

Strategies to the Development of Organization Culture of Higher Education Management in Guangxi

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Abstract

The purposes of this research were to: 1) analyze the current situation of the development of higher education management organization culture in Guangxi. In China, the management of higher education in Guangxi is divided into two levels. One is macroscopically. The Education Department of Guangxi Zhuang Autonomous Region (an institution in charge of education management by the Chinese government) is responsible for external management. Second, on the micro level, the universities in Guangxi conduct their own internal management. The research of this paper is mainly to study the second micro level, that is, to analyze the problems existing in the development of organizational culture in Guangxi universities. 2) put forward the strategy of cultural development of higher education management organization in Guangxi. 3) evaluate strategies for the development of organizational culture in higher education management. The sampling of this research is 368 managers from 10 universities in the east, south, west, north and central are selected as the valid sample number. Perform stratified sampling.

Research Methodology study the theoretical background and process of the development of university management organization culture; The second stage: study the current situation of the development of higher education management organization culture in Guangxi; The third stage: study the strategy of Guangxi higher education management organization culture development; The fourth stage: the evaluation of Guangxi higher education management organizational culture development strategy.

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

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

1. Introduction

The construction of organizational culture is the need for universities to cultivate high-quality talents. University is a special organization, and university management is the management of organizational culture. Once a good cultural atmosphere is formed, it will lead and promote the work of the school.

The construction of organizational culture is the need to form the core competitiveness of the university. In recent years, many domestic universities have clearly put forward the vision of building a world-class university in their comprehensive reform plans. With the continuous deepening of the construction of first-class universities, how to enhance the competitiveness of universities has become a hot topic of concern to universities and society. World-class universities have first-class talents, scientific and technological achievements and social contributions, and the key to this series of "first-class".

The research on university organizational culture is the need for universities to seek instructive empirical analysis in the new era. Organizational culture originates from corporate culture. The study of organizational culture has always been valued by many disciplines such as management, psychology, sociology, and cultural studies. In the past 30 years.

Education management theory is a knowledge system about education management. Its basic goal is to establish a dynamic education adaptive system in the face of the rapidly changing society. Education management theory is the theoretical guidance used in the process of education management. It emerged in the 1870s for educational management activities. In educational management activities, people play a dual role. As the constituent elements of the education management system.

System management theory the main point of system management theory is that an organization is an integrated system composed of people, materials, machines and other resources under certain goals, and its growth and development are affected by these elements at the same time. In the school system, people are the subject and other elements are passive; the system management theory regards the school system as an organic part of the whole society. At the same time, the school itself is also a whole. Therefore, the theory is applicable to the research of this paper.

2. Research Questions

1. What are the current status of the development of organizational culture in Guangxi colleges and universities?

Through literature retrieval, literature collection, distribution of questionnaires, and on-the-spot interviews to understand the current situation and existing problems of the current organizational culture development level of Guangxi colleges and universities.

2. How to formulate strategies to improve the cultural development level of management organizations in Guangxi universities?
3. How to evaluate the strategies of Guangxi Higher Education Management Organization Culture Development.

3. Literature Review

3.1 Higher education management

Professor Burton Clark (1983) believes that the power to coordinate the higher education system can be summarized into three forces, namely state power, market power and academic authority, showing a triangular coordination model.

The role of education authorities from Education providers are transformed into guarantors of educational quality, giving higher education institutions greater autonomy

(John Dahlman, 2003, p. 122-125). Robert Vandergoff. (2002, p.55) believes that a direct and smooth information communication channel has been established between American universities and social forces, so that social forces can participate in the governance of universities, thereby promoting diversity Formation of a governance mechanism. The activities of higher education are subject to the influence of stakeholders. It is an organization jointly controlled by multiple stakeholders. Different stakeholders have different interest demands and influence education in different ways (Wan Wenping. 2011).

He Xiuyan (2015) pointed out in the book "Towards University Self-Organization - Research on the Relationship between Chinese Government and Universities" that "there is an incomplete contractual relationship between the government and public universities, and the contractual relationship between the two is also changing, and "Contracting-evaluation" has become a practical exploration of contract management between the government and universities". Shi Huanan (2016) started from the meta-governance theory and proposed to realize the overall shaping of the government's roles as "director", "supervisor", "server" and "coordinator" (2016, p. 31-38).

3.2 Culture

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

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

3.3 University organizational culture

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

3.4 Material Culture

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

3.5 Behavioral culture

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

3.6 Institutional culture

Meng Nan (2018) believes that institutional culture is divided into explicit institutional culture (that is, the school's rules and regulations) and implicit institutional

culture (that is, the school's school spirit, conscious behavior, etc.) School rules and regulations and the ethos, habits and traditions reflected in the rules and regulations.

3.7 Spiritual culture

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

4. Research Conceptual Framework

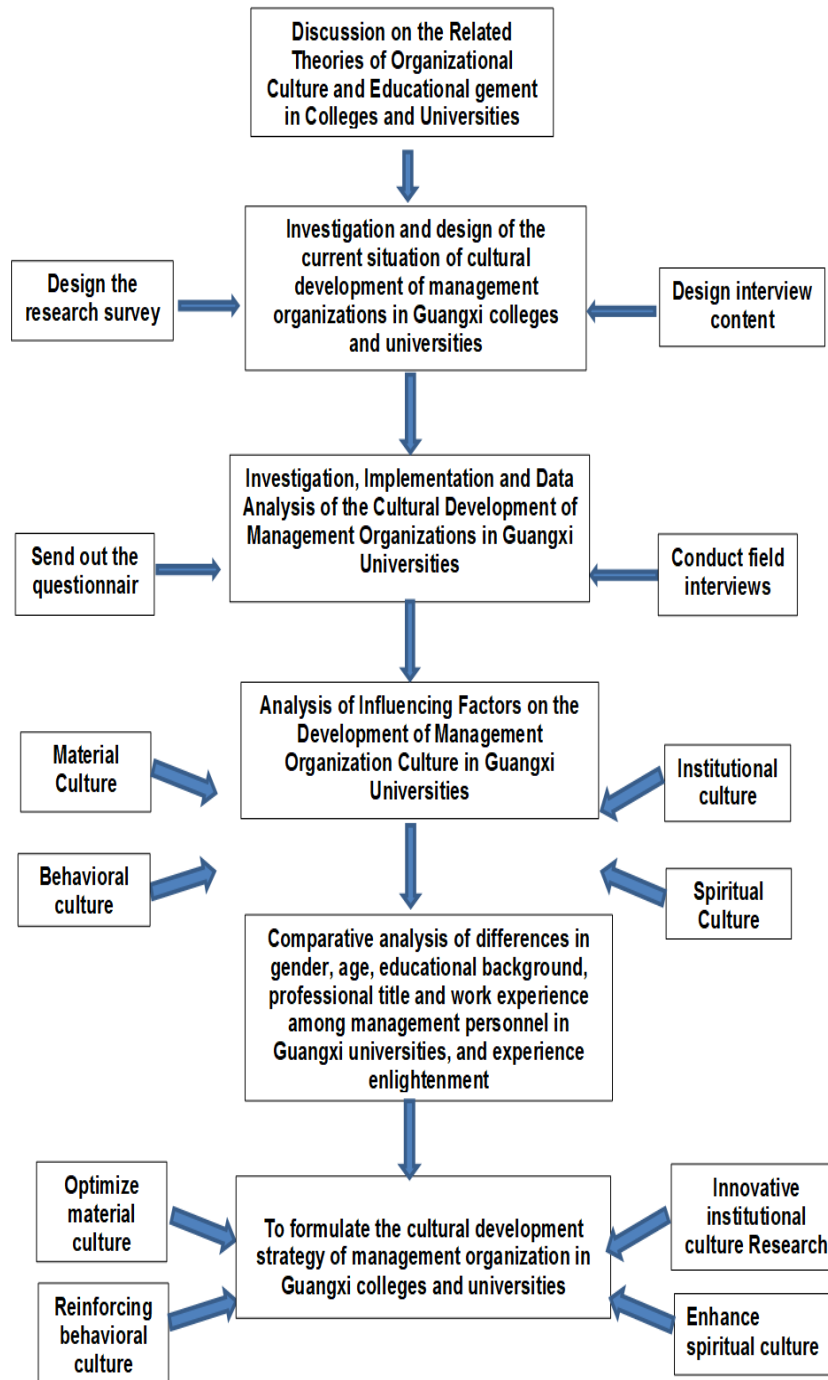


Figure 1 Research Framework

5. Objectives of the Research

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

In China, the management of higher education in Guangxi is divided into two levels. One is macroscopically. The Education Department of Guangxi Zhuang Autonomous Region (an institution in charge of education management by the Chinese government) is responsible for external management. Second, on the micro level, the universities in Guangxi conduct their own internal management. The research of this paper is mainly to study the second micro level, that is, to analyze the problems existing in the development of organizational culture in Guangxi universities.

2. To put forward the strategy of cultural development of higher education management organization in Guangxi.
3. To evaluate strategies for the development of organizational culture in higher education management.

6. Research Methodology

The first stage: study the theoretical background and process of the development of university management organization culture;

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

The third stage: study the strategy of Guangxi higher education management organization culture development;

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

6.1 Population and the Sample Group

6.1.1 Population

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

6.1.2 The Sample Group

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

Table 1 *The Sample Group*

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

7. Research Results

Part 1: Fill in the questionnaire Personal information of the managers, divided into gender, top position, title, and work experience related to organizational culture.

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

Part 3: To fill in the questionnaire. The analysis results of the management personnel on the development strategy of Guangxi higher education management organization culture.

Part 4: is the result of expert evaluation and analysis of Guangxi higher education management organization culture development strategy.

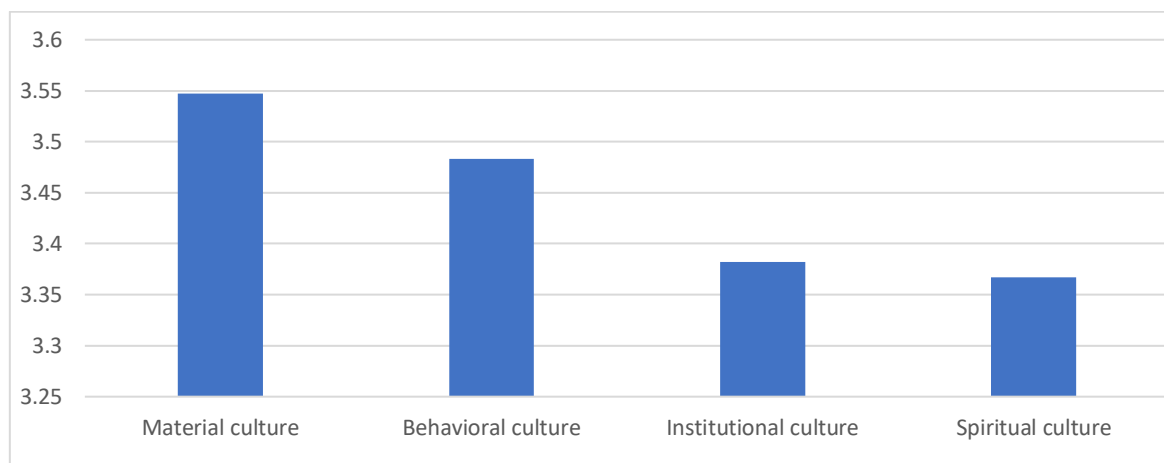


Figure 2 *Schematic diagram of the development level of management organizational culture in Guangxi universities*

According to the figure 2, the development status of Guangxi university management organizational culture is shown in the figure. The average value of material culture in organizational culture is 3.547, the average value of behavioral culture is 3.483, the average value of institutional culture is 3.382, and the average value of spiritual culture is 3.367. The level of material culture > behavioral culture > institutional culture > spiritual culture. The level of these four aspects is not higher than 4.00 and not lower than 3.00, which indicates that the development level of the management organizational culture of Guangxi universities is in the middle level and still needs to be improved.

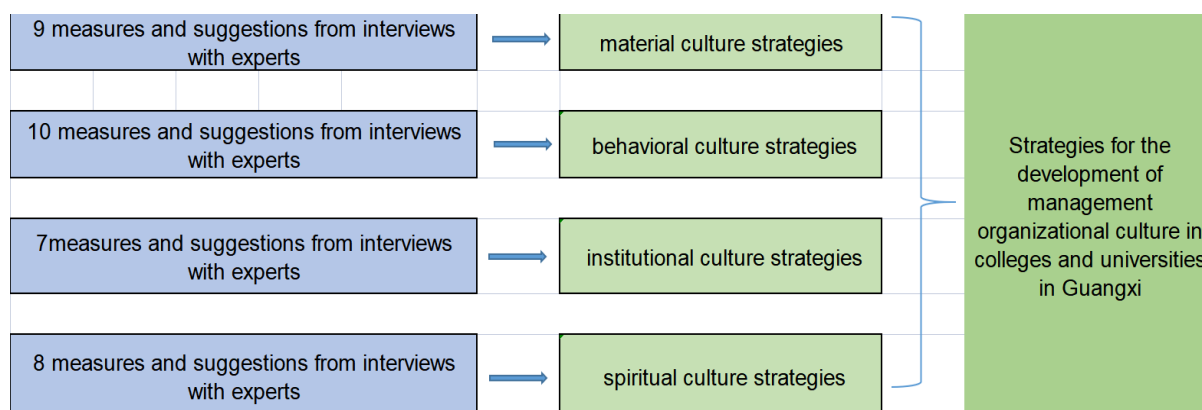


Figure 3 *The strategic diagram of the development of management organizational culture in Guangxi universities*

According to interviewees respectively put forward 34 suggestions and measures for the development of the management and organizational culture of colleges and universities in Guangxi. After carefully summarizing the above 34 suggestions and measures, strategies in material culture, behavioral culture, institutional culture and spiritual culture are formed. The material culture strategy includes 9 measures, the behavior culture strategy includes 10 measures, and the system culture strategy includes 9 measures and 7 measures. The spiritual and cultural strategy consists of eight measures. See Figure 3 for details.

8. Conclusion and Discussion

8.1 Conclusion

The results of this study are summarized as follows:

Conclusion of the first research purpose:

Based on 40 questions in four aspects of the questionnaire, 500 questionnaires were issued to 10 colleges and universities in Guangxi, and 426 valid samples were obtained after 74 invalid questionnaires were eliminated. Finally, the current situation of the development of management organization culture in colleges and universities in Guangxi was determined through analysis. First of all, material and cultural development is at a moderate level. Secondly, the development status of behavioral culture is medium. Thirdly, the development status of institutional culture is medium level. Finally, the spiritual and cultural development of the present situation is medium level. According to the analysis results of the questionnaire, according to the 5-point scale, the average development status of material culture is 3.547, the average development status of behavioral culture is 3.483, the average development status of institutional culture is 3.382, and the average development status of institutional culture is 3.367. In these four aspects, the development level of material culture

is higher than that of behavioral culture, the development level of behavioral culture is higher than that of institutional culture, and the development level of institutional culture is higher than that of spiritual culture. The relationship among them is the level of material culture development > the level of behavior culture development > the level of system culture development > the level of spiritual culture development. The average value of the above four aspects of organizational culture is no more than 4, and no less than 3, all at the medium level. From this, we can see that the development level of the management organization culture of colleges and universities in Guangxi is in the middle, and it still needs to strengthen measures to further improve the development level.

Conclusion of the second research purpose:

Strategies for the Development of higher Education Management Organization Culture in Guangxi.

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

First, the material culture strategy, a total of 9 measures: 1. Create a beautiful campus landscape with school-running characteristics. 2. Increase funding for material and cultural construction. 3. Improve the convenience of life for teachers and students. 4. Improve staff welfare. 5. Construct complete teaching and cultural facilities. 6. Build an information sharing platform. 7. Improve the construction of all kinds of high-quality hardware facilities. 8. Establish an organizational structure dedicated to managing organizational culture. 9. Improve the utilization rate of infrastructure equipment.

Second, behavioral culture strategy, a total of 10 measures: 1. Strengthen the construction of teachers and teacher ethics education. 2. Strengthen the construction of school spirit and style of study. 3. Broaden the scope of colleges and universities to serve society. 4. Improve the comprehensive quality and ability of management personnel. 5. Strengthen communication with government agencies for more support. 6. Strengthen the education guarantee for the children of faculty members. 7. Strictly control the Internet and prohibit low-level culture from playing on the Internet at will. 8. Vigorously promote the new fashion of respecting teachers and valuing teaching. 9. Attach importance to the introduction and development of talents. 10. Build a good culture of role models in college campuses.

Third, the system culture strategy, a total of 7 measures: 1. Accelerate the innovation and revision of the system. 2. We will intensify the enforcement of the system. 3. Focus on summarizing advantages and experiences and forming its own unique institutional culture. 4. Innovate the institutional culture construction mechanism. 5. Fully stimulate teachers' sense of ownership and improve the teacher training system. 6. Formulate the statutes of the university in real sense and improve the governance structure of the university legal person. 7. Speed up reform of the personnel system.

Fourth, spiritual and cultural strategies, a total of eight measures: 1. Accelerate the speed of management reform. 2. Accelerate the layout and planning of top-level design and publicize it widely. 3. Create a strong campus culture. 4. Improve management philosophy and methods. 5. Guide teachers and students to establish a correct outlook on the world,

outlook on life, values, honor and disgrace. 6. Fully identify the school-running orientation and school-running purpose. 7. Strengthen refined management and improve management philosophy and methods. 8. Strengthen the propaganda of spiritual culture in colleges and universities.

8.2 Discussion

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

9. Recommendations

Through this study, the researchers have the following suggestions:

1. Policy suggestions: The construction of organizational culture is inseparable from both national policies and government policies. As we all know, the management of colleges and universities is divided into two parts, one is the external management of government departments, the other is the internal management of colleges and universities. In 2022, China will hold the 20th National Congress of the People's Republic of China. After the meeting, it is important to grasp the important information about how universities will develop. It is necessary to start from the external management and combine the latest higher education management measures in China to find out the policies supporting the development of organizational culture, so as to implement them step by step according to the superior policies
2. Suggestions of the organization: The development of organizational culture cannot be separated from the specific implementation department. According to the analysis of literature and questionnaire, there is no implementation institution in charge of organizational culture construction in Guangxi colleges and universities, so the level of organizational culture is still at the medium level, and there is a certain gap between the material culture, behavioral culture, institutional culture and spiritual culture. In order to accelerate the development of organizational culture, it is particularly important to set up a special organization responsible for the construction of organizational culture.
3. Suggestions for further research:

First, suggestions to further improve the interview questionnaire; Combined with the questionnaire, this study gained some experience when collecting and analyzing data. The researchers believe that although the reliability analysis and validity analysis of the questionnaire meet the standards, especially the validity analysis is more than 0.9, indicating that the validity of the questionnaire is worthy of affirmation. However, in future studies on the construction of organizational culture, a scale about problems in the development of

organizational culture can be added to the dimensions of the questionnaire, which can reduce the difficulty of obtaining questions and ensure the accuracy of data. In addition, a region about the school where the respondent is located can also be added to the demographic characteristic's information, such as east, west, south, north, central, etc. The main purpose of adding this information is to obtain the specific region of the respondent, so as to analyze the difference of the development status of the organizational culture of colleges and universities in different regions of Guangxi, so as to obtain more accurate status quo.

Second, further seek advice from the best interview guests:

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

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

Organizational culture includes material culture, behavior culture, system culture, spiritual culture and organization

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

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