maintains a strict hierarchical structure, closely linking faculty promotion and salary increments with job performance. The institution delineates clear rights and responsibilities across different staff levels. I perceive the hierarchical system as a significant motivator for staff, enhancing work efficiency and quality. However, it can also induce interpersonal tension and inefficiency. The university could refine its hierarchical system by focusing on actual performance and potential for personal development, mitigating the adverse effects of rigid hierarchies and fostering a more equitable and rational environment.

2. Regarding the content of Innovation Climate, what is your suggestion on the innovation and entrepreneurial spirit in Guangxi universities? How to improve the innovation and entrepreneurial spirit in Guangxi universities?

Faculty members at Guangxi University of Finance and Economics exhibit strong innovation and initiative, engaging in research projects and pedagogical reforms to enhance their teaching and research capabilities. Faculty innovation is crucial for the university's development, driving improvements in teaching quality and facilitating the translation of research findings into practice, thus bolstering the institution's academic reputation and competitiveness. The university should further encourage faculty innovation by providing additional support for research projects and pedagogical innovation, such as awards and policy measures, to cultivate a conducive atmosphere for creative endeavors.

3. Regarding the content of Interpersonal Relationship, please talk about your feelings when dealing with your superiors? How to improve the relationship between superiors and subordinates in Guangxi universities?

Relationships between different hierarchical levels at Guangxi University of Finance and Economics are harmonious, characterized by mutual respect and trust between leaders and staff. Positive inter-level relationships are vital for the stability and development of the institution, facilitating information flow, team cohesion, and

enhancing work efficiency and quality. The university could enhance communication and interaction between different levels by establishing more open and equitable channels for dialogue, encouraging staff to express their opinions and suggestions, thus promoting the institution's healthy growth.

4. Regarding the content of Justice Climate, what is your suggestion on the need for adequate information in organizational decision-making? How to improve information disclosure in organizational decision-making processes in Guangxi universities?

The university practices a commendable level of transparency in its decision-making processes, with leadership regularly informing staff of significant decisions and policies. Transparency in decision-making strengthens staff participation and sense of belonging, enhancing internal transparency and credibility. The university could further solidify its transparency mechanisms by ensuring timely communication of critical decisions and policies to staff and fostering active staff participation in the decision-making process.

5. Regarding the content of Management Style, what is your suggestion on democracy? How to improve democracy in Guangxi universities?

Democratic management is practiced to a certain extent, with important decisions often discussed democratically and staff participation ensured. Democratic management is essential for mobilizing staff enthusiasm and creativity, strengthening organizational cohesion, and safeguarding institutional development. The university should deepen its democratic management practices, advocating for widespread and thorough democracy, and involving more staff in management and decision-making processes.

6. Regarding the content of Organizational Identification, what is your opinion on the honor and co-existence of the individual and the organization in Guangxi universities? How to improve the honor and co-existence of the individual and the organization in Guangxi universities?

Staff members at Guangxi University of Finance and Economics strongly identify with the institution, willing to contribute to its development and share in its accolades and challenges. A sense of shared destiny between individuals and the

institution is crucial for building team cohesion and driving institutional progress. The university could further emphasize the cultivation of honor and responsibility among staff, encouraging contributions to the institution's development and sharing in its achievements.

7. Regarding the content of Supportive Climate, what is your opinion on trust between workers in Guangxi universities? How to improve trust between workers in Guangxi universities?

A robust atmosphere of mutual trust prevails among colleagues, fostering a supportive and cooperative work environment. Trust among colleagues lays the foundation for organizational development, promoting information sharing, collaboration, and enhancing work quality and efficiency. The university could further foster a supportive climate by enhancing communication and teamwork training, thereby strengthening team cohesion and organizational progress.

Interviewee 10

1. Regarding the content of Hierarchical System, what is your opinion on the hierarchy in Guangxi universities? How to improve the hierarchy to enhance the efficiency of organizational management?

The university has a rigorous hierarchy system, which, while effective to an extent, relies heavily on academic credentials over actual work performance for promotions. As a mid-level manager, I believe the system should prioritize comprehensive abilities and actual job achievements rather than just academic background to motivate staff better. The university should establish a more scientific and fair promotion evaluation mechanism focusing on overall quality and work performance, ensuring fair advancement opportunities for everyone.

2.Regarding the content of Innovation Climate, what is your suggestion on the innovation and entrepreneurial spirit in Guangxi universities? How to improve the innovation and entrepreneurial spirit in Guangxi universities?

Relationships between different levels are harmonious, with effective communication and cooperation between leaders and staff. Positive superior-subordinate relationships are key to the university's stability and growth, promoting information flow and team cohesion. The university could further improve these

relationships by facilitating more communication and opportunities for interaction, promoting mutual understanding and trust.

3. Regarding the content of Interpersonal Relationship, please talk about your feelings when dealing with your superiors? How to improve the relationship between superiors and subordinates in Guangxi universities?

Relationships between different levels are harmonious, with effective communication and cooperation between leaders and staff. Positive superior-subordinate relationships are key to the university's stability and growth, promoting information flow and team cohesion. The university could further improve these relationships by facilitating more communication and opportunities for interaction, promoting mutual understanding and trust.

4. Regarding the content of Justice Climate, what is your suggestion on the need for adequate information in organizational decision-making? How to improve information disclosure in organizational decision-making processes in Guangxi universities?

The university already practices a good level of transparency in its decision-making processes, regularly informing staff about significant decisions and policies. Transparency in decision-making is vital for enhancing staff participation and belonging, increasing organizational cohesion and effectiveness. The university could improve transparency by establishing comprehensive information channels, including websites and notice boards, to keep staff informed and involved.

5. Regarding the content of Management Style, what is your suggestion on democracy? How to improve democracy in Guangxi universities?

The university has been implementing democratic management, valuing staff opinions and encouraging their involvement in decision-making and governance. Democratic management can boost staff motivation and creativity, vital for the university's advancement. Strengthening democratic management practices by establishing staff representative assemblies or committees can increase participation in decision-making, ensuring fairness and democracy.

6. Regarding the content of Organizational Identification, what is your opinion on the honor and co-existence of the individual and the organization in Guangxi

universities? How to improve the honor and co-existence of the individual and the organization in Guangxi universities?

Staff generally identify with the university's achievements and challenges, willing to contribute to its growth while also feeling concerned about its difficulties. The belief in a shared destiny with the university is crucial for building a strong sense of cohesion and teamwork. The university should foster a sense of honor and responsibility among staff, using recognition and innovation incentives to inspire dedication and propel the university forward.

7. Regarding the content of Supportive Climate, what is your opinion on trust between workers in Guangxi universities? How to improve trust between workers in Guangxi universities?

There exists a strong culture of mutual trust and cooperation among colleagues, where sharing experiences and resources is common. Mutual trust among colleagues is fundamental for teamwork and progress, an essential component of maintaining healthy work relationships. The university could reinforce team and cultural building by organizing team activities and exchange programs, deepening mutual understanding and trust, and creating a more harmonious work environment.

Interviewee 11

1. Regarding the content of Hierarchical System, what is your opinion on the hierarchy in Guangxi universities? How to improve the hierarchy to enhance the efficiency of organizational management?

The university has a well-structured hierarchy system, though it faces issues such as potential unfairness in promotions, which might not always align with individual capabilities and contributions. As an educator, I believe the hierarchy system should be fairer and more transparent, evaluating individuals based on their performance rather than non-professional factors. The institution should develop more scientific and equitable promotion criteria to ensure equal opportunities and fair treatment for all.

2. Regarding the content of Innovation Climate, what is your suggestion on the innovation and entrepreneurial spirit in Guangxi universities? How to improve the innovation and entrepreneurial spirit in Guangxi universities?

Teachers at Beibu Gulf University display significant innovation and enterprise, exploring new teaching methodologies and research directions. However, some may be hesitant towards novel teaching techniques and technologies. Innovation is key to educational advancement. I support and encourage teachers to explore and adopt new teaching approaches to enhance learning outcomes. The university could organize additional training and exchange events, offering resources and support to foster teachers' enthusiasm for innovation and improve teaching standards.

3. Regarding the content of Interpersonal Relationship, please talk about your feelings when dealing with your superiors? How to improve the relationship between superiors and subordinates in Guangxi universities?

The relationship between different levels at Beibu Gulf University is harmonious, with effective communication and cooperation between leaders and staff. Positive superior-subordinate relations are crucial for the institution's stability and progress. Maintaining good communication and trust with leadership is a priority for me. Strengthening communication and interaction, providing platforms for mutual understanding and trust, can further facilitate the university's development.

4. Regarding the content of Justice Climate, what is your suggestion on the need for adequate information in organizational decision-making? How to improve information disclosure in organizational decision-making processes in Guangxi universities?

Beibu Gulf University generally maintains transparency in its decision-making processes, regularly informing staff about significant policies and decisions while encouraging feedback. Transparency is vital in decision-making, enhancing staff participation, belonging, and organizational cohesion and effectiveness. Enhancing transparency through comprehensive communication channels and keeping staff updated on major decisions can strengthen trust and belonging.

5. Regarding the content of Management Style, what is your suggestion on democracy? How to improve democracy in Guangxi universities?

While the university practices democratic management, some authoritarian tendencies might persist in specific areas. I advocate for democratic management, seeing staff as active participants in the university's growth rather than mere executors.

Expanding the scope and depth of democratic management, encouraging active staff participation in governance, can propel the university's development.

6. Regarding the content of Organizational Identification, what is your opinion on the honor and co-existence of the individual and the organization in Guangxi universities? How to improve the honor and co-existence of the individual and the organization in Guangxi universities?

Staff widely identify with the university's honors and achievements, committed to its growth while concerned about its challenges. The connection between individual and university fortunes is crucial for building team cohesion and spirit. Fostering a sense of honor and responsibility among staff can motivate further contributions to the university's development.

7. Regarding the content of Supportive Climate, what is your opinion on trust between workers in Guangxi universities? How to improve trust between workers in Guangxi universities?

A trusting environment prevails among colleagues at Beibu Gulf University, where experience and resources are willingly shared, supporting a positive work atmosphere. Mutual trust among colleagues is foundational for teamwork and progress, essential for maintaining healthy work relationships. Enhancing communication and interaction among colleagues can promote information sharing and cooperation, creating a more harmonious and efficient work environment.

Interviewee 12

1. Regarding the content of Hierarchical System, what is your opinion on the hierarchy in Guangxi universities? How to improve the hierarchy to enhance the efficiency of organizational management?

The hierarchy system is relatively flexible with clear evaluation standards for titles. However, the promotion mechanism lacks transparency, sometimes affecting staff motivation. As a grassroots administrative manager, I see the value of a hierarchy system for organizing work but believe it requires continuous optimization to meet the university's evolving needs. The university should establish a fairer, more transparent promotion mechanism, clearly defining standards and processes to motivate staff towards self-improvement and mutual growth with the university.

2. Regarding the content of Innovation Climate, what is your suggestion on the innovation and entrepreneurial spirit in Guangxi universities? How to improve the innovation and entrepreneurial spirit in Guangxi universities?

Faculty members generally exhibit a strong spirit of innovation, actively exploring new teaching and research directions. The agricultural research team's development of a new efficient fertilizer is a notable contribution. I fully support and encourage the innovative endeavors of faculty, recognizing their efforts as crucial to the university's progress. Enhance the research incentive mechanism, increase support for research projects, and provide more resources and platforms to stimulate faculty innovation, elevating the university's research and teaching quality.

3. Regarding the content of Interpersonal Relationship, please talk about your feelings when dealing with your superiors? How to improve the relationship between superiors and subordinates in Guangxi universities?

Relationships are harmonious, with leaders valuing staff input and staff eager to contribute to the university's growth. Regular interactions between the dean and grassroots staff help address work and life concerns. Positive superior-subordinate relationships are foundational for stable development, facilitating efficient communication and a harmonious work environment. Strengthen communication and trust between different levels, encourage open expression of opinions, and offer more training and development opportunities to enhance job satisfaction and belonging.

4. Regarding the content of Justice Climate, what is your suggestion on the need for adequate information in organizational decision-making? How to improve information disclosure in organizational decision-making processes in Guangxi universities?

Decision-making transparency is commendable, with leadership conveying the rationale behind decisions and seeking staff feedback. Openness in decision-making enhances staff participation and organizational cohesion. Improve transparency further by establishing comprehensive communication channels, keeping staff well-informed about major decisions and policy changes, reinforcing trust and belonging.

5. Regarding the content of Management Style, what is your suggestion on democracy? How to improve democracy in Guangxi universities?

While democratic management is practiced, there may still be tendencies towards authoritarianism in specific areas. I advocate for democratic management, viewing staff as integral contributors to the university's development. Expand democratic management's scope, encouraging more active staff involvement in management and decision-making to drive the university's growth collectively.

6. Regarding the content of Organizational Identification, what is your opinion on the honor and co-existence of the individual and the organization in Guangxi universities? How to improve the honor and co-existence of the individual and the organization in Guangxi universities?

Staff widely share a sense of pride and responsibility towards the university's achievements and challenges. Recognizing the interconnectedness of individual and university fortunes fosters a strong sense of unity and teamwork. Foster staff's sense of honor and responsibility through recognition and motivation, encouraging greater contributions to the university's advancement.

7. Regarding the content of Supportive Climate, what is your opinion on trust between workers in Guangxi universities? How to improve trust between workers in Guangxi universities?

A trusting atmosphere prevails, with colleagues readily sharing experiences and resources, supporting a positive work environment. Mutual trust is essential for teamwork and progress, a key element in maintaining healthy work relationships. Enhance communication and interaction among colleagues to promote information sharing and cooperation, fostering a more harmonious and efficient workplace.

Interviewee 13

1.Regarding the content of Hierarchical System, what is your opinion on the hierarchy in Guangxi universities? How to improve the hierarchy to enhance the efficiency of organizational management?

Guilin University has a relatively strict hierarchy system with clear authorities and responsibilities for different titles, though it sometimes hampers communication and collaboration across levels. As a senior administrative manager, I believe the hierarchy system facilitates management and standardizes workflows but should be applied flexibly to avoid rigidity. The university should maintain the hierarchy while

promoting cross-level communication and cooperation for efficient operations.

2.Regarding the content of Innovation Climate, what is your suggestion on the innovation and entrepreneurial spirit in Guangxi universities? How to improve the innovation and entrepreneurial spirit in Guangxi universities?

Teachers at Guilin University are generally innovative, actively exploring teaching methods and research directions, making positive contributions to the university's development. Recognizing the crucial role of teacher innovation in the university's growth, I am committed to supporting and encouraging their innovative efforts. Establish a robust innovation incentive mechanism, providing more support and resources to teachers to fuel their passion for innovation and advance the university's development.

3.Regarding the content of Interpersonal Relationship, please talk about your feelings when dealing with your superiors? How to improve the relationship between superiors and subordinates in Guangxi universities?

Relationships between different levels at Guilin University are harmonious, with leaders open to staff suggestions and staff eager to contribute to leadership decisions. Healthy superior-subordinate relationships are vital for the university's healthy development, promoting efficient information flow and decision-making. Strengthen communication and trust between leadership and staff by establishing an equal, open dialogue mechanism, encouraging staff to voice their opinions and suggestions.

4. Regarding the content of Justice Climate, what is your suggestion on the need for adequate information in organizational decision-making? How to improve information disclosure in organizational decision-making processes in Guangxi universities?

Decision-making transparency is commendable at Guilin University, with leadership prioritizing clarity and fairness in conveying decisions to staff. Openness in decision-making enhances staff understanding and agreement, strengthening organizational cohesion and effectiveness. Enhance decision-making transparency by advocating diverse participation mechanisms, allowing more staff involvement in decision processes for democratic decision-making.

5. Regarding the content of Management Style, what is your suggestion on democracy? How to improve democracy in Guangxi universities?

Guilin University practices democratic management to some extent, with leadership valuing staff input and engaging in wide discussions for major decisions. Supporting the concept of democratic management, I view staff as active participants in the university's development. Expand the scope and depth of democratic management, encouraging staff to actively partake in university governance and decision-making, driving collective progress.

6. Regarding the content of Organizational Identification, what is your opinion on the honor and co-existence of the individual and the organization in Guangxi universities? How to improve the honor and co-existence of the individual and the organization in Guangxi universities?

Staff widely identify with the university's honors and achievements, committed to contributing to its growth while also concerned about its challenges. Believing in a shared destiny enhances team cohesion and spirit, essential for propelling the university forward. Cultivate a sense of honor and responsibility among staff, motivating them to contribute their efforts and ideas to the university's advancement.

7. Regarding the content of Supportive Climate, what is your opinion on trust between workers in Guangxi universities? How to improve trust between workers in Guangxi universities?

A strong trust exists among colleagues at Guilin University, supporting a harmonious and efficient work atmosphere. Valuing mutual trust as the foundation of teamwork and productivity, fostering shared respect, understanding, and support is crucial. Strengthen trust and respect among staff, creating an open and inclusive environment that encourages sharing experiences and resources, promoting the university's collective development.

Interviewee 14

1. Regarding the content of Hierarchical System, what is your opinion on the hierarchy in Guangxi universities? How to improve the hierarchy to enhance the efficiency of organizational management?

The university operates under a relatively strict hierarchy system, where ranks are determined by title and tenure, leading to a distinct power gap between leaders and subordinates. While the hierarchy system aids in organizational stability and workflow management, it can also hinder communication and reduce work efficiency. It's recommended that the university softens the rigid hierarchy structure to emphasize motivation and teamwork, reducing rank disparities to boost staff morale and creativity.

2. Regarding the content of Innovation Climate, what is your suggestion on the innovation and entrepreneurial spirit in Guangxi universities? How to improve the innovation and entrepreneurial spirit in Guangxi universities?

The university encourages faculty to engage in research and teaching reforms actively. However, some teachers may not fully embrace this spirit due to various factors. Faculty innovation and enterprise are crucial for the university's growth, necessitating more institutional support and encouragement alongside self-improvement efforts from the faculty themselves. A more flexible incentive mechanism for faculty innovation is suggested, along with enhanced training and guidance to elevate their professional skills and teaching quality.

3. Regarding the content of Interpersonal Relationship, please talk about your feelings when dealing with your superiors? How to improve the relationship between superiors and subordinates in Guangxi universities?

The relationships between different levels at the university are generally harmonious, with leaders attentive to staff opinions and staff keen on following leadership directives. Healthy superior-subordinate dynamics are fundamental for organizational and team development, requiring efforts from both parties to maintain and foster. Further strengthening communication and trust between leadership and staff is recommended, enhancing management skills and staff engagement to cultivate a more harmonious work environment.

4. Regarding the content of Justice Climate, what is your suggestion on the need for adequate information in organizational decision-making? How to improve information disclosure in organizational decision-making processes in Guangxi universities?

Information dissemination about decision-making processes at the university is somewhat limited, affecting staff's understanding and acceptance of decisions. Openness in decision-making is critical for building trust and participation among staff, contributing to organizational stability and growth. Establishing a comprehensive information disclosure system to keep staff informed about important decisions and changes is advised, ensuring transparency and fairness.

5. Regarding the content of Management Style, what is your suggestion on democracy? How to improve democracy in Guangxi universities?

The university practices democratic management to an extent, with leadership considering staff input, though decision-making primarily remains centralized. Democratic management is seen as an effective approach to engage staff actively and enhance the organization's cohesion and competitiveness. Advancing democratic management by improving communication with staff and encouraging their active participation in decision-making is recommended for true democratic governance.

6. Regarding the content of Organizational Identification, what is your opinion on the honor and co-existence of the individual and the organization in Guangxi universities? How to improve the honor and co-existence of the individual and the organization in Guangxi universities?

Most staff at the university feel a strong sense of belonging and responsibility towards the institution's successes and challenges. The interconnection between individual and university fortunes is crucial for both personal growth and institutional development. Enhancing recognition and rewards systems to motivate staff contributions towards the university's growth and sharing in its successes and honors is advisable.

7. Regarding the content of Supportive Climate, what is your opinion on trust between workers in Guangxi universities? How to improve trust between workers in Guangxi universities?

A trusting atmosphere prevails among colleagues, fostering cooperation and mutual support. Intercollegiate trust is essential for teamwork and efficiency, serving as a cornerstone for the university's advancement. Strengthening team building and

communication training to improve team spirit and collaborative skills among staff, thereby reinforcing mutual trust, is recommended.

Interviewee 15

1. Regarding the content of Hierarchical System, what is your opinion on the hierarchy in Guangxi universities? How to improve the hierarchy to enhance the efficiency of organizational management?

Guangxi City Vocational University has implemented a comprehensive hierarchy system to delineate responsibilities and authority across various levels, ensuring efficient management and stability. As an experienced manager, I recognize the importance of a well-defined hierarchy for clear responsibilities, collaboration, and stable development. While the current system is effective, there's room for improvement. The university could adjust roles and authority to better meet developmental needs and further clarify the system's role to all members.

2. Regarding the content of Innovation Climate, what is your suggestion on the innovation and entrepreneurial spirit in Guangxi universities? How to improve the innovation and entrepreneurial spirit in Guangxi universities?

The university fosters an environment of innovation and encourages faculty to explore new teaching and research methodologies. I actively embrace and practice innovative teaching to enhance learning outcomes, understanding the significant impact of innovation on the university's progress. Enhancing the innovation culture and providing platforms for faculty could include organizing competitions and establishing incentive programs to encourage creative exploration in teaching and research.

3. Regarding the content of Interpersonal Relationship, please talk about your feelings when dealing with your superiors? How to improve the relationship between superiors and subordinates in Guangxi universities?

The university promotes an equitable, respectful, and supportive work culture, with effective communication and trust mechanisms between different levels. My relationship with superiors is based on mutual respect and cooperation, where open expression of ideas is encouraged and valued. To strengthen these relationships further, training for leadership skills among managers and an open, transparent decision-making process could be beneficial to ensure inclusive participation.

4. Regarding the content of Justice Climate, what is your suggestion on the need for adequate information in organizational decision-making? How to improve information disclosure in organizational decision-making processes in Guangxi universities?

The university practices a good level of openness in its decision-making processes, discussing and communicating major decisions comprehensively. Transparency is crucial for fair and rational decision-making, and I support the principle of openness in all institutional processes. Implementing a structured information dissemination system and enhancing the decision-making process's transparency could improve trust and participation among staff.

5. Regarding the content of Management Style, what is your suggestion on democracy? How to improve democracy in Guangxi universities?

Democratic management practices are evident, with leadership considering staff input in significant decisions and encouraging department-level democratic activities. I view democratic management as vital for motivating staff and advancing the institution, valuing staff involvement in decision-making. Expanding the scope of democratic management and establishing structured mechanisms for staff participation could further democratize decision-making and foster a sense of ownership among all members.

6. Regarding the content of Organizational Identification, what is your opinion on the honor and co-existence of the individual and the organization in Guangxi universities? How to improve the honor and co-existence of the individual and the organization in Guangxi universities?

A strong sense of unity with the university's achievements and challenges prevails among staff, driven by a shared belief in the institution's mission and values. I feel deeply connected to the university's fortunes, prioritizing its interests and striving for collective success. Enhancing organizational culture and recognition programs can strengthen this bond, encouraging every member to contribute actively to the university's growth.

7. Regarding the content of Supportive Climate, what is your opinion on trust between workers in Guangxi universities? How to improve trust between workers in Guangxi universities?

A trusting atmosphere among colleagues facilitates cooperation, support, and a positive work environment, essential for facing challenges and achieving goals. Trust is the foundation of teamwork and efficiency; my relationships with colleagues are built on mutual support and shared objectives. Fostering team spirit through training and creating an open and inclusive environment can enhance mutual trust, benefiting the entire university community.

Interviewee 16

1. Regarding the content of Hierarchical System, what is your opinion on the hierarchy in Guangxi universities? How to improve the hierarchy to enhance the efficiency of organizational management?

At GuangXi Vocational Normal University, a college dedicated to the cultivation of vocational education teachers, the hierarchical system significantly reflects the institution's professional management characteristics. However, an overly cumbersome hierarchy can sometimes stifle teachers' innovation and enthusiasm. As an experienced teacher and administrator, I recognize the importance of a hierarchical system in maintaining order and management within the institution, yet I am also aware of its potential limitations. In my administrative role, I have endeavored to streamline processes and enhance transparency to improve management efficiency and teaching quality. I propose that the institution adopts a more flexible hierarchical management guidelines, encouraging teachers to exercise their innovative spirit and offer constructive suggestions. For instance, establishing a special award mechanism to honor teachers who make significant contributions to teaching, research, and administration could motivate more teachers to actively engage in the institution's management and development.

2. Regarding the content of Innovation Climate, what is your suggestion on the innovation and entrepreneurial spirit in Guangxi universities? How to improve the innovation and entrepreneurial spirit in Guangxi universities?

GuangXi Vocational Normal University has consistently aimed to foster a positive innovation climate, encouraging teachers to explore and experiment with new teaching methods and research directions. However, due to the unique nature of vocational education, innovation may be constrained by traditional perceptions and structures. As a vocational education professional, I am deeply aware of the importance of innovation in developing students' vocational skills and meeting societal demands. Thus, I have always supported and participated in the college's innovative activities, urging teachers to try new teaching guidelines and curriculum designs to enhance teaching quality and student employability. I suggest the college strengthens innovation training and resource support for teachers, providing them with more opportunities and platforms to ignite their innovative spirit and abilities. For example, offering training courses on innovative teaching methods and inviting industry experts and corporate representatives to share the latest industry trends and technological advancements can assist teachers in better understanding and applying innovative teaching methods.

3. Regarding the content of Interpersonal Relationship, please talk about your feelings when dealing with your superiors? How to improve the relationship between superiors and subordinates in Guangxi universities?

At GuangXi Vocational Normal University, relationships between superiors and subordinates are generally harmonious. The college prioritizes establishing good relationships between faculty and students as well as cooperative atmospheres among colleagues, facilitating smooth communication and exchange. As a mid-level manager, I have fostered positive work and interpersonal relationships with both my superiors and subordinates. I respect the decisions and directives of my superiors while being open to suggestions and feedback from my subordinates, working collaboratively on the institution's various tasks. I believe it is crucial to further strengthen the communication and trust between superiors and subordinates. The college could organize regular meetings and team-building activities to enhance interaction and collaboration among colleagues, promoting team cohesion and a spirit of cooperation.

4. Regarding the content of Justice Climate, what is your suggestion on the need for adequate information in organizational decision-making? How to improve

information disclosure in organizational decision-making processes in Guangxi universities?

At GuangXi Vocational Normal University, efforts are made to solicit opinions and suggestions from faculty and students during the decision-making process, with outcomes generally being disclosed in a timely manner. Nonetheless, instances of opaque or undisclosed information still occur. I consider transparency in the decision-making process a vital guarantee of organizational fairness and clarity. As an administrator, I uphold the principle of transparency, sharing the decision-making process and outcomes with colleagues to ensure everyone is well-informed. I recommend the establishment of a more comprehensive information disclosure system within the college to enhance the transparency and fairness of organizational decisions. This could involve setting up a structured information disclosure schedule and list, regularly informing faculty and staff about significant decisions and their implementation progress, thereby reinforcing their understanding and support for organizational decisions.

5. Regarding the content of Management Style, what is your suggestion on democracy? How to improve democracy in Guangxi universities?

Democratic management is a common practice at GuangXi Vocational Normal University. The institution emphasizes democratic decision-making and equal cooperation among faculty and administrators, encouraging active participation in the college's management and decision-making processes. I wholeheartedly endorse the concept of democratic management, believing it can effectively mobilize the enthusiasm and creativity of teachers and administrators, thereby advancing the college's development and progress. In my administrative duties, I respect the opinions and suggestions of colleagues, fostering a collaborative atmosphere for participating in the college's decision-making and management. I believe the college could further refine its democratic management mechanisms by enhancing training and education for faculty and administrators, raising their awareness and participation levels. Additionally, establishing more flexible and efficient communication channels could provide greater opportunities for expressing opinions and engaging in dialogue.

6. Regarding the content of Organizational Identification, what is your opinion on the honor and co-existence of the individual and the organization in Guangxi universities? How to improve the honor and co-existence of the individual and the organization in Guangxi universities?

GuangXi Vocational Normal University advocates a campus culture of shared honor and disgrace, encouraging teachers and administrative staff to work together in solidarity for the college's development and progress. As both a teacher and an administrative staff member, I profoundly feel the responsibility and mission closely linked to the college's destiny. I align my personal development with the college's growth, committing myself to uphold the college's honor and reputation. I believe the college could further strengthen the guidance and promotion of organizational culture to create a more cohesive and motivated campus atmosphere. For instance, organizing a wide range of cultural and team-building activities could enhance communication and collaboration among colleagues, thereby strengthening their sense of belonging and collective pride.

7.Regarding the content of Supportive Climate, what is your opinion on trust between workers in Guangxi universities? How to improve trust between workers in Guangxi universities?

At GuangXi Vocational Normal University, there is generally a strong sense of mutual trust and cooperation among colleagues. The college fosters a spirit of teamwork and mutual aid, encouraging teachers and administrative staff to support and assist each other in promoting the college's development and progress. I firmly believe in the importance of working within a supportive atmosphere. In my role, I maintain healthy communication and cooperation with colleagues, fostering mutual trust and support. I am willing to share my experiences and resources to help colleagues overcome challenges, working together towards the college's shared goals. I think the college could place greater emphasis on and guide the development of a supportive climate, encouraging more open and sincere exchanges between faculty and administrative staff. Moreover, organizing relevant training and activities could enhance team awareness and collaborative skills, creating a more harmonious and supportive working environment.

Appendix E
Certificate of English



This is to certify that

Ms. Peng Zhen

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C1

Given on 25th January 2021

A handwritten signature in black ink, which appears to read 'Kul Ai', is positioned above the official title of the signatory.

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F

The Document for Accept Research

ปว.๘๐๒๗ / ๑๐๔



มหาวิทยาลัยมหจุฬาลงกรณราชวิทยาลัย

วิทยาเขตนครศรีธรรมราช

๓/๓ ม.๕ ต.มะม่วงสองต้น อ.เมือง จ.นครศรีธรรมราช ๘๐๐๐๐

โทร. ๐๗/๕-๓๔๒๘๙๘ โทรสาร ๐๗/๕-๓๔๕๘๖๒

๘ พฤษภาคม ๒๕๖๓

เรื่อง รับรองการลงบทความวิจัยเพื่อตีพิมพ์ในวารสารมหาจุฬานาครทรรศน์

เรียน นางเฝิง เจิ้น

ตามที่ นางเฝิง เจิ้น และรองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์ ผู้ช่วยศาสตราจารย์ ดร.พัชรา เดชโฮม และผู้ช่วยศาสตราจารย์ ดร.สรายุทธ์ เศรษฐขจร ได้ส่งบทความวิจัยเรื่อง “แนวทางการปรับปรุงการจัดการสภาพภูมิอากาศขององค์กรของมหาวิทยาลัยในกว้างซี” เพื่อพิจารณาตีพิมพ์ในวารสารมหาจุฬานาครทรรศน์ มหาวิทยาลัยมหจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ซึ่งได้รับการคัดเลือกเข้าสู่ฐานข้อมูล ของศูนย์ดัชนีการอ้างอิงวารสารไทย (ศูนย์ TCI) ได้ถูกจัดกลุ่มคุณภาพวารสารประจำปี พ.ศ.๒๕๖๒ ให้เป็นวารสารที่มีคุณภาพกลุ่มที่ ๒ (TCI ฐาน ๒) และอยู่ในฐานข้อมูล TCI จนถึง ๓๑ ธันวาคม ๒๕๖๓ โดยจะดำเนินการจัดพิมพ์ในฉบับต่อไปตามระยะเวลาที่ได้กำหนดไว้ และวารสารมหาจุฬานาครทรรศน์ ได้รับบทความวิจัยของท่านเป็นที่เรียบร้อยแล้ว

ในการนี้ วารสารมหาจุฬานาครทรรศน์ มหาวิทยาลัยมหจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ขอรับรองว่าบทความของท่านได้ผ่านตอบรับเพื่อพิจารณาบทความตีพิมพ์เผยแพร่ในปีที่ ๑๑ ฉบับที่ ๗ (กรกฎาคม ๒๕๖๓) นี้ ซึ่งภายหลังจากนี้บทความจะผ่านการตรวจสอบความถูกต้องทางวิชาการ โดยกองบรรณาธิการวารสารฯ และผู้ทรงคุณวุฒิต่อไป

จึงเรียนมาเพื่อโปรดทราบและดำเนินการต่อไป

เรียนมาด้วยความเคารพ

๒/๗๕๑๓

(นางสาวบุญญาดา จงละเอียด)

บรรณาธิการวารสารมหาจุฬานาครทรรศน์

มหาวิทยาลัยมหจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช

Research Profile

Name-Surname: Peng Zhen
Birthday: June 13,1989
Place of Birth: Liuzhou City, Guangxi, China

Educational Background:

- Doctor of Philosophy Program in Educational Administration, Bansomdejchaopraya Rajabhat University, in 2021
- Master of Arts, Guangxi University, in 2016
- Bachelor of Management, Kede College of Capital Normal University, in 2012

Work Experience:

- Teacher, College of Animal Science and Technology, Guangxi Vocational University of Agriculture, from 2023 to the present
- Teacher, College of Faculty of Economics and Management, Guangxi Vocational University of Agriculture, from 2021 to 2023
- Teacher, Department of Business, Xingjian College of Science and Liberal Arts, Guangxi, Guangxi University, from 2016 to 2021

Office Location:

- Guangxi Vocational University of Agriculture

Current Contact Location:

- No. 10, Nongyuan Road, Nanning, Guangxi China