# STRATEGIES FOR THE DEVELOPMENT OF HUMAN RESOURCE MANAGEMENT IN GUANGXI PRIVATE UNIVERSITIES
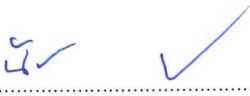
ZHAO TIANYING

A thesis submitted in partial fulfillment of the requirements for
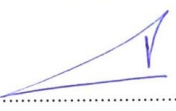the Degree of Doctor of Philosophy Program in Educational Administration
Academic Year 2023

Thesis Title        Strategy for the Development of Human Recourse Management in
                    Guangxi Private Universities

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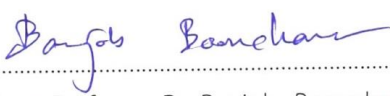the Requirements for the Degree of Doctor of Philosophy in Educational Administration

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## ABSTRACT

The objectives of this research were: 1) to study the current situation of the development of human resource management in Guangxi private universities. 2) to formulate strategy for the development of human resource management in Guangxi private universities. 3) to assess the suitability and feasibility of the strategy for the development of human resource management in Guangxi private universities. The study focuses on the administrative staff of five newly established private undergraduate universities in Guangxi, with a population of 960. The sample group was 278 administrative staffs. Research instruments include: 1) questionnaire, 2) structured interview, and 3) evaluation form. data analysis by using percentage, mean, standard deviation and content analysis.

The results were found that the current situation of human resource management in Guangxi private university is in the middle level. strategy for the development of human resource management in Guangxi private universities includes four aspects: recruitment and selection, training and development, performance management and salary management. The suitability and feasibility of strategy for the development of human resource management in Guangxi private universities are high level.

**Keywords:** Strategy for the development, Human resource management, Private university

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# บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพปัจจุบันของการพัฒนาการบริหารทรัพยากรมนุษย์ในมหาวิทยาลัยเอกชนในมณฑลกวางสี 2) เพื่อเสนอกลยุทธ์การพัฒนาการบริหารทรัพยากรมนุษย์ในมหาวิทยาลัยเอกชนในมณฑลกวางสี 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของกลยุทธ์การพัฒนาการบริหารทรัพยากรมนุษย์ในมหาวิทยาลัยเอกชนในมณฑลกวางสี ประชากรในการวิจัยครั้งนี้ ได้แก่ เจ้าหน้าที่ฝ่ายธุรการ มหาวิทยาลัยเอกชนระดับปริญญาตรีในมณฑลกวางสี จำนวน 5 แห่ง รวมทั้งสิ้น 960 คน กลุ่มตัวอย่าง ได้แก่ เจ้าหน้าที่ฝ่ายธุรการ จำนวน 278 คน เครื่องมือวิจัยประกอบด้วย: 1) แบบสอบถาม 2) การสัมภาษณ์แบบมีโครงสร้าง 3) แบบประเมิน สถิติที่ใช้ในการวิจัย ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา (Content Analysis)

ผลการวิจัยพบว่า สภาพปัจจุบันของการพัฒนาการบริหารทรัพยากรมนุษย์ในมหาวิทยาลัยเอกชนโดยภาพรวมอยู่ในระดับกลาง กลยุทธ์การพัฒนาการบริหารทรัพยากรมนุษย์ในมหาวิทยาลัยเอกชนในมณฑลกวางสี ประกอบด้วย 4 ด้าน ได้แก่ การรับสมัครและการคัดเลือก การฝึกอบรมและการพัฒนา การจัดการผลการปฏิบัติงาน และการจัดการค่าตอบแทน ผลการประเมินความเหมาะสมและความเป็นไปได้ของกลยุทธ์การพัฒนาการบริหารทรัพยากรมนุษย์ในมหาวิทยาลัยเอกชนในมณฑลกวางสีอยู่ในระดับสูง

**คำสำคัญ:** กลยุทธ์การพัฒนา การบริหารทรัพยากรมนุษย์ มหาวิทยาลัยเอกชน

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# Chapter 1

# Introduction

## Rationale

Private education has promoted the development of China's higher education modernization. Chinese private higher education institutions have been developing rapidly since the 1980s, and have become an important component of Chinese higher education over the past 40 years. According to the publicly released statistics on the development of China's education industry in 2022, there are a total of 764 private universities in China, accounting for 25.36% of the total number of universities in the country. Among them, 390 regular undergraduate schools; 22 undergraduate level vocational schools; 350 vocational (vocational) schools; Two adult higher education institutions. There are 9.2489 million private undergraduate and vocational college students, an increase of 791500 compared to 2021, accounting for 25.27% of the total number of undergraduate and vocational college students in China. As a new type of social education force, private education has developed to meet the diverse needs of the Chinese people for education, cultivating a large number of composite and applied talents. It not only increases the supply of education services in China, but also promotes the modernization of education and the development of the economy and society, becoming a dynamic and unique force for the development of higher education.

The teaching staff is a key resource for promoting the development of education in China. In January 2018, China issued the "Opinions on Comprehensively Deepening the Reform of Teacher Team Construction in the New Era", which is the first milestone policy document specifically aimed at teacher team construction since the establishment of the People's Republic of China. In February 2019, China released "China's Education Modernization 2035", which proposed the overall goal of promoting education modernization: by 2020, China's overall education strength and international influence will be significantly enhanced, and significant progress will be made in education modernization. By 2035, China will achieve education modernization as a whole, enter

the ranks of an education powerhouse, and promote China to become a country of learning, human resources, and talent. The "Modernization of Education in China 2035" focuses on prominent issues and weak links in educational development, and focuses on deploying ten strategic tasks, including building a high-quality professional and innovative teacher team. In October 2020, China issued the "Overall Plan for Deepening the Reform of Education Evaluation in the New Era". One of its key tasks is to reform teacher evaluation and promote the implementation of the mission of teaching and educating people. In December 2020, China issued the "Guiding Opinions on Strengthening the Reform of the Construction of the Teaching Staff in Higher Education Institutions in the New Era", with the goal of improving the support system for the development of university teachers, making the management and evaluation system more scientific, improving the treatment guarantee mechanism, modernizing the governance system and ability of the teaching staff, significantly enhancing the professional attractiveness of university teachers, and enhancing their ideological and political qualities, professional abilities The level of education and innovation has been significantly improved, thus building a high-quality professional and innovative university teacher team with excellent political quality, professional ability, and high education level. It can be seen that the teaching staff is a key resource for promoting the development of higher education.

To study the human resource management of private colleges and universities is the realistic need of the connotation development of private colleges and universities. Private universities, as an important component of China's higher education, have played an important role in the process of popularizing higher education in China. For decades, private universities have gradually transitioned from a pure focus on scale expansion to a stage of connotation development. However, due to the lack of effective governance in the teaching staff of private universities for a long time, the weak teaching staff has severely hindered the transformation and connotation development of private universities. In order to promote the connotation development of private universities and meet the requirements of China's educational modernization, it is a worthwhile research topic to construct human resource management strategies that enhance the stability, adaptability, and sustainability of the teaching staff in private universities.

Research on the necessity and urgency of human resource management in Guangxi private colleges and universities. In recent years, Guangxi private higher education has developed rapidly in both quantity and scale. According to the main results of education statistics in Guangxi in 2022, there are a total of 26 private universities established in Guangxi, accounting for 29.21% of the total number of universities in the region. Among the private universities in Guangxi, there are 11 regular undergraduate schools and 1 vocational school at the undergraduate level; 14 vocational (vocational) schools. There were 338,000 students in private ordinary and vocational colleges, 20,000 more than in 2021, accounting for 24.01% of the total number of ordinary and vocational college students in the region. From the regional distribution of private universities, the number of private universities in Guangxi is in the middle position in the country. In recent years, private education in Guangxi has made remarkable achievements, with the continuous deepening of the reform of school system, the continuous expansion of school scale, the continuous innovation of personnel training mode, the continuous improvement of school quality and efficiency, and has made positive contributions to meeting the diversified and personalized education needs of the people. However, due to the late start and poor foundation of private education in Guangxi, the overall development of private education in Guangxi lags behind that of higher education in other provinces in China. Especially in the new situation of the current level evaluation of higher education and intensified talent competition, private universities in Guangxi have problems in human resource management, such as the shortage of total teachers, the shortage of high-quality talents, and the low output of high-level achievements of teachers. If the problems of the construction of teachers in private colleges and universities are not solved effectively, it will not only restrict the implementation of the task of personnel training in private colleges and universities, but also affect their survival and development. What are the current problems in human resource management of private universities in Guangxi? Can we propose development strategies to promote human resource management in private universities in Guangxi? Is the human resource management development strategy obtained applicable to the development of private universities in Guangxi? These issues need to be further

explored, which is an important topic for improving the current teaching level of private universities in Guangxi, enhancing the competitiveness of schools, and enhancing the level of private education and even higher education in the Guangxi region.

## Research Questions

1. What is the current situation of the development of human resource management in Guangxi private universities?

2. What is the strategy for the development of human resource management in Guangxi private universities?

3. Is the strategy appropriate and feasible for the Development of human resource management in Guangxi private universities?

## Research Objectives

1. To study the current situation of the development of human resource management in Guangxi private universities.

2. To formulate strategy for the development of human resource management in Guangxi private universities.

3. To assess the suitability and feasibility of the strategy for the development of human resource management in Guangxi private universities.

## Scope of the Research

### Population and the Sample Group

Population

The population of this study are the administrative staff of five newly established private undergraduate universities in Guangxi (Including Guilin University of Information Technology, Liuzhou Institute of Technology, Nanning University, Beihai College of Art and Design, and Guangxi University of Foreign Languages). There are a total of 960 people.

The Sample Group

According to Krejcie and Morgan's sample table, a valid sample of 960 population is 278 people. By random sampling method, 278 people were selected from 5 private universities according to corresponding proportion.

Interviewee

This study adopts random sampling method to select five large scale private universities in Guangxi as interview schools. They are Guilin University of Information Technology, Liuzhou Institute of Technology, Nanning University, Beihai College of Art and Design, and Guangxi University of Foreign Languages. The respondents have a master's degree or above and have worked in universities for more than 10 years. They are in charge of human resources management in the middle, senior management, and teachers with deputy senior titles or above, a total of 10 people.

**Research Variables**

Through literature review, the influential factors of experts and scholars such as Xing Zhouling (2009), Zhao Puguang (2007), Yang Xiaorong (2020), Liu Wenhua (2011), Li Aimin (2006), Rong Fengjie (2011) and Li Guannan (2022) on human resource management in universities and colleges are summarized. Based on resource based theory, career management theory, comprehensive incentive theory, organizational learning theory, human capital theory, and human resource value chain theory, four main variables affecting the level of university human resource management are determined: 1) recruitment and selection, 2) training and development, 3) performance management, 4) salary management.

## Advantages

1. Theoretical aspects: This study summarizes the theoretical and research. achievements about the development of human resource management of private universities.

2. Practical aspects: The development strategy proposed in this study can be used to guide the recruitment, training, promotion, evaluation, and incentive of human resource management of private universities in Guangxi.

## Definition of Terms

1. **The strategy** refers to a long-term planning and organization aimed at achieving a specific goal or set of goals. It usually involves analyzing and evaluating various options to determine the best course of action, and then implementing those courses of action to achieve goals. In the business world, strategy usually includes the planning of a company's mission, vision and values, and how to use resources and capabilities to achieve its goals. Strategy formulation also involves the analysis and assessment of the market and competitors to determine how to gain a competitive advantage in a competitive environment.

2. **The administrative staff** refers to senior administrative personnel (school-level leaders), intermediate administrative personnel (second-level college leaders, leaders of various administrative departments) and grass-roots administrative personnel (section personnel and below), whose main responsibility is to be responsible for the daily administrative management and decision-making implementation of colleges and universities. Including but not limited to the following aspects: college organizational structure design and staffing management school rules and regulations formulation and implementation; School enrollment, employment, finance, logistics support and other aspects of management; To manage and promote school teaching, scientific research and social services; Communication and coordination between the school and the community; To manage and promote the university's international exchanges and cooperation; School information construction and management; School security and stability management.

3. **The human resource management** refers to the implementation of human resource management activities such as recruitment, training, salary, and performance management. The goal is to obtain and develop human resources needed by the organization, improve employee performance and organizational performance, and promote the realization of organizational goals.

**4. Recruitment and selection** refers to formulating a recruitment plan according to the needs of the organization and the recruitment plan, attracting and selecting suitable talents through different recruitment channels, and at the same time comprehensively evaluating and selecting candidates.

**5. Training and development** refers to improving the ability and quality of employees and enhancing the competitiveness and adaptability of the organization through training and development plans. Including employee career planning, performance evaluation and training needs analysis.

**6. Performance management** refers to the development of performance evaluation standards and procedures, the evaluation and feedback of employees' work performance and contributions, and the purpose of motivation and restraint.

**7. Salary management** refers to formulating salary policies and systems, managing and distributing employee salaries to achieve fairness, reasonableness, motivation and restraint.

**8. The private colleges and universities** refer to colleges and universities and other educational institutions established by enterprises, institutions, social organizations, other social organizations and individual citizens using non-state fiscal education funds for the society.

## Research Framework

This study analyzes and refines the influencing factors of experts and scholars on the development strategy of human resource management of universities through the method of literature research, and sets four factors influencing the development strategy of human resource management of universities: 1) job classification; 2) performance appraisal; 3) training ;4) incentive., using the questionnaire method to study the current situation of the development human resource management of private universities in Guangxi, using the interview method to propose the development strategy of human resource management of private universities in Guangxi, and using the evaluation method to evaluate the suitability of development strategy of human resource management of Guangxi private colleges and universities. Researchers have defined a research concept framework as follows.
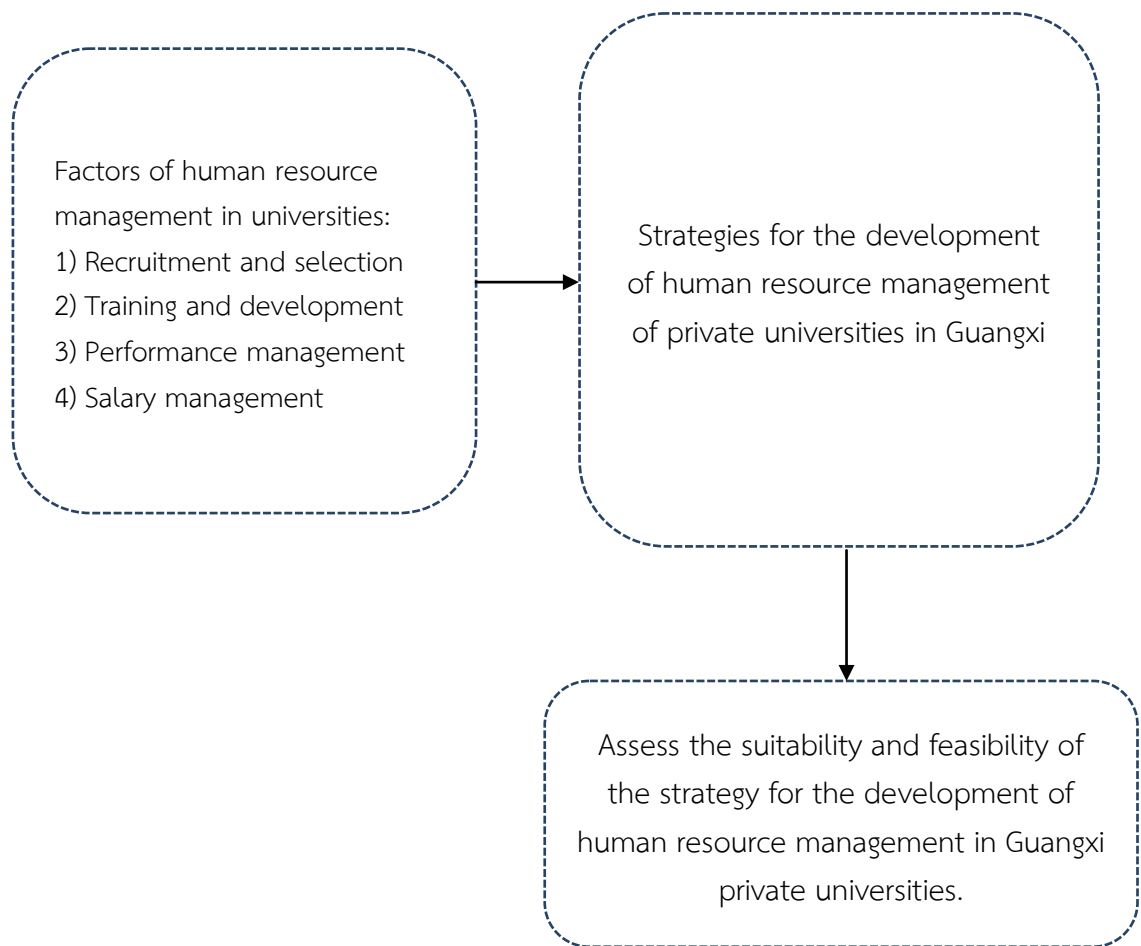
**Figure 1.1** Research Framework

# Chapter 2

# Literature Review

Relevant literature was retrieved through VI, P.Jurnal, Wanfang Data, CNKI, China Social Sciences Citation Index and other online databases, and combined with the purpose of this study, the literature was classified, sorted and analyzed, and strategies, administrative staff, human resource management, theories and concepts of private universities, the current situation of human resource management of private universities and related research were analyzed. It provides theoretical basis for the present situation of this study and the follow-up research. The main theoretical achievements are as follows:

1. Strategy
2. Administrative Staff
3. Human Resource Management
4. Private Universities
5. Related Research

The details are as follows.

## Strategy

### Definition of Strategy

The word "strategy" (strategia) was originally a military term, which comes from the Greek verb "stratego", which means "general", It also has the meanings of "power", "army", and "command".

Introduced into the English vocabulary in 1688, the word means "to plan the destruction inflicted by the enemy by the efficient use of resources". At the beginning of the 20th century, strategy began to enter the commercial field. It is a complex concept involving many disciplines, and there are certain differences and disputes among different scholars and schools of thought. Here are some definitions of strategy by different scholars.

(Alfred Chandler, 1962): Strategy is a series of long-term decisions to determine the basic goals of a business, and to allocate resources and position it in the industry to achieve these goals.

(Andrews James & Brian Quinn, 1980): Strategy is a series of related decisions made to achieve organizational goals, including goal setting, resource allocation and action planning.

(Michael Porter, 1980): Strategy is a long-term directional choice aimed at realizing the dominant position of an enterprise in its industry in order to create economic profits.

(Patrick J. Werhane, 1994): Strategy is a value-oriented decision-making aimed at realizing an organization's vision of value and social responsibility.

(Tom Peters & Tom Peters, 1994): Strategy is a plan for creating the future in order to achieve the mission and vision of the business.

(Bill Joyes, 2001): Strategy is a clear, sustainable direction to achieve the vision and goals of an organization. Although these definitions are different, they all emphasize the importance of long-term strategy, goal orientation, resource allocation and organizational action.

Based on the views of the above scholars, the researchers believe that strategy can be defined as the planning and organization of a long-term goal, aimed at achieving a specific goal or set of goals. It usually involves analyzing and evaluating various options to determine the best course of action, and then implementing those courses of action to achieve goals. In the business world, strategy usually includes the planning of a company's mission, vision and values, and how to use resources and capabilities to achieve its goals. Strategy formulation also involves the analysis and assessment of the market and competitors to determine how to gain a competitive advantage in a competitive environment.

**Definition of Strategic Management**

(Peter Drucker, 1954): Corporate strategic management is "the process of directing the allocation of corporate resources in order to adapt to the environment."

(Chandler, 1962): Strategic management is a kind of planning and organizational activity to achieve long-term goals, effectively allocate limited resources, and make enterprises adapt to changes.

(Andrews, 1971): strategic management is a process of management decision-making, the purpose of which is to enable enterprises to use their resources and capabilities to obtain the best return in a competitive environment.

(Michael Porter, 1985): Firm strategic management is "the process of achieving long-term competitive advantage by developing a unique value proposition and providing it with the resources and capabilities needed".

(Robbins, 1987): Strategic management is the decision-making and action process about how the enterprise meets the needs of stakeholders, with the goal of achieving the long-term goals of the enterprise.

(Gary Hamel & C.K. Prahalad, 1994): Corporate strategic management is "the process of creating the future, that is, by reorganizing resources and capabilities to construct a future market position and competitive advantage."

(Mill Snow & Snow 1999): Strategic management is a series of important decisions about the future, involving the setting of goals, allocation of resources, planning and implementation of actions in a dynamic competitive environment.

(Julian Beale, 2004): Strategic management refers to a series of decisions and actions to establish and implement goals, and to evaluate and adjust these decisions and actions in order to improve performance.

To sum up, different scholars have different definitions of strategic management, but they all emphasize that strategic management is a process of decision-making and action, which aims to enable enterprises to achieve long-term goals and succeed in the competitive environment. Strategic management can be defined as a systematic approach used to ensure that an organization's strategic objectives are effectively achieved. It usually involves formulating and executing a strategy, monitoring and evaluating the implementation of the strategy, and making necessary adjustments and corrections in a timely manner. Strategic management usually requires the participation and support of senior leaders to ensure that strategic goals are effectively achieved and to promote sustainable development of the organization. It also requires continuous learning and innovation to adapt to changing markets and environments.

**Strategic Management of Universities**

Definition of University Strategic Management With the intensification of competition in the global higher education market and the complexity of the internal management of universities, it has gradually been paid attention to. During this period, many colleges and universities began to adopt a commercialized management model, taking market competition and financial benefits as important goals of management. This trend prompts university administrators to introduce strategic management theory into the field of university management in order to better cope with market competition and changes. The application of strategic management in the field of university management originated in the 1980s, marked by the book "Academic Strategy: The Management Revolution of American Higher Education" published by American Geogre Keller (1983). Since then, strategic management theory has gradually been applied in the field of university management, and has been continuously developed and improved. Today, many colleges and universities have adopted strategic management theory when formulating development strategies, managing resources, and achieving goals to better adapt to the ever-changing higher education market.

Scholars' research on the strategic management of universities began in the 1970s and has been going on for many years. Here are a few representative ones:

(R.H. Waterman, 1976): put forward the "Organism Theory", which regards colleges and universities as an organism that needs to adjust its structure and behavior in time according to environmental changes.

(Joseph J. DiStefano & Darwin D. Ball, 1978): They argue that institutions should develop long-term growth plans and integrate them with administration and resource allocation. This is one of the early viewpoints of strategic management in universities.

(M. W. McLaughlin & D. H. Simmons, 1987): put forward the "organizational innovation theory", and believed that colleges and universities need innovation to adapt to the changing environment.

John W. Bryson (1988): He proposed the concept of "strategic planning and management", emphasizing that universities should combine strategic planning and management to achieve their goals.

Michael E. Porter (1996): He put forward the concept of "competitive advantage" in his book "Competitive Strategy", emphasizing that colleges and universities need to identify and play their own competitive advantages in order to stand out in the fierce competition .

(Kip Garland & Richard Lansdowne, 1998): They proposed the "top-down approach to strategic management" (top-down approach to strategic management) The concept emphasizes that the strategic management of universities should be led by the top management to ensure the realization of long-term goals.

(A.T. H. Tan, 2000): Proposed "performance evaluation theory", emphasizing that colleges and universities need to achieve strategic goals through effective performance evaluation.

(P.Altbach, 2001): He put forward the "internationalization theory", arguing that universities need to carry out more international cooperation to enhance their global competitiveness.

(R. E. Cross et al., 2003): put forward the "Strategy Implementation Theory", arguing that colleges and universities need to translate strategies into specific action plans and implement them in every detail.

(M. W. Lee & K. Choi 2011): Proposed the "Balanced Scorecard Theory", arguing that colleges and universities should comprehensively consider indicators of different dimensions, such as finance, students, internal processes, and academic research. In general, scholars' research mainly focuses on how colleges and universities respond to environmental changes, innovate and improve performance in order to achieve their strategic goals.

These studies also continuously propose new theories and methods to help colleges and universities develop and improve their competitiveness in the changing environment. In conclusion, there are some differences in the concepts and theories of university strategic management among different scholars, but they all emphasize

that universities need to have long-term development plans and combine them with management and resource allocation to achieve their goals.

According to the relevant theories of strategic management, as well as scholars' research on strategic management in colleges and universities. According to the researchers, university strategic management is a systematic management approach designed to help universities achieve their long-term goals and visions. It involves the analysis of the internal and external environment of colleges and universities, including market competition, policy changes, technological progress and other factors, in order to formulate corresponding strategies and plans for the development of colleges and universities.

University strategic management usually includes the following aspects: Vision and Goals: Develop the institution's long-term vision and goals and

align them with the institution's mission to ensure that the institution's direction is consistent with its purpose.

Environmental analysis: analyze the internal and external environment of universities, including policies and regulations, market competition, talent supply and demand and other factors, in order to predict future development trends and opportunities.

Competitive strategy: Formulate the competitive strategy of universities in the highly competitive higher education market, including strategies for positioning, differentiation and innovation.

Resource management: manage the allocation and utilization of university resources, including the management of human, material and financial resources, to ensure the effective use and optimization of university resources.

Performance evaluation: Evaluate the performance of universities, including academic achievements, teaching quality, scientific research level, social impact, etc., in order to adjust strategies and plans.

Through university strategic management, universities can better adapt to changes and challenges, achieve their long-term development goals, and improve teaching quality and academic reputation at the same time.

The role of colleges and universities in implementing strategic Management According to the connotation of strategic management, the implementation

of strategic management in colleges and universities can play a role in the following aspects:

Promote the development of colleges and universities: Strategic management can help colleges and universities to better identify their own strengths and weaknesses, clarify long-term and short-term goals, and formulate corresponding strategies and plans. In this way, the resources of colleges and universities can be better allocated and utilized, and the development of colleges and universities can be promoted and their competitiveness can be improved.

Enhance the adaptability of colleges and universities: Strategic management can enable colleges and universities to better respond to changes in the external environment, predict future trends, and make corresponding adjustments in a timely manner. In this way, the adaptability and anti-risk ability of colleges and universities can be enhanced, and the impact of uncertainty on the development of colleges and universities can be reduced.

Strengthen the internal management of colleges and universities: Strategic management can enable colleges and universities to better coordinate the relationship between internal departments and realize information sharing and resource sharing. In this way, the internal efficiency and effectiveness of colleges and universities can be improved, and the overall development of colleges and universities can be promoted.

Improve the social reputation of colleges and universities: strategic management can enable colleges and universities to better identify their own core values and brand image, and carry out targeted publicity and promotion. In this way, the popularity and reputation of colleges and universities in the society can be improved, and the brand value and influence of colleges and universities can be enhanced.

In short, the implementation of strategic management in colleges and universities can help colleges and universities to better respond to changes in the external environment, improve internal management efficiency, promote the

development of colleges and universities and improve their competitiveness, and improve their popularity and reputation in the society, so as to realize the sustainable development of colleges and universities. develop.

Research on Strategic Management of Chinese Universities

(Liu Xiangbing & Li Liguo, 2004). believe that the characteristics of university organization determine the difference between university strategic management and enterprise strategic management. First, university is an organization with dual power structure. Therefore, the organizational basis of the university is the power community rather than the power hierarchy, and the key to implement strategic management is to obtain the recognition of teachers. Second, universities are highly heterogeneous organizations. In order to carry out their strategic planning successfully, universities should not only play the function of vertical system, but also play the function of horizontal system. Not only should the initiative of the upper level be brought into play, but also the initiative of the grassroots organizations. Third, universities are highly assimilative organizations. In the uncertain external environment, how to imitate the successful experience and practice, but also put forward their own characteristic strategy, this is a core proposition of strategic management.

(Zhang Jie, 2006). believes that the strategic management of colleges and universities should deal with ten basic problems. In terms of strategic planning and strategy implementation, school leaders should pay attention to three core processes: staffing, selection of strategic priorities and operation process. In terms of strategic management and university stakeholders, it will eventually move towards the "stakeholder management" paradigm. Strategic management and university management culture, in the process of strategic management to achieve the core values, so as to establish the university management culture. In terms of strategic management and university management, we should not only pay attention to the development trend of the higher education industry, student enrollment and employment status, but also attach great importance to the internal activities of colleges and universities, such as strategy, organization, personnel and operation, and cannot relax the grasp of their own financial conditions.

(Bie Dungrong, 2008). believes that the development strategy of colleges and universities is a fundamental development path chosen from the perspective of the real situation and long-term interests around the core values of higher education. Strategy determines the development pattern of colleges and universities. Most colleges and universities in China are in a state of strategy-free development for a long time, which leads to improper development mode. In order to build a powerful country of higher education, colleges and universities must innovate their development mode and take the road of strategic development. It is not a simple thing to formulate the development strategy of colleges and universities, which can be started from many aspects, including from the weaknesses and advantages of the development of colleges and universities, from the new needs of social development, from the new growth points of the school cause, and from the traditional fracture of higher education.

(Zhou Guangli, 2020). believes that changes in the external environment require corresponding changes in university organizations. The popularization, internationalization, marketization and digitalization of higher education require the university to be redefined and to meet the challenges with innovation. The premise of formulating strategic planning is to form the strategic thought of university development. To clarify the strategic thinking of university development, ten key questions need to be answered: the mission and strategic positioning of the university, the target system of the medium and long term development of the university, strategic priority, the choice of the development path of the university, the scale of the university, the subject areas of priority development, the construction of excellent teachers, the first-class personnel training system, the expansion of funding channels, and the innovation of organization and management.

## Administrative Staff

(Frederick Winslow Taylor, 1911). believed that managers should be a group of professionals who can scientifically manage enterprises and organizations, and they need to be familiar with and master all links and processes of modern industrial production in order to improve production efficiency and economic benefits.

(Peter Drucker, 1954). elaborated on the definition of manager in his book Management Practice. He believes that managers are the people responsible for decision-making and implementation in an organization, and they need to have the ability to plan, organize, direct, coordinate and control. These abilities are primarily acquired through education and training, not inborn. Therefore, he advocated to improve the ability and quality of managers through professional management education and training. In his classic book Modern Management, Drucker emphasized the importance of managers, believing that managers are the soul and driving force of enterprises and organizations, and their decisions and actions directly affect the development and success of enterprises and organizations. In conclusion, Drucker's definition of managers emphasizes their importance and responsibilities in organizations and enterprises, as well as the qualities and abilities that managers need to possess.

(Henry Mintzberg, 1973). defines a manager as a person who is responsible for organizing, coordinating, supervising and directing the various work activities of a business and organization to achieve the goals and mission of the organization. Mintzberg emphasized the behavior and role of managers. In his classic book Management Role Behavior, he proposed ten roles of managers, including different roles such as information processor, interpersonal relation, decision maker, etc., emphasizing the diversity and complexity of managers. He believes that the job of managers is not only to formulate strategies and decisions, but also to interact and communicate with employees, customers, suppliers and other parties, as well as to coordinate and integrate various departments and functions within the organization. In summary, Mintzberg's definition of a manager emphasizes the diversity and complexity of their behaviors and roles, and the need for managers to be able to coordinate, communicate, and make decisions.

(Alfred Chandler, 1977). believes that managers play a vital role in the modern enterprise. He emphasized the ability of managers to coordinate administration and allocate resources within the enterprise, and believed that this ability was crucial to the success of the enterprise. With the development of modern enterprises, managers become the center and decision makers within the enterprise, their main task is to

coordinate the internal work of the enterprise, and provide support and guidance for the decision of the enterprise. They need to possess a wide range of knowledge and skills, including knowledge of marketing, production management, financial management, etc., in order to better understand the internal and external environment of the enterprise and formulate corresponding strategies and plans. In addition, Chandler also believes that managers need to have the ability to lead and manage teams, and be able to effectively coordinate and manage human, material and financial resources within the enterprise to achieve the strategic goals and long-term development of the enterprise.

(Austin Oghojafor, 2013). believes that managers are those who hold managerial positions in an organization, and they need to realize the goals and missions of the organization through a series of tasks such as formulating strategy, planning, coordinating, controlling and leading. Ogburn believes that managers need to have certain management knowledge and skills, including strategic management, organizational behavior, human resource management, financial management and other aspects of knowledge and skills. They also need to have good communication and coordination skills and be able to effectively communicate and coordinate with employees, customers, suppliers and other parties. In addition, they need to have leadership skills that can inspire employees to work actively and creatively, and drive the development and progress of the organization.

According to the summary, the researchers believe that the definition of manager is a person who holds a managerial position in an organization or enterprise and is responsible for managing and coordinating various business activities. Managers usually have professional knowledge, management skills, decision-making ability and leadership and other aspects of the quality and ability, can effectively organize and guide subordinate employees, coordinate the cooperation between departments, to achieve the goals of the organization or enterprise.

University Administrative Staff

At present, the basis for the identification of administrative personnel in Chinese universities is two documents issued by the State Education Commission in 1985: First, the Trial Measures for the Staffing of Institutions of higher Learning, in

which it is clearly defined that "administrative personnel refers to the staff of administrative, teaching and scientific research management in functional organs at all levels of the university and in the administrative offices of various departments" The second is the setting of administrative personnel positions in the Implementation Measures on the appointment and Removal of Cadres in institutions of higher Learning, and the administrative personnel are divided into the staff of functional management departments and the management staff of teaching and scientific research units.

(Wang Min, 2010). believes that administrative personnel in colleges and universities refer to full-time or mainly administrative personnel engaged in administrative work in colleges and universities according to organizational goals and requirements and relying on certain organizational resources. The collection of these personnel constitutes the university administrative management team. At present, the classification of administrative personnel in colleges and universities is divided according to the level of administrative rank or administrative position, which is mainly divided into the university internal leadership group with the Party secretary and the president as the core; Leaders of various functional departments, colleges and other institutions within the university; Grass-roots administrative staff of various functional departments, colleges and other section levels and below.

(Xia Chunyan, 2014). believes that university administrators are staff engaged in management in universities. According to the actual work of Chinese colleges and universities, the administrative personnel of colleges and universities can be divided into teaching and research personnel, party and government management personnel, teaching support personnel and other staff. Generally speaking, the university management team mainly refers to the party and government management team engaged in management staff, including management cadres who assume certain leadership responsibilities and management personnel who do not assume leadership responsibilities, they are an important force to promote the construction and development of the university. The daily work of university administrators is characterized by complexity, regularity and abruptness.

(Chen Qiaoyan, 2016). believes that university administrators refer to those who are engaged in non-teaching work in universities, while full-time university administrators are those who have removed their "shoulders and shoulders". From the vertical point of view, the full-time administrative personnel of the university can be divided into two levels: the administrative personnel of the functional departments of the university organs and the administrative personnel of the grass-roots colleges. From the horizontal point of view, the university full-time administrative personnel can be divided into teaching management, scientific research management, student management, personnel management, logistics management, administrative management, financial management, party management and other aspects; In the theory of administrative organization in management, the form of administrative organization is divided into three parts, namely the top leadership, administrative officials (middle managers) and general staff. It is the same in the organizational form of the university. According to this theory, the full-time administrative personnel of the university can be divided into: "senior administrative personnel (school-level leaders), middle-level administrative personnel (second-level college leaders, department leaders) and grass-roots administrative personnel (section level and below)".

Based on the views of the above scholars, the researchers believe that the administrative personnel of Chinese universities include high-level administrative personnel (school-level leaders), middle-level administrative personnel (second-level college leaders, heads of various management departments) and grass-roots administrative personnel (section level and below), whose main responsibility is to take charge of the daily administrative management and decision-making implementation of universities. Including but not limited to the following aspects: university organizational structure design and personnel management; To formulate and implement school rules and regulations; School enrollment, employment, finance, logistics and other aspects of management; To manage and promote the teaching, scientific research and social services of the school; Communication and coordination between the school and the community; To manage and promote the school's international exchanges and cooperation; School information construction

and management; School security and stability management. In Chinese colleges and universities, administrative personnel are the backbone of the school, with important management and decision-making responsibilities, and need to have certain management, organization, coordination and leadership abilities.

## Human Resource Management

Definition of Human Resource Management

(Mott Thurberg, F. J. Roethlisberger & W. J. Dickson, 1939). believed that human resource management is "to regard human labor force as an enterprise asset, and to develop, organize and use these assets in an appropriate way".

(David M. McKay & David M. McClelland 1973): Human resource management is "acquiring and developing the human resources needed by the organization through the procedures and policies for establishing and maintaining a good relationship between employees and the organization."

(Gary Dessler, 1981). Human resource management is "the whole management activity concerned with attracting, training, evaluating and compensating employees".

(Beer, M., Spector, B., Lawrence, P. R., Mills, D. Q., & Walton, R. E., 1984) believed that human resource management is designed to improve organizational performance, focusing on creating a Beneficial to employee and organizational relationships.

(Burt Nanus, 1986): Human resource management is "the creation and maintenance of employee resources that are beneficial to the achievement of organizational goals and the realization of individual goals."

(Ulrich, D., & Lake, D. G., 1990). argued that the task of human resource management is to establish and enhance organizational capabilities so that the organization has an advantage in market competition.

(Dave Ulrich, 1997). Human resource management is "a comprehensive management process that helps organizations achieve business goals and strategic goals, and it makes the organization's human resources more flexible, efficient and vital."

(Peter Drucker, 2001). Human resource management is "determining and meeting the talents needed by the organization, while helping employees achieve their own career goals and meet their own needs."

(Boxall, P., & Purcell, J., 2003). believed that human resource management should be closely related to the organization's strategy, and the goal of human resource management is to improve the competitiveness of the organization through excellent employee performance and the shaping of organizational culture.

(Wright, P. M., & McMahan, G. C., 2011). argued that the goal of human resource management is to develop the potential of employees and improve employee performance and organizational performance through training, development, and motivation.

The above are the definitions and viewpoints of different scholars on human resource management, which reflect different emphases and goals of human resource management. Based on the above points of view, the researchers believe that human resource management is a comprehensive management system involving all aspects of human resources in an organization, including recruitment, training, salary, performance management, etc.

Strategic Human Resource Management

The article "Human Resources: A Strategic View" published in 1981 by Michael Beer-Dowling, Richard A. Beers and David Ulrich is considered to be the pioneering work in the field of strategic human resource management research . This article combines human resource management with organizational strategy, puts forward the theoretical framework and paradigm of strategic human resource management, and regards human resources as the key resources of the organization, and realizes organizational goals through rational allocation of human resources. The publication of this article marks the official birth of the research field of strategic human resource management. After that, more and more scholars began to explore the theory and practice of strategic human resource management, and made important contributions to the development of this field.

(Huselid, M. A., 1995). believes that strategic human resource management should be closely related to organizational strategy, and improve employee

performance and organizational performance through employee participation, motivation, and training.

(Delery, J. E., & Doty, D. H. 1996). proposed that strategic human resource management should adopt different human resource management strategies to improve organizational performance according to different organizational situations.

(Barney, J. B., & Wright, P. M., 1998). advocated that strategic human resource management should be closely related to the organization's strategy, and the goal of human resource management is to improve employee performance and organizational performance through employee training and development.

(Wright, P. M., Dunford, B. B., & Snell, S. A., 2001). argued that strategic human resource management should regard employees as a valuable resource and improve organizational performance by selecting, developing, and retaining high-quality employees.

To sum up, researchers believe that strategic human resource management is an organizational strategy-oriented human resource management model aimed at improving employee and organizational performance.

Basic Theory of Strategic Human Resource Management

The basic theory of strategic human resource management mainly includes the following aspects:

Resource-based theory: Barney J.B. (1986); Penrose E.T. (1959) and others believe that human resources are one of the important resources of an organization and a key factor in achieving organizational goals. Organizations need to acquire, develop and utilize human resources through effective human resource management in order to achieve long-term competitive advantage of the organization.

Career management theory. It mainly includes career development stage theory and career anchor theory. Theories on the division of career development stages are more influential, including Saber's career development stage theory, Ginsberg's career development stage theory, Greenhaus's career development stage theory, and Schein's career development stage theory. These four theories focus on the law of career development in a person's life, divide different periods in the process of career development, and summarize the common characteristics of each

stage. The career anchor theory focuses on the perspective of career development and evolution to explain how a person forms his/her own unique career development foundation and career development direction during the career process. The career anchor was proposed by Edgar H. Schein, a famous American career guidance expert. He believes that career development is actually a continuous process of exploration, in this process, each person is gradually forming a more clear self-concept related to career according to their own talents, abilities, motivations, needs, attitudes and values. Career anchor is a long-term career contribution area or career orientation determined by constant searching of individual needs, motivations and values in the process of individual work.

Synthetic incentive theory. In their book Management Attitude and Performance (1968), Porter and Lawler proposed that employees' work behavior is the result of comprehensive motivation by many factors. In order to make employees work to make good performance, we must first stimulate their work motivation, make them work hard; Reward employees according to their work performance, and pay attention to fairness in the process of reward; Employee satisfaction becomes a new motivator, prompting employees to work hard for new performance, and so on.

Organizational learning theory: Argyris C. & Schön D.A. (1978); Senge P. (1990) and others believe that organizational learning is one of the key mechanisms for organizations to adapt to change and development. Human resources are an important carrier of organizational learning. Organizations need to promote employee learning and development through effective human resource management in order to achieve long-term competitive advantages of the organization.

Human capital theory: Becker G.S. (1964); Schultz T.W. (1961) and other scholars believe that human capital refers to factors such as employees' knowledge, skills, experience and abilities, and is an important organizational resource. Organizations need to develop and utilize human capital through effective human resource management in order to improve employee performance and competitiveness, and then realize the long-term competitive advantage of the organization.

Human resource value chain theory: Ulrich D. (1997); Huselid M.A. (1995) and other scholars believe that the human resource value chain refers to a series of links from employee recruitment, training, development to employee work performance, performance evaluation, and reward and punishment measures. , consisting of the human resource management process. Organizations need to optimize the human resource value chain through effective human resource management to maximize the value of employees and the long-term competitive advantage of the organization.

Main features of strategic human resource management American scholars Wright P.M., McMahan G.C. and McWilliams A. wrote the article "Human Resources and sustained competitive advantage: A resource-based perspective" puts forward the main characteristics of strategic human resource management as follows:

Strong link to the strategic goals of the organization: Human resource management needs to be aligned with the strategic goals of the organization and be able to support the achievement of these goals.

Emphasis on the importance of human resources: Human resources are seen as a key element in the success of an organization, and its development and management is a key factor in the success of an organization.

Focus on employee development: Strategic human resource management emphasizes employee development and training to improve employee skills and quality and enhance organizational competitiveness.

Emphasis on performance management: Performance management is an important part of strategic human resource management, which can help organizations evaluate employee performance and provide support for the realization of organizational goals.

Focus on the future: Strategic human resource management involves considering the future needs of the organization and taking steps to meet those needs.

The importance of a strategic human resource management system American scholar Huselid M.A. proposed in his 1995 article "The impact of human resource management practices on turnover, productivity, and corporate financial

performance" that the importance of strategic human resource management is reflected in the following aspects, and in subsequent studies It has been widely confirmed and developed.

Improve organizational performance: strategic human resource management can promote the improvement of organizational performance, and enhance the competitiveness of the organization by optimizing staff allocation and improving staff quality.

Promoting innovation and development: strategic human resource management can provide support for the innovation and development of the organization, and promote the continuous innovation and progress of the organization by cultivating and attracting innovative talents.

Enhance employee satisfaction: Strategic human resource management can improve employee satisfaction, motivate employees to make more efforts, and enhance employees' sense of belonging to the organization.

Improve the reputation of the organization: Strategic human resource management can improve the reputation of the organization, attract more outstanding talents, and at the same time increase the visibility and influence of the organization in the outside world.

Human Resource Management in Universities

(Zhou Zuoyu, 2000). believes that human resource management in colleges and universities has its particularity. First of all, the institution of higher learning is an orderly chaos. In order, there is a complete organizational structure. The confusion is due to the fact that the academic workforce of the university itself has strong independence and self-awareness, and enjoys freedom in terms of time and will to a large extent. Secondly, the dispute between administrative power and academic power is always a prominent problem faced by every university. How to deal with this contradiction directly affects the incentive mechanism and enthusiasm of university teachers, and this contradiction is an unavoidable challenge to the human resources management of colleges and universities. Thirdly, teachers are the main body of human resources in colleges and universities. Therefore, human resources management in colleges and universities cannot but be teacher-based. Fourth, the

fuzziness of academic labor time, the complexity of achievement appraisal, the indirection of value realization, and the diversity of individual demands of university teachers determine the particularity of university human resource management.

(Zhao Shuming et al., 2005). believe that to deepen the reform of the personnel system in colleges and universities, it must be designed as a whole, and the reform of the appointment of teachers and administrators should be carried out simultaneously. First, focus on classification reform. The construction of the management team is as important as the construction of the teaching team. The normal operation of a modern university cannot be separated from an effective management mechanism and a capable and high-quality management team. The education staff system should be universally implemented to make the management work in colleges and universities develop in a professional and professional direction, so that the personnel engaged in management and service work have a clear positioning in colleges and universities. Second, the implementation of job levels and functional levels "double ladder parallel." Colleges and universities should implement two different career channels, job level and functional level, each faculty and staff can choose to become a manager or an expert with core expertise, and formulate corresponding incentive systems.

(Xing Zhuling, 2009). believes that human resource management is an important aspect of management, and all strategies, policies and systems must be formulated and implemented, which will directly affect the degree of realization of organizational goals in colleges and universities. Based on the research results on human resource management and organizational performance at home and abroad, the researchers constructed the optimal dimension scale of human resource management in Chinese universities. The best dimension of human resource management in colleges and universities is composed of six dimensions: selection and allocation of faculty and staff, incentive mechanism, occupational safety, participation, performance management and strategy-based human resource planning.

(Yang Xiaorong, 2020). believes that a large part of the development gap between universities in eastern and western China and between provincial

universities and local universities is due to the problem of talents. According to her research, the problems faced by local universities in Guizhou in human resource management include the lack of introduction of high-end talents, the prominent mismatch between people and posts in human resource management, the serious formalization of job performance assessment, and the high turnover rate of outstanding talents caused by improper management. How to introduce high-quality talents, strengthen talent team management, build high-quality teams and optimize talent structure is the key to promote the better and faster development of local colleges and universities.

Strategic Human Resource Management in Universities

(Shao Shouxian & Shan Mingfeng, 2004). believe that strategic human resource management in universities is to enable organizations to achieve their goals, and the core task is to build intellectual capital advantages for organizations. Their core arguments are as follows: (1) College teacher resources and their management and development are the main resources, or the only potential resources, to support and guarantee the realization of the development strategy and the acquisition of competitive advantages. (2) Establishment of a new role of human resource management: from focusing on micro issues such as individual teachers' performance and satisfaction, to assisting the top management of the school to obtain sustainable competitive advantages and maximize teachers' contributions. (3) Consider both teacher personal development and school development at both school and teacher levels. That is, the strategic human resource management strategy makes the university goal and the teacher's personal development goal match as much as possible. (4) Focus more on incentives and attach importance to the construction of organizational core culture, so as to strengthen the competitiveness of the organization and establish a good organizational image. (5) In terms of organizational structure, it is required to establish a flat, networked learning organization; At the same time, the organization is required to be flexible. (6) Strategic matching runs through the whole process of strategic human resources management in colleges and universities.

(Zhao Puguang, 2007). Currently, there are six major problems in human resource management concepts and practices in colleges and universities, such as lack of a comprehensive concept of human resources in colleges and universities, lack of strategic human resource management concepts and practices, the disincentive role of title evaluation in colleges and universities is greater than the incentive role, defects in the evaluation system, obvious lag in the reform of the salary system, and the labor rights and occupational security system is not yet perfect Question. In response to these problems, the article puts forward strategic human resource management as a starting point. The five major systems to comprehensively improve the level of human resources management in colleges and universities are: first, formulating strategy-based human resources planning, second, strategic human resources acquisition and deployment, third, career planning, training and development of human resources, fourth, establishing a salary system based on position and ability, and fifth, establishing a performance appraisal system with key performance indicators as the core. Through the strategic human resource management system, the four functions of college human resource management are realized: selecting, employing, retaining and educating.

(Zhi Wei, 2015). proposed that based on the perspective of strategic human resource management, the personnel management system of colleges and universities can be constructed from three perspectives: macro, meso and micro. From the macro point of view, the personnel management system based on strategic human resource management should establish and improve the interaction mechanism with the overall sustainable development strategy of colleges and universities. From the middle point of view, the personnel management system of colleges and universities should strengthen the construction of the support mechanism to ensure the smooth implementation of the strategic human resources management theory and method. From the micro point of view, it is necessary to establish and improve the implementation mechanism of personnel management in colleges and universities, which is oriented to the all-round development of faculty and staff career.

Human Resource Management in private Colleges and Universities

(Liu Wenhua, 2011). analyzed the constraints on the formation of teachers' incentive mechanism in private colleges and universities from two aspects: the external environment for the development of private colleges and universities and the internal management system of private colleges and universities. Researchers believe that the legal system of the development of private colleges and universities has defects. At the same time, the internal management system of private colleges and universities is insufficient, there are problems such as unreasonable structure of teachers, unstable teachers, large mobility, imperfect teacher incentive mechanism and low quality of teachers. The first strategy of motivating teachers in private colleges and universities is to implement the social status of private colleges and universities and create a development environment to attract talents. The second is to improve the internal management system of private colleges and universities and form an effective incentive mechanism. Including: improving the corporate governance system; Establish trade union organizations according to law to safeguard the legitimate rights and interests of teachers; Perfect salary system, implement material incentive; The establishment of personnel training system to meet the spiritual needs; Establish a scientific and effective assessment system.

(Sun Jie, 2022). introduced the concept of teacher resilience from the perspective of resilience. Based on the current dilemma of the management of teachers in private colleges and universities, for example, the profit-seeking of private capital tends to cost control, resulting in the shortage of full-time teachers; The rigid system of running a school restricts the introduction of talents, resulting in the poor structure of teaching staff; The system guarantee system is not perfect, leading to the low level of teaching staff; The lack of cultural identity leads to the instability of teachers. The researchers put forward that to improve the stability, adaptability and sustainability of the teaching staff of private colleges and universities, we should do the following five aspects: establish the concept of resilience planning and deal with the relationship between long-term and short-term; Construct the system of resilience, and pay attention to the relationship between introduction and training; Implement the elastic mechanism of co-construction and sharing, and dock the

relationship between "borrowing" and "relay"; Enable digital technology, grasp the relationship between online teaching and offline teaching; Strengthen the construction of resilience culture, dialectically grasp the relationship between incentives and constraints.

(Liu Zhifei, 2018). studied the professional development of teachers in several private colleges and universities in Henan Province, and concluded that the private schools. The problems in the construction of college teachers are: lack of high-level talents, unreasonable structure of teachers, weak ability of teaching and research, large fluidity of teachers, inadequate implementation of legal status, and deeply troubled by status treatment in private colleges and universities. After analysis and discussion, the researchers from the increase of private education policy publicity, the formulation of concrete implementation measures; Establish the legal person identity of private colleges and universities, and give support to the establishment of undertakings; Improve the financial support policy, increase the investment in team building; The focus of the classification is inclined to promote the evaluation of scientific research titles; Strengthen training, establish long-term mechanism of team development and so on put forward strengthening measures.

(Wang Wei, 2023). took A private undergraduate college (A college) established with the approval of the Ministry of Education in 2014 as the research object. He investigated the staff responsible for recruitment and 200 new teachers from A college in the past three years, and the results showed that A college had unscientific human resource planning, single recruitment channels, inadequate talent evaluation methods, unprofessional recruiters, and teacher exams Problems such as inadequate verification and post-employment evaluation. Based on information asymmetry theory, man-post matching theory and quality iceberg model, corresponding countermeasures and suggestions are put forward, including formulating human resource planning, doing a good job in recruitment information publicity, improving assessment methods and contents, improving the quality of recruiters, improving the training and assessment of new teachers, establishing recruitment evaluation mechanism, and strengthening recruitment security measures.

(Lin Jie, 2020). takes Xiamen H College, a non-profit private university, as an example, aiming at the problems existing in the human resources development of non-profit private universities, such as unreasonable teacher structure, imperfect teacher development channels, and imperfect incentive system, and puts forward targeted countermeasures conducive to improving the human resources development of China's non-profit private universities. The countermeasures include establishing a complete, multi-level training system closely related to performance appraisal, optimizing the structure of teachers and professional titles, creating a good teaching and research environment, promoting the information construction of human resource development management, establishing a more scientific, reasonable, perfect and differentiated incentive system and assessment and evaluation system, improving the level of democratic management of teachers, and carrying out teacher compensation in an orderly manner Social services, etc.

(Zhao Tianying, 2020). believes that a good salary management system can attract excellent teacher resources, motivate and stabilize the teaching staff. At present, there are some problems in salary management of private undergraduate colleges, such as low level of attention by senior leaders, lack of external competition in salary level, lack of internal fairness in salary design, and lack of improvement in salary management system. It is necessary to raise the attention of the school senior management to salary management, improve the salary level of private colleges and universities to make them have external competitiveness, reform the salary system to make them have internal fairness, and strengthen the salary management to better support the school development strategy.

To sum up, the human resource management of private colleges and universities generally has insufficient teachers and poor structure; Faculty ability level is not high, the career development channel is not perfect; The incentive system is not perfect, and the treatment guarantee is not in place. It is necessary for each school to improve it according to the actual situation.

## Private Universities

Chinese Private Universities

Article 2 of the Provisional Provisions on the Establishment of Privately-run Institutions of Higher Learning promulgated by the former State Education Commission (August 17, 1993) points out that the term "privately-run institutions of higher learning" as mentioned in these Provisions refers to all kinds of social organizations other than state organs and state-owned enterprises and institutions as well as individual citizens, which raise their own funds and establish educational institutions implementing higher education in accordance with these Provisions.

(Shi Banghong & Dai Xia, 2008). believe that private universities are public welfare institutions that use non-government capital and market mechanism to train senior talents, and their education quality is reflected in the service of private higher education and the degree to which graduates of private universities meet the requirements.

(Xu Menglong, 2011). defined private university as a private educational institution specialized in higher education established by the social combination of non-government and state-owned enterprises and institutions and individuals using non-state-owned funds in accordance with the relevant regulations on the establishment of institutions of higher learning.

(Huang Yaozhi, 2012). mentioned that private universities refer to colleges and colleges independently set up by social organizations, social groups and individuals other than state institutions, including higher vocational schools, adult colleges and other institutions of higher education.

(Lu Xiayan, 2015). believes that private universities refer to non-state social organizations or private self-financing or collection of tuition fees, and are included in the national unified enrollment plan, and have independent academic certification qualifications of non-profit higher education schools.

To sum up, privately-run universities refer to institutions of higher learning and other educational institutions organized by enterprises, institutions, social organizations and other social organizations and individual citizens using non-state financial educational funds for the society, and their educational levels can be

divided into junior college, undergraduate and postgraduate education, including independently set up private institutions of higher learning and independent colleges.

Guangxi Private Universities

The establishment of private colleges and universities in Guangxi began in the 1980s. After more than 30 years of development, there are now a total of 23 colleges and universities with general undergraduates, vocational undergraduates, and junior colleges, with about 300,000 students. Over the years, private colleges and universities in Guangxi have cultivated and transported a large number of talents for the economy and society, and Guangxi private colleges and universities have become an indispensable school-running force for higher education in Guangxi.

Guangxi private undergraduate colleges and universities (11) : Nanning University, Beihai College of Art and Design, Liuzhou Institute of Technology, Guangxi University for Nationalities, Guangxi Xianghu College, Guilin University, Nanning Normal University, Guangxi University of Traditional Chinese Medicine, Guilin Institute of Information Technology, Nanning Institute of Foreign Languages, Beihai College of Beihai University of Aeronautics and Astronautics.

Guangxi private undergraduate level vocational education school (1) : Guangxi City Vocational University

Guangxi private colleges and universities (14) : Guilin Life and Health Vocational and Technical College, Guilin Shanshui Vocational College, Guangxi Performing Arts Vocational College, Guangxi Yinghua International Vocational College, Guangxi Engineering Vocational College, Guangxi Polytechnic Vocational and Technical College, Guangxi Economics Vocational College, Guangxi Science and Technology Vocational College, Guangxi Peixian International Vocational College, Guangxi Blue Sky Aviation Vocational College, Wuzhou Medical College, Beihai Health Vocational College College, Guangxi CoSCO Vocational College, Yuchai Vocational and Technical College.

## Related Research

Management Model of Administrative Staff in Colleges and Universities

(Sheng Lianxi, 2005). elaborated the management practice of Northeast Normal University which integrated the pilot work of staff system into the reform of internal management system. First, the personnel relationship is straightened out, and the hierarchy of the management team tends to be reasonable; Second, the managers have increased their position awareness and responsibility awareness, and the overall quality of the management team has been improved; Third, the consciousness of "official standard" is weakened, and the consciousness of service and competition is significantly enhanced; Fourth, the staff salary system of "pay according to work, excellent pay, and treatment can go up and down" has been formed, which has mobilized the enthusiasm of managers and enhanced the attractiveness of positions. The researchers believe that the university staff system is an important subject that needs to be improved constantly. First, it is necessary to design and establish a rank system of university staff that combines functions and ranks, and the rank setting should be rough rather than small. Second, it is necessary to build a "flyover" for college staff and professional and technical personnel to exchange posts, stipulate scientific and reasonable conditions for job transfer, and establish a clear and standardized salary system for college staff. Third, scientific and perfect staff assessment mechanism is an important guarantee for the implementation of university staff system.

(Li Aimin, 2006). proposed that the education staff system is a set of human resources management system for university administrators that is compatible with the professional and professional characteristics of university administrators, including the position classification system, the qualification system, the selection and appointment system, the assessment system, the incentive system, the training system, etc. Researchers believe that China's university education staff system professional construction is insufficient, mainly manifested in the classification system of education staff is not perfect, and based on the appointment system, training system, evaluation and promotion system and other specific systems do not meet the requirements of professional construction defects. In view of these shortcomings,

the researchers believe that on the one hand, it is necessary to refine the classification system of educational staff, improve the qualification and appointment system of university educational staff, improve the assessment and promotion system of educational staff, and establish and perfect the education and training system of educational staff. On the other hand, it is necessary to create a good external environment for the specialization of university education staff and the smooth implementation of the education staff system, enhance the professional reputation of university education staff, and play the role of the government in optimizing the ecological environment of the education staff system.

(Zou Yinfeng & Meng Qian, 2011). believe that the Higher Education Law defines university administrators as educational staff, which is an effective measure to promote the development of university management in the direction of professionalism and specialization. But generally speaking, China's university education staff system is still in the stage of brewing and exploring. It is necessary to clarify the legal status of university administrators and restrict the transgression of administrative power execution. Change the concept of identity and realize the contract management between colleges and administrative personnel; To formulate and improve the university charter and realize the legalization and standardization of administrative power of administrative personnel; The system of university education staff should be perfected by rationally locating the occupation of university administrative staff and improving the efficiency of university management.

(Yan Shuxia, 2015). believes that administrators in college education and teaching management are generally divided into two types: one type is academic-based, and serves as party and government leaders of secondary colleges at the same time, mainly deans and vice deans of secondary colleges. The other type is that the person in charge of the party and government functional departments of the school is engaged in a small amount of teaching and scientific research work at the same time, mainly the director of the academic affairs Office and the director of the scientific research Office. From the point of view of the comparison of the administrative personnel management mode and administrative structure of the Chinese University of Hong Kong, the author puts forward some

enlightenment on the management mechanism of the Chinese University of Hong Kong to solve the problem of education and teaching management personnel in mainland universities. The first is to establish various committee systems to return to the faculty's academic management; The second is to do a good job in education and teaching management posts; The third is to do a good job in the selection and reserve of educational and teaching management personnel; Fourth, improve the evaluation and incentive mechanism for managers.

To sum up, the education staff system is an effective measure to promote the development of university management in the direction of professionalism and specialization. It is necessary to establish a systematic post classification management method to ensure the professionalization and professional development of administrative staff from the aspects of qualification system, selection and appointment system, assessment system, incentive system and training system.

Role Identification of Administrative Staff in Colleges and Universities

(Gan Yuewen & Gan Xuehui, 2008). argue that role consciousness governs role behavior. In the internal administration of colleges and universities, it is necessary to strengthen the construction and education of administrative personnel's role norms, so that they can know their roles, practice their roles, and establish correct role consciousness, so as to avoid the bias of role consciousness and avoid the deviation of role behavior from the role norms. In the construction and education of role norms, we should combine rational guidance with individual promotion, laws and regulations with self-restraint, so as to realize the positive interaction between the personnel administration departments of colleges and universities, the administrative counterparts of colleges and universities (i.e., teachers and students) and the administrative personnel themselves.

(Rong Fengjie, 2011). believes that compared with teaching and research personnel, university administrators are in a subordinate and auxiliary position in the university organization system, and their income, power and reputation are objectively at a disadvantage, resulting in "identity anxiety". At present, the reform measures in the title, salary and other aspects of colleges and universities have further widened the gap between teachers and administrators, and the public

opinion atmosphere of "de-administration" in the society has also aggravated the anxiety of administrators. The author suggests that we should pay more attention to the mental health problems of university administrators and appropriately promote their professional status.

(Chen Youmei, 2012). believed that only by practicing the roles of good decision-makers and organizers, managers and promoters, executors and service providers, can the leading group, middle-level cadres and administrative personnel fundamentally promote the long-term and healthy development of university administration. On the basis of clarifying the division of their respective roles, the leading group, middle-level cadres and administrative personnel should continue to improve their comprehensive quality in order to adapt to the development of education and meet the changing needs of posts.

(Huang Ting, 2022). believes that grass-roots university administrators at the bottom of the bureaucratic pyramid assume the responsibility of basic service and management in the governance process of universities, and are the end of policy implementation, the provider of public services and the defender of spatial order. In the university field, the grass-roots administrators encounter conflicts with "others", which leads to unique behavior logic, and fall into the dilemma of sectionalism logic, cultural difference, time difference and alternative weak. To alleviate the career dilemma of the grass-roots administrative staff in universities, we can reflect and explore from the dimensions of effective governance, process reengineering, professional care and public spirit.

To sum up, the role identity of administrative staff in colleges and universities affects the performance of their job duties and management service level. For the "identity anxiety" of administrative staff, colleges and universities should enhance the role identity of administrative staff from the aspects of career status, treatment guarantee, career development and psychological adjustment.

Career Management of Administrative Staff in Colleges and Universities

(Li Guannan, 2022). found through research that the career management of university management staff reflects contradictory problems: on the one hand, facing both internal and external challenges and pressures, university management staff are

more eager to achieve self-improvement and development. Through study and exercise, they have achieved improvement in work ability and professional research. On the other hand, the imperfect system construction, incomplete implementation and poor implementation effect of the system for the career development of management staff in colleges and universities restrict and hinder the career development of management personnel, and the existing system lacks of incentives for managers, resulting in job burnout. Researchers propose that a career management system for university managers should be built, including selection and access mechanism, training and continuing education and training mechanism, promotion mechanism, performance management mechanism and incentive system. These mechanisms are interrelated and function, promote the professionalization and professionalization of university management team, and encourage managers to give full play to their value. To realize the common development of individual managers and school organizations.

(Xie Kun, 2007). believes that academic power occupies a core position in the power structure of universities, and administrative power is embodied in the execution and service function of academic power. The administrative personnel in colleges and universities should establish the consciousness of service and emphasize the service function of management. The researchers put forward that the problems that should be paid attention to in the career management of administrative personnel in colleges and universities are as follows: university administrators should attach great importance to and fully understand the construction of administrative management team; It is necessary to link the career goal of administrative personnel with the development strategy of colleges and universities. The relevant departments and units of colleges and universities should also establish and improve the system related to the career management of administrative personnel; It is necessary to fully mobilize the enthusiasm and initiative of administrative personnel.

Taking universities in Sichuan Province as an example, Wang Zhenzhen (2013) put forward countermeasures and suggestions to promote the career development of university administrators from both individual and organizational levels. Her

research conclusions are as follows: First, career development management is a dynamic management process jointly managed by organizations and employees themselves. Colleges and universities play a leading role in the career development of administrative personnel, which serves the development strategy of colleges and universities. Second, the measures taken by colleges and universities to promote the career development of administrative personnel can improve the self-identity of administrative personnel, improve the enthusiasm of administrative personnel, thereby improving the comprehensive quality of administrative management team, improve the management level of colleges and universities, and ultimately enhance the competitiveness of colleges and universities.

Incentives for University Administrative Staff

(Wang Min, 2010). found in his research that for a long time, the weak consciousness of the construction of the administrative team in colleges and universities, the imperfect management system and the imperfect management mechanism have led to drawbacks such as single content, monotonous form and rigid implementation procedures of the administrative team in colleges and universities. The researchers believe that the principles of reconstructing the incentive mechanism of university administration team include the principle of people-oriented, the principle of flexible management and the principle of fairness and justice. The strategies of reconstructing the incentive mechanism of university administrative management team are as follows: first, attach importance to the development of administrative personnel, establish incentive and restraint mechanism, and create a good development environment; Strengthen the training of management team, and constantly improve the comprehensive quality; Establish a scientific, objective and effective management system; Establish and improve the full employment system; Establish a scientific and reasonable performance appraisal system; Strengthen job rotation and communication.

(Guo Zhengbo, 2013). took the grass-roots administrative personnel of universities and colleges in Guangxi as the research object. According to his research, the motivation problems and influencing factors of grass-roots administrative personnel in universities and colleges mainly include insufficient organizational

support, low salary level, complicated work itself, trivial work tasks, and insufficient challenge of work. On this basis, combined with the operation logic of Herzberg's two-factor theory, the paper puts forward the incentive mechanism of university grass-roots administrative personnel composed of power system, environment system, maintenance system and control system. The specific implementation strategies are such as organization support, improving the health care function of salary and welfare benefits in the incentive of university administrative personnel, exploring the multi-incentive main body of university administrative personnel, training and improving the vocational incentive of university administrative management.

(Xia Chunyan, 2014). proposed that the incentive mechanism for administrators in private colleges and universities should follow the principles of people-oriented, fairness, competitiveness, timeliness, the combination of material incentive and spiritual incentive and the difference. To construct the incentive mechanism of administrative personnel in private colleges and universities, we should consider and proceed from the following aspects: to construct the incentive oriented salary system and optimize the salary structure; Construct the system development incentive mechanism, broaden the development channel; Establish and implement dynamic job appointment system to stimulate work enthusiasm; Establish a scientific performance appraisal system; Establish systematic training system to improve the comprehensive quality of administrative personnel constantly; Implement emotional stimulation to emotional people.

(Han Qing, 2015). studied the incentive mechanism of administrative personnel in private universities by taking administrative personnel in Wuhan University of Biological Engineering as the research object. The researchers believe that measures to improve the incentive mechanism include: Improve incentive system, expand promotion channels, improve reasonable performance appraisal system, emotional incentive to increase professional identity, optimize salary system to improve welfare benefits, dynamic job appointment to stimulate enthusiasm, introduce competition system to improve work efficiency, improve detailed training system, and gradually improve the overall quality of administrative managers.

(Guo Yuechi, 2022). found that at present, grass-roots administrative staff in universities are generally faced with problems such as low income, low sense of achievement in work, and difficulties in career promotion, which are fundamentally due to the lack of an effective incentive mechanism. Based on this, the researcher takes the grass-roots administrative staff of Tianjin S University as an example, based on the achievement need theory and the surviving-relation-growth theory, scientifically analyzes the current situation and causes of incentives for grass-roots administrative staff in colleges and universities, and puts forward policy suggestions for further improving the incentive mechanism for grass-roots administrative staff in colleges and universities in China. The researchers put forward suggestions on the incentive construction of grass-roots administrative staff in colleges and universities from four dimensions: building a material incentive system that takes into account internal and external fairness, strengthening the effectiveness of spiritual incentive, vigorously enhancing the positive role of career development incentive, and building a comprehensive and systematic incentive system for ability development.

(Xue Liqiang & Guo Yuechi, 2022). believe that grass-roots administrative personnel in colleges and universities, including general administrative personnel at section level and below, counselors and organization personnel, are an important part of human resources in colleges and universities. Based on the investigation and research of Tianjin S University, it is found that the problems existing in the incentive of grass-roots administrative staff in colleges and universities are mainly as follows: low sense of salary and welfare, low career recognition, narrow career promotion channels, and few training and exchange opportunities. To improve the incentive mechanism of grass-roots administrative staff in colleges and universities, mobilize the enthusiasm and creativity of administrative staff, reform can be carried out from the aspects of material incentive, spiritual incentive, career development incentive and ability development incentive, establish a salary and welfare system that takes into account internal and external equity, and enhance the positive role of spiritual incentive. Strengthen the effectiveness of career development incentive and build a systematic incentive system for ability development.

To sum up, researchers generally believe that problems such as insufficient organizational support, low salary level, low sense of work achievement, and obstructed career development are the reasons affecting the incentive effect of administrative personnel in private colleges and universities. Improvements should be made in such aspects as constructing an incentivized salary system, unblocking career development channels, establishing a scientific performance appraisal system, and establishing a systematic training system.

University Administrative Staff Competencies

(Yao Lin, 2012). used the behavioral event interview method to build a competency model for university administrators. The competency model contains 21 competency characteristics in five aspects, including values, personality characteristics, cognitive level, working ability and interpersonal communication. Values include political quality, dedication, integrity, responsibility, principle, initiative; Cognitive level includes knowledge level, understanding ability, learning level, scientific research level, innovation ability; Work ability includes organizational management level, implementation level, work efficiency, initiative; Personality traits include self-confidence, emotional control and flexibility. Interpersonal skills include honesty, solidarity writing, communication and coordination. The establishment of this model is of great significance to the human resource management of university administrators.

(Dong Xiaolin & Ma Lianjie, 2013). found, through interviews and questionnaires on the current situation of the competence of university administrators, that their dominant competence was concentrated in the explicit aspects such as management ability and management behavior, while their implicit work attitude was still lacking. Educational vision and democratic responsibility are the special requirements of university administration. Competence has different predictive effects on job performance (task performance, interpersonal promotion, job dedication). Knowledge accomplishment and vocational skill mainly affect task performance. Personality characteristics and influence mainly affect interpersonal performance. Democratic responsibility and educational vision mainly affect work dedication. In general, competence has a certain predictive effect on the job performance of administrative

personnel, but the predictive value is not high, indicating that there may be other influencing factors between competence and job performance. The research results can be used for personnel evaluation and on-the-job training.

(Ju Lin et. al, 2021). put forward the competency analysis model of university administrators through research, and summarized 7 dominant factors and 5 recessive factors. Explicit elements include: professional knowledge and skills, executive ability, service ability, communication ability, international communication ability, the ability to solve complex contradictions, decision-making ability. Recessive elements include: global awareness, responsibility, dedication, spirit of responsibility, cultural identity. This paper takes the competency analysis model as the index to depict the competency portrait of the university administrative personnel with excellent performance, and finds that specialization and professionalization level are the core objectives of competency construction. Universities should view the significance of the construction of administrative team from the macro perspective of the construction of modern university governance system, take the enhancement of the competence of administrative staff as an important starting point, and strengthen the construction of governance capacity. Finally, this paper puts forward the strategies of enhancing the competence of university administrators from four aspects: strengthening the system planning, improving the training and assessment, establishing the flow mechanism and forming the cultural identity.

(Jiang Yundong, 2022). selected H university as the case study object, determined 6 competency dimensions and 18 competency characteristics, and built a competency model for grass-roots administrative personnel in "double first-class" universities. On this basis, the paper analyzes the problems and causes of the competency development of grass-roots administrative personnel in H colleges and universities, and puts forward corresponding countermeasures to build a path to improve the competency of grass-roots administrative personnel in "double first-class" colleges and universities. The countermeasures to enhance the competence of grass-roots administrative personnel are as follows: first, strengthen the management of career and perfect the whole process chain of human resources; The second is to promote the flow of administrative posts and strengthen the

internal communication of management team; The third is to enhance competency as the guidance, improve the pertinence of job training; Fourth, attach importance to the stimulation of internal power and form the coordination with external security; Fifth, emphasize equal emphasis on incentives and constraints, and continue to improve the performance appraisal mechanism.

Based on the above researches, the competence of university administrative personnel includes explicit and implicit elements. To improve the competence of administrative personnel, we should not only start from explicit elements, but also pay attention to invisible elements. We should strengthen the system planning, improve the training and assessment, establish the flow mechanism, form the cultural identity and so on to enhance the competence of the administrative personnel in colleges and universities.

Professionalization of University Administrative Staff

(Deng Xuelin, 2004). believes that the professionalization of university management team refers to the competent, efficient and relatively stable professional management team that has mastered the professional knowledge of university management. At present, China's university management team specialization is not high, the fundamental reason is that China does not pay enough attention to the professionalization of university management, the management system is not perfect, the manager's salary is not high, the management concept is backward and China lacks the historical accumulation of the professional construction of university management team. The main countermeasures to promote the professional construction of the management team in Chinese colleges and universities are as follows: implement the all-staff employment system, form a competitive, fluid and open recruitment mechanism; construct a people-oriented evaluation system; establish a benign mechanism of employing people based on performance; establish a salary management system according to the university's conditions; fully form the incentive mechanism of "excellent pay for good work"; strengthen the training and development of management human resources in colleges and universities; Build a learning organization.

(Nie Weijin, 2012). investigated and analyzed the current situation of managerial professionalization in 11 universities in Jiangsu Province by means of questionnaire and interview. The results show that, first, the structure of university management personnel is unbalanced, which is reflected in the unreasonable structure of academic qualifications and professional titles, and the excessively diversified source and professional structure; Second, there is a deviation in the professional understanding of university managers, the understanding of "whether managers should be professional", the understanding of professional standards, the realization of specialization is not unified; Third, the development state of the professional management personnel in colleges and universities is in trouble, which is manifested in the lack of professional knowledge, professional skills, professional ethics, and professional development. This paper analyzes the causes of the existing problems, and promotes them from three aspects: establishing the professional consciousness of university management personnel, strengthening the training of university management professionals, and perfecting the management system guaranteeing the specialization of university management personnel. Improving the management system to ensure the professionalization of university management personnel includes: detailed post classification system, standardized selection and employment system, normalized training system, comprehensive assessment system, and explicit incentive system.

(Chen Qiaoyan, 2016). selected undergraduate universities in Liaoning province as the research object, conducted an empirical investigation and analysis on the professional development of full-time university administrators, and found five problems in the process of professional development of full-time university administrators, which are as follows: Administrative personnel lack professional development consciousness, small space for personal professional development, low salary and low social status, imperfect incentive mechanism for professional development, and irregular training mechanism for professional development. The researchers summarized the experience of the United States, the United Kingdom and Australia in the professional development of administrative personnel, and proposed the following ways to promote the professional development of full-time

administrative personnel in Chinese universities: the macro environment level, improve the welfare system of administrative personnel, and increase financial investment; At the level of school system, create a good environment and establish professional development files, improve all-round training functions, establish a targeted performance appraisal system, implement a multi-channel promotion mechanism, and broaden the professional development path of administrative personnel; At the personal level of administrative personnel, establish independent professional development tips, rationally plan time, improve work efficiency, and improve their own professional level.

(He Shutong, 2017). believes that the professional development of university managers is the growth of individuals from "management novices" to "management experts". The process of development. The professional development of university managers includes two dimensions, "personal development" and "organizational development", which require both the individual to establish self-development consciousness and a series of organizational system support. On the basis of reflecting and learning from domestic and foreign experience, Starting from six aspects, such as perfecting the personnel management system with the staff system as the core, establishing professional standards for university administrators, perfecting the education and training system for university administrators, strengthening the construction of professional organizations for university administrators, carrying out the construction of professional ethics for university administrators, and innovating the on-campus guarantee mechanism for the professional development of university administrators, This paper puts forward some countermeasures and suggestions for the professional development of Chinese university administrators.

(Liu Yaping, 2019). believes that the management team of colleges and universities, like the full-time faculty team, is to promote the "double first-class" of Chinese higher education. The main body of construction. Taking the managers of two first-class universities and two first-class discipline universities in Tianjin as the survey objects, the researchers put forward the vision of the university managers for the improvement of the professional ability of the managers in the "double

first-class" construction: The school leadership should pay attention to the professional ability construction of the managers; Establish long-term training management mechanism and expand diversified training content; The professional level of managers is reflected in the promotion of professional titles; Implement on-campus management cadre rotation exchange below the division level.

(Huo Xiaoran & Xu Xionggang, 2020). believe that the professional development of university administrators is an inevitable requirement of China's higher education reform and double-first-class construction, and is of great significance to the long-term development of higher education. At present, the professional development of university administrative personnel has the perplexity of job burnout, the perplexity of professional identity, the perplexity of career development channel and the perplexity of role dislocation. In this regard, it is proposed to deepen the reform of administrative system mechanism and consolidate the foundation of professional organization; Use big data technology to provide professional technical support; Improve the incentive and assessment mechanism, condense the internal driving force; Deepening professional division of labor, improving management efficiency and other countermeasures.

Based on the views of the above researchers, the university management team is the same as the full-time teacher team to promote the construction of China's higher education, and the professional development of university management personnel should be strengthened from the two dimensions of individual and organization. Specific measures from the post classification management, standardize the selection and employment system, establish a long-term training system, improve the assessment system, improve the salary system and so on.

University administrative staff burnout

(Jiang Zhaolei, 2010). believes that the reasons for job burnout of university administrators lie in the lack of organizational attention, low professional recognition and weak psychological adjustment ability. Measures such as deepening the construction of education staff system, perfecting the performance appraisal mechanism, optimizing the occupational environment and strengthening the

individual attribution training are beneficial to the general administrative work of colleges and universities to eliminate the phenomenon of job burnout, improve the management efficiency of schools, and promote the construction of harmonious campus.

(Zhang Yangle & Ji Mingming, 2012). believe that due to the influence of social environment, university management and other factors, full-time administrative personnel in universities have job burnout. The researchers put forward to seek effective measures from three aspects of social concept change, university management and individual self-adaptation to alleviate the job burnout of full-time administrative personnel. In terms of social change, we should change the narrow concept of university administration, recognize that management is a science and art, is the basis for the normal operation and development of colleges and universities, and actively create a social atmosphere of equal respect for teachers and full-time administrative personnel. In the scientific management of colleges and universities, it is necessary to create a good atmosphere, improve the status and treatment, improve the assessment mechanism, and strengthen training support. In terms of individual self-adjustment, it is necessary to have a correct understanding and positioning of administrative career, to have an accurate design and planning of administrative career, and to constantly improve the ability level and psychological quality of administrative personnel.

(Zheng Tian & Song Xinqiang, 2014). investigated 260 grass-roots administrative staff in a university in Guangdong, and found that 60.7% of them had mild burnout, 28.6% had moderate burnout, and 5.4% had high burnout. 14.3 percent were emotionally exhausted, 32.1 percent were depersonalized, and 87.5 percent had a reduced sense of accomplishment. In view of the above problems, the researchers put forward corresponding countermeasures from the perspective of human development. First, plan the development route to avoid the role conflict of grass-roots administrative personnel; The second is to implement target management and clarify the post responsibilities of grass-roots administrative personnel; The third is to establish a learning "department" to implement career planning and management; Fourth, unimpeded development of "export", multiple ways to

promote the development of grass-roots administrative personnel; Fifth, improve the assessment and salary system, formulate a fair and effective incentive mechanism; Sixth, strengthen humanistic care and let informal organizations pass on "positive energy".

(Huang Xiaozheng, 2016). analyzed the formation mechanism of job burnout of university administrators by selecting four dimensions, namely workload, work control, remuneration and values, which are closely related to university administrators. The research points out that the guarantee mechanism of alleviating job burnout of university administrators should be built based on organizational support. One is goal-oriented, clear job responsibilities, standardize job roles; The second is talent oriented, smooth development channel, solve the career bottleneck; Third, performance-oriented, strengthen treatment guarantee and improve incentive mechanism. With job matching as the key, to build a control mechanism to alleviate the burnout of university administrators, first, to create a growth and development platform; Second, innovative flexible talent management mechanism; The third is to combine individual interests with job requirements. Based on the value identification, the adjustment mechanism of alleviating the burnout of university administrative personnel should be constructed, including: strengthening the construction of university culture, strengthening psychological counseling intervention, and establishing a self-adjustment mechanism.

(Li Yongliang, 2022). The research shows that the overall job burnout of grass-roots administrative personnel in colleges and universities in Liaoning Province is relatively low, and the emotional exhaustion and sense of accomplishment are relatively serious. In the aspect of difference analysis, different groups have significant differences in the degree of job burnout in terms of marital status and unit nature. The researchers propose countermeasures to prevent and reduce job burnout at individual, organizational and social levels. At the individual level, training and guidance should be strengthened to enhance the emotional management ability, improve the knowledge level and professional ability of the staff, and awaken the career awareness. At the organizational level, we should establish a standardized talent appointment mechanism, establish a multi-step promotion channel, explore a

reasonable performance assessment and reward incentive system, and improve the training and learning system, so as to improve the selection and appointment assessment mechanism. At the social level, we should set up advanced models, create good guidance of public opinion, and correctly understand the pressure of grass-roots administrative personnel in colleges and universities.

Based on the above research, the causes of job burnout of university administrators have individual, university and social factors. At the individual level, it is necessary to have a correct positioning and career planning for administrative management and constantly improve personal quality. At the university level, we should establish a standardized talent appointment mechanism, establish multi-ladder promotion channels, explore a reasonable performance appraisal and reward incentive system, and improve the training and learning system. At the social level, we should change the narrow concept of university administration, and actively create a social atmosphere of equal respect for teachers and full-time administrative personnel.

Performance Management of Administrative Staff in Colleges and Universities

(Liu Bing & Guo Ran, 2006). analyzed the problems existing in the performance appraisal of university administrators: administrators regard themselves as leaders rather than service providers; Lack of attention to administrative work; Lack of policy basis and scientific research. The researchers believe that it is necessary to clarify the job responsibility through job analysis, formulate performance objectives, strengthen the supervision of daily work, feedback of evaluation results, establish administrative personnel files, the application of evaluation results, and establish a performance evaluation system to improve the performance management system of university administrators.

(Zhou Yi, 2016). believes that administrators in colleges and universities have the dual attributes of service and management. The researchers believe that the service performance of university administrators should be improved from the following aspects: First, the relevant administrative departments of universities need to fully change their thinking and gradually transform from administrative managers to service providers. Secondly, when selecting and hiring administrative personnel,

the university administration should pay attention to the selection of candidates with stronger proactive personality. Thirdly, relevant administrative departments should strive to create a departmental culture that actively serves teachers and college students, improves service level and strengthens service skills, and shapes service elites through a series of institutionalized construction. Finally, the relevant administrative departments need to pay attention to the feedback of teachers and college students after receiving the service, and understand their feelings, evaluations and suggestions through various forms, so as to continuously improve the service level.

(Fang Zhenbang & Liu Qi, 2019). expounded the performance management of university administrators in the United States. The performance management standards of American university administrators are divided into two categories: the achievement standards of performance objectives and the key quality behavior standards. The completion standards of performance objectives shall be determined by the immediate superior and the administrative personnel through negotiation according to their job duties and specific work tasks; The key quality behavior standards are formulated by the school. The performance management program is divided into three parts: goal setting, performance monitoring and performance appraisal. The performance appraisal results of administrative personnel in five American universities are mainly used for performance diagnosis and management decision reference. On the one hand, direct superiors and administrative staff jointly analyze the performance appraisal results, diagnose the existing performance gaps, find out the causes of the performance gaps, and formulate corresponding performance improvement plans; On the other hand, the school takes the performance appraisal results as the reference basis for key human resource management decisions, such as salary adjustment, reward and punishment, and promotion and transfer. Chinese universities can make appropriate reference to the practice of American universities in the application of administrative personnel performance management standards, procedures and results, and improve the administrative personnel performance management system. First, clarify relevant standards and pay attention to employee growth; Second, relying on target

management, improve management procedures; Third, pay attention to the application of results and avoid idle assessment.

(Chang Tongshan, 2020). studied the performance appraisal model of University of California staff. The University of California's administrative staff assessment model integrating "goal - input - responsibility - result" has reference value for Chinese universities to strengthen the performance assessment of administrative staff. First, it is necessary to reform the personnel management system, delegate the assessment power to the personnel department, and establish the assessment mechanism of direct management and leadership responsibility system and accountability system; The second is to strengthen the process assessment based on goals and results, create a transparent and honest dialogue atmosphere, and build an assessment mechanism conducive to staff's ability improvement and personal development; The third is to increase the assessment elements based on improving the staff's core competence and the potential for professionalization and professional development, and build an assessment mechanism that can enhance the staff's cohesion, sense of belonging and core competence; The fourth is to link the assessment results with rewards and punishments and error correction actions; The fifth is to use computer and network technology to build an electronic performance appraisal system that is easy to operate, easy to integrate and sustainable.

(Peng Zhijuan, 2022). believes that the imperfect performance appraisal mechanism of most private undergraduate colleges and universities leads to the shortage of administrative personnel in reform and innovation, which to a certain extent seriously hinders the further development of the overall education cause of private undergraduate colleges and universities. By analyzing the current situation of performance appraisal of administrative personnel in a private undergraduate university (G college) in Guangdong Province, the researchers found that there were some major problems, such as the mismatch between performance objectives and the strategic objectives of the school, the non-standard performance appraisal process, the imperfect scientific and reasonable performance appraisal index system and the delayed feedback of performance appraisal results. Through the analysis of

the reasons, the researchers put forward the scientific, reasonable and efficient performance appraisal countermeasures: first, the construction of strategic objectives that are compatible with the school's strategic objectives; The second is to improve the scientific and reasonable administrative personnel performance appraisal index system; Third, improve the administrative personnel performance appraisal guarantee mechanism; Fourth, make full use of the performance appraisal results of administrative personnel; The fifth is to further improve the awareness of performance management of administrative personnel.

Based on the views of the above researchers, the performance management of university administrative staff should improve the setting of performance objectives, the monitoring of performance process, the application of performance appraisal and its results, enhance the sense of responsibility of supervisors and leaders, help administrative staff enhance the sense of management and service, and improve the core ability of career development through performance management.

# Chapter 3
# Research Methodology

To achieve the research objectives: 1) the development status of human resource management in Guangxi private colleges and universities; 2) Formulate human resource management development strategies for Guangxi private colleges and universities; 3) To evaluate the suitability and feasibility of human resource management strategies for private universities in Guangxi, researchers have the following procedures

      1.  The population / the sample Group

      2.  Research Instruments

      3.  Data Collection

      4.  Data Analysis

## The population / Sample Group

### The Population

The objects of this study are the administrators of 11 private universities in Guangxi.

### The Sample Group

The sample schools in this study are administrators of Guangxi private universities in Guilin, Liuzhou, Nanning and Beihai City, including Guilin Institute of Information Technology, Liuzhou Institute of Technology, Nanning University, Beihai Institute of Art and Design and Guangxi University of Foreign Languages. The total number of administrative staff in these five private undergraduate institutions is 960. According to Krejie and Morgan's sample table, a valid sample of 960 population is 278 people. By random sampling method, 278 people were selected from 5 private universities according to corresponding proportion.

**Table 3.1** Sampling Distribution Table

| No. | University | City | Sample Group |
|---|---|---|---|
| 1 | Guilin University | Guilin | 55 |
| 2 | Guilin Institute of Information Technology | Guilin | 55 |
| 3 | Liuzhou Institute of Technology | Liuzhou | 55 |
| 4 | Nanning University | Nanning | 58 |
| 5 | Beihai University of Ard Design | Beihai | 55 |
| | total | | 278 |

**The interview object**

This study adopts random sampling method to select five large scale private universities in Guangxi as interview schools. They are Guilin University of Information Technology, Liuzhou Institute of Technology, Nanning University, Beihai College of Art and Design, and Guangxi University of Foreign Languages. The respondents have a master's degree or above and have worked in universities for more than 10 years. They are middle managers in charge of human resources management, and teachers with deputy senior titles or above, a total of 10 people.

**Evaluation Team**

The evaluation team of this study invited five experts, including educational management professionals from well-known public universities and Private university in Guangxi, and successful middle-level leaders.

**Research Methods and Steps**

This study employs multiple analysis and data collection methods. In order to check and confirm the correctness of the data, the data in this study includes both quantitative and qualitative data. Researchers designed a questionnaire survey on human resource management strategies in private universities in Guangxi, and conducted a survey on the management personnel of 11 private universities in Guangxi. The outline of the Structured interview was designed, and five universities with good reputation for education quality in Guangxi were selected as the interview schools. They are Guilin Institute of Information Technology, Liuzhou Institute of

Technology, Nanning University, Beihai Institute of Art and Design, and Guangxi Institute of Foreign Languages. The interviewees are qualified to have master's degree or above and have worked in the university for more than 10 years. The middle-level and above managers responsible for education management have the title of deputy senior or above, A total of 10 people. Establish a human resource management strategy for private universities in Guangxi, and invite five experts to evaluate the feasibility of implementing this strategy for adaptability. This study is divided into four steps, as follows:

Step 1: Set research ideas

(1) By consulting a large number of literature, we aim to gain an understanding of theoretical research on strategic human resource management, resource foundation theory, career theory, organizational learning theory, comprehensive motivation theory, human capital theory, and human resource value chain theory both domestically and internationally. We aim to understand the current research status of recruitment and selection, training and development, performance management, and compensation management in universities both domestically and internationally, and analyze the methods involved in these four aspects of research, Clarify the research purpose and set a research plan.

(2) Set research ideas. This study uses literature review to summarize the current situation of human resource management in private universities in Guangxi, and identifies four variables for the study, namely recruitment and selection, training and development, performance management, and salary management. Then a reasonable questionnaire is designed according to the four variables, and an outline of Structured interview is designed according to the results of the questionnaire. By organizing the collected survey questionnaire data and interview results, analyze the current situation and existing problems of human resource management in private universities in Guangxi. Finally, this study establishes a development strategy for human resource management in private universities in Guangxi, and evaluates its suitability and feasibility through evaluation experts.

Step 2: Design and distribute questionnaires

Based on the previous research results and the research objectives determined in this study, a corresponding survey questionnaire was designed to understand the current situation of human resource management in Guangxi private universities. The survey questionnaire was distributed to the management personnel of Guangxi private universities. The reliability and effectiveness of the four variables in the questionnaire were compared through factor analysis to verify the feasibility of research on human resource management development strategies in Guangxi private universities. At the same time, the current situation of human resource management in Guangxi private universities was analyzed.

Step 3: Design an interview outline

This research designs an outline of Structured interview, collects the existing problems and improvement measures of human resource management of Guangxi private universities, including the problems and suggestions of Guangxi private universities in recruitment and selection, training and development, performance management, and salary management. Through analyzing the interview content, it summarizes the factors of human resource management strategies of Guangxi private universities.

Step 4: Evaluate the applicability and feasibility of the strategy

This study invites five experts to evaluate the applicability and feasibility of development strategies. They are educational management professionals from renowned public universities and private universities in Guangxi, as well as successful middle-level and above leaders. They evaluate the content of development strategy factors collected through interviews, evaluate the applicability and feasibility of implementing strategy factors, and provide a basis for optimizing the human resource management development strategy of private universities in Guangxi.

The research steps are shown in Figure 3.1:

| Step | Research Method | Research Findings |
|---|---|---|
| **Step1**<br>Set research ideas | 1. Find data, concepts, theories and research work<br>2. Set research ideas | Get research ideas |
| **Step2**<br>Design and distribute the questionnaire situation | 1. Literature review<br>2. Design questionnaire | Obtain the questionnaire |
| **Step3**<br>Design an interview outline | 1. Analyze the data obtained from the questionnaire<br>2. Design structure interview form and conduct interviews | Obtaining factors for educational quality development models |
| **Step4**<br>Evaluate the adaptability and feasibility of the model | 1. Design Strategy Evaluation Form<br>2. Invite 5 experts to evaluate<br>3. Analyze strategy evaluation data | The Strategy passed the evaluation, and experts recommendedobtained |

**Figure 3.1** The Research Steps

## Research Instruments

The tools used in this study include survey questionnaires, interview forms, and model suitability assessment forms.

**Design Research Instruments**

(1) Design survey questionnaire

The questionnaire is divided into two parts as follows:

Part 1: Personal information, including gender, age, highest education level, professional title, job type, current job tenure, teaching experience, and average weekly teaching hours undertaken within the past academic year.

Part 2: The questionnaire on the current situation of human resource management in private universities in Guangxi was conducted using the Likert five

level scale. The evaluation was divided into 5 indicating strong agreement, 4 indicating strong agreement, 3 indicating uncertainty, 2 indicating disagreement, and 1 indicating very different. The content of the questionnaire is arranged in the order of four variables: recruitment and selection, training and development, performance management, and salary management.

(2) Structured interview Form

Based on the data from the questionnaire survey and analysis, summarize the current situation of human resource management in private universities in Guangxi, and design an interview outline to form a structured interview form for personnel who meet the established qualifications.

(3) Evaluation Form

Based on the questionnaire survey and interview results, propose human resource management development strategies for private universities in Guangxi, design a strategy implementation evaluation form, and invite experts to evaluate the applicability and feasibility of the strategy model implementation.

**Check the Quality of Research Instruments**

(1) Questionnaire

References, documents, data, definitions of variables, and framework for variable measurement related to research and survey questionnaires.

Based on the purpose and target of the survey, develop the elements and relevant indicators of the preliminarily constructed development strategy, and write questionnaire questions.

Submit the questionnaire to the invited five experts for inspection. In order to check the quality of the questionnaire content, five experts were invited to put forward suggestions to improve the questionnaire according to the appropriate and inappropriate Operational definition of the content, and comprehensively consider the consistency and appropriateness of each question in the questionnaire. After calculating the corresponding index (project goal consistency index: IOC) and Operational definition of each problem, it is found that the index of each problem is 1, and it can be concluded that each problem is consistent with the Operational definition. Before conducting testing, make improvements based on expert recommendations.

Use SPSS 19.0 to analyze the reliability and effectiveness of the questionnaire to verify whether the design of the questionnaire is correct.

(2) Interview questions

After obtaining the data analysis results of the survey questionnaire on the current situation of human resource management in private universities in Guangxi, the researchers designed interview questions, mainly focusing on the problems and improvement suggestions of recruitment and selection, training and development, performance management, and salary management in establishing the model.

(3) Evaluate the applicability and feasibility of implementing the strategy model

Researchers invited five scholars in education management from renowned public and private universities in Guangxi, as well as successful middle level leaders, to evaluate the applicability and feasibility of implementing the evaluation strategy model. They use a five level rating scale for evaluation, which is divided into super high, high, average, low, and super low, and respondents can only choose one level.

## Data Collection

Researchers collect data based on the type and steps of research tools. As follows:

(1) Questionnaire survey

1) Questionnaire design: Researchers design a research questionnaire based on the first research purpose, receive guidance from their supervisor, and then submit it to the school's graduate school for review and approval.

2) Distribution of survey questionnaires: From March 14 to April 14, 2023, researchers distributed the survey questionnaires to 11 private universities in Guangxi and asked respondents to fill out the questionnaires based on them.

3) Follow up questionnaire: Follow up the sample size of the questionnaire and stop the questionnaire based on meeting the sample size, in order to analyze the data of the questionnaire in the next step.

4) Questionnaire data organization: Organize the collected questionnaires, check their completeness, and use SPSS to analyze the complete and effective questionnaire data.

(2) Interview

1) Summarize the analysis results of the questionnaire on the current situation of human resource management in private universities in Guangxi, and develop an interview outline.

2) The interviewees of the Structured interview are from Guilin Institute of Information Technology, Liuzhou Institute of Technology, Nanning University, Beihai Institute of Art and Design, and Guangxi Institute of Foreign Languages. The interviewees are those who have master's degree or above and have worked in universities for more than 10 years. There are a total of 10 middle-level managers in charge of education management, with deputy senior titles or above.

3) The respondents were screened and met the requirements, and the researchers invited them.

4) Conduct interviews. The researchers distributed the interview outline to 10 interviewees for interviews.

5) Interview data analysis. After the interview, organize the interview content.

(3) Appraisal and Consultation

1) Design an evaluation form and check its adaptability and feasibility.

2) Invite experts to participate in the evaluation of the strategy model.

3) After the evaluation, the evaluation content and data were analyzed.

## Data Analysis

### Questionnaire

Before analyzing the data, researchers first check the validity and completeness of the collected questionnaire data. Delete incorrect, invalid, or incomplete data first, and then select a complete and valid questionnaire for sorting. Next, the researchers will analyze the data in two steps, namely preliminary analysis and in-depth analysis. As follows:

(1) Preliminary analysis: Analyze the data characteristics of each research variable, including conducting basic statistical analysis of the variables using SPSS. Preliminary data analysis is to analyze the background of the sample, including

gender, age, highest education level, professional title, job position, work experience in education management, etc., and calculate the percentage and frequency;

(2) In depth analysis: In order to achieve the research objectives, researchers conducted statistical analysis and calculation of the mean and standard deviation of variables based on relevant theories and methods.

**Interview**

Interviewed five middle level and above managers in charge of education management at Guangxi private universities, with a total of 10 individuals holding a master's degree or above and having worked at the university for at least 10 years. Understand the problems and improvement suggestions in human resource management of private universities in Guangxi, and provide favorable support and basis for formulating development strategies for human resource management of private universities in Guangxi.

**Evaluation**

Conduct applicability and feasibility analysis on the evaluated content, calculate the average of actual possibilities (), and use the statistical mean () and standard deviation (SD) of data analysis to determine higher applicability and feasibility.

**Data Interpretation**

In the mean analysis of human resource management development strategies in private universities in Guangxi, researchers defined data interpretation standards based on the MLQ five level standard jointly developed by Bass & Avolio. (1990).

As follows:

| | | |
|---|---|---|
| 4.51-5.00 | Refer to | Highest level |
| 3.51-4.50 | Refer to | High level |
| 2.51-3.50 | Refer to | Medium level |
| 1.51-2.50 | Refer to | Lower level |
| 1.00-1.50 | Refer to | Lowest level |

After evaluating the applicability and feasibility of human resource management development strategies in private universities in Guangxi, researchers determined the standards for data interpretation based on the MLQ five level standard jointly developed by Bass & Avolio, (1990).

As follows:

| | | |
|---|---|---|
| 4.51-5.00 | Refer to | Highest level |
| 3.51-4.50 | Refer to | High level |
| 2.51-3.50 | Refer to | Medium level |
| 1.51-2.50 | Refer to | Lower level |
| 1.00-1.50 | Refer to | Lowest level |

# Chapter 4
# Results of Analysis

According to the research objectives of human resource management in Guangxi private universities: 1) The current development status of human resource management in Guangxi private universities; 2) Develop a development strategy for human resource management in private universities in Guangxi; 3) Evaluate the suitability and feasibility of the human resource management development strategy for private universities in Guangxi. Researchers sent questionnaires to 11 private universities in Guangxi and collected a sample group of 278 valid questionnaires. The details are as follows.

      1. Presentation of Data Analysis

      2. Results of Data Analysis

      3. Analysis of interview results

## Presentation of Data Analysis

The personal information of administrative personnel in private universities in Guangxi, which is divided into gender, age, professional title, teaching experience, job position type, average weekly teaching hours undertaken in the past academic year, monthly economic income, and current job tenure.

**Table 4.1** Personal Information

(n=278)

| | Personal Information | Number of people | Percentage |
|---|---|---|---|
| **Gender** | Female | 133 | 47.8 |
| | Male | 145 | 52.2 |
| | **Total** | **278** | **100** |
| **Age** | Under 30 years old | 79 | 28.4 |
| | 31-39 years old | 122 | 43.9 |
| | 40-49 years old | 53 | 19.1 |

**Table 4.1** (Continued)

|  | Personal Information | Number of people | Percentage |
|---|---|---|---|
|  | 50-59 years old | 19 | 6.8 |
|  | Over 60 years old | 5 | 1.8 |
|  | **Total** | **278** | **100** |
| Education level | Undergraduate or below | 127 | 45.7 |
|  | Master | 137 | 49.3 |
|  | Doctor | 14 | 5 |
|  | **Total** | **278** | **100** |
| Professional Qualifications | Nothing | 71 | 25.5 |
|  | Teaching Assistant (Junior) | 51 | 18.3 |
|  | Lecturer (intermediate) | 91 | 32.7 |
|  | Associate professor (associate senior) | 54 | 19.4 |
|  | Professor (Senior) | 11 | 4 |
|  | **Total** | **278** | **100** |
| Job Position type | Grassroots managers | 187 | 67.3 |
|  | Middle managers | 76 | 27.3 |
|  | Senior management | 15 | 5.4 |
|  | **Total** | **278** | **100** |
| Monthly income | 4000 yuan and below | 49 | 17.6 |
|  | 4001-6000 yuan | 141 | 50.7 |
|  | 6001-8000 yuan | 46 | 16.5 |
|  | 8001 yuan and above | 42 | 15.1 |
|  | **Total** | **278** | **100** |
| Years of Employment in Current Position | Less than 1 year | 78 | 28.1 |
|  | 1-3 years | 75 | 27 |
|  | 4-6 years | 53 | 19 |
|  | 7-9 years | 15 | 5.4 |
|  | 10 years and above | 57 | 20.5 |
|  | **Total** | **278** | **100** |

According to Table 1.1, it can be found that the majority of respondents are 145 males, accounting for 52.2%, and 133 females, accounting for 47.8%. The respondents are concentrated between the ages of 31 to 39, accounting for 43.9%, followed by those under 30, accounting for 28.4%. The majority of people have a master's degree, with 137 people accounting for 49.3%, 127 people with a bachelor's degree or below accounting for 45.7%, and 14 people with a doctoral degree accounting for 5%. The majority of people have a professional title of lecturer (intermediate level), with 91 people accounting for 32.7%. The number of people without a professional title is 71 people, accounting for 25.5%. The number of teaching assistants (junior level) is 51 people, accounting for 18.3%. The number of associate professors (associate senior level) is 54 people, accounting for 19.4%. The least number of professors (full senior level) is 11 people, accounting for 4%. The majority of people's job positions are grassroots managers, with 187 people accounting for 67.3%, 76 middle-level managers accounting for 27.3%, and 15 senior managers accounting for 5.4%. The maximum monthly economic income is between 4001 and 6000 yuan, with 141 people accounting for 50.7%, while the minimum is over 8001 yuan, with 42 people accounting for 15.1%. The majority of respondents have served in private universities in Guangxi for a period of less than one year, accounting for 28.1% of the current positions. There are 75 respondents in 1-3 years, accounting for 27%, 53 respondents in 4-6 years, accounting for 19.1%, 57 respondents in 10 years or more, accounting for 20.5%, and the least number is 15 respondents in 7-9 years, accounting for 5.4%.

## Results of Data Analysis

Based on the collected survey questionnaire, the current situation of human resource management in private universities in Guangxi was analyzed using four factors: recruitment and selection, training and development, performance management, and salary management. The average and standard deviation were used to analyze the current situation of each variable in the study. Exploratory factor analysis was used to test the reliability and validity of each variable. Through factor analysis, the data variables in the questionnaire are correlated.

1. Overall analysis of human resource management strategy factors in private universities in Guangxi.

According to the questionnaire, the data analysis of the recruitment and selection, training and development, performance management, and salary management of the current human resource management strategy factors of private colleges and universities in Guangxi is carried out, and the Average absolute deviation and standard deviation are obtained.

Table 4.2 Mean and standard deviation analysis of factors influencing the development strategies of human resource management in Private Universities in Guangxi

(n=278)

| Factors affecting the current status of human resource management strategies | $\overline{X}$ | S.D. | Grade | Order |
|---|---|---|---|---|
| Recruitment and selection | 3.78 | 0.780 | high | 2 |
| Training and development | 3.88 | 0.811 | high | 1 |
| Performance management | 3.71 | 0.848 | high | 3 |
| Salary management | 3.55 | 0.876 | high | 4 |
| **Total** | **3.73** | **0.829** | **high** | |

According to Table 4.2, it can be found that based on the comprehensive analysis of the four influencing factors of recruitment and selection, training and development, performance management, and salary management based on the survey questionnaire, the average score is between 1-5 points. Based on the theoretical median, above 2 points and below 4 points belong to the medium level, and above 4 points belong to the high level. Therefore, the four factors affecting the current situation of human resource management strategies in private universities in Guangxi are all at a moderate level ($\overline{X}$ =3.73). According to the analysis results of the survey report, based on the average index, the average level of training and selection is the highest ($\overline{X}$ =3.88), followed by recruitment and selection ($\overline{X}$ =3.78), salary management has the lowest average level ($\overline{X}$ =3.55), and performance management has the lowest average level ($\overline{X}$ =3.71).

Through descriptive statistical analysis of research data on the four variables of recruitment and selection, training and development, performance management, and compensation management, it was found that the interviewees' abilities in talent introduction and selection, improvement of management personnel's abilities and development potential, performance improvement and development ability, rationality, fairness, and operability of salary policies are all at a moderate level, indicating the need for improvement and improvement.

2. Analysis of the current situation of recruitment and selection

**Table 4.3** Analysis of Recruitment and Selection Status

(n=278)

| Recruitment and Selection | $\overline{\mathrm{X}}$ | S.D. | Grade | Order |
|---|---|---|---|---|
| 1. In the university where I work, the recruitment plan for management personnel meets the needs of the school's work | 3.82 | 0.889 | high | 3 |
| 2. In the university where I work, the career of a manager can attract job seekers | 3.66 | 0.66 | high | 8 |
| 3. In the university where I work, the recruitment conditions for management personnel are in line with the requirements of the position | 3.83 | 0.848 | high | 2 |
| 4. In the university where I work, there are specific professional requirements for management positions | 3.76 | 0.894 | high | 5 |
| 5. In the university where I work, the recruitment method for management personnel can select suitable talents | 3.73 | 0.896 | high | 7 |
| 6. In the university where I work, the recruitment process for management personnel is fair and impartial | 3.85 | 0.878 | high | 1 |

**Table 4.3** (Continued)

| Recruitment and Selection | $\overline{\mathrm{X}}$ | S.D. | Grade | Order |
|---|---|---|---|---|
| 7. In the university where I work, the probationary assessment system can screen out management personnel who do not meet the job requirements | 3.75 | 0.900 | high | 6 |
| 8. In the university where I work, the school supports management personnel to promote or adjust positions through internal recruitment, competition for positions, and other selection methods | 3.81 | 0.900 | high | 4 |

From Table 4.3, it can be seen that the average score of each item in the recruitment and selection status of the respondents is between 1-5 points. Based on the theoretical median, a score higher than 2 and lower than 4 belongs to the medium level, while a score higher than 4 belongs to the high level. Therefore, all 8 items in the recruitment and selection status of private universities in Guangxi are at the medium level, indicating that the recruitment and selection of private universities in Guangxi needs improvement. According to the ranking, the average score of "6. In the university where I work, the recruitment process for management personnel is fair and impartial" is the highest (3.85), and the average score of "2. In the university where I work, the career of management personnel can attract job seekers" is the lowest (3.66).

3. Analysis of training and development status

**Table 4.4** Analysis of Training and Development Status

(n=278)

| Training and Development | $\overline{\mathrm{X}}$ | S.D. | Grade | Sequence |
|---|---|---|---|---|
| 1. In the university where I work, the school encourages management personnel to participate in training and further education | 4.00 | 0.856 | high | 1 |
| 2. In the university where I work, the training and further education programs provided by the school meet the career development needs of management personnel | 3.85 | 0.908 | high | 6 |
| 3. In the university where I work, the school provides targeted training based on the level and position of management personnel | 3.81 | 0.921 | high | 7 |
| 4. In the university where I work, the training management department has a clear division of labor and effective management | 3.73 | 0.945 | high | 8 |
| 5. In the university where I work, direct leadership supports management personnel in participating in training | 3.95 | 0.855 | high | 3 |
| 6. In the university where I work, the knowledge and skills acquired by management personnel through training can be applied to their work | 3.99 | 0.839 | high | 2 |
| 7. In the university where I work, training helps improve the performance level of management personnel | 3.90 | 0.891 | high | 5 |
| 8. In the university where I work, management personnel can strengthen their professional identity after participating in training | 3.92 | 0.867 | high | 4 |

From Table 4.4, it can be seen that the average score of each item for the training and development status of the respondents is between 1-5 points. Based on the theoretical median, a score higher than 2 but lower than 4 is considered a moderate level, while a score higher than 4 is considered a relatively high level. Therefore, all 8

items for the training and development status of private universities in Guangxi are at a moderate level, indicating that the training and development of private universities in Guangxi needs to be improved. According to the ranking, the average score of "1. In the university where I work, the school encourages management personnel to participate in training and further education" is the highest (4.00), while the average score of "4. In the university where I work, the training management department has a clear division of labor and effective management" is the lowest (3.73).

    4. Analysis of the current situation of performance management

**Table 4.5** Analysis of the Current Situation of Performance Management

(n=278)

| Performance Management | $\overline{\mathrm{X}}$ | S.D. | Grade | Order |
|---|---|---|---|---|
| 1. In the university where i work, there is a culture and organizational atmosphere of performance management | 3.71 | 0.917 | high | 4 |
| 2. In the university where I work, the standards for performance evaluation of management personnel are related to job responsibilities | 3.74 | 0.887 | high | 2 |
| 3. In the university where I work, the performance evaluation process for management personnel is appropriate | 3.67 | 0.945 | high | 6 |
| 4. In the university where I work, my direct supervisor is concerned about improving the core competencies of management personnel in the performance management process | 3.75 | 0.951 | high | 1 |
| 5. In the university where I work, leaders often communicate with management about performance | 3.66 | 0.929 | high | 7 |
| 6. In the university where I work, performance management can promote the performance level of management personnel | 3.73 | 0.917 | high | 3 |

**Table 4.5** (Continued)

| Performance Management | $\overline{\mathrm{X}}$ | S.D. | Grade | Order |
|---|---|---|---|---|
| 7. In the university where I work, the performance evaluation results of management personnel are applied to salary management | 3.69 | 0.994 | high | 5 |
| 8. In the university where I work, the position adjustment of management personnel is related to the performance evaluation results | 3.75 | 0.896 | high | 1 |

From Table 4.5, it can be seen that the average score of each item in the performance management status of the respondents is between 1-5 points. Based on the theoretical median, a score higher than 2 and lower than 4 belongs to the medium level, while a score higher than 4 belongs to the high level. Therefore, all 8 items in the performance management status of private universities in Guangxi are at the medium level, indicating that the performance management of private universities in Guangxi needs to be improved. According to the ranking, the average score of "4. In the university where I work, the direct supervisor cares about the improvement of the core abilities of the management personnel in the performance management process, and 8. In the university where I work, the position adjustment of the management personnel is related to the performance evaluation results" is equally highest (3.75), while the average score of "5. In the university where I work, the supervisor frequently communicates with the management personnel in terms of performance" is the lowest (3.66).

5. Analysis of the current situation of salary management

**Table 4.6** Current Situation Analysis of Salary Management

(n=278)

| Salary Management | $\overline{\mathrm{X}}$ | S.D. | Grade | Order |
|---|---|---|---|---|
| 1. In the university where I work, the salary level of management personnel is in line with the current development stage of the school | 3.50 | 0.979 | medium | 6 |
| 2. In the university where I work, the procedures for formulating salary policies are appropriate | 3.55 | 0.940 | high | 3 |
| 3. In the university where I work, the salary gap between management personnel and other job systems is reasonable | 3.49 | 0.979 | medium | 7 |
| 4. In the university where I work, the proportion of fixed salary for management personnel in salary is appropriate | 3.53 | 0.933 | high | 4 |
| 5. In the university where I work, the distribution method of performance-based compensation for management personnel is reasonable | 3.49 | 0.972 | medium | 8 |
| 6. In the university where I work, the welfare programs provided by the school meet the needs of management personnel | 3.53 | 0.964 | high | 5 |
| 7. In the university where I work, the school dynamically adjusts the salary and welfare levels of management personnel | 3.60 | 0.974 | high | 2 |
| 8. In the university where I work, in addition to monetary compensation for management personnel, the school values non economic rewards such as honor, praise, promotion, and work environment | 3.72 | 0.931 | high | 1 |

From Table 4.6, it can be seen that the average score of the respondents for each item of salary management status is between 1-5 points. Based on the theoretical median, a score higher than 2 and lower than 4 belongs to the medium level, while a score higher than 4 belongs to the high level. Therefore, all 8 items of salary management status in Guangxi private universities are at the medium level, indicating that salary management in Guangxi private universities needs to be improved. According to the ranking, the average score of "8. In the university where I work, in addition to monetary compensation for management personnel, the school values non economic rewards such as honor, praise, promotion, and work environment" is the highest (3.72), and the average score of "5. In the university where I work, the distribution method of performance compensation for management personnel is reasonable" is the lowest (3.49).

## Analysis of Interview Results

This study uses the interview outline designed by the researchers for this study, and presents the information provided by the interviewees through Structured interview. The interviewees are members of the sample group for this study. Five universities with good reputation for educational quality in Guangxi were selected as the interview schools, including Guilin University of Information Technology, Liuzhou Institute of Technology, Nanning University, Beihai College of Art and Design, and Guangxi University of Foreign Languages. The interviewees have a master's degree or above and have worked in the university for at least 10 years. They are middle-level managers in charge of educational management, with deputy senior or higher professional titles, totaling 10 people.

**Table 4.7** List of Respondents

| No. | Title | Position | University Years of Work | Work Unit |
|---|---|---|---|---|
| 1 | Associate professor | Middle managers | 17 years | Guilin Institute of Information Technology |
| 2 | Associate professor | Middle managers | 14 years | Guilin Institute of Information Technology |
| 3 | Associate professor | Middle managers | 15 years | Liu zhou Institute of Technology |
| 4 | Associate professor | Middle managers | 12 years | Liu zhou Institute of Technology |
| 5 | Associate professor | Middle managers | 12 years | Beihai University of Art and Design |
| 6 | Associate professor | Senior management | 15 years | Beihai University of Art and Design |
| 7 | Associate professor | Middle managers | 13 years | Guangxi University of Foreign Language |
| 8 | Associate professor | Middle managers | 11 years | Nanning University |
| 9 | Associate professor | Middle managers | 13 years | Nanning University |
| 10 | Associate professor | Middle managers | 21 years | Nanning University |

Interviewee 1

1. What do you think should be done to enhance the attractiveness of administrative positions in the university where you work?

Answer: Strengthen welfare benefits and provide certain opportunities for training and improvement

2. What do you think are the problems with external recruitment and internal selection of administrative personnel in the university where you work? How should we improve?

Answer: During internal recruitment, personal preferences are not taken into account, resulting in a mismatch between personnel and positions

3. What kind of external recruitment and internal selection system do you think can promote the development of the school's administrative management team?

Answer: Grassroots management personnel should ensure good recruitment and try to recruit young people with higher comprehensive qualities as much as possible; Supplemented by internal training and selection of middle-level managers; It is best for senior management to recruit high-level talents through external recruitment.

4. What do you think are the problems with the training and development of administrative personnel in the university where you work? How should we improve?

Answer: There is relatively little systematic training, mainly focused on participating in training organized by higher education authorities, without considering the needs of the school's development and the personal needs of administrative personnel.

5. What specific measures do you think can be taken to promote the improvement of the abilities of administrative personnel in universities?

Answer: Emphasize service awareness; Clarify job responsibilities; Institutionalize routine work (develop a work manual).

6. What training and development management model do you think can promote the professionalization and professionalization of administrative personnel?

Answer: Job training; Old brings new; Appropriate job rotation.

7. What are the problems with performance evaluation for administrative personnel in the university where you work? How should we improve?

Answer: The assessment content is rigid, one size fits all, assessed for the sake of assessment, lacking performance feedback links. I hope to set up a performance feedback interview session.

8. What issues do you think should be paid attention to when formulating a performance evaluation system for university administrative personnel?

Answer: The assessment should be better used to motivate; The openness, transparency, and impartiality of assessment indicators.

9. Do you think how to promote the development of administrative personnel in the performance evaluation process?

Answer: The assessment objectives are specific and the scope of responsibilities is clear. Some important administrative positions can sign performance contracts to ensure the responsibilities and rights of both parties.

10. Can you rate the salary and welfare system of administrative personnel in your school? What needs improvement?

Answer: The overall salary of administrative personnel is relatively low, and the salary level can be appropriately increased to stabilize the team.

11. What issues do you think should be paid attention to when formulating a compensation system for administrative personnel?

Answer: Currently, most of the salary system is not related to employee contributions and there is no difference in positions. We hope to set up corresponding sections to better motivate employees

12. In addition to monetary compensation for administrative personnel, what other important non economic rewards do you think are there?

Answer: Currently, universities are located in relatively remote geographical locations and have long commuting hours. We hope to provide some convenience in work, such as clocking in. Provide a certain amount of late time per week or month to cope with uncontrollable factors such as weather and traffic congestion.

Interviewee 2

1. What do you think should be done to enhance the attractiveness of administrative positions in the university where you work?

Answer: The salary for administrative management positions should correspond to the work they do. The current situation is that the salaries of management personnel are relatively high, but the work is assigned to the grassroots by leaders, and the status and salary of grassroots personnel are relatively low, they do more work, and grassroots employees have a relatively high level of resentment. Measures to enhance job attractiveness: expanding career development space; Clarify the job responsibilities of

administrative personnel; Timely acknowledge the achievements of their work; To establish professional goals for administrative personnel; Emphasize humanistic care for administrative personnel in both work and life.

2. What do you think are the problems with external recruitment and internal selection of administrative personnel in the university where you work? How should we improve?

Answer: Existing problems: Universities have not established long-term human resource management plans; Recruiters lack strong professionalism; Neglecting the comprehensive quality of administrative personnel and only valuing academic qualifications; The personnel selection method is single and the assessment is not comprehensive. Improvement methods: Schools should attach sufficient importance to administrative personnel, create more opportunities for business training and continuing education, and establish reasonable incentive mechanisms.

3. What kind of external recruitment and internal selection system do you think can promote the development of the school's administrative management team?

Answer: Change the concept of talent utilization; Develop talent strategic planning; Implement a competitive employment mechanism;; Improve the overall quality of recruiters. Internal selection can be carried out through democratic recommendations, organizational inspections, open competition, and other methods.

4. What do you think are the problems with the training and development of administrative personnel in the university where you work? How should we improve?

Answer: Existing problems: lack of training needs analysis, inefficient training methods, weak training faculty, lack of training evaluation, and lack of continuity in training work. Suggestions for improvement: Strengthen the timeliness of training work, innovate training methods, strengthen the construction of training faculty, and enhance the sustainability of training work.

5. What specific measures do you think can be taken to promote the improvement of the abilities of administrative personnel in universities?

Answer: Improve the self-learning and self-management abilities of administrative personnel, enhance their work management level, and strengthen training and communication.

6. What training and development management model do you think can promote the professionalization and professionalization of administrative personnel?

Answer: Provide professional training that matches the job recognition requirements for administrative management personnel. In the process of training management, it is necessary to clarify the training objectives and give certain rewards to personnel who achieve the training objectives. Strengthen the job responsibility awareness of administrative management personnel through training.

7. What are the problems with performance evaluation for administrative personnel in the university where you work? How should we improve?

Answer: Performance evaluation should be divided into different levels of evaluation, linked to job hierarchy and job responsibilities.

8. What issues do you think should be paid attention to when formulating a performance evaluation system for university administrative personnel?

Answer: The evaluation scale is not appropriate; Low evaluation reliability and assessment errors; The assessment method mainly adopts subjective evaluation, which is unfair.

9. Do you think how to promote the development of administrative personnel in the performance evaluation process?

Answer: Analyze the work of administrative personnel and determine performance goals for administrative management positions; Set key work tasks based on job responsibilities; Determine the performance evaluation method and cycle for administrative management personnel.

10. Can you rate the salary and welfare system of administrative personnel in your school? What needs improvement?

Answer: Salary and benefits are generally calculated and distributed in accordance with the professional titles and positions of school administrative personnel. Generally, it is aligned with the salary and welfare policies and measures of local public institutions.

11. What issues do you think should be paid attention to when formulating a compensation system for administrative personnel?

Answer: Fair and reasonable, transparent, flexible, and linked to work performance.

12. In addition to monetary compensation for administrative personnel, what other important non economic rewards do you think are there?

Answer: Distribute comfort items during the Chinese New Year holiday; Issue honor certificates and provide non material spiritual rewards; Arrange employees to go out to learn and improve.

Interviewee 3

1. What do you think should be done to enhance the attractiveness of administrative positions in the university where you work?

Answer: (1) From a material perspective, it is necessary to increase salaries and benefits, provide competitive salaries and benefits, and naturally enhance the attractiveness of school administrative management positions. (Rich)

(2) In terms of development opportunities, training and development plans and promotion opportunities are provided to provide regular training and further education opportunities for administrative personnel, helping them continuously improve their professional knowledge and skills. At the same time, a clear career development plan is established to enable teachers to have a clear understanding of the promotion paths and growth opportunities in this position. (There is hope)

In terms of work comfort, create a good work atmosphere, create a positive, supportive, and motivating work environment, and improve the job satisfaction and loyalty of teachers. (Comfortable)

In summary, measures are mainly taken in terms of salary and benefits, development opportunities, job comfort, and realizing one's own value.

2. What do you think are the problems with external recruitment and internal selection of administrative personnel in the university where you work? How should we improve?

Answer: Existing problems: There may be information asymmetry between external recruitment and internal selection, making it difficult to compete fairly. Improvement: Establish a transparent and fair recruitment and selection process, clarify selection criteria and evaluation system, and ensure that every applicant has fair opportunities.

3. What kind of external recruitment and internal selection system do you think can promote the development of the school's administrative management team?

Answer: (1) When conducting external recruitment, it is necessary to maintain an open mindset, take the initiative, actively recruit talents from various industries, absorb professional knowledge and experience from other fields, and bring new thinking and innovation to the school.

(2) For internal selection within schools, a sound talent reserve and training mechanism should be established, with a focus on cultivating potential personnel among existing teachers, providing them with opportunities for promotion and development, and motivating them to continuously grow and progress.

In summary, in the recruitment and selection process, it is necessary to comprehensively consider factors such as the applicant's education, experience, performance, and potential to ensure the selection of the most suitable talent.

4. What do you think are the problems with the training and development of administrative personnel in the university where you work? How should we improve?

Answer: (1) The current training plan in our school is generally applicable and cannot fully meet the personalized learning needs of different administrative personnel. At the same time, some training content and forms are significantly disconnected from actual work, resulting in unsatisfactory training results. Improvement: A personalized training plan should be established to tailor training courses based on the job requirements, job characteristics, and development goals of different administrative personnel, and provide more targeted learning content; During the training process, strengthen the integration with practical work, introduce case teaching and practical project practices, so that administrative management personnel can better apply their knowledge to practical work during learning.

(2) The school's lack of emphasis on the training and development of administrative personnel, insufficient investment, and limited training resources have resulted in the inability to provide rich and diverse training opportunities. Improvement: Establish cooperation with external professional training institutions, expand training resources, and reduce training costs and increase training coverage through internal expert lectures and knowledge sharing.

(3) There is a lack of long-term tracking and evaluation of training targets, and after the training, there is a lack of long-term tracking and evaluation of the learning outcomes of administrative management personnel, making it difficult to understand the training effectiveness. Improvement: Establish a tracking and evaluation mechanism after training, regularly communicate with trainees, understand their application and effectiveness in work, and continuously improve the quality of training.

5. What specific measures do you think can be taken to promote the improvement of the abilities of administrative personnel in universities?

(1) Schools should attach great importance to the training and development of administrative personnel, regularly organize professional knowledge training, management skills improvement courses, and academic exchange activities, so that administrative personnel can continue to learn and pursue further education.

(2) Schools should reward and encourage innovative management work, establish incentive mechanisms, encourage administrative personnel to propose new ideas and plans, and promote innovation and development of school administrative management work.

(3) The school establishes a rotation system, conducts cross departmental communication work plans, organizes cross departmental communication among administrative personnel, expands their horizons and work experience, and cultivates diverse management abilities.

6. What training and development management model do you think can promote the professionalization and professionalization of administrative personnel?

Answer: (1) Conduct job competency training by researching and developing a competency model for administrative personnel, clarifying the professional knowledge, skills, attitudes, and values required for the position, providing guidance for training and selection. Selecting personnel who meet the job competency for training and development is more conducive to promoting the professionalization and professionalization of administrative personnel.

(2) Provide training on career development planning, assist administrative personnel in formulating personal career development plans through training and

learning, help them understand their career development direction and goals, and provide corresponding training resources. At the same time, encourage administrative personnel to improve their professional level and professional status through professional title evaluation.

7. What are the problems with performance evaluation for administrative personnel in the university where you work? How should we improve?

Answer: (1) The performance evaluation indicators for school administrative personnel are not set reasonably, and some performance evaluation indicators may be too simplistic or not close to actual work, resulting in the evaluation results not accurately reflecting the actual performance level of administrative personnel. Improvement: A scientific and reasonable assessment index system should be established, fully combining job responsibilities and goals, and combining performance indicators with the school's development strategy to ensure the comprehensiveness and pertinence of the assessment.

(2) The performance evaluation indicators for school administrative personnel lack quantitative data support, unlike those for full-time teachers, which are easy to quantify. Some administrative work is difficult to measure with quantitative data, which may lead to strong subjectivity in the evaluation. Improvement: Reasonable performance evaluation methods should be developed, combining quantitative data with qualitative evaluation to increase the objectivity and scientificity of the evaluation.

(3) There is a lack of feedback and improvement mechanisms for the relevant content of performance evaluation. Performance evaluation is mainly aimed at distributing performance at the end of the year. The evaluation process lacks timely feedback and improvement mechanisms, which cannot help administrative personnel adjust work methods and improve performance in a timely manner. Improvement: A regular performance evaluation feedback mechanism should be established to communicate and guide the evaluated personnel in improving their work.

8. What issues do you think should be paid attention to when formulating a performance evaluation system for university administrative personnel?

Answer: (1) The formulation of the performance evaluation system should be consistent with the overall goals and development strategy of the school, ensuring that the work of administrative personnel is in line with the development of the school.

(2) The assessment system should be fair and impartial, avoiding subjective evaluation and arbitrariness, and ensuring that every administrative staff member has fair opportunities and conditions.

9. Do you think how to promote the development of administrative personnel in the performance evaluation process?

Answer: (1) Improve the teamwork spirit of administrative management personnel, and emphasize during the assessment process The importance of teamwork, including incorporating team performance evaluation into performance evaluations, and encouraging administrative personnel to actively participate in team work.

(2) Establish a timely feedback mechanism for assessment results to help administrative personnel understand their own Promote their continuous improvement and development based on their strengths and weaknesses. At the same time, combine performance assessment with training development, develop personalized training plans for administrative personnel based on assessment results, encourage them to participate in academic exchanges, industry seminars, and other activities, provide opportunities for professional learning and growth, help them make up for their shortcomings and enhance their abilities.

10. Can you rate the salary and welfare system of administrative personnel in your school? What needs improvement?

Answer: Overall, the salary and welfare system of our school's administrative personnel is relatively stable and fair, and has a certain competitiveness compared to the same industry, attracting a group of excellent management talents to join the school's administrative team. But there are also some areas that need improvement:

(1) Although the school has conducted performance evaluations, the degree of linking to salary is relatively low. Build It is recommended to link the performance evaluation results more closely with salary promotion and adjustment, and motivate administrative personnel to improve performance and work enthusiasm.

(2) Establish a differentiated salary system, where schools are private and, under certain conditions,

We can consider designing differentiated compensation for administrative personnel to more accurately reflect the job value of different positions and levels, as well as market demand and the compensation situation of scarce talents.

11. What issues do you think should be paid attention to when formulating a compensation system for administrative personnel?

Answer: (1) When formulating a salary system, fairness should be ensured to avoid internal dissatisfaction and aging teachers are lost. At the same time, it is necessary to fully consider incentive mechanisms, link salaries with performance, career development, etc., and motivate teachers to continuously improve their performance and abilities.

(2) When formulating salary systems, reference should be made to industry and regional salary levels to ensure compliance with match market competitiveness to attract and retain excellent management talents.

(3) When formulating a salary system, in addition to direct compensation, comprehensive benefits such as medical insurance, training support, career development, etc. should also be considered to provide comprehensive welfare protection for teachers.

12. In addition to monetary compensation for administrative personnel, what other important non economic rewards do you think are there?

Answer: (1) In addition to material rewards, there are also spiritual rewards for excellent administrative managers

Members should be given timely recognition and rewards to enhance their sense of belonging and pride.

(2) Provide training and further education opportunities for teachers to continuously learn and update their knowledge, and increase. Incorporate personal values and skills. Provide promotion and development opportunities to enable administrative personnel to continuously grow and progress on their career path.

(3) Provide a comfortable working environment, create a positive, supportive, and motivating work atmosphere, and make teachers feel comfortable and happy in

their work. Pay attention to the work life balance of teachers, provide flexible work hours and vacation arrangements, and help teachers better balance work and family needs.

Interviewee 4

1. What do you think should be done to enhance the attractiveness of administrative positions in the university where you work?

Answer: There is a good career development platform, a channel for ability improvement, and a salary system that matches the job responsibilities, personnel qualities, and abilities of administrative management personnel.

2. What do you think are the problems with external recruitment and internal selection of administrative personnel in the university where you work? How should we improve?

Answer: The problems with external recruitment include: (1) the lack of planned recruitment in the past, which has gradually improved; (2) Recruitment is unified by the school's personnel department, and the employing department lacks autonomy, so the recruited personnel may not necessarily meet the job requirements.

The problems with internal recruitment include: (1) lack of flexibility, and campus employees are unable to flexibly adjust their positions; (2) Internal recruitment for middle-level and above positions is often done through democratic recommendation or direct appointment, with little consideration given to individual preferences.

Improvement suggestions: Develop a recruitment plan; Increase the participation of the employing department; Increase the flexibility of internal job adjustments appropriately; Middle management shall be selected through open competition.

3. What kind of external recruitment and internal selection system do you think can promote the development of the school's administrative management team?

Answer: External recruitment should clarify the job responsibilities and qualifications of the recruitment position, in order to attract job seekers with

matching conditions and increase the success rate of recruitment. In terms of internal selection, the basic conditions for job rotation and internal recruitment of on-the-job personnel should be clarified. Job rotation or internal recruitment should be carried out at relatively fixed times every year, allowing administrative personnel to make personal career development plans based on the school's work arrangements.

4. What do you think are the problems with the training and development of administrative personnel in the university where you work? How should we improve?

Answer: Not proficient in office software; The spirit of cooperation and the ability to collaborate between departments need to be strengthened.

5. What specific measures do you think can be taken to promote the improvement of the abilities of administrative personnel in universities?

Answer: Get sufficient exercise in the position; The school provides targeted training; Regular job rotation.

6. What training and development management model do you think can promote the professionalization and professionalization of administrative personnel?

Answer: Targeted training, good salary incentive mechanism, and smooth promotion channels.

7. What are the problems with performance evaluation for administrative personnel in the university where you work? How should we improve?

Answer: It is recommended to conduct a dual channel assessment of position and professional title, and pay performance-based compensation based on the principle of high altitude.

8. What issues do you think should be paid attention to when formulating a performance evaluation system for university administrative personnel?

Answer: Combine qualitative and quantitative analysis, and combine personal positions with the development of secondary departments.

9. Do you think how to promote the development of administrative personnel in the performance evaluation process?

Answer: With the development of universities, the academic qualifications and professional titles of administrative personnel have significantly improved, and their professional and administrative skills have also been continuously improved.

Suggest improving the treatment of administrative personnel and providing smooth promotion channels or two-way channels for returning to full-time teachers in the college. You can transfer to a full-time teacher position if you have completed one or two terms without promotion.

10. Can you rate the salary and welfare system of administrative personnel in your school? What needs improvement?

Answer: There are currently issues with personnel with high professional titles, job promotions, and salary reductions.

11. What issues do you think should be paid attention to when formulating a compensation system for administrative personnel?

Answer: The salary system can attract personnel with high professional titles and education to be willing to engage in administrative management work.

12. In addition to monetary compensation for administrative personnel, what other important non economic rewards do you think are there?

Answer: Specialized training and training.

Interviewee 5

1. What do you think should be done to enhance the attractiveness of administrative positions in the university where you work?

Answer: Conduct performance management and career development planning, etc.

2. What do you think are the problems with external recruitment and internal selection of administrative personnel in the university where you work? How should we improve?

Answer: The job responsibilities are unclear and the participation of the responsible person is low. Positions and staffing should be established, and appointments should be made as needed.

3. What kind of external recruitment and internal selection system do you think can promote the development of the school's administrative management team?

Answer: Public selection and appointment of management personnel.

4. What do you think are the problems with the training and development of administrative personnel in the university where you work? How should we improve?

Answer: Insufficient training time and limited training opportunities.

Suggestion: Develop training management regulations; Calculate the workload and distribute compensation to the trainer.

5. What specific measures do you think can be taken to promote the improvement of the abilities of administrative personnel in universities?

Answer: Temporary job training, business learning, etc.

6. What training and development management model do you think can promote the professionalization and professionalization of administrative personnel?

Answer: Structured training management model, but different responsibilities of administrative positions make it difficult to carry out batch training.

7. What are the problems with performance evaluation for administrative personnel in the university where you work? How should we improve?

Answer: Currently, it has not been carried out. It should be carried out.

8. What issues do you think should be paid attention to when formulating a performance evaluation system for university administrative personnel?

Answer: Horizontal comparison of fairness; The effectiveness of indicators.

9. Do you think how to promote the development of administrative personnel in the performance evaluation process?

Answer: Make performance evaluation a part of performance management and attach importance to improving performance levels.

10. Can you rate the salary and welfare system of administrative personnel in your school? What needs improvement?

Answer: The salary standards and welfare system should be unified.

11. What issues do you think should be paid attention to when formulating a compensation system for administrative personnel?

Answer: Match with job responsibilities; Considering the benefits and workload balance of part-time courses.

12. In addition to monetary compensation for administrative personnel, what other important non economic rewards do you think are there?

Answer: Training, tourism, physical examination, enrollment ranking of children who have joined the talent pool, etc.

Interviewee 6

1. What do you think should be done to enhance the attractiveness of administrative positions in the university where you work?

Answer: Improve treatment; Ability improvement training; Provide reasonable ascending channels.

2. What do you think are the problems with external recruitment and internal selection of administrative personnel in the university where you work? How should we improve?

Answer: Currently, both external recruitment and internal selection work are relatively standardized, and there are no problems. Suggested improvement: Communicate with the selected candidates before internal promotion and assessment to understand their job intentions.

3. What kind of external recruitment and internal selection system do you think can promote the development of the school's administrative management team?

Answer: In terms of external recruitment, private universities need to provide more competitive compensation in the introduction of high-level talents, as public universities are superior to private universities in terms of career development platforms. Private universities need to provide compensation mechanisms in terms of compensation. Internal selection of personnel with both moral and professional abilities is sufficient.

4. What do you think are the problems with the training and development of administrative personnel in the university where you work? How should we improve?

Answer: The training organized at the school level is not systematic enough and lacks continuity; More training work will be carried out independently by various functional departments. Improvement suggestion: Increase training activities organized at the school level.

5. What specific measures do you think can be taken to promote the improvement of the abilities of administrative personnel in universities?

Answer: Support for educational advancement; Improving business capabilities; Appropriate rotation of administrative positions in the department.

6. What training and development management model do you think can promote the professionalization and professionalization of administrative personnel?

Answer: Administrative ability training; Business ability training; Training in the field of education and teaching.

7. What are the problems with performance evaluation for administrative personnel in the university where you work? How should we improve?

Answer: Currently, the performance evaluation work is quite good and there are no problems. Improvement suggestions: Strengthen the application of evaluation results.

8. What issues do you think should be paid attention to when formulating a performance evaluation system for university administrative personnel?

Answer: The assessment should be relatively fair and just; The performance evaluation process should not only pursue performance, but also pay attention to creating a united atmosphere; Establishing comprehensive performance evaluation indicators should not only focus on quantitative indicators, but also pay attention to the sense of responsibility of administrative personnel.

9. Do you think how to promote the development of administrative personnel in the performance evaluation process?

Answer: The amount of performance bonus should not differ too much.

10. Can you rate the salary and welfare system of administrative personnel in your school? What needs improvement?

Answer: Improving the salary of the administrative management team is the key to stabilizing the team.

11. What issues do you think should be paid attention to when formulating a compensation system for administrative personnel?

Answer: Pay according to the post, and pay according to each according to his contribution. The gap should not be too large.

12. In addition to monetary compensation for administrative personnel, what other important non economic rewards do you think are there?

Answer: Personal honor is an important way to recognize administrative personnel, and a sound honor system should be established.

Interviewee 7

1. What do you think should be done to enhance the attractiveness of administrative positions in the university where you work?

Answer: Salary and benefits, job promotion channels.

2. What do you think are the problems with external recruitment and internal selection of administrative personnel in the university where you work? How should we improve?

Answer: The selected personnel do not match their abilities and educational backgrounds, and further training is needed.

3. What kind of external recruitment and internal selection system do you think can promote the development of the school's administrative management team?

Answer: A recruitment system that reflects competency orientation.

4. What do you think are the problems with the training and development of administrative personnel in the university where you work? How should we improve?

Answer: The enthusiasm of the participants is not high, and the targeted training content is not strong. Assessment mechanisms should be incorporated into training management, and the design of training content should be diversified.

5. What specific measures do you think can be taken to promote the improvement of the abilities of administrative personnel in universities?

Answer: Training; Old brings new; Rotation.

6. What training and development management model do you think can promote the professionalization and professionalization of administrative personnel?

Answer: Through online and offline training; Follow up on the training effectiveness with a mentor.

7. What are the problems with performance evaluation for administrative personnel in the university where you work? How should we improve?

Answer: Due to different job responsibilities, it is difficult to determine indicators and select outstanding personnel. An assessment system and specialized departments are established to be responsible for the assessment work.

8. What issues do you think should be paid attention to when formulating a performance evaluation system for university administrative personnel?

Answer: The assessment indicators are quantifiable

9. Do you think how to promote the development of administrative personnel in the performance evaluation process?

Answer: Pay attention to performance communication and improvement

10. Can you rate the salary and welfare system of administrative personnel in your school? What needs improvement?

Answer: The salary is relatively low and unreasonable, and the salary level should be increased

11. What issues do you think should be paid attention to when formulating a compensation system for administrative personnel?

Answer: Externally competitive, internally fair.

12. In addition to monetary compensation for administrative personnel, what other important non economic rewards do you think are there?

Answer: There are preferential policies for housing and children's enrollment.

Interviewee 8

1. What do you think should be done to enhance the attractiveness of administrative positions in the university where you work?

Answer: With a good school atmosphere, the development prospects of the school are good; School leaders or departments are responsible and strategic in their work; Colleagues can understand and support each other; Smooth career development channels; A good salary and incentive system.

2. What do you think are the problems with external recruitment and internal selection of administrative personnel in the university where you work? How should we improve?

Answer: External recruitment: The admission assessment process is not perfect, such as a lack of written exams, or the inability of the hiring department to select personnel in a targeted manner. Internal selection often depends on departmental democratic voting, and the candidates selected through democratic voting may not necessarily be the first choice, as different positions have different needs; As a private school, it is recommended not to pay too much attention to whether it is promoted step by step. Especially outstanding talents can be promoted beyond the norm.

3. What kind of external recruitment and internal selection system do you think can promote the development of the school's administrative management team?

Answer: An open, fair, and just internal and external recruitment system.

4. What do you think are the problems with the training and development of administrative personnel in the university where you work? How should we improve?

Answer: Lack of systematic and personalized training. At present, the main focus is on providing training on school history and management systems for new employees. There is a lack of systematic training on the knowledge and abilities required for business work. For example, in the training, there is little involvement in the basic management skills, document writing skills, and basic knowledge related to undergraduate education standards that administrative management personnel should possess. I have encountered many employees with more than ten years of service in my work who have not yet mastered the standards for writing official documents.

5. What specific measures do you think can be taken to promote the improvement of the abilities of administrative personnel in universities?

Answer: Firstly, establish a batch of training courses for administrative management personnel, set up compulsory and elective credits for administrative management, and establish a similar credit bank system to ensure systematic learning for management personnel; Secondly, for management personnel in some functional departments, it is recommended to select them from the grassroots level; Thirdly, department leaders should play a role in providing guidance and guidance to key business links and processes, requiring guidance from experienced employees or leaders. The fourth is to adopt a year-end job reporting system to promote work summary and reflection, as well as mutual communication among colleagues, and continuously improve their professional skills and work abilities.

6. What training and development management model do you think can promote the professionalization and professionalization of administrative personnel?

Answer: We need to establish a credit bank system for management personnel.

7. What are the problems with performance evaluation for administrative personnel in the university where you work? How should we improve?

Answer: Firstly, there is currently a lack of systematic performance evaluation management system in schools. The evaluation of departments is only based on a simple evaluation of the completion of established annual planned tasks and a simple bonus allocation at the end of the year. There is a lack of systematic performance evaluation design, and a school level performance indicator system has not been established. Traditional year-end evaluation methods are also used for management personnel. In terms of evaluation and prioritization, the final determining factor for middle-level cadres is the voting method, Unable to reflect advanced performance evaluation concepts. Secondly, the assessment indicators cannot reflect the focus on serving teaching. Thirdly, the current performance evaluation and school honor system evaluation are not reasonable.

8. What issues do you think should be paid attention to when formulating a performance evaluation system for university administrative personnel?

Answer: Design relevant institutional systems around the completion of school and departmental annual tasks by departments or individuals, and promote the implementation of school strategies, highlighting the central position of service teaching, and strengthening collaboration and cooperation among various departments.

9. Do you think how to promote the development of administrative personnel in the performance evaluation process?

Answer: First, establish the performance appraisal model of Management by objectives; The second is to establish a complete process of performance management, develop a school level performance index system, a department level Performance indicator system, and a staff level Performance indicator in the second half of the "14th Five Year Plan", and ensure the systematic, effective and orderly development of performance management; Conduct mid-term monitoring, performance evaluation, and feedback on the implementation of performance goals, and establish a concept of continuous improvement.

10. Can you rate the salary and welfare system of administrative personnel in your school? What needs improvement?

Answer: The salary and benefits are relatively good compared to similar private schools. It is recommended to appropriately introduce some leading figures in education and teaching from developed regions, and promote one person, one policy in terms of treatment to promote the rapid and good development of the school.

11. What issues do you think should be paid attention to when formulating a compensation system for administrative personnel?

Answer: Firstly, it supports the high-quality development of the school, which requires high treatment and supporting facilities; The second is to pay attention to the rationality of the salary gap with other positions in the school, and cannot be lower than other positions with equal ability requirements.

12. In addition to monetary compensation for administrative personnel, what other important non economic rewards do you think are there?

Answer: A comprehensive system of evaluation and honor, as well as a training and training system; The humanistic care system (including children's education, housing), etc.

Interviewee 9

1. What do you think should be done to enhance the attractiveness of administrative positions in the university where you work?

Answer: Clarify job responsibilities, strengthen training and further education, increase salary and benefits, and implement job level benefits.

2. What do you think are the problems with external recruitment and internal selection of administrative personnel in the university where you work? How should we improve?

Answer: External recruitment: Not familiar with the company's situation and requires more time to integrate; May lead to previously formed negative work styles; The actual ability does not meet the job requirements, increasing recruitment costs; Affects the morale of internal faculty. It is recommended to strengthen pre job training (including school history, job responsibilities, etc.), and emphasize work requirements through the old leading the new approach.

Internal selection: may cause internal conflicts among faculty and staff; Influence innovation. Suggestion: Complete the internal selection process and do a good job in ideological work for relevant faculty members. Propose specific job requirements for the selected talents.

3. What kind of external recruitment and internal selection system do you think can promote the development of the school's administrative management team?

Answer: Determine whether it is external recruitment or internal selection based on job requirements. It can be carried out through publishing recruitment information, personal recommendations, or recommendations from others.

4. What do you think are the problems with the training and development of administrative personnel in the university where you work? How should we improve?

Answer: Problem: Some personnel in certain positions have participated in more training sessions arranged by school level and higher departments within a year; Some personnel in certain positions (such as the office director of a secondary college) can only participate in public training arranged at the school level within a year, and there is little or no training related to their job's business improvement. The quality of external related training applied for by teachers using departmental training funds varies. Although some teachers have participated in the training, there has been no significant improvement in their professional abilities.

Suggestion: The human resources department of the school should strengthen the training plan for administrative personnel, and the secondary colleges and various departments should implement the training work for their own department's faculty based on the training plan of the school's human resources department and the needs of faculty training. Teachers and staff who use training funds to study abroad should submit corresponding process materials (photos, graduation certificates, learning experiences, etc.), and hold periodic training and refresher teacher exchange meetings in their respective departments. This can improve the effectiveness of training.

5. What specific measures do you think can be taken to promote the improvement of the abilities of administrative personnel in universities?

Answer: Enhance ideological awareness, enhance identification and sense of responsibility for one's job; Conduct training on information and data processing capabilities to enhance digital literacy; Standardize management systems and optimize workflow.

6. What training and development management model do you think can promote the professionalization and professionalization of administrative personnel?

Answer: Benchmark job responsibilities and provide career guidance and corresponding training for administrative personnel based on their personal abilities.

7. What are the problems with performance evaluation for administrative personnel in the university where you work? How should we improve?

Answer: Problem: The assessment indicators do not match the development plans of the school and college. Lack of quantitative indicators, basically qualitative indicators; Some departments will give priority to evaluating faculty members who are about to receive professional titles as "excellent", which will dampen the work enthusiasm of truly outstanding employees.

Suggestion: Optimize performance evaluation indicators for administrative personnel.

8. What issues do you think should be paid attention to when formulating a performance evaluation system for university administrative personnel?

Answer: Develop reasonable assessment indicators based on job responsibilities; Fairly and fairly carry out performance evaluation and grading work.

9. Do you think how to promote the development of administrative personnel in the performance evaluation process?

Answer: Provide timely feedback on performance evaluation results, benchmark job responsibilities, and propose improvement suggestions and suggestions.

10. Can you rate the salary and welfare system of administrative personnel in your school? What needs improvement?

Answer: The salary and welfare system is undergoing reform, and there is a gap between administrative personnel and other positions in terms of salary and contribution, which needs to be further improved.

11. What issues do you think should be paid attention to when formulating a compensation system for administrative personnel?

Answer: It should be adapted to the job responsibilities; Where faculty members have doubts about the salary system, they should strengthen publicity and explanation to avoid misunderstandings.

12. In addition to monetary compensation for administrative personnel, what other important non economic rewards do you think are there?

Answer: Provide training opportunities, organize team activities, give praise and encouragement, and assist in solving life's worries (such as children's enrollment issues).

Interviewee 10

1. What do you think should be done to enhance the attractiveness of administrative positions in the university where you work?

Answer:(1) Establish a fair salary distribution system to ensure that the salary level of administrative personnel is not lower than that of full-time teachers;

(2) Innovate the evaluation and assessment mechanism based on factors such as work intensity, coordination difficulty, and stress level for each position;

(3) Establish and improve career development mechanisms such as job promotion, rank system, and rotation system.

2. What do you think are the problems with external recruitment and internal selection of administrative personnel in the university where you work? How should we improve?

Answer:(1) There are problems with external recruitment: the attractiveness of outstanding talents is insufficient; The assessment of candidates is too simplistic, and the assessment of professional ability, service awareness, innovation awareness, sound personality, and ideological and political qualities is not given enough attention. Improvement: Enhance the attractiveness of schools and positions; Establish a professional recruitment team to conduct in-depth research on the job qualifications and qualities required for each position, and adopt various methods to comprehensively evaluate candidates.

(2) There are problems with internal selection: due to the lack of effective incentive mechanisms for job promotion and personal performance evaluation, administrative personnel are currently not highly motivated in their work, and the problem of lying flat is quite prominent. Improvement: Establish a sound mechanism for job promotion and exit, as well as a job rank system.

3. What kind of external recruitment and internal selection system do you think can promote the development of the school's administrative management team?

Answer: (1) Establish a professional recruitment team to conduct in-depth research on the job qualifications and qualities required for each position, and adopt various methods to comprehensively evaluate candidates.

By establishing a sound mechanism for job promotion, job transfer, and job level, and setting corresponding conditions (such as multiple job experiences, requirements for academic qualifications and professional titles, job evaluation, etc.), administrative management personnel are guided to actively work and continuously improve their overall quality, thereby promoting the development of the administrative management personnel team.

4. What do you think are the problems with the training and development of administrative personnel in the university where you work? How should we improve?

Answer: Problem: The content of training does not match the needs of the position; Participants' coping style. The learning situation is quite common.

Improvement: Conduct in-depth research on the business abilities and comprehensive qualities required for each position, with targeted. Develop a sexual development and training plan; Innovate the methods and methods of training, increase the learning engagement of trainees, and enhance the effectiveness of training.

5. What specific measures do you think can be taken to promote the improvement of the abilities of administrative personnel in universities?

Answer: (1) Provide good and targeted learning opportunities and communication platforms to improve the overall quality of administrative personnel.

Improve the assessment system, establish a scientific evaluation mechanism, and include professional abilities and service awareness in the assessment system.

6. What training and development management model do you think can promote the professionalization and professionalization of administrative personnel?

Answer: The professional ability training required by the post should be targeted at different levels. For example, Middle management need to cultivate decision-making ability, communication ability, organization and coordination ability and professional knowledge required by the post; Grassroots management personnel need to cultivate the professional knowledge, work attitude, work methods, etc. required for their positions.

7. What are the problems with performance evaluation for administrative personnel in the university where you work? How should we improve?

Answer: Question: Targeted performance Management by objectives and assessment have not been carried out for specific posts. Improvement: Each department should develop phased performance target indicators and assessment methods for each position.

8. What issues do you think should be paid attention to when formulating a performance evaluation system for university administrative personnel?

Answer: The assessment should have key indicators, which should be assessable and measurable, with quantitative indicators as the main focus.

9. Do you think how to promote the development of administrative personnel in the performance evaluation process?

Answer: Include professional abilities, work attitude, etc. in the assessment indicators.

10. Can you rate the salary and welfare system of administrative personnel in your school? What needs improvement?

Answer: The Performance-related pay section of the salary system should be linked to Management by objectives and assessment of individual performance.

11. What issues do you think should be paid attention to when formulating a compensation system for administrative personnel?

Answer: The gap with the teaching position should not be too large; It should reflect work ability, work attitude, and work performance.

12. In addition to monetary compensation for administrative personnel, what other important non economic rewards do you think are there?

Answer: Opportunities for job transfer, promotion, training, and further education.

According to the analysis of the survey questionnaire on the current situation of human resource management in Guangxi private universities in the second part and the interview results in the third part, it can be found that the improvement of human resource management in Guangxi private universities requires improvement in recruitment and selection, training and development, performance management, salary management, and other aspects. Based on questionnaires and interviews, this study proposes a development strategy for human resource management in private universities in Guangxi, which includes four aspects: 1) recruitment and selection, 2) training and development, 3) performance management, 4) salary management. The specific situation is as follows:

**Table 4.8** Development Strategies for Human Resource Management of Private
　　　　　　Universities in Guangxi

| Model | How |
|---|---|
| Recruitment and Selection | 1. Conduct job analysis, clarify job responsibilities and requirements<br>2. Using a combination of written and interview external recruitment assessment methods<br>3. Using internal selection methods such as democratic recommendation, organizational recommendation, and open competition<br>4. Increase the participation of the employing department<br>5. Improve career development channels and enhance job attractiveness |

**Table 4.8** (Continued)

| Model | How |
|---|---|
| Training and Development | 1.Conduct hierarchical and classified training based on job responsibilities and job requirements<br>2. Develop various training resources on campus, off campus, online, and offline<br>3. Strengthen training assessment and improve training effectiveness<br>4. Clarify the division of labor among training management departments and improve the effectiveness of training management<br>5. Play the role of direct leaders and senior employees as mentors and mentors |
| Performance Management | 1. Establish performance management goals that match the school's development goals<br>2. Set assessment indicators that combine quantitative data and qualitative evaluation<br>3. Strengthen performance communication in the performance management process<br>4. Establish a timely and effective feedback mechanism for assessment results<br>5. Emphasize the application of performance evaluation results |
| Salary Management | 1. Establish a salary level with external competitiveness<br>2. Establish a salary structure with internal fairness<br>3. Improve the distribution method of performance-based compensation<br>4. Improve the level of welfare protection<br>5. Improve non-economic rewards |

The human resource management strategy of Guangxi Private University is shown in the following figure:

```
                    ┌──────────────────────────────────────────────┐
                    │ 1. Conduct job analysis, clarify job         │
                    │ responsibilities and requirements            │
                    └──────────────────────────────────────────────┘

                    ┌──────────────────────────────────────────────┐
                    │ 2. Using a combination of written and        │
                    │ interview external recruitment assessment    │
                    │ methods                                      │
                    └──────────────────────────────────────────────┘

┌─────────────┐     ┌──────────────────────────────────────────────┐
│ Recruitment │     │ 3.Using internal selection methods such as   │
│     and     │────▶│ democratic recommendation, organizational    │
│  Selection  │     │ recommendation, and open competition         │
└─────────────┘     └──────────────────────────────────────────────┘

                    ┌──────────────────────────────────────────────┐
                    │ 4. Increase the participation of the         │
                    │ employing department                         │
                    └──────────────────────────────────────────────┘

                    ┌──────────────────────────────────────────────┐
                    │ 5.Improve career development channels and    │
                    │ enhance job attractiveness                   │
                    └──────────────────────────────────────────────┘
```

**Figure 4.1** Recruitment and Selection Model
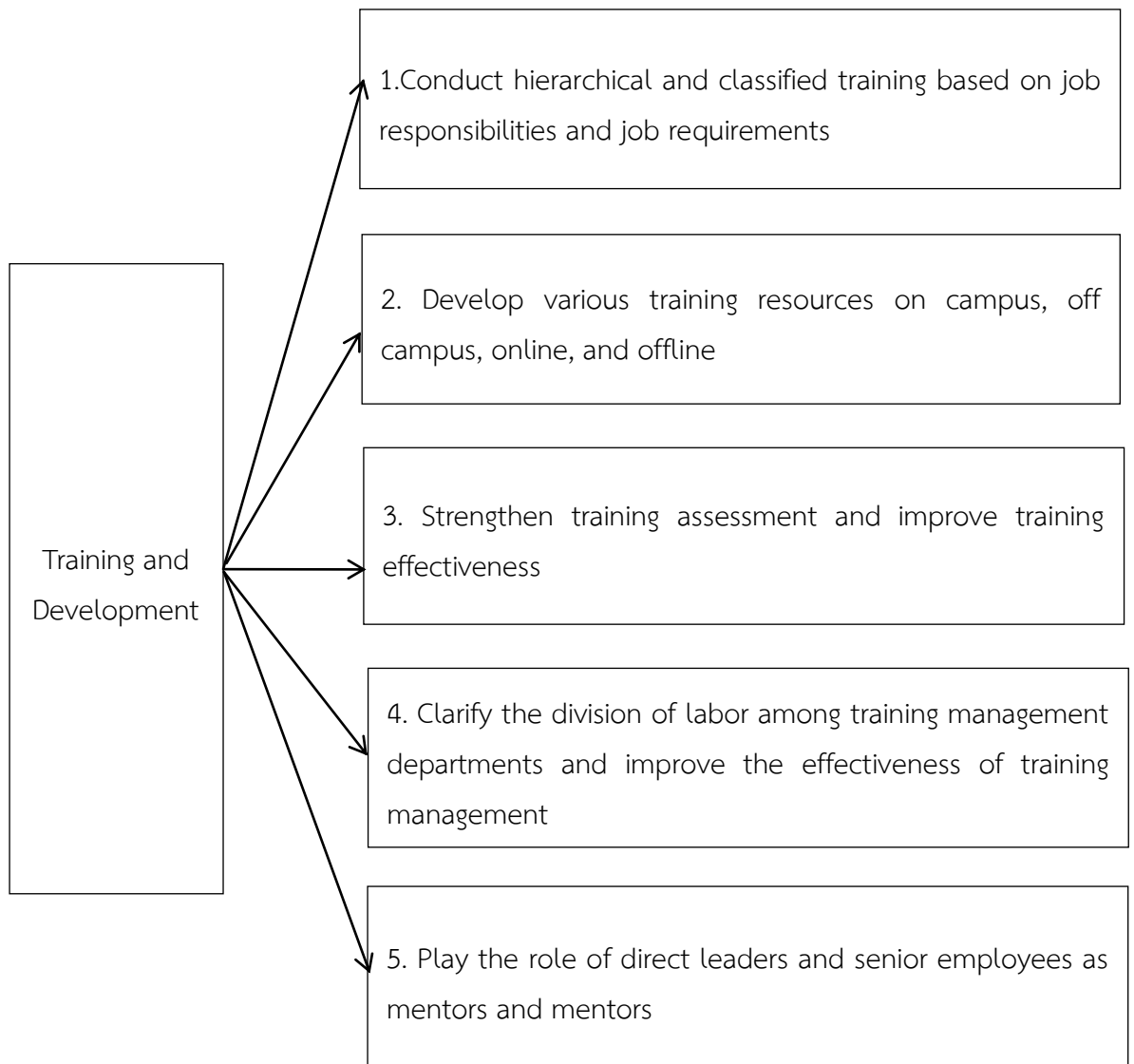
**Figure 4.2** Training and Development Model
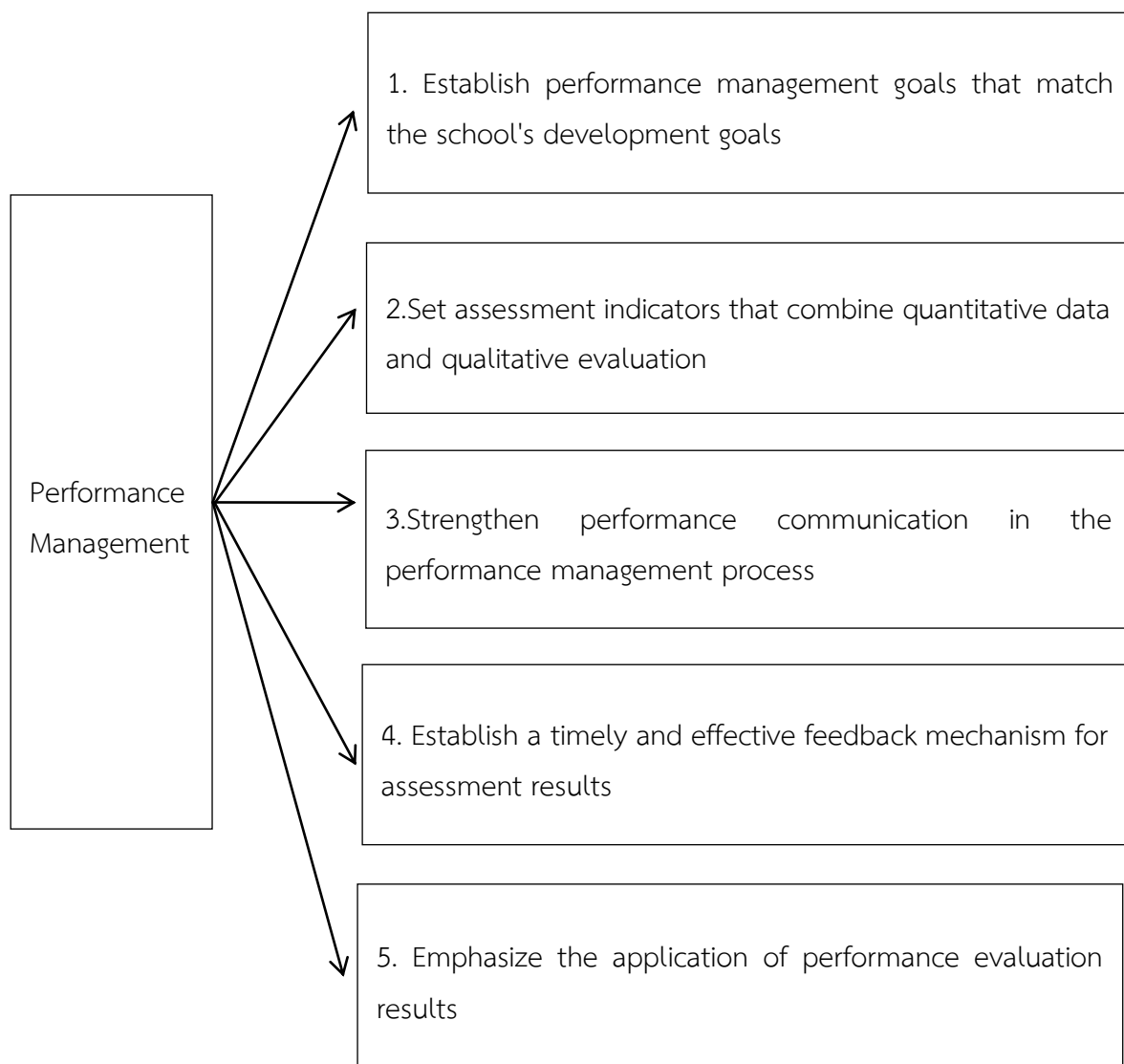
**Figure 4.3** Performance Management Model

1. Establish a salary level with external competitiveness

2. Establish a salary structure with internal fairness

3. Improve the distribution method of performance-based compensation

4. Improve the level of welfare protection

5. Improve non-economic rewards
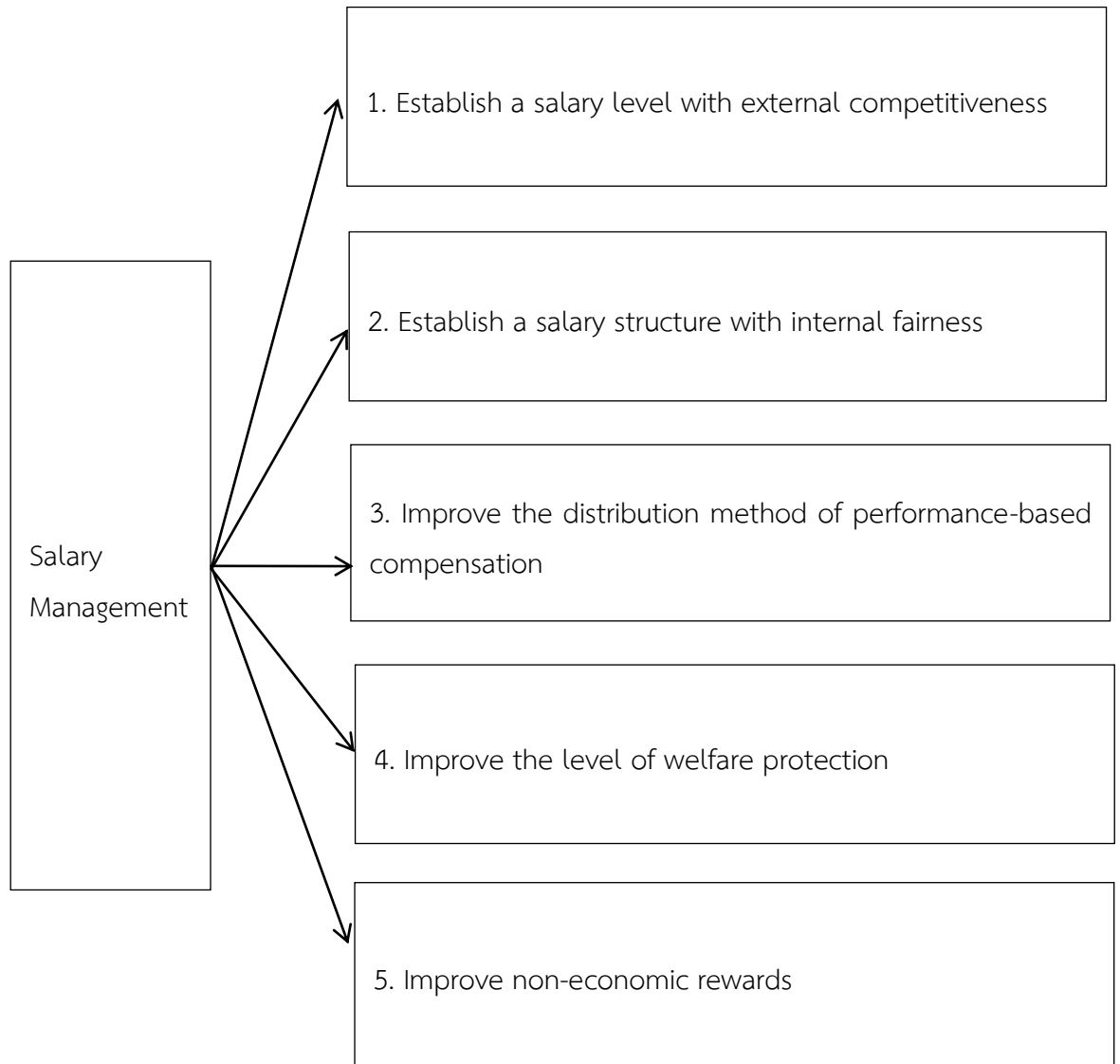
Salary Management

**Figure 4.4** Salary Management Model

Evaluation of the Applicability and Feasibility of Human Resource Management Development Strategies for Private Universities in Guangxi.

The analysis results of this part were evaluated by five experts. The expert group was composed of human resource management experts and educational management professionals from well-known Public university in Guangxi, successful middle level leaders of private universities in Guangxi, and teachers with senior professional titles. The evaluation adopts a five level rating scale, namely Super High, High, Medium, Low, and Ultra Low, and respondents can only choose one level.

**Table 4.9** Dlist of Evaluation Experts

| Title | Position | Work Unit |
|---|---|---|
| Professor | Teacher | Nanning university |
| Professor | Middle managers | Guangxi university |
| Professor | Education management professional scholar | Guangxi university |
| Associate professor | Senior management | Beihai university of art and design |
| Associate professor | Middle managers | Liu zhou institute of technology |

**Table 4.10** Summary Table of Evaluation Data Analysis

| Model | Adaptability | | | Feasibility | | |
|---|---|---|---|---|---|---|
| | $\overline{\mathrm{X}}$ | S.D. | Result | $\overline{\mathrm{X}}$ | S.D. | Result |
| 1. Recruitment and selection | 4.20 | 0.49 | high | 4.40 | 0.39 | high |
| 2. Training and development | 4.10 | 0.55 | high | 4.27 | 0.47 | high |
| 3. Performance management | 4.24 | 0.49 | high | 4.36 | 0.42 | high |
| 4. Salary management | 4.20 | 0.44 | high | 4.37 | 0.49 | high |
| Total | 4.19 | 0.49 | high | 4.35 | 0.44 | high |

**Table 4.11** Evaluation Data Analysis

| Model | Adaptability | | | Feasibility | | |
|---|---|---|---|---|---|---|
| | $\overline{\mathrm{X}}$ | S.D. | Result | $\overline{\mathrm{X}}$ | S.D. | Result |
| **Recruitment and selection** | | | | | | |
| 1. Do a good job analysis, clear job responsibilities and job requirements. | 4.40 | 0.55 | high | 4.80 | 0.45 | highest |
| 2. Using a combination of written and interview external recruitment assessment methods | 4.20 | 0.45 | high | 4.40 | 0.55 | High |
| 3. Using internal selection methods such as democratic recommendation, organizational recommendation, and open competition | 4.20 | 0.45 | high | 4.60 | 0.55 | highest |
| 4. Increase the involvement of the hiring department | 4.40 | 0.55 | high | 4.20 | 0.45 | high |
| 5. Improve career development channels and enhance job attractiveness | 3.80 | 0.45 | high | 4.00 | 0 | High |
| Total | 4.20 | 0.49 | high | 4.40 | 0.39 | High |
| **Training and development** | | | | | | |
| 1. Conduct hierarchical and classified training based on job responsibilities and job requirements | 4.20 | 0.45 | high | 4.40 | 0.55 | High |

**Table 4.11** (Continued)

| Model | Adaptability | | | Feasibility | | |
|---|---|---|---|---|---|---|
| | $\overline{X}$ | S.D. | Result | $\overline{X}$ | S.D. | Result |
| 2. Develop various training resources on campus, off campus, online, and offline | 4.40 | 0.55 | high | 4.60 | 0.55 | highest |
| 3. Strengthen training assessment and i mprove training effectiveness | 4.20 | 0.45 | high | 4.20 | 0.45 | high |
| 4. Clarify the division of labor among training management departments and improve the effectiveness of training management | 4.00 | 0.71 | high | 4.00 | 0 | high |
| 5. Play the role of direct leaders and senior employees as mentors and mentors | 4.00 | 0.71 | high | 4.20 | 0.45 | high |
| Total | 4.10 | 0.55 | high | 4.27 | 0.47 | High |
| **Performance management** | | | | | | |
| 1. Establish performance management goals that match the school's development goals | 4.40 | 0.55 | high | 4.60 | 0.55 | highest |
| 2. Set assessment indicators that combine quantitative data and qualitative evaluation | 4.60 | 0.55 | highest | 4.60 | 0.55 | highest |
| 3. Strengthen performance communication in the performance management process | 4.20 | 0.45 | high | 4.40 | 0.55 | high |

**Table 4.11** (Continued)

| Model | Adaptability | | | Feasibility | | |
|---|---|---|---|---|---|---|
| | $\overline{\text{X}}$ | S.D. | Result | $\overline{\text{X}}$ | S.D. | Result |
| 4. Establish a timely and effective feedback mechanism for assessment results | 4.20 | 0.45 | high | 4.20 | 0.45 | high |
| 5. Emphasize the application of performance evaluation results | 3.80 | 0.45 | high | 4.00 | 0 | high |
| Total | 4.24 | 0.49 | high | 4.36 | 0.42 | High |
| **Salary management** | | | | | | |
| 1. Establish a salary level with external competitiveness | 4.60 | 0.55 | highest | 4.80 | 0.45 | highest |
| 2. Establish a compensation structure with internal equity | 4.40 | 0.55 | high | 4.80 | 0.45 | highest |
| 3. Improve the distribution method of performance-based compensation | 4.00 | 0 | high | 4.20 | 0.45 | high |
| 4. Improve the level of welfare protection | 4.20 | 0.45 | high | 4.20 | 0.45 | high |
| 5. Improve non-economic rewards | 4.00 | 0 | high | 4.20 | 0.45 | high |
| Total | 4.20 | 0.44 | high | 4.37 | 0.49 | high |

According to Table 4.11, the average applicability of the four factors in the development strategy of human resource management in Guangxi private universities ranges from 3.80 to 4.60, and the average feasibility project is between 4.00 and 4.80, both of which are at a high level, indicating that the model in this study has high applicability and possibility.

# Chapter 5
# Conclusion Discussion and Recommendations

The purpose of this study includes three aspects: 1) the current development status of human resource management in private universities in Guangxi; 2) Develop a development strategy for human resource management in private universities in Guangxi; 3) Evaluate the suitability and feasibility of the human resource management development strategy for private universities in Guangxi. Based on this, researchers use theories such as resource-based theory, career management theory, comprehensive motivation theory, organizational learning theory, human capital theory, and human resource value chain theory as theoretical support. Through research and analysis of collected data on the current situation and existing problems of human resource management in private universities, they propose recruitment and selection, training and development, performance management The four models of human resource management development strategies in salary management have played a promoting role in the improvement of human resource management in private universities. The details are as follows.

## Conclusion

This study aims to explore the development of human resource management strategies for private universities in Guangxi. By studying and analyzing the factors of recruitment and selection, training and development, performance management, and salary management, the following conclusions can be drawn:

(1) According to the first research objective, human resource management strategies are mainly composed of four variables: recruitment and selection, training and development, performance management, and compensation management. Based on descriptive statistical analysis of survey questionnaire data, it was found that the average values of Guangxi private universities in recruitment and selection, training and development, performance management, and salary management are all at a moderate level, and there is still room for improvement.

(2) According to the second research objective, researchers designed an interview outline to understand and establish a model for the development strategy of human resource management in Guangxi private universities by summarizing and analyzing the interview results. The details are as follows:

Recruitment and selection model, including: 1) conducting job analysis, clarifying job responsibilities and job requirements; 2) Using a combination of written and interview external recruitment assessment methods; 3) Using internal selection methods such as democratic recommendation, organizational recommendation, and open competition; 4) Increase the participation of the employing department; 5) Improve career development channels and enhance job attractiveness.

Training and development model, including: 1) conducting hierarchical and classified training based on job responsibilities and job requirements; 2) Develop various training resources on campus, off campus, online, and offline; 3) Strengthen training assessment and improve training effectiveness; 4) Clarify the division of labor among training management departments and improve the effectiveness of training management; 5) Give full play to the role of direct leaders and senior employees as mentors.

Performance management model, including: 1) establishing performance management objectives that match the school's development goals; 2) Set assessment indicators that combine quantitative data and qualitative evaluation; 3) Strengthen performance communication in the performance management process; 4) Establish a timely and effective feedback mechanism for assessment results; 5) Pay attention to the application of performance evaluation results.

Salary management model, including: 1) establishing a salary level with external competitiveness; 2) Establish a salary structure with internal fairness; 3) Improve the distribution method of performance-based compensation; 4) Improve the level of welfare protection; 5) Improve non economic rewards.

(3) According to the third research objective, the researchers invited experts to evaluate the applicability and feasibility of the implementation of human resource management development strategies in Guangxi private universities. The data analysis results showed that this model has high implementation applicability and

feasibility, and has a positive promoting effect on the development of human resource management in Guangxi private universities in theory.

## Discussion

By conducting a survey on the four variables of human resource management in Guangxi private universities, namely recruitment and selection, training and development, performance management, and salary management, the average and standard values of the four variables were analyzed. Research has found that the total average value of recruitment and selection, training and development, performance management, and compensation management is 3.729, which are all at a moderate level and need further improvement.

### Recruitment and Selection Discussion

The recruitment and selection factors have the problem of weak professional attractiveness of administrative personnel, which is consistent with Rong Fengjie's (2011) viewpoint. He believes that university administrative personnel are in a subordinate and auxiliary position compared to teaching and research personnel in the university organizational system, objectively resulting in their relatively disadvantaged income, power, and reputation, resulting in "identity anxiety". The recruitment and selection methods are difficult to select suitable talents, and the probationary period assessment system is difficult to screen management personnel who do not meet the job requirements. This is consistent with Wang Wei's (2023) view that private universities have problems such as unscientific human resource planning, single recruitment channels, insufficient talent evaluation methods, unprofessional recruitment personnel, and inadequate teacher assessment and post employment evaluation work. This is also in line with Yang Xiaorong's (2020) view that the mismatch between personnel and positions is prominent in human resource management in universities. To address these issues, researchers have established five measures for recruitment and selection models based on the theory of job matching and career theory. The measures of the recruitment and selection model are consistent with the conclusions of He Lili and Tian Liza (2023), who believe that private universities need administrative personnel with competence and high

adaptability to the position. They are also consistent with the conclusion of Li Aimin (2006), who believes that a position classification system, job qualification system, and selection and appointment system for university administrative professions should be established.

**Discussion on Training and Development**

The factors of the training and development model are that the division of labor of the training management department is not clear enough, the training is not targeted, and does not meet the needs of the professional development of administrators. This is consistent with Nie Weijin's (2012) proposal that university administrators lack professional knowledge, professional skills, Professional ethics, and professional development is blocked. It also conforms to the viewpoint proposed by Chen Qiaoyan (2016) that the development and training mechanism for university administrative personnel is not standardized. In order to address these issues, researchers have established five measures for a training and development model. These measures are in line with the guidance issued by six departments including the Ministry of Education in China in December 2020 on strengthening the reform of the construction of the teaching staff in universities in the new era. The document mentions the improvement of the development system for university teachers, as well as the improvement of the teacher development training system, guarantee system, incentive system, and supervision system, Create a favorable environment for the sustainable development of teachers and strengthen the support service system for the development of university teachers.

Discussion on Performance Management

The factors in the performance management system include a lack of communication in the performance management process, inadequate procedures for performance management, and insufficient linkage between performance evaluation results and salary. This is consistent with Wu Yichun's (2022) viewpoint that there are issues with unclear performance plans, inadequate communication, unsatisfactory implementation of performance evaluation, and unreasonable use of performance evaluation results in the performance evaluation of university administrative personnel. In order to address these issues, researchers have established five

measures for a performance management system model. These measures are consistent with Peng Zhijuan's (2022) conclusion that a scientific, reasonable, and efficient performance evaluation strategy is to build performance goals that are compatible with the school's strategic goals, establish a scientific and reasonable performance evaluation index system for administrative personnel, and improve the performance evaluation guarantee mechanism for administrative personnel, Fully utilize the performance evaluation results of administrative personnel. It is also consistent with Chang Tongshan's (2020) conclusion that drawing on the performance evaluation model of the University of California in the United States, one is to delegate the evaluation power of the personnel department and establish a direct management leadership responsibility and accountability evaluation mechanism; The second is to strengthen process assessment based on goals and results, create a transparent and candid dialogue atmosphere, and build an assessment mechanism that is conducive to employee ability improvement and personal development; The third is to add assessment elements based on enhancing employees' core abilities and their potential for professional and professional development, and to construct an assessment mechanism that can enhance employees' cohesion, sense of belonging, and core abilities; The fourth is to link the assessment results with rewards, punishments, and corrective actions.

Salary Management Discussion

The factors of salary management include unreasonable performance salary distribution for administrative personnel, unreasonable gap with other job systems, low salary levels, and non-compliance with the current development stage of the school. This issue is consistent with Zhao Tianying's (2020) suggestion that private universities have problems such as inadequate salary management, lack of external competitiveness in salary levels, and insufficient internal fairness in salary structures. To address these issues, researchers have established five measures for salary management models. These measures are consistent with the sound assessment and compensation system proposed by Zheng Tian and Song Xinqiang (2014), the development of fair and effective incentive mechanisms, and the people-oriented evaluation system proposed by Deng Xuelin (2004), the establishment of a positive

mechanism for performance-based employment, the establishment of a salary management system tailored to the school, and the full formation of an incentive mechanism of "excellent labor and remuneration".

## Recommendations

### Recruitment and Selection

By analyzing the average and standard deviation of the survey data on recruitment and allocation status, it was found that the average score of "in the university where I work, the career of management personnel can attract job seekers" is the lowest, indicating that the attractiveness of administrative management positions in Guangxi private universities is at a relatively low level. For a long time, the management work of universities has lacked scientific and accurate positioning, and universities have generally ignored the research on the career development of administrative personnel, resulting in low work enthusiasm and low professional identity of administrative personnel in Chinese universities. This has become an important factor restricting the improvement of university management level and even the sustainable and healthy development of universities. Colleges and universities play a leading role in the career development of administrative personnel. They need to take measures to promote the career development of administrative personnel, vertically improve the administrative staff rank system, and horizontally smooth the mechanism for job transfer between management positions, management positions, and professional and technical positions, in order to open up the career development channel for administrative personnel, improve their self-identity and work enthusiasm, In order to improve the comprehensive quality of the administrative management team, enhance the management level of universities, and ultimately enhance the competitiveness of universities.

### Training and Development

Through the analysis of the average and standard deviation of the survey data on the current situation of training and development, it was found that "in the university where I work, the training management department has a clear division of labor and effective management", with the lowest average score, indicating that the

division of training management responsibilities in Guangxi private universities is at a relatively low level.

In China, both education authorities and various universities prioritize the training of full-time teachers, often neglecting the training of administrative personnel. In addition, administrative management personnel come from different departments, and the differences in their administrative business work make it difficult to implement unified training for administrative management personnel. Therefore, compared to full-time teachers, the training intensity and effectiveness of administrative management personnel are relatively weak. Based on this, the "school department" two-level training management function should be improved, and the school training management department (generally the Human Resources Department) should organize and carry out the training activities for the comprehensive quality and general skills of administrative personnel. The training projects for the comprehensive quality and general skills can be carried out in combination with the level of positions. For example, the training of Middle management focuses on the role cognition, leadership, subordinate guidance, communication, incentive, authorization Team building and other management topics can be carried out, and training for grassroots management personnel can include courses on time management, execution, use of office software and equipment, and document writing. And each administrative department has direct responsibility for the human resources training and development of their own department. Each department strengthens on-the-job training through supervisors and senior employees in a "old lead new" manner, and improves business quality and abilities in the job position.

### Performance Management

By analyzing the average and standard deviation of the performance management survey data, it was found that "in the university where I work, leaders often communicate with management personnel about performance" has the lowest average score, indicating that the performance communication of Guangxi private universities is at a relatively low level. Therefore, Guangxi private universities should strengthen performance communication in the process of performance management.

The performance evaluation of administrative staff is mainly the responsibility of the supervisory leadership, with the aim of promoting the career development of staff. The work and personal development goals of staff should be closely combined with core competency evaluation, and problems in staff work should be identified through annual, annual, and regular conversations, Direct superiors and administrative personnel jointly analyze performance evaluation results, diagnose existing performance gaps, identify the reasons for performance gaps, and develop corresponding performance improvement plans.

**Salary Management**

Through the analysis of the average and standard deviation of the survey data on the current situation of salary management, it was found that "in the university where I work, the distribution method of performance-based compensation for management personnel is reasonable" has the lowest average score, indicating that the distribution system of performance-based compensation in Guangxi private universities is still at a relatively low level.

The overall management level of private universities is not high, especially

for human resource management work that requires high professionalism. The standardization and scientificity of management need to be improved. The distribution system of performance-based compensation is applied to salary management based on the results of performance evaluation. It is necessary to establish a scientific and reasonable performance evaluation system and salary distribution system, and the two tasks need to be coordinated and promoted. Firstly, private universities should establish and improve a performance management objective system based on the school's strategic planning, breaking down organizational performance objectives into departmental and individual performance objectives, and based on this, construct a measurable and evaluable performance evaluation index system, which should be implemented according to standardized performance evaluation procedures. Secondly, private universities should formulate compensation management measures based on human costs, reasonably determine the proportion of performance-based compensation in the salaries of faculty and staff, and combine performance evaluation methods to determine the linkage

between performance evaluation results and performance-based compensation. Based on the actual implementation of performance evaluation and compensation management, they should continuously adjust and revise the distribution method of performance-based compensation to enable it to play the motivating role of performance-based compensation, thereby promoting the personal performance goals of faculty and staff The achievement of departmental performance goals and school performance goals.

### Future Researches

Private higher education is an important component of China's education industry. Private universities have made significant progress in recent years, and their faculty is the core force driving the sustainable development of each university. Although this study involves some internal factors that affect the development of human resource management in private universities and has preliminary research results and conclusions, these results and conclusions still need to be tested in practice.

The future research on the development of human resource management in private universities in Guangxi can be carried out from the following aspects:

(1) Job competency model. The current development of higher education has entered a new era, and improving internal management efficiency and transforming work evaluation methods are opportunities for the development of private universities. It is necessary to strengthen the research on the potential application value of competency evaluation in university management. Based on the characteristics and development needs of private universities in Guangxi, a job competency model suitable for the development of private universities is constructed to provide a basis for the selection, utilization, education, and retention of human resources in private universities.

(2) Human resource planning. Talent resources are scarce resources. In the limited funding of private universities, how to inventory the allocation of human resources, plan human resources well, and maximize the effectiveness of human resource management.

(3) Informationization construction of human resource management. In the information age, it is necessary to strengthen the informatization construction of human resource management, improve the information level of private universities, improve the information literacy and comprehensive ability of the whole staff, broaden the application scope of educational resources, improve the efficiency of management services and the quality of education and teaching by opening up the human resource management information system, OA office system, teaching management system, scientific research management system, and logistics service guarantee system of private universities, Promote the development of online education and distance education, and provide support and guarantees for the development of private universities.

Researchers will further investigate the above issues in their future work.

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# Appendixes

# Appendix A

List of Specialists and Letters of Specialists Invitation for IOC Verification

# List of Specialists Invitation for IOC Verification

| No. | Full Name | Position |
|---|---|---|
| 1 | Liu Quansheng | Professor of Nanning University |
| 2 | Li Dongxue | Professor of Nanning University |
| 3 | Yang Xiaofeng | Professor of Nanning University |
| 4 | Wang Ningzhang | Professor of Guangxi University |
| 5 | Qin Jianwen | Professor of Guangxi University |

# Appendix B

Official Letter

Ref. No. 0643.14/ 905

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7   August 2023

**Subject**   Request letter for instrument validation

**Dear**   Professor Dr. Liu Quansheng, NanNing University
**Attachment**   1 questionnaire

Regarding Mrs. Zhao Tianying with student code 6373104133, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for The Development of Human Resource Management of Private Universities in Guangxi". The thesis committee is as follows:

1. Associate Professor Dr. Niran Sutheeniran          Advisor
2. Associate Professor Dr. Jittawisut Wimuttipanya  Co-advisor
3. Assistant Professor Dr. Kulsirin Aphiratvoradej      Co-Advisor

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel.     (662) 4737000
Fax.     (662) 4737000

Ref. No. 0643.14/ 900

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7   August 2023

**Subject**   Request letter for instrument validation

**Dear**   Professor Dr. Li Dongxue, NanNing University
**Attachment**   1 questionnaire

Regarding Mrs. Zhao Tianying with student code 6373104133, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for The Development of Human Resource Management of Private Universities in Guangxi". The thesis committee is as follows:

1. Associate Professor Dr. Niran Sutheeniran       Advisor
2. Associate Professor Dr. Jittawisut Wimuttipanya  Co-advisor
3. Assistant Professor Dr. Kulsirin Aphiratvoradej   Co-Advisor

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000
Fax.   (662) 4737000

Ref. No. 0643.14/ 907

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

**Subject** Request letter for instrument validation

**Dear** Professor Dr. Yang Xiaofeng, NanNing University
**Attachment** 1 questionnaire

Regarding Mrs. Zhao Tianying with student code 6373104133, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for The Development of Human Resource Management of Private Universities in Guangxi". The thesis committee is as follows:

1. Associate Professor Dr. Niran Sutheeniran     Advisor
2. Associate Professor Dr. Jittawisut Wimuttipanya   Co-advisor
3. Assistant Professor Dr. Kulsirin Aphiratvoradej     Co-Advisor

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000
Fax.   (662) 4737000

Ref. No. 0643.14/ 908

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

**Subject** Request letter for instrument validation

**Dear** Professor Dr. Wang Ningzhang, Guangxi University
**Attachment** 1 questionnaire

Regarding Mrs. Zhao Tianying with student code 6373104133, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for The Development of Human Resource Management of Private Universities in Guangxi". The thesis committee is as follows:

1. Associate Professor Dr. Niran Sutheeniran          Advisor
2. Associate Professor Dr. Jittawisut Wimuttipanya   Co-advisor
3. Assistant Professor Dr. Kulsirin Aphiratvoradej      Co-Advisor

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel.    (662) 4737000
Fax.    (662) 4737000

Ref. No. 0643.14/ 900

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

**Subject**   Request letter for instrument validation

**Dear**   Professor Dr. Qin Jianwen, Guangxi University
**Attachment**   1 questionnaire

Regarding Mrs. Zhao Tianying with student code 6373104133, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for The Development of Human Resource Management of Private Universities in Guangxi". The thesis committee is as follows:

1. Associate Professor Dr. Niran Sutheeniran        Advisor
2. Associate Professor Dr. Jittawisut Wimuttipanya  Co-advisor
3. Assistant Professor Dr. Kulsirin Aphiratvoradej    Co-Advisor

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000
Fax.   (662) 4737000

# Appendix C

Research Instrument

# List of universities collecting information

| No. | University | City | Sample Group |
|---|---|---|---|
| 1 | Guangxi University of Foreign Languges | Nanning | 55 |
| 2 | Guilin Institute of Information Technology | Guilin | 55 |
| 3 | Liuzhou Institute of Technology | Liuzhou | 55 |
| 4 | Nanning University | Nanning | 58 |
| 5 | Beihai University of Ard Design | Beihai | 55 |
| Total | | | 278 |

# Questionnaire on the Current Situation of Human Resource Management in Guangxi Private Universities

In order to understand the current situation of human resource management in Guangxi private colleges and universities, construct strategies to improve the human resource management of Guangxi private colleges and universities, and carry out a questionnaire survey on the current situation of human resource management in Guangxi private colleges and universities

There is no right or wrong answer to each question in this questionnaire. The answers you fill in are only for the purpose of overall statistical analysis, and will never be processed individually or published publicly. The information is absolutely confidential, not disclosed to anyone, and you do not need to fill in your personal name. Please feel free to answer the questions.

Instructions:

This questionnaire aims to understand the current situation of human resource management in Guangxi private universities, using a 5-level rating scale, in which 5 means very good, 4 means very good, 3 means average, 2 means not good, and 1 means very bad. Please choose the one you think is most appropriate from the five questionnaire options based on your opinion. Thank you very much for your participation and support!

Part I: Respondent Status (Personal Information)

1. Your gender:
- ○ male    ○ female

2. Your age:
- ○ 30 years old or below;    ○ between 31-39 years;
- ○ between 40-49 years;    ○ between 50-59 years;
- ○ 60 years old or up

3. Your education:
- ○ Bachelor degree or below;    ○ Master's degree.
- ○ Dr. postdoctoral

4. Your professional title:
- ○ None    ○ Assistant (junior)
- ○ Lecturer (intermediate)    ○ Associate professor (associate senior)
- ○ Professor (senior)

5. Your job type:
- ○ Senior managers (school leaders)
- ○ Middle managers (department level)
- ○ Basic managers (section level and below, including teaching assistants)
- ○ Full time teachers

6. Your monthly economic income (RMB):
- ○ 4000 yuan and below    ○ 4000-6000 yuan
- ○ 6000-8000 yuan    ○ 8000 yuan and above

7. Your tenure in the current position:
- ○ less than 1 year;    ○ 1-3 years;
- ○ 4-6 years;    ○ 7-9 years;
- ○ 10 years and above

Part 2: Questionnaire

| Order | Variable | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| | **First variable: Recruitment and selection** | | | | | |
| 1 | At the university where I work, the recruitment plan for administrators is in line with the needs of the school work | | | | | |
| 2 | At the university where I work, careers as administrators attract applicants | | | | | |
| 3 | At the university where I work, the recruitment requirements for administrators match the requirements of the position | | | | | |
| 4 | At the university where I work, there are specific professional requirements for administrative positions | | | | | |
| 5 | At the university where I worked, the hiring methods for administrators were able to identify the right people | | | | | |
| 6 | At the university where I work, the hiring process for administrators is fair and equitable | | | | | |
| 7 | At the university where I work, a probationary review system can screen out administrators who don't meet the job requirements | | | | | |
| 8 | In the university where I work, the school supports managers to promote or adjust their positions through internal recruitment, competition and other selection methods | | | | | |
| | **Second variable : Training and development** | | | | | |
| 1 | At the university where I work, administrators are encouraged to attend training and further study | | | | | |
| 2 | At the university where I work, the training and refresher program is in line with the career development needs of managers | | | | | |
| 3 | In the university where I work, the school provides specific training according to the level and position of managers | | | | | |

| Order | Variable | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 4 | In the university where I work, the training management department has a clear division of labor and effective management | | | | | |
| 5 | In the university where I work, the direct leadership supports the training of managers | | | | | |
| 6 | At the university where I work, managers are trained to acquire knowledge and skills that can be applied on the job | | | | | |
| 7 | At the university where I work, training helps to raise the level of performance of managers | | | | | |
| 8 | At the university where I work, managers are trained to strengthen their professional identity | | | | | |
| | **Third variable : Performance management** . | | | | | |
| 1 | In the university where I work, there is a culture and organizational atmosphere of performance management | | | | | |
| 2 | In the university where I work, the performance appraisal criteria for managers are related to the job responsibilities | | | | | |
| 3 | At the university where I work, the procedure for evaluating the performance of administrators is appropriate | | | | | |
| 4 | In the university where I work, direct leaders are concerned about the improvement of managers' core competence in the process of performance management | | | | | |
| 5 | At the university where I work, leaders often engage in performance communication with administrators | | | | | |
| 6 | In the university where I work, performance management can promote the performance level of managers | | | | | |
| 7 | At the university where I work, the performance appraisal results of the administrators are applied to the compensation management | | | | | |

| Order | Variable | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 8 | At the university where I work, changes in managerial positions are associated with performance appraisal results | | | | | |
| | **Fourth variable : Salary management** | | | | | |
| 1 | At the university where I work, the level of administrative compensation is in line with the current stage of development of the school | | | | | |
| 2 | At the university where I work, the procedures for setting pay policies are appropriate | | | | | |
| 3 | At the university where I work, the pay gap for administrators and other positions is reasonable | | | | | |
| 4 | At the university where I work, fixed compensation for administrators is an appropriate percentage of compensation | | | | | |
| 5 | In the university where I work, the distribution method of performance-based compensation for management personnel is reasonable | | | | | |
| 6 | In the university where I work, the welfare programs provided by the school meet the needs of management personnel | | | | | |
| 7 | In the university where I work, the school dynamically adjusts the salary and welfare levels of management personnel | | | | | |
| 8 | In the university where I work, in addition to monetary compensation for management personnel, the school values non economic rewards such as honor, praise, promotion, and work environment | | | | | |

## List of Interviewees

| No. | Name | Title | Post | Years of university work | University |
|---|---|---|---|---|---|
| 1 | Liang Weimin | associate professor | middle administrators | 17 | Guilin Institute of Information Technology |
| 2 | Zhou Wei | associate professor | teacher | 14 | Guilin Institute of Information Technology |
| 3 | Xiong Jianwen | professor | teacher | 17 | Liuzhou Institute of Technology |
| 4 | Fu Yi | associate professor | middle administrators | 18 | Liuzhou Institute of Technology |
| 5 | Qu Zhixin | associate professor | middle administrators | 12 | Beihai University of Art and Design |
| 6 | Huang Kanming | associate professor | vice-president | 21 | Beihai University of Art and Design |
| 7 | Deng Liyan | associate professor | middle administrators | 18 | Guangxi University Foreign Languages |
| 8 | Hu Xiaomin | associate professor | middle administrators | 17 | Nanning University |
| 9 | Tang Mei | associate professor | middle administrators | 15 | Nanning University |
| 10 | Lu Liuqing | associate professor | middle administrators | 20 | Nanning University |

# Outline of Structural Interview

Expert Interview**:**

The strategy for Development of human resource management of Private Universities in Guangxi

Research Objectives:

1) The current development status of human resource management in Guangxi private universities;

2) Develop a development strategy for human resource management in private universities in Guangxi;

3) Evaluate the adaptability and feasibility of the human resource management development strategy for private universities in Guangxi.

The purpose of the interview is to use the information results of the interview as a framework for research concepts, create references for the problem, and provide a basis for establishing a model for the development strategy of human resource management in Guangxi private universities.

| Contents | Quest ions |
|---|---|
| **Recruitment and Selection** | What do you think should be done to enhance the .1 attractiveness of<br>What do you think are the problems with external .2 recruitment and internal selection of administrative<br>How should we ?personnel in the university where you work ?improve<br>3.kind of external recruitment and internal selection What system do you think can promote the development of the ?s administrative management team'school |

| Contents | Quest ions |
|---|---|
| Training and Development | 1do you think are the problems with the training and  What. development of administrative personnel in the university ?How should we improve ?where you work<br>2What specific measures do you think can be taken to . rative promote the improvement of the abilities of administ ?personnel in universities<br>3What training and development management model do . you think can |
| Performance Management | 1are the problems with performance evaluation for  What. ?administrative personnel in the university where you work ?How should we improve<br>2What issues do you think should be paid attention to when  . formulating a performance evaluation system for university ?nistrative personneladmi<br>3Do you think how to promote the development of  . administrative personnel in the performance evaluation ?process |
| Salary Management | 1. Can you rate the salary and welfare system of administrative personnel in your school? What needs improvement?<br>2. What issues do you think should be paid attention to when formulating a compensation system for administrative personnel?<br>3. In addition to monetary compensation for administrative personnel, what other important non economic rewards do you think are there? |

# Model Evaluation Expert List

The following list serves as invited evaluation experts to evaluate the adaptability and feasibility of the strategy for the development of human resource management in Guangxi private universities.

| No. | Name | Title | Post | University |
|-----|------|-------|------|-----------|
| 1 | Liu Quansheng | Professor | Teacher | Nanning University |
| 2 | Li Dongxue | Professor | president | Nanning University |
| 3 | Yang Xiaofeng | Professor | Educational Management Specialist | Nanning University |
| 4 | Wang Ningzhang | Professor | Middle level leaders | Guangxi University |
| 5 | Qin Jianwen | Professor | Middle level leaders | Guangxi University |

# Strategy Evaluation Form

Evaluation questionnaire for the strategy for the development of human resource management in Guangxi private universities
explain:

  1. The research tool used this time is a questionnaire to evaluate the human resource management in Guangxi private universities

  2. Please fully consider and evaluate the suitability and feasibility of the human resource management in Guangxi private universities.

  3. Please check each comment box, the score is as follows:

  5 indicates the highest adaptability and feasibility.

  4 indicates high adaptability and feasibility.

  3 indicates average adaptability and feasibility.

  2 indicates low adaptability and feasibility;

  1 indicates the lowest adaptability and feasibility.

      Thanks a lot for your help

| Strategy | Adaptability | | | | | Feasibility | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| **Recruitment and selection** | | | | | | | | | | |
| 1. Conduct job analysis, clarify job responsibilities and requirements | | | | | | | | | | |
| 2. Using a combination of written and interview external recruitment assessment methods | | | | | | | | | | |
| 3. Using internal selection methods such as democratic recommendation, organizational recommendation, and open competition | | | | | | | | | | |
| 4. Increase the participation of the employing department position | | | | | | | | | | |
| 5. Improve career development channels and enhance job attractiveness | | | | | | | | | | |
| **Training and Development** | | | | | | | | | | |
| 1. Conduct hierarchical and classified training based on job responsibilities and job requirements | | | | | | | | | | |
| 2. Develop various training resources on campus, off campus, online, and offline | | | | | | | | | | |
| 3. Strengthen training assessment and improve training effectiveness | | | | | | | | | | |
| 4. Clarify the division of labor among training management departments and improve the effectiveness of training management | | | | | | | | | | |
| 5. Play the role of direct leaders and senior employees as mentors and mentors | | | | | | | | | | |

| Strategy | Adaptability | | | | | Feasibility | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| **Performance management** | | | | | | | | | | |
| 1. Establish performance management goals that match the school's development goals | | | | | | | | | | |
| 2. Set assessment indicators that combine quantitative data and qualitative evaluation | | | | | | | | | | |
| 3. Strengthen performance communication in the performance management | | | | | | | | | | |
| 4. Establish a timely and effective feedback mechanism for assessment results | | | | | | | | | | |
| 5. Emphasize the application of performance evaluation results | | | | | | | | | | |
| **Salary management** | | | | | | | | | | |
| 1. Establish a salary level with external competitiveness | | | | | | | | | | |
| 2. Establish a salary structure with internal fairness | | | | | | | | | | |
| 3. Improve the distribution method of performance-based compensation | | | | | | | | | | |
| 4. Improve the level of welfare protection | | | | | | | | | | |
| 5. Improve non-economic rewards | | | | | | | | | | |

# Appendix D

The Results of the Quality Analysis of Research Instruments

**The consistency evaluation results of the questionnaire survey on the current situation of human resource management in private universities in Guangxi**

| Clause | Strategy for the Development of Human Resource Management in Guangxi Private Universities | experts | | | | | IOC | Conclusion |
|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | | |
| Recruitment and Selection | | | | | | | | |
| 1 | Conduct job analysis, clarify job responsibilities and requirements | 1 | 1 | 1 | 1 | 1 | 1.00 | yes |
| 2 | Using a combination of written and interview external recruitment assessment methods | 1 | 1 | 1 | 1 | 1 | 1.00 | yes |
| 3 | Using internal selection methods such as democratic recommendation, organizational recommendation, and open competition | 1 | 1 | 1 | 1 | 1 | 1.00 | yes |
| 4 | Increase the participation of the employing department | 1 | 1 | 1 | 1 | 1 | 1.00 | yes |
| 5 | Improve career development channels and enhance job attractiveness | 1 | 1 | 1 | 1 | 1 | 1.00 | yes |
| Training and Development | | | | | | | | |
| 1 | Conduct hierarchical and classified training based on job responsibilities and job requirements | 1 | 1 | 1 | 1 | 1 | 1.00 | yes |
| 2 | Develop various training resources on campus, off | 1 | 1 | 1 | 1 | 1 | 1.00 | yes |

| Clause | Strategy for the Development of Human Resource Management in Guangxi Private Universities | experts | | | | | IOC | Conclusion |
|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | | |
| | campus, online, and offline | | | | | | | |
| 3 | Strengthen training assessment and improve training effectiveness | 1 | 1 | 1 | 1 | 1 | 1.00 | yes |
| 4 | Clarify the division of labor among training management departments and improve the effectiveness of training management | 1 | 1 | 1 | 1 | 1 | 1.00 | yes |
| 5 | Play the role of direct leaders and senior employees as mentors and mentors | 1 | 1 | 1 | 1 | 1 | 1.00 | yes |
| Performance Management | | | | | | | | |
| 1 | 1. Establish performance management goals that match the school's development goals | 1 | 1 | 1 | 1 | 1 | 1.00 | yes |
| 2 | Set assessment indicators that combine quantitative data and qualitative evaluation | 1 | 1 | 1 | 1 | 1 | 1.00 | yes |
| 3 | Strengthen performance communication in the performance management process | 1 | 1 | 1 | 1 | 1 | 1.00 | yes |
| 4 | Establish a timely and effective feedback mechanism for assessment results | 1 | 1 | 1 | 1 | 1 | 1.00 | yes |
| 5 | Emphasize the application of performance evaluation results | 1 | 1 | 1 | 1 | 1 | 1.00 | yes |

| Clause | Strategy for the Development of Human Resource Management in Guangxi Private Universities | experts | | | | | IOC | Conclusion |
|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | | |
| Salary Management | | | | | | | | |
| 1 | Establish a salary level with external competitiveness | 1 | 1 | 1 | 1 | 1 | 1.00 | yes |
| 2 | Establish a salary structure with internal fairness | 1 | 1 | 1 | 1 | 1 | 1.00 | yes |
| 3 | Improve the distribution method of performance-based compensation | 1 | 1 | 1 | 1 | 1 | 1.00 | yes |
| 4 | Improve the level of welfare protection | 1 | 1 | 1 | 1 | 1 | 1.00 | yes |
| 5 | Improve non-economic rewards | 1 | 1 | 1 | 1 | 1 | 1.00 | yes |

# Reliability and correlation analysis of research variables

**Scale: all variables**

| Case handling summary | | | N | % |
|---|---|---|---|---|
| case | effective | | 278 | 100 |
| | Excluded[a] | | 0 | 0 |
| | Total | | 278 | 100 |
| List deletion based on all variables in this program. | | | | |

| Reliability statistics | | |
|---|---|---|
| Cronbach's Alpha | Based on standardized items<br><br>Cronbachs Alpha | number of terms |
| .987 | .987 | 32 |

# Appendix E

Certificate of English

**BSRU BANSOMDEJCHAOPRAYA RAJABHAT UNIVERSITY**

This is to certify that

## Mrs.Tianying Zhao

Achieved BSRU English Proficiency Test (BSRU-TEP) level

## C2

Given on 13th February 2022

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

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**English Language Proficiency Level Descriptors: Common European Framework of Reference for Languages (CEFR)**

**A1**
- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction needs of a concrete type.
- Can introduce him/her and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

**A2**
- Can understand sentences and frequently used expressions related to areas of most immediate relevant (e.g. very basic personal and family information, shopping, local geography, employment).
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Can describe in simple terms aspects of his/her background, immediate environment and matters in care of immediate need.

**B1**
- Can understand the main points of clear standard input on familiar matters regularly encountered in school, leisure, etc.
- Can deal with most situations likely to arise while travelling in an area where the language is spoken.
- Can produce simple connected text on topics that are familiar or of personal interest.
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

**B2**
- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speaks quite possible without strain for either party.
- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

**C1**
- Can understand a wide range of demanding, longer texts, and recognise implicit meaning.
- Can express ideas fluently and spontaneously without much obvious searching for expressions.
- Can use language flexibly and effectively for social, academic and professional purposes.
- Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

**C2**
- Can understand with ease virtually everything heard or read.
- Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.
- Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of mean even in the most complex situations.

Source: Common European Framework of Reference for Languages: Learning, teaching, assessment (www.coe.int)

**BSRU-TEP Criteria**

| CEFR Level | BSRU-TEP |
|---|---|
| A1 | 1 – 20 |
| A2 | 21 – 40 |
| B1 | 41 – 60 |
| B2 | 61 – 80 |
| C1 | 81 – 100 |
| C2 | 101 – 120 |

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# Appendix F

The Document for Accept Research

# Acceptance Letter

Dear Author(s**): Zhao Tianying, Jittawisut Wimuttipanya, Niran Sutheeniran,**

**Kulsirin Aphiratvoradej, Patchara Dechhome, Wirot Watananimitgul**

| Paper ID | RLJ_85 |
|---|---|
| Paper Title | Strategy for the Development of Human Resource Management in Guangxi Private Universities |

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