STRATEGIES FOR CREATING HAPPY WORKPLACE ORGANIZATION IN PRIVATE UNDERGRADUATE UNIVERSITIES IN GUANGXI

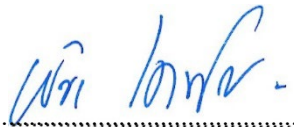
YANG XIAOFENG

A thesis submitted in partial fulfillment of the requirements for
the Degree of Doctor of Philosophy Program in Educational Administration
Academic Year 2022
Copyright of Bansomdejchaopraya Rajabhat University

Thesis Title Strategies for Creating Happy Workplace Organization in Undergraduate Universities in Guangxi

Author Mrs.Yang Xiaofeng

Thesis Committee



..... Chairperson
(Assistant Professor Dr.Patchara Dechhome)

..... Committee
(Associate Professor Dr. Niran Sutheeniran)

..... Committee
(Assistant Professor Dr. Kulsirin Aphiratvoradej)

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

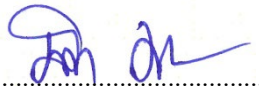
..... Dean of Graduate School
(Assistant Professor Dr. Kanakorn Sawangcharoen)

..... President
(Assistant Professor Dr. Linda Gainma)

Defense Committee

..... Chairperson
(Associate Professor Dr.Achara Niyamabha)

..... Committee
(Associate Professor Dr.Wisut Wichitpatcharaporn)



..... Committee
(Assistant Professor Dr.Teerawat Montaisong)

Thesis: Strategies for Creating Happy Workplace Organization in Undergraduate Private Universities in Guangxi
Author: Yang Xiaofeng
Program: Educational Administration
Major Advisor: Assistant Professor Dr.Patchara Dechhome
Co-advisor: Associate Professor Dr.Niran Sutheeniran
Co-advisor: Assistant Professor Dr.Kulsirin Aphiratvoradej
Academic Year: 2022

ABSTRACT

The objectives of this research were: 1) the current situation of strategies for creating happy workplace organization in Private Undergraduate Universities in Guangxi 2) Strategies for creating happy workplace organization in Private Undergraduate Universities in Guangxi, and 3) evaluate strategies for creating happy workplace organization in Private Undergraduate Universities in Guangxi. The sample group was 335 middle-level administrators, basic-level administrators and full-time teachers of 11 private undergraduate universities in Guangxi. The research instruments were questionnaire, structured interview and evaluation form. The statistic to analyze the data were percentages, mean, standard deviations and content analysis.

The research results showed that 1) the current situation of creating happy workplace organization in private undergraduate universities in Guangxi was at a medium level. The level of Organizational atmosphere is the highest, followed by External environment, and then Interpersonal relationship. The level of Internal management mechanism is the lowest. 2) The strategies for creating happy workplace organization include four aspects: Internal management mechanism strategies, External environment strategies, Interpersonal relationship strategies and Organizational atmosphere strategies. The adaptability and feasibility evaluation results of the strategies implementation were high.

Keywords: Happy Workplace Organization, Strategies, Private Undergraduate University

ชื่อเรื่อง **กลยุทธ์การสร้างองค์กรแห่งความสุขในมหาวิทยาลัยเอกชนระดับปริญญาตรีในมณฑลกวางสี**
ชื่อผู้วิจัย Yang Xiaofeng
สาขาวิชา **การบริหารการศึกษา**
อาจารย์ที่ปรึกษาหลัก **ผู้ช่วยศาสตราจารย์ ดร.พัชรา เดชโฮม**
อาจารย์ที่ปรึกษาร่วม **รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์**
อาจารย์ที่ปรึกษาร่วม **ผู้ช่วยศาสตราจารย์ ดร.กุลสิรินดร์ อภิรัตน์วรเดช**
ปีการศึกษา **2565**

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพปัจจุบันของกลยุทธ์การสร้างองค์กรแห่งความสุขในมหาวิทยาลัยเอกชนระดับปริญญาตรีในมณฑลกวางสี 2) เพื่อเสนอกลยุทธ์การสร้างองค์กรแห่งความสุขในมหาวิทยาลัยเอกชนระดับปริญญาตรีในมณฑลกวางสี 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของกลยุทธ์การสร้างองค์กรแห่งความสุขในมหาวิทยาลัยเอกชนระดับปริญญาตรีในมณฑลกวางสี กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารระดับกลาง ผู้บริหารระดับต้นและอาจารย์ประจำการมหาวิทยาลัยเอกชนระดับปริญญาตรีในมณฑลกวางสี จำนวน 11 แห่ง รวมทั้งสิ้น 335 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม แบบสัมภาษณ์แบบมีโครงสร้างและการวิเคราะห์ข้อมูล

ผลการวิจัยพบว่า สภาพปัจจุบันของของกลยุทธ์การสร้างองค์กรแห่งความสุขในมหาวิทยาลัยเอกชนระดับปริญญาตรีในมณฑลกวางสีโดยภาพรวมอยู่ในระดับปานกลาง เมื่อพิจารณาเป็นรายด้านพบว่า บรรยากาศขององค์กร มีค่าเฉลี่ยสูงสุด รองลงมาคือสภาพแวดล้อมภายนอก ส่วนกลไกการจัดการภายใน มีค่าเฉลี่ยต่ำสุด กลยุทธ์การสร้างองค์กรแห่งความสุขในมหาวิทยาลัยเอกชนระดับปริญญาตรีในมณฑลกวางสี ประกอบด้วย 4 ด้าน ได้แก่ 1) กลยุทธ์ด้านกลไกการจัดการภายใน 2) กลยุทธ์ด้านสิ่งแวดล้อมภายนอก 3) กลยุทธ์ด้านความสัมพันธ์ระหว่างบุคคล และ 4) กลยุทธ์ด้านบรรยากาศองค์กร การประเมินความเหมาะสมและความเป็นไปได้ของกลยุทธ์การสร้างองค์กรแห่งความสุขในมหาวิทยาลัยเอกชนระดับปริญญาตรีในมณฑลกวางสีโดยภาพรวมอยู่ในระดับสูง

คำสำคัญ องค์กรแห่งความสุข กลยุทธ์ มหาวิทยาลัยเอกชนระดับปริญญาตรี

Acknowledgement

First of all, I would like to express my highest respect and most loyal gratitude to my Major Advisor, Associate Professor Dr.Patchara Dechhome, Co-advisor Associate Professor Dr.Niran Sutheeniran and Assistant Professor Dr.Kulsirin Aphiratvoradej. They are rigorous in their academic pursuits, they have high academic attainments, and are enthusiastic, patient, and friendly. They always provide guidance and help when I need! They guide me to the field of education administration! In the process of writing my doctoral thesis, they provided valuable opinions and suggestions, and provided in-depth guidance on my research ideas and methodology. With their careful guidance and assistance, I finished writing my thesis smoothly. I feel the demeanor of a Thai professor and scholar from them.

Secondly, I would like to thank the leaders and teachers in charge of foreign affairs , translation, and academic affairs, such as the International Exchange Center, Faculty of Graduate Studies, and college of Education of Bansomdejchaopraya Rajabhat University, for their meticulous and efficient work, which provided guarantee for my research, and enabled me to complete my thesis successfully. I would like to thank Miss Nathchaya Pukkaewsri who did a good job in translating for us even though her foot was injured.

In addition, I would like to thank my companion on the way to study. Huang Lijun, Li Linwei, Wang Jingjing, etc. We are both colleagues and classmates. We encourage each other and help each other.

Finally, I would like to thank all the people who have given me selfless help and sincere suggestions, the leaders and colleagues of Nanning University, the leaders and teachers of various private universities in Guangxi, and my family. Because of their countless support and assistance , I have been able to complete my research and make the monotonous doctoral life unique and beautiful.

Yang Xiaofeng

Contents

Page

Abstract..... i

Acknowledgement..... iii

Contents..... iv

List of Tables..... vi

List of Figures..... vii

Chapter

1 Introduction..... 1

Rationale..... 1

Research Questions..... 4

Objectives..... 4

Scope of the Research..... 5

Definition of Terms..... 6

Research Framework..... 8

2 Literature Review..... 9

Concept of Education Administration..... 9

Concept of happiness..... 10

Concept of happy workplace..... 12

Concept of private undergraduate Universities..... 25

Related research..... 26

3 Research Methodology..... 31

The Population..... 31

Research Instruments 37

Data Collection..... 39

Data Analysis..... 39

Contents (Continued)

Page

4 Results of Analysis 42

Personal information of administrators and full-time teachers in Private Undergraduate Universities in Guangxi 42

Analysis results of the questionnaire on the current situation of creating Happy Workplace Organization in Private Undergraduate Universities in Guangxi 45

Interview and Analysis result of the strategies of Creating happy workplace in Private Undergraduate Universities in Guangxi 51

Evaluation results of the Implementation of Creating Happy Workplace Strategies in Private Undergraduate Universities in Guangxi 83

5 Discussion Conclusion and Recommendations 91

Conclusion 91

Discussion 96

Recommendations 99

Future research 102

References 104

Appendixes 114

A List of Specialists and Letters of Specialists Invitation for IOC Verification 115

B Official Letter 117

C Research Instrument 123

D The Results of the Quality Analysis of Research Instruments 140

E Certificate of English 145

F The Document for Accept Research 147

Research Profile 149

List of Tables

Table		Page
2.1	list of variables describing the influencing factors of happy workplace organization in Universities	18
3.1	Table of sampling distribution	32
4.1	Personal Information	43
4.2	Analysis of Current Situation for Creating Happy Workplace Organization in Private Undergraduate Universities in Guangxi	46
4.3	Analysis of current internal management mechanism	46
4.4	Analysis of current External environment	47
4.5	Analysis of Interpersonal relationship	49
4.6	Analysis of Organizational atmosphere	50
4.7	Information of Interviewees	51
4.8	Strategies for Creating a Happy Workplace of Private Undergraduate Universities in Guangxi	75
4.9	List of strategies evaluation experts	83
4.10	Analysis of strategies evaluation results	83
4.11	Analysis of strategies evaluation results	84

List of Figures

Figure		Page
1.1	Research Framework	8
3.1	Research methodology and step	35
3.2	Research Progress	36
4.1	Strategies of optimizing Internal management mechanism	79
4.2	Strategies of improving Interpersonal relationship	80
4.3	Strategies of optimizing External environment	81
4.4	Strategies of shaping Organizational atmosphere	82

Chapter 1

Introduction

Rationale

General Secretary of the People's Republic of China Xi Jinping pointed out in the report of the 19th National Congress of the Communist Party of China that it is necessary to make the people's sense of gain, happiness and security more fulfilling, more secure and more sustainable. Satisfying the people's yearning and pursuit for a better life is the party's work goal in the new era, and it is also an important responsibility of enterprises at all levels. Enterprise is the home of employees, the place where they create wealth, and the source of their wealth. In essence, enterprises and employees are a living community. Through its own organizational platform and development dividends, the enterprise continuously empowers employees' sense of happiness, and employees will also turn this sense of happiness into the driving force of production, and promote the enterprise to develop in a higher, faster and better direction. It is hoped that entrepreneurs can create a corporate culture that employees can identify with, and build the company into a happy workplace for employees. (2017, Report of the 19th Congress of the CPC)

Cheng Guilin. (2012, P116). pointed out that, as an important part of higher education in China, Private Universities are an important support for promoting the steady development of Chinese education and the cradle for cultivating outstanding talents for the whole society. At present, under the background of Chinese social transformation and development, Chinese higher education has ushered in major changes, and the state has implemented a policy of expanding enrollment. In this process, the private universities have made significant progress, making positive contribution which has effectively boosted the country's economic development and social progress. As the first resource of private Universities, teachers of private Universities are the inheritors, disseminators and pioneers of scientific and cultural knowledge. They have trained a large number of professional and technical talents

for the country and are an important driving force for the development of private universities. Whether teachers in private universities can take the initiative and actively participate in teaching mainly depends on the professional attitude of teachers. If the teachers do not have a high sense of professional happiness, they will not have high-quality teaching with creativity and dedication., which will affect the quality of education and teaching in private universities .

Yan Liwen. (2018, P76-82). pointed out that due to the weak position compared with public universities as well as their own internal management problems, the development of private universities faces a series of challenges. As for the external environment, on the one hand, the state finance does not support. Although the state has issued a series of favorable policies for the development of private universities, however, the government's financial support for private universities is extremely small, and private universities are generally limited by resource constraints. Compared with public universities, the government financial support is very small for private universities, and the development space is greatly limited. On the other hand, the society does not support. The society generally has prejudice against private universities, the public has a bias in their understanding of the educational level and strength of private universities, so they have a wrong mindset and stereotyped impression of private Universities. As for the perspective of internal construction of private universities, on the one hand, the management mechanism of private Universities is not perfect. The internal management system of many private universities adopts the organizational model of bureaucratic management. With the continuous development of society, drawbacks continue to appear. Although most private universities advocate the rule of law, they are far from the real democratic management. Many teachers are unable to participate in the construction and development of the universities, and the dominant position of the master has been neglected for a long time. Which makes teachers a marginalized and transparent group of management subjects, unable to grasp the right to know, participate and make decisions in campus management affairs. Even if teachers take the initiative to put forward suggestions for improvement in unreasonable rules and regulations, they will not be taken seriously. They go through the management

process and cannot transmit their opinions to the management in a timely and effective manner, resulting in a low sense of psychological identity, belonging and happiness among teachers. Second, private universities have insufficient organizational care and unbalanced interpersonal relationship. The sponsors of private universities still have a strong sense of profit-seeking in running universities. In addition, due to the lack of school-running resources and imperfect management mechanisms, private Universities generally lack organizational care for teachers. In addition, teachers in private universities have small social circles, obvious imbalances in interpersonal relationship, and passive situations. Influenced by the professional environment, teachers have more contact with students, parents, colleagues and leaders in their daily lives, and their social scope is obviously narrower than that of other professional groups. Students and their parents are mostly related to teaching, most of their colleagues have competing interests, and leaders have the attributes of upper and lower classes, so there are few who can really communicate frequently. There are also individual teachers who are reserved or introverted, and whose social circle is even more limited. If you encounter problems or contradictions at work, it is easy to fall into a passive situation, and it is difficult to change the status quo in a short time.

With the rapid development of Chinese economy and the continuous improvement of people's living standards, the requirements for the workplace are also increasing. In this context, a happy workplace has gradually become a common goal pursued by people. For private undergraduate universities, the happiness and career development path of their faculty and staff have also become the focus of attention.

Guangxi is a province in southern China, and most private universities in Guangxi were established in the past two decades, mainly concentrated in Nanning, Guilin, and Liuzhou. While Guangxi private universities continue to develop, they also face many problems, such as lack of financial support from the state and local government, low social reputation and social support, lack of synergy between enterprises and industries, lack of recognition from students and parents, unsound management mechanism, lack of harmonious interpersonal relationships, and lack of

strong organizational atmosphere. These problems have an important impact on the development of private universities in Guangxi. Therefore, how to establish a happy workplace organization suitable for private universities has become an urgent problem that private universities need to overcome.

Based on this, this research was based on the social background of the many problems that exist in the exhibition of Guangxi private universities. Through sorting out relevant theories and conducting research and analysis on the current situation of happy workplace organization in private universities, the aim was to explore strategies for creating happy workplace organization in private undergraduate universities in Guangxi , thereby improving the professional happiness of their faculty and staff, and providing strong support and reference for the development of private undergraduate universities.

Research Questions

1. What is the current situation of creating Happy Workplace Organization in Private Undergraduate Universities in Guangxi?

2. What should be the strategies for creating Happy Workplace Organization in Private Undergraduate Universities in Guangxi?

3. Are the strategies for creating Happy Workplace Organization in Private Undergraduate Universities in Guangxi adaptable and feasible?

Objectives

This research contains the following objectives:

1. To study the current situation of creating happy workplace organization in private universities in Guangxi.

2. To create Strategies for creating happy workplace organization in Private Undergraduate Universities in Guangxi.

3. To evaluate the adaptability and feasibility of strategies for creating happy workplace organization in Private Undergraduate Universities in Guangxi.

Scope of the Research

Population

The total population of this research was 2600. They were middle-level administrators, basic-level administrators and full-time teachers of 11 private undergraduate universities in Guangxi. Which involved private universities in Nanning, Guilin, Liuzhou, Beihai, and Chongzuo.

Sample Group

According to Krejcie and Morgan(1970) sampling table, the sample size was 335. By using method of Stratified Random sampling and using Sample random sampling by population size from 11 private undergraduate universities in Guangxi.

Interviewees

The interviewees of this research are middle-level administrators and full-time teachers representatives from private undergraduate universities in Guangxi. Considering the coverage of universities in different disciplines, the researcher selected 5 universities from 11 private undergraduate universities in Guangxi as a sample group, including Nanning University (Engineering), Guangxi University of Foreign Languages (Liberal Arts), Guilin University (Science), Faculty of Chinese Medicine Science Guangxi University of Chinese Medicine (Medical Sciences), and Beihai University of Art and Design (Arts). 2 people were selected from each university, and a total of 10 people were interviewed. The interviewees were required to have the following qualifications: 1) more than 10 years of work experience in Private University in Guangxi, 2) holding the professional of associate professor or above. 3) middle-level administrators or full-time teachers in Private University in Guangxi.

Strategies evaluation expert

Five experts were invited to evaluate the strategies, who have studied educational policies and regulations about private universities in Guangxi, as well as experts and professors who have been engaged in educational administration in private universities in Guangxi for more than 10 years, and hold the professional of associate professor or above.

Research Variable

Through literature review, this research took the influencing factors of experts

and scholars such as Zeng Yiping. (2018, P88), Shu Congmin. (2003, P4), Wu Hong, Ren Shenghong. (2012, P70-80), Li Jun, Song Yafeng. (2017, P50-57), Ding Junlan. (2007, P36-47). on the happy workplace organization in universities as references, and obtained the following four variables:

(1) Internal management mechanism

(2) External environment

(3) Interpersonal relationship

(4) Organizational atmosphere

Definition of Terms

1. Happy Workplace

"Happy workplace" refers to the happy and beautiful career fields created by the organizer or manager of an organization for the employee. These fields include the internal management mechanism, external environment, actors, related objects, activities, language, interpersonal relationship, interpersonal structure, ethics, spiritual style, organizational atmosphere, etc. These fields can enable employees to recognize and affirm various aspects of the workplace under their influence, That is, generating a positive emotional experience and psychological satisfaction state for these fields, And enable employees to create a positive work culture and organizational value together with colleagues, leaders, and organization. Happy workplace in this research specifically refers to the happy workplace in private universities, which includes four variables: internal management mechanism, external environment, interpersonal relationship, and organizational atmosphere.

2. Internal management mechanism

The internal management mechanism of this research specifically refers to the internal management mechanism of universities. The internal management mechanism of university refers to the establishment of complete rules and regulations and work processes in universities. The internal management system is fair, objective and reasonable, and the work processes are clear and efficient. The universities have perfect teaching facilities and equipment, the campus environment is beautiful and pleasant, and the income of the university’s staff matches the work

efforts. There is a clear relationship of power and responsibility between the cooperative partners within university.

3. External environment

External environment is an uncontrollable environmental factor in which an organization is located, including market competition, government regulations, economic cycles, social culture, technological cha nges, and so on. These factors have an important impact on the operation and development of an organization. Organization need to adapt to changes in the external environment through market intelligence, strategic analysis, flexible response, and other means. The external environment of universities in this research refers to the complete policies and regulations formulated by the state and local governments to promote the development of the private universities. These policies and regulations are objective and reasonable, and the private universities have strong enforcement of national policies and regulations; The society respects and accepts the private University, the superior's education administrative departments approve the private Universities, the enterprise industry supports and cooperates with the private Universities, and students' parents accept, support and cooperate with the private universities.

4. Interpersonal relationship

The interpersonal relationship in universities refers to the connections in different forms and scales between teachers, teachers and their superiors, teachers and students, students and students in private universities. There is a harmonious relationship between teachers, they help each other and care for each other. The teachers can discuss operational issues with an open, direct and constructive attitude. Teachers can freely talk with their superiors about work issues. There is a harmonious relationship between teachers and students, and students have a harmonious relationship.

5. Organizational atmosphere

Organizational atmosphere refers to the total of thoughts, emotions, and behaviors created and maintained within an organization. Organizational atmosphere of university refers to the field where university organizational policies, work processes, management support, leadership, teacher-student relationship, and

student relationship can affect individual job satisfaction and happiness. University leaders have good management concepts and attach importance to personal feelings of teachers and students; University rewards and punishments are clear, and teachers have a strong sense of work and happiness; The management of the school has clear rights and responsibilities, and teachers and students know who to find to solve problems; Teachers' new ideas are easily accepted by leaders; Teachers have a harmonious and friendly relationship with each other. They often communicate with each other outside their work. Teachers and students communicate closely.

6. Private Undergraduate Universities

Private undergraduate universities refer to universities established or jointly funded by social organizations, social teams, foreign organizations, and individuals, recognized by the Ministry of Education or provincial education administrative departments, possessing undergraduate teaching qualifications, and implementing the same standards as public undergraduate universities. Its educational funds mainly rely on tuition income and non-governmental investments such as social donations and corporate donations.

Research Framework

The research framework is as follow (Figure 1.1):

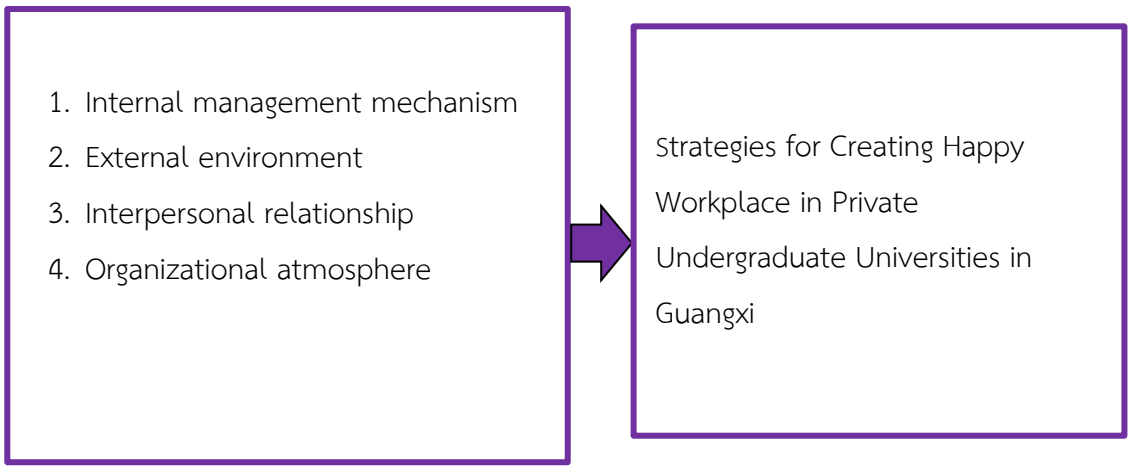


Figure 1.1 Research Framework

Chapter 2

Literature Review

In order to study the strategies on creating happy workplace organization in private Universities in Guangxi, this paper summarizes the related concepts and theories of happy workplace organization, and summarizes the research of domestic and foreign on happy workplace organization. This chapter will review the following aspects:

1. Concept of Education Administration
2. Concept of happiness
3. Concept of happy workplace
4. Context of private undergraduate Universities
5. Related research

The details are as follows.

Concept of Education Administration

Zhang Lu and Gao Haifeng. (2018, P22-25), believed that education administration is an activity that plans and organizes educational activities, and should be supported by information technology to improve management efficiency and service quality, and promote the transformation and upgrading of educational practices.

Zhang Yanna and Yang Bobai. (2019, P44-47), considered that education administration is an activity that coordinates and controls educational activities, and that service concepts should be applied throughout the entire education process, providing diverse service methods, strengthening communication and cooperation, and promoting innovation in educational services.

Jiao Chenghong and Tang Yuan. (2019, P59-61), believed that education administration involves many aspects such as the operation, decision-making, internal management, and external organization coordination of educational institutions. The

application of Internet technology can improve administration efficiency and informatization level, and promote the modernization and intelligence of campus management.

Yang Junhui, Li Sanli, Tu Feng. (2020, P58-60), believed that teachers play a leading role in educational administration activities, and the development of teachers is the core of education administration. A scientific teacher development system should be established to improve the quality of teachers and teaching quality.

Wang Ying and Yu Qian. (2018, P77-79), believed that students are the service objects of educational institutions, and they should attach importance to student service and development, pay attention to and support students in various aspects, and take comprehensive administration measures to improve the effectiveness of education administration.

In summary, education administration refers to activities such as planning, organizing, leading, coordinating, controlling, and evaluating educational activities to improve the educational environment, improve educational quality, ensure the achievement of educational goals, and promote educational modernization. Education administration involves the organization, operation, decision-making, teacher management, student management, financial management, information management, evaluation, and many other aspects of educational institutions, aiming to improve the efficiency and effectiveness of education and make an effective educational organization. At the same time, education administration also includes the formulation and implementation of educational policies, the allocation and utilization of educational resources, curriculum design and implementation, teacher training and evaluation, and other aspects of management.

Concept of Happiness

As a subjective feeling, happiness is perceived by all people, but it varies from person to person, so there are different opinions on the definition of happiness. The ancient Chinese Confucian University advocated that "virtue is a blessing, and happiness is a blessing"; the Taoist school believes that happiness is a kind of

generosity of nature, and the Buddhist school emphasizes that happiness is the transcendence of the mind. Until now, there is still no unified conclusion on the definition of happiness. "Modern Chinese Dictionary" defines happiness as: a comfortable, healthy and happy state of mind; "Cihai. Popular Book" published by Shanghai Dictionary of China in 1999 defines happiness as: Happiness is in the process of striving for ideals and achieving Satisfaction and experience when meeting predetermined goals and ideals.

Sun Ying. (2004, P88), defined happiness as a psychological state when the needs, desires and goals of special significance in life are met and realized.

Zhao Tingyang. (2001, P101), expressed happiness as: if a person's certain action itself is self-directed, and the result that this action attempts to achieve is also a thing of self-sufficient value, then this action must make him happy. This kind of action is creative in operation and giving in effect. Taylor, a teacher of positive psychology at Harvard University Ben Shah believes that happiness is the combination of happiness and meaning.

Kangjun. (2006, P99), who is the National Bureau of statistics believed that happiness is a subjective reflection and psychological experience of people's satisfaction with objective real life. From the perspective of psychological senses, happiness is a kind of psychological state in which "expectations" are "satisfied", so that psychological expectations roughly match the objective reality; From the perspective of material life, happiness is closely related to the improvement of people's material survival and development environment, which reflects the gradual narrowing of the difference between individual needs and social material conditions; From the perspective of values, happiness reflects people's value orientation to a certain extent.

Xing Zhanjun. (2005, P39), believed that happiness is people's subjective experience of real life. It is not only related to the objective conditions of people's life, but also reflects people's needs and values. Happiness is a kind of positive psychological experience of individual's existence and development, which is affected by the objective conditions and demand value that people have. It includes three aspects: first, people's satisfaction with the overall life and the main areas of

life; Second, the sense of happiness that people experience; The third is the sense of value that people get because of the realization of their potential. Happiness is the organic unity of people's sense of satisfaction, happiness and value to their living conditions. In terms of form, happiness is a kind of psychological experience and subjective. In terms of content, happiness is a positive existence and development situation that people experience and is objective.

To sum up, happiness has four meanings: First, happiness exists objectively, and true happiness is not only a subjective experience and a false perception in the mind, but a reality. Whether a person is happy or not is possible to make a clear judgment in a specific social environment or place, and it exists as an objective social fact. Second, happiness is a pleasant psychological experience, that is, happiness is most directly expressed as a pleasant state of mind and body. This happy state includes a sense of satisfaction due to the satisfaction of individual needs and expectations, and has the nature of rational experience of one's own existence. Third, happiness is constantly changing, and the structure and content of happiness that people endow with changes as needs are met, replaced, and expectations change. Fourth, there are many kinds of happiness, including material happiness and spiritual happiness. This research believes that happiness is a kind of psychological satisfaction and continuous pleasant psychological state produced by people in the process of life due to the realization of their needs, goals and ideals.

Concept of Happy Workplace

Joan E van. Horn. (2004, P2) believed that a Happy Workplace is an individual's positive evaluation of all aspects of his work environment (place), including five aspects: emotion, motivation, behavior, cognition and physical and mental happiness.

Zeng Yiping. (2018, P88), defined what "workplace" is: "workplace refers to the 'occupational field', which is not only a physical space, but also a behavioral and psychological space. Its constituent elements include the occupational space-time environment, actors, related objects, activities and language, as well as the potential / obvious rules in the occupational field, interpersonal structure, interpersonal

relationship, ethics, spiritual outlook, organization atmosphere, and even workplace fashion.

Shu Congmin. (2003, P4), proposed that Happy Workplace refers to people's happy experience in the professional field. In subsequent studies, the concept was widely adopted by Chinese scholars (caojianqiang, 2005; liuxiurong, 2006; lixiaofei, 2007; Zeng Yu, 2007).

Jiang Yan. (2006), equated Happy Workplace with professional happiness.

The researcher combed and summarized the definition of happy workplace in literature research, and found that there are two main views: (1) focusing on the satisfaction of physical space and positive emotional experience (Shu Congmin, 2003; Xiao Jie, 2004; caojianqiang, 2005; liurongxiu, 2006; lixiaofei, 2007; Zeng Yu, 2007). Lincongcong, luowenhao and Yang Na. (2018), proposed that there are five challenges to workplace happiness (happy workplace): the traditional employment relationship has been broken, workplace collaboration has increased, the boundaries of work and life have been blurred, work content and methods have changed, and work demands have changed. Employees need to be satisfied in the workplace, freely realize their career ideals, give full play to their potential, and achieve their harmonious development, And the continuous happy experience with the increase of strength.

To sum up, happy workplace in universities refers to the happy and beautiful professional field created by the organizers or administrators of universities for teachers, internal management mechanism, external environment, interpersonal relationship, interpersonal structure, organizational atmosphere, etc. these fields can make individual employees understand and affirm all aspects of the workplace under their influence, that is, they will produce a positive emotion for these fields state of experience and psychological satisfaction.

Theoretical basis of happy workplace organization

(1) Self-Determination Theory (SDT)

Self-determination theory is a theory about motivation and personality proposed by Ryan and Deci. It takes positive psychology as a perspective to define motivation and needs from the perspective of personality growth and integration,

and believes that motivation is a continuum from internal motivation to external motivation. The process of self-determination is the process of constantly perceiving external information and forming autonomous motivation. Self-Determination Theory distinguishes three basic human needs, competency, autonomy, and relatedness, which are essential for driving personal growth and integrating natural tendencies, and for constructing social development, and necessary for personal happiness. Therefore, these three basic needs are considered by SDT theory as the three basic factors of happiness, they are not only the minimum needs for mental health, but also the basic nutrients that the social environment must provide people to promote their growth and development. Basic needs must be met during life stages in order for people to experience a continuous sense of integration and happiness.

The basis of SDT is the theory of three basic human needs, intrinsic motivation theory, cognitive assessment theory and motivation integration theory. Intrinsic motivation theory holds that the pursuit and maintenance of intrinsic goals will directly satisfy three basic human needs. For this reason, to enhance the sense of happiness, the pursuit and maintenance of external goals will not produce a sense of happiness, and even reduce the satisfaction of basic needs, leading to psychopathology. When Ryan examines the individual differences in people's inner intentions and goals, he finds that inner goals are positively correlated with happiness indicators, while external goals are negatively correlated with these happiness indicators. To this end, self-determination theory focuses on the study of intrinsic, rather than extrinsic, goals that promote happiness. Cognitive Evaluation Theory, CET believes that social background events can strengthen content motivation and generate self-efficacy. Relatively speaking, the most appropriate challenge contributes to intrinsic motivation, while extrinsic rewards will weaken intrinsic motivation. Although intrinsic motivation is an important type of motivation, it is not the only one. The cognitive assessment concept believes that motivation can also be divided into amotivation and extrinsic motivation.

(2) Expectancy Theory

The Expectancy Theory was proposed by Victor Fromm, a famous North American psychologist and behavioral scientist, in his book "Work and Motivation" in

1955. The theory is based on the fact that people are able to do certain jobs and achieve goals because those jobs and organizational goals help them achieve their goals and meet their needs. Fromm believes that the degree to which an individual's enthusiasm is mobilized (motivational force) depends on the product of its expected value and target valence, that is, motivational force = expected value x target valence, which can be expressed as: M=V*E, where M Refers to motivating power, which refers to the intensity of mobilizing a person's enthusiasm and stimulating a person's potential. V refers to the target valence, which refers to the size of the individual needs and their value after reaching the target. E refers to the expected value, which refers to the subjective judgment based on past experience, the probability of achieving the goal and leading to a certain result. Individuals will be more motivated if the value of achieving a goal is greater and the probability of reaching that goal is high. Conversely, individuals are less motivated if their subjective judgments about the value of achieving a goal are low and their probability of success in reaching that goal is low. Similarly, the degree of teachers' work engagement is also affected by practitioners' expectations and valence estimates of work behaviors.

Expectancy theory dialectically proposed to deal with the relationship of three aspects in the process of motivation, which is also the three aspects to mobilize people's enthusiasm for work. One is the relationship between effort and performance. People always hope to achieve the expected goal through hard work. If the individual subjectively thinks that the probability of reaching the goal is high, they will have confidence and stimulate a strong work force. On the contrary, if he thinks the goal is too high, the expected goal will not be achieved through hard work. It will lose inner movement and lead to negative work. The second is the relationship between performance and rewards. People always want to be rewarded for their achievements. If the performance can be rewarded, it can make people have work enthusiasm, otherwise, there is no work enthusiasm. The third is the relationship between rewards and personal needs. People always hope that the rewards they get meet their needs in some aspect. However, due to differences in age, gender, seniority, social status and economic conditions, people have different

degrees of satisfaction of various needs. For this reason, for different people, the same reward method can satisfy different needs and stimulate different motivations for work.

According to the above three pairs of relationship, it can be inferred that achievement needs determine achievement motivation, and achievement motivation determines expectation level. Happiness occurs when people realize that their achievement level is higher than expected level, and conversely, when people realize that their achievement level is lower than expected level, there is no happiness at all. This theory can guide the administrators of Undergraduate Universities to effectively mobilize the enthusiasm of teachers, thereby improving teachers' professional happiness. Therefore, this theory can be used as one of the theoretical foundations of this research.

(3) Hierarchy of Needs Theory

The Hierarchy of Needs Theory was proposed by American psychologist Maslow in 1954. Maslow believed that human needs are divided into seven levels from low to high like a ladder: physiological needs, safety needs, belonging and love needs, respect needs, knowledge needs, understanding needs, beauty needs and self-actualization needs. Among them, the first four needs are called deletion needs, and the last three are called growth needs. Usually from low-level to high-level. Higher-level needs will be accompanied by the satisfaction of lower-level needs, but each individual's development situation is different, so its leading motivation is also very different. This does not mean that lower needs disappear when they reach high levels, on the contrary, lower-level needs continue to exist, even more intensely, i.e.: human needs are diverse and hierarchical, people have Physiological needs ranging from safety needs, love and belonging needs, esteem needs, to the highest self-actualization needs. According to this theory, only on the premise of meeting the needs of employees can they obtain a higher sense of happiness at work. Therefore, Maslow pointed out that understanding the basic needs of employees is the basis and premise of understanding their attitudes and emotions.

To sum up, there is a close relationship between the individual's happiness and the satisfaction of needs. When the individual's needs are met, people will have

a sense of happiness. After different levels of needs are satisfied, it will bring different happiness to the individual. Conversely, if certain needs are not met, it will hinder the individual's feelings of happiness. It can be seen that the hierarchy of needs theory is helpful for researchers to understand and explain the principles of individual occupational happiness, and for this reason, it can also be used as one of the theoretical bases of this study.

(4) Conservation of Resource Theory

Conservation of Resource Theory was proposed by Hobfoll in 1989. This theory holds that people have a tendency to work hard to protect and acquire resources, and that the loss of the most valuable resources can make people uneasy. One of the sources of psychological stress is loss, and a happy workplace organization is a person's pleasant psychological demand for the working environment, that is, individuals hope to obtain, maintain and promote the environment they consider valuable from the organization. Resources and job requirements cannot be fully met; or when a lot of resources are invested without obtaining the required resources; or when the resources obtained are less than the exhausted ones, occupational happiness is low. Lee and Ashforth. (1996). used the method of meta-analysis to further study and pointed out that the influencing factors of happiness can be divided into two categories: needs and resources. Resource-related factors can be used to support individuals to enhance personal satisfaction, and resource-related factors are also the main factors that promote a high sense of personal achievement. The resource conservation theory expands the theoretical thinking of happy workplace organization, and makes people begin to study the happiness problem from a broader perspective. Personal analysis of individuals.

(5) Occupational Happiness Theory

The Occupational Happiness Theory was proposed by Joan E.van. Horn . On the happiness model of Ryff and Warr. Joan E.van. Horn believed that occupational happiness consists of five dimensions: affective, professional, social, cognitive and psychosomatic. The affective dimension includes emotional fatigue, job satisfaction, and organizational commitment; the professional dimension mainly reflects

career-related motivation, ambition, self-efficacy, and sense of achievement; the social or behavioral dimension includes two concepts, one is depersonalization , refers to the individual's indifference and neglect of the work object and the environment, and the second refers to the degree of social relations at work; the cognitive dimension mainly reflects the cognitive function of employees, especially those who absorb new information and focus on work. The physical and mental dimension refers to the physical and mental health of employees. This theory synthesizes the previous conclusions on occupational happiness, which not only considers emotional factors, but also includes cognitive factors, and provides a more comprehensive overview of occupational happiness. Therefore, this research taked it as one of the theoretical foundations of the thesis research.

Through literature review, this research summarized the influencing factors of experts and scholars on creating happy workplace organization in universities. See **Table 2.1** list of variables describing the influencing factors of happy workplace organization in Universities

Experts and scholars	Internal management mechanism	External environment	Interpersonal relationship	Interpersonal structure	Workplace ethics	Spiritual outlook	Organizational atmosphere
Joan Evan. Horn	√					√	√
Zeng Yiping	√	√	√				√
Su Chongmin	√	√				√	√
Jin Tengdasheng	√			√	√	√	
Jiang Yan Pan Honghong			√		√		
Lin Chongchong		√	√	√			√

Table 2.1 （continue)

Experts and scholars	Internal management mechanism	External environment	Interpersonal relationship	Interpersonal structure	Workplace ethics	Spiritual outlook	Organizational atmosphere
Luo Wenhao Yang Na							
Wu Hong Ren shenghong	√	√	√		√		√
Wu Xun			√	√	√	√	
Wu Xun			√	√	√	√	
Liu Huigui			√		√		√
Li Jun Song Yafeng	√	√		√			√
Ding Junlan	√	√	√				√
Frequency	7	6	7	4	5	4	8

Based on Ryan and Deci's (1985,P717-726) Self Determination Theory (SDT), Victor Erich Fromm's (1955,P50-52) Expectancy Theory, Maslow's (1954,P370-396) Hierarchy of happiness, Joan E.van. Hom's (1990,P 29-46) Occupational Happiness Theory, as well as Chinese scholars Zeng Yiping (2018,P88), Su Chongmin(2003,P4), Wu Hong, Li Jun(2012,P70-80), Song Yang and other views on research of happy workplace organization in universities, and according to Table 2.1: list of variables describing the influencing factors of happy workplace organization in Universities. Four main influence factors on creating happy workplace organization in universities was identify, which influence factors with a frequency of at least 6 were selected as the research variables, they were:

(1) Internal management mechanism

(2) External environment

(3) Interpersonal relationship

(4) Organizational atmosphere

Internal management mechanism

Santiago (2008, P127-128) believed that the internal management mechanism of universities was to establish a sound organizational structure, develop clear organizational goals, work plans and workflows, clarify task division, and had appropriate resources and tools.

Niu Qingsong (2017, P155) believed that the internal management mechanism of colleges and universities is a innovation management mechanism, creating a smart campus, integrating the information resources of various departments in the campus, establishing an information-based decision-making mechanism and management system, and using information-based means for efficient management.

Liao Xuejun. (2013, P26), pointed out that the so-called internal management mechanism is the structure of the club's internal management and the principle, process and mode of its operation. It is a management software system independently constructed by administrators according to the development policy norms, theories and laws, as well as the current situation and development needs of the enterprise.

Liu Yang. (2019, P114), believed that the internal management mechanism refers to the internal management and operation mechanism of the school, including the organization, rules and regulations and staff.

To sum up, the internal management mechanism of university refers to the establishment of complete rules and regulations and work processes in universities. The internal management system is fair, objective and reasonable, and the work processes are clear and efficient. The universities have perfect teaching facilities and equipment, the campus environment is beautiful and pleasant, and the income of the university’s staff matches the work efforts. There is a clear relationship of power and responsibility between the cooperative partners within university.

External environment

Sheng Zhenwen (2015, P39) believes that the external environment of universities includes government support and management of universities, social recognition and public opinion of universities, and recognition and support of parents

and students for universities.

Huang Tao. (2019, P8), believed that the external environment is a series of standardized policies and systems established by the national and local governments for organizational development.

Guo Defu (2010, P105) believed that the external environment of universities encompasses their own educational behavior, social identity, relevant policies issued by the government, as well as support from various aspects such as science and technology departments, private resources, and even international cooperation.

Liu Chunhua. (2021, P33), believed that the external environment is mainly reflected in the national economic policies, relevant laws and regulations, and the environment and situation of the industry market.

Zou Wanli (2017, P33) believed that the external environment of universities should strengthen publicity and marketing, strengthen communication and exchange with parents and alumni, in order to increase social awareness and recognition.

Lu Wei and Jin Li. (2021, P25), believed that the external environment is the sum of the social environment, economic environment and market environment, including political, economic, social, market and technical aspects.

To sum up, the external environment refers to various corresponding supporting policies, regulations, conditions, etc. besides the development of things. It includes the standardized policies and systems established by the national and local governments to promote the development of things, as well as the environment and situation of the industry market. It is the general term of the political environment, social environment, market environment and economic environment. The complete policies and regulations formulated by the state and local government to promote the development of universities. These policies and regulations are objective and reasonable, and universities have strong enforcement of national policies and regulations; the society respects and accepts the University, the superior's education administrative departments approve the Universities, the enterprise industry supports

and cooperates with the universities, and students' parents accept, support and cooperate with the universities.

Interpersonal relationship

Yin Ying (2014, P298) classified interpersonal relationships in universities into several types, including peer relationships, hierarchical relationships, and teacher-student relationships, and pointed out that different types of relationships have different characteristics and influencing factors. She proposed that universities should establish good interpersonal interaction mechanisms, strengthen communication and trust, enhance organizational cultural values, and promote the healthy development of interpersonal relationships in universities.

Chen Lixia (2018, P111-112) believed that there are various types of interpersonal relationships within universities, such as friendship, love, power relationships, etc. These relationships will have different manifestations in different occasions and situations. She believes that the formation and development of interpersonal relationships in universities are influenced by numerous factors, such as institutional factors, cultural factors, social factors, personal factors, etc.

Yang Guoshu. (2002, P9), a Taiwanese scholar, divided the interpersonal relationship in China into three categories: family relationship, acquaintance relationship and stranger relationship. Family relationship refers to the relationship between a guiding individual and his parents, acquaintance relationship refers to the relationship between an individual and his acquaintances (like things, teachers and students, etc.), and stranger relationship refers to the relationship between an individual and a stranger. In his opinion, in the acquaintance relationship, they talk about human relations, accommodate and rely on each other, while in the stranger relationship, they talk about interests and act according to the interests at that time.

Su Qian (2019, P89) found that interpersonal relationships in universities are not just simple interpersonal interactions, but involve a large number of social and psychological mechanisms, and there are also differences in different types of relationships. She pointed out that group awareness and sense of belonging are one of the characteristics of interpersonal relationships in universities, and the same

academic team, grade, department, etc. will form close group interactions.

To sum up, the interpersonal relationship in universities refers to the connections in different forms and scales between teachers, teachers and their superiors, teachers and students, students and students in universities. There is a harmonious relationship between teachers, they help each other and care for each other. The teachers can discuss operational issues with an open, direct and constructive attitude. Teachers can freely talk with their superiors about work issues. There is a harmonious relationship between teachers and students, and students and students have a harmonious relationship.

Organizational Atmosphere

Su Qian (2019, P88-89) believed that organizational atmosphere is the core of organizational culture in universities and the foundation for influencing internal coordination, collaboration, and development. It is not only a reflection of psychological culture, but also a reflection of behavior and ways of doing things. She pointed out that the organizational atmosphere of colleges and universities is dynamic, which changes with the environment, organizational structure, leadership style, organizational communication, personal behavior and other factors. She believes that the organizational atmosphere in universities can affect an individual's psychological state and behavioral style, thereby affecting their work performance and performance.

Yu Zicong (2017, P136) believed that the organizational atmosphere of universities is an important indicator of the health of organizational culture, including factors such as leadership style, organizational structure, employee relationships, and corporate culture. He believes that the organizational atmosphere of universities has a significant impact on employees' work motivation, innovation ability, and personal qualities. If the organizational atmosphere is poor, it will affect employees' work efficiency and enthusiasm, thereby affecting the overall performance of the organization.

Cao Hongfang (2013, P229-232) believed that the organizational atmosphere in universities is a cultural phenomenon and an important manifestation of

organizational culture. The organizational atmosphere of universities involves aspects such as organizational values, beliefs, behavioral norms, and ways of action. She believes that the organizational atmosphere in universities not only affects organizational performance, but also has a profound impact on employee behavior and attitudes. A good organizational atmosphere can motivate employees' internal motivation, enhance their innovation ability and work enthusiasm. She pointed out that university organizational leaders play an important role in the formation and maintenance of organizational atmosphere. Leaders should pay attention to the work needs and promotion aspirations of employees, establish a fair incentive mechanism, and improve the quality and ability of employees through reasonable training and improvement mechanisms. To improve the organizational atmosphere of universities, we should start from aspects such as leadership, organizational structure, employee relations, and corporate culture. Leaders should take the lead in creating a good work atmosphere and actively support employees' participation in decision-making and management. Organizations should establish sound management systems and culture, strengthen employee training and education, promote collaboration and communication among employees, and pay attention to their mental health and job satisfaction.

Chen Jinfeng. (2021, P99), believed that Organizational Atmosphere refers to the atmosphere or environment gradually formed in a unit, which has certain characteristics and can be perceived and recognized by the members of the unit. There are two kinds of organization atmosphere, one is the environmental atmosphere and the other is the humanistic atmosphere.

To sum up, University Organizational atmosphere refers to the field where university organizational policies, work processes, management support, leadership, teacher-student relationship, and student relationship can affect individual job satisfaction and happiness. University leaders have good management concepts and attach importance to personal feelings of teachers and students; University rewards and punishments are clear, and teachers have a strong sense of work and happiness; The management of the school has clear rights and responsibilities, and teachers and students know who to find to solve problems; Teachers' new ideas are easily

accepted by leaders; Teachers have a harmonious and friendly relationship with each other. They often communicate with each other outside their work. Teachers and students communicate closely.

Concept of private undergraduate Universities

Experts and scholars define private Universities as follows:

The Interim Provisions on the establishment of private undergraduate universities issued by the Ministry of education in the 1990s pointed out that private undergraduate universities refer to institutions of higher academic education set up in accordance with the provisions by various social organization and individual citizens other than state organs, state-owned enterprises, institutions and other organization through self-financing.

The examination and enrollment. (2022, P3), point out that the so-called private universities refer to the universities and other educational institutions run by social organization or individuals other than state institutions, using non-state financial funds.

Chen Yingxi. (2021, P101), believed that private universities were an important carrier of higher education and belonged to non-profit organization. Private universities are an important part of China's higher education and have the attributes of non-profit and public organization.

Peng Yiyi. (2018, P2-9), believed that private universities refer to institutions of higher learning and other educational institutions run by enterprises, institutions, social organization, other social organization and individual citizens with non-state financial education funds.

Shi Xiufan. (2018, P4-11) believed that private undergraduate universities refer to social organization or individuals other than state institutions that use non-state financial funds to run schools for the society and are operated and managed by private institutions.

Lu Xiayan. (2015, P8-9) believed that private undergraduate universities refer to non-profit higher education institutions that are non-state institutions, social organization or private organization that raise funds or collect tuition fees, are listed

in the national unified enrollment plan, and have the qualification of independent academic certification.

To sum up, Private undergraduate universities refer to universities that are funded by enterprises, public institutions, social organizations, and other social organizations, as well as individual citizens, through their own efforts. They are recognized by the Ministry of Education or provincial education administrative departments, have undergraduate teaching qualifications, and implement the same standards as public undergraduate universities. Its educational funds mainly rely on tuition income and non-governmental investments such as social donations and corporate donations.

Related research

Current status of foreign research

The study of happiness in the modern sense abroad began in the 1960s. So far, the research on happiness has gone through four stages: the first stage (before 1970). is mainly to briefly describe the demographics related to subjective happiness. Variables; the second stage (1980-1990) is mainly to construct the relevant theoretical framework of happiness, to explore various ways to obtain happiness and cross-cultural research. The psychological mechanism of happiness is studied, and theoretical models such as adaptation theory, self-determination theory, goal theory, and cognitive theory are formed; the third stage (1990-2000) is mainly a theory of research methods, approaches and subjective happiness measurement In the fourth stage (2000), the research focus shifted to the integration of the conceptual model of happiness, the application of the theoretical model of happiness, and the construction of a positive psychology system.

In 1958, American economist Galbrith first proposed the concept of "quality of life" in "Abundant Society", and the research on subjective quality of life derived from it is often referred to as "subjective happiness" research. Foreign modern happiness research originated in the 1960s. Wanner Wilson wrote the first review on happiness in 1967, "The Related Factors of Self-proclaimed Happiness", and made a systematic theoretical elaboration and general summary of the research on happiness. With the

rise of positive psychology, research on positive psychological states such as happiness has gradually become popular.

The Dutch scholar Joan proposed a five-dimensional model of happiness on the basis of previous research, which mainly includes: the emotional dimension includes three secondary indicators of job satisfaction, emotional exhaustion, and organizational commitment; the cognitive dimension refers to teachers' perceptions of identity and professional achievement. The social dimension includes three secondary indicators of teacher-student relationship, leadership relationship, and colleague relationship; the occupational dimension includes teachers' ability, ambition, and autonomy; the physical and mental health dimension refers to the physical and mental health of teachers.

Ryff in 1995 proposed a six-dimensional model of happiness without a set background, including self-acceptance: fully accepting one's strengths and weaknesses and making a positive evaluation of oneself; environmental control: being able to consciously control the environment. Control and choose the environmental conditions that are beneficial to oneself according to personal preferences; autonomy: act independently and decisively, act according to one's own inner thoughts, without being disturbed by the outside world; positive interpersonal relationship: maintain in the process of getting along with others Harmonious and harmonious relationship can gain sincere friendship; personal growth: often keep yourself in a state of continuous improvement, and hope to realize your own value; life purpose: have the pursuit of life direction and belief, and be able to maintain an optimistic attitude towards life.

Warr defines the concept of happiness in terms of the context of an individual's work, so that research can be conducted by combining people's work environment, work events, etc., when exploring how specific work characteristics affect people's happiness. A more comprehensive and accurate explanation. Warr believes that occupational happiness includes four main dimensions and one subordinate dimension.

Avey, J. B., Werning, T. S. and Luthans, F. discussed the importance of positive mental attitude and emotion for organizational change in happy workplace

organizations and how to promote employees to become more positive through psychological capital and emotional education In 2008.

To sum up, foreign research on happy workplace is relatively early, and different theories have been formed, and multi-dimensional models have been constructed. Research has not yet formed a unified model or guidelines, and there is no theory or model that can be fully drawn on. However, through the research on foreign theories and models of occupational happiness, it can provide a strong reference and reference for occupational happiness organization in Private Undergraduate Universities in China.

Domestic related research

The research on happiness in China can be traced back to the 1980s. The early researches mainly focused on the elderly, and most of the research was related to the mental health of the elderly. For example, Liu Rengang and Gong Yaoxian explored the correlation between the elderly's happiness and stress levels. Xu Lan et al. evaluated the happiness and depression of the widowed elderly in the elderly apartment, and found that there was a significant negative correlation between the happiness of the widowed elderly in the apartment and their depression, but there were very few studies on the adult population and other populations. From the 1990s to the early 2000s, researches on the happiness of other groups were gradually carried out, such as Chi Liping and Xin Ziqiang's research on urban adults' happiness and social support, Zhang Zhangwei and Liang Zhanpeng's research on athletes' satisfaction and self-esteem, and Yang Hongfei's research. Research on teachers' happiness, Wang Yanmei's research on the happiness of junior high school students, and Xu Huilan, Xiao Shuiyuan, Chen Jiping's research on the happiness of laid-off workers, etc. Since the beginning of this century, the research population has been expanded, and better self-edited happiness measurement tools have emerged. For example, Xing Zhanjun formulated four sets of Chinese residents' happiness scales and applied them to urban residents and urban elderly groups in Shandong Province. Showed good reliability and validity. Yan Biaobin, Zheng Xue, Qiu Lin, etc. compared the happiness of college students in mainland China, Hong Kong and the United States, and found that there was no

significant difference in the overall happiness level among the three regions, but life satisfaction was not significantly different in the three regions. There were significant differences in the dimensions of feeling, positive affect and negative affect. The main tools for measuring happiness in Chinese academia are:

The happiness Scale for Chinese Urban Residents (SWBS-CC) compiled by Xing Zhanjun, including experience of contentment and abundance, experience of mental health, experience of social confidence, experience of growth and progress, experience of goal value, experience of self-acceptance, experience of physical health, experience of mental balance, and experience of interpersonal Ten dimensions such as adaptation experience and family atmosphere experience.

Liu Rengang and Gong Yaoxian (1999, Memorial University of Newfoundland Happiness Scale MUNSH) revised and tried it out.

Duan Jianhua introduced and revised the General happiness Scale (GWB) in 1996.

Li Qing and Zhao Yujin revised in 2000 (Campbell happiness Scale).

The Positive and Negative Affect Scale (PANAS) compiled by Woson et al. in 1988, which was tried and revised in 2003 by Huang Li, Yang Tingzhong, and Ji Zhongmin.

Miao Yuanjiang started with the integration of subjective happiness (SWB) and psychological happiness (PWB), and constructed the Comprehensive happiness Questionnaire accordingly.

Taiwanese researcher Lu Luo compiled the Chinese Happiness Inventory. The scale contains 48 items, and the dimensions measured include positive affect, lack of negative affect, life satisfaction, and factors related to Chinese culture.

Zhang Hechuan and Li Runxian in 1994 conducted an empirical study on the psychosomatic health and subjective happiness of middle-aged teachers using a self-made happiness questionnaire. The content of the self-made subjective happiness questionnaire includes family, occupation, working conditions, achievements, interpersonal relationship and so on.

In 2004, China People.com used the "Work Happiness Index Questionnaire" to investigate and release the first "China Work Happiness Index Survey Report" in China.

It believed that the Chinese work happiness index was relatively low, and studied the influencing factors.

In 2017, Si Yeqing and Sun Chao explored the internal mechanisms and construction strategies of happy workplace organizations from the perspectives of behavioral science, micro sociology, and organizational science, and proposed path suggestions to promote the construction of happy workplace organizations.

In 2018, Yu Ta took a company as an example to explore the logic and practice of building a happy organization, and proposed strategies and techniques for designing and managing a happy workplace organization.

The above empirical research has many points for reference. Some of the dimensions and items of the scale can be used for reference in the study of happiness in Private Undergraduate Universities. However, considering the particularity of this group of Undergraduate Universities, a general happiness scale is used for their study. Measurements are carried out, and the question of adaptability remains to be further verified. Therefore, in order to understand the current situation of occupational happiness in Private Undergraduate Universities in Guangxi, China, it is necessary to compile a suitable questionnaire for the happiness of workplaces in Private Undergraduate Universities in Guangxi.

Chapter 3
Research Methodology

To achieve the following objectives, 1) to study the current situation of creating happy workplace organization in Private Undergraduate Universities in Guangxi. 2) To create Strategies for creating happy workplace organization in Private Undergraduate Universities in Guangxi. 3) To evaluate strategies for creating happy workplace organization in Private Undergraduate Universities in Guangxi. The researcher adopted the following research procedures:

1. Population and Sample Group
2. Research Instruments
3. Data Collection
4. Data Analysis

The population and Sample Group

The Population

The total population of this research was 2600. They were middle-level administrators, basic-level administrators and full-time teachers of 11 private undergraduate universities in Guangxi. Which involved private universities in Nanning, Guilin, Liuzhou, Beihai, and Chongzuo.

The Sample Group

According to Krejcie and Morgan (1970) sampling table, the sample size was 335. By using method of Stratified Random sampling and using Sample random sampling by population size from 11 private undergraduate universities in Guangxi. The sample distribution is shown in Table 3.1

Table 3.1 Table of sampling distribution

No.	University	City	Population	Sample Group
1	Nanning University	Nanning	436	56
2	Guangxi University of Foreign Languages	Nanning	337	43
3	Xiangsihu College of GuangxiMinzu University	Nanning	238	31
4	Faculty of Chinese Medicine Science Guangxi University of Chinese Medicine	Nanning	217	28
5	Shiyuan College of Nanning Normal University	Nanning	205	26
6	Nanning College of Technology	Nanning	185	24
7	Guilin University	Guilin	239	31
8	Guilin Institute of Information Technology	Guilin	179	23
9	Liuzhou Institute of Technology	Liuzhou	266	34
10	Beihai University of Art and Design	Beihai	186	24
11	Guangx iCity Vocational University	Chongzuo	112	15
total			**2600**	**335**

Information of Interviewees

The interviewees of this research were middle-level administrators and full-time teachers representatives from private undergraduate universities in Guangxi. Considering the coverage of universities in different disciplines, the interviewees were selected 5 universities from 11 private undergraduate universities in Guangxi as a sample group, including Nanning University (Engineering), Guangxi Institute of Foreign Languages (Liberal Arts), Guilin University (Science), Faculty of Chinese Medicine Science Guangxi University of Chinese Medicine (Medical Sciences), and Beihai Institute of Art and Design (Arts). 2

people were selected from each university, and a total of 10 people were interviewed. The interviewees were required to have the following qualifications: 1) more than 10 years of work experience in Private University in Guangxi, 2) holding the professional of associate professor or above. 3) middle-level administrators or full-time teachers in Private University in Guangxi.

Evaluation experts

Five experts were invited to evaluate the strategies, who have studied educational policies and regulations about private universities in Guangxi, as well as experts and professors who have been engaged in educational administration in private universities in Guangxi for more than 10 years, and hold the professional of associate professor or above.

Research Methods and Steps

This research comprehensively utilized research methods such as literature review, questionnaire survey, interview, and expert evaluation. In order to check the accuracy of the data, this research included both quantitative and qualitative data. A questionnaire survey was designed on the construction of happy workplace organization for private undergraduate universities in Guangxi, which surveyed middle-level administrators, basic administrators and full-time teachers from 11 private undergraduate universities in Guangxi. A structured interview outline was designed. According to the nature of the discipline of Guangxi private undergraduate universities, middle-level administrators and full-time teachers from 5 universities, including Nanning University (Engineering), Guangxi Institute of Foreign Languages (Liberal Arts), Guilin University (Science), Faculty of Chinese Medicine Science Guangxi University of Chinese Medicine (Medical Sciences), and Beihai Institute of Art and Design (Arts), 2 people were selected from each university, and a total of 10 people were selected as the interviewees. A strategy for creating happy workplace organization for private undergraduate universities in Guangxi was proposed, and five experts were invited to evaluate the adaptability of the strategies implementation. The research steps are as follows:

Step 1: Set up research ideas.

By reviewing relevant literature of domestic and abroad, learn about

theoretical research on self-determination theory (SDT), expectancy theory, occupational happiness theory, hierarchy of needs theory, and other theories , master the current situation of creating happy workplace organization in universities at domestic and abroad, as well as relevant theories and concepts on creating happy workplace organization, clarify research objectives, and develop research plans.

Step 2: Design and survey questionnaire.

On the basis of reviewing relevant literature at domestic and abroad, this research sorted out the current situation on creating happy workplace organization in private undergraduate universities in Guangxi, and four variables were sorted out, they were: internal management mechanism, external environment, interpersonal relationship, and organizational atmosphere, then designed and compiled corresponding questionnaires based on the four variables. On this basis, a questionnaire survey was conducted among administrators and teachers of private universities in Guangxi. The factors influencing the organization of happy workplace in private universities in Guangxi were analyzed and validated with reliability and validity, then analyzed the current situation of happy workplace organization in private universities in Guangxi.

Step 3: Design a structured interview outline.

Based on the results of the questionnaire analysis, a structured interview outline was designed, which mainly included the problems and suggestions for improvement on the internal management mechanism, external environment, interpersonal relationship, and organizational atmosphere of private undergraduate universities in Guangxi. On this basis, structural interviews were conducted to study the strategies of happy workplace organization in private universities in Guangxi.

Step 4: Evaluate the adaptability of the strategies.

The evaluation experts evaluate the adaptability and feasibility of the strategies. The evaluation results would have served as a strategic basis for creating happy workplace organization in private undergraduate universities in Guangxi. The research methodology and steps and research progress are shown in Figure 3.1 and Figure 3.2.

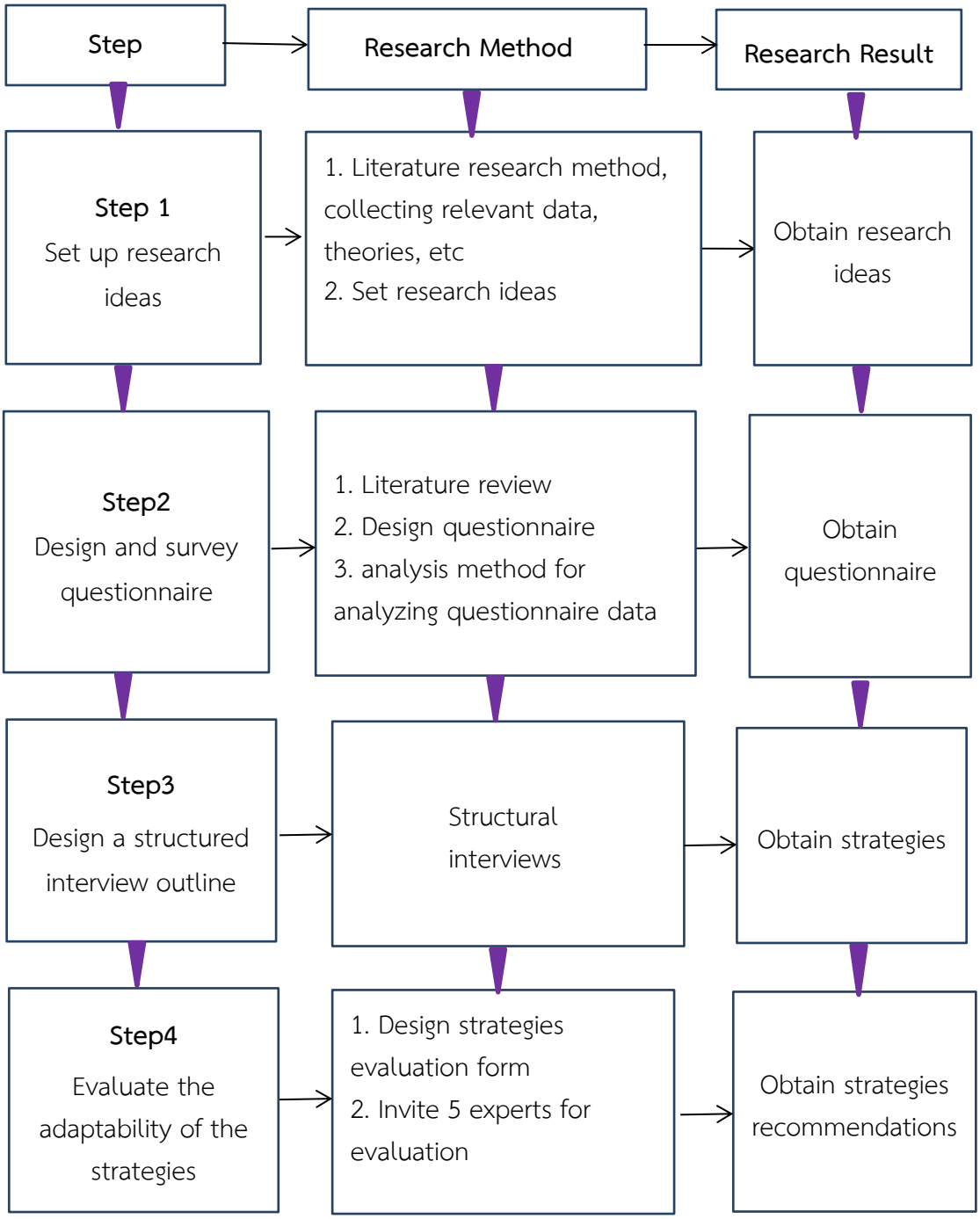


Figure 3.1 Research methodology and step

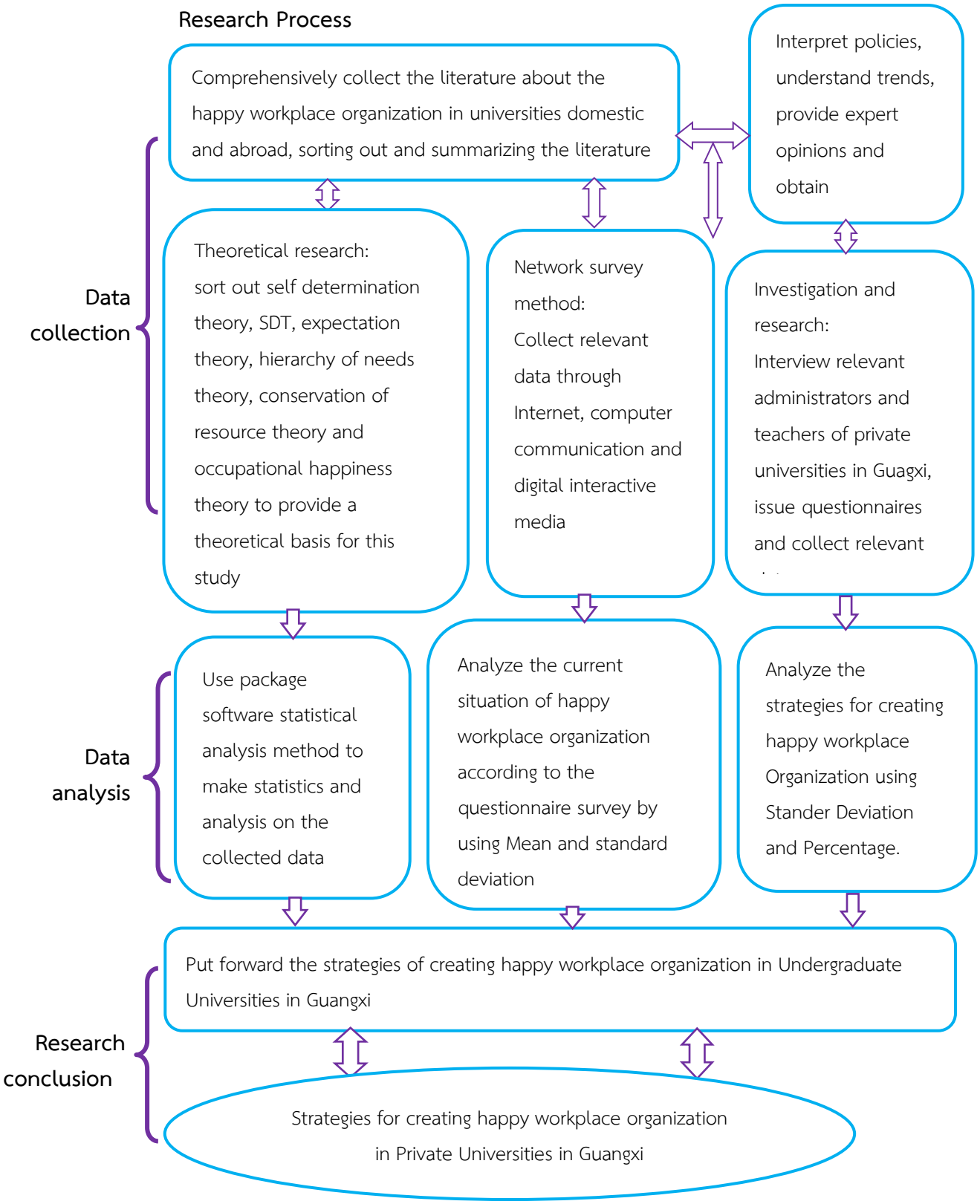


Figure 3.2 Research Progress

Research Instruments

Research instruments

The research instruments used in this research include: questionnaire, structural interview form, and strategies evaluation form.

Design Research Instruments

1. Questionnaire

The questionnaire was divided into two parts. The first part was personal information, which included Gender, Age, Status, Education, Professional, Teaching Experience, Position, Working experience in current position, Teaching period and Income/month (CNY). The second part was the questionnaire on the current situation of creating happy workplace organization in private universities in Guangxi. The questionnaire survey was conducted with Likert's five-level scale. The respondents were asked to evaluate according to the actual situation of happy workplace organization of private universities. The evaluation was: 5 very satisfied, 4 satisfied, 3 average, 2 dissatisfied, 1 very dissatisfied. The contents and problems are arranged in the order of internal management mechanism, External environment, Interpersonal relationship, Organizational atmosphere.

2. Structural interview form

According to the analysis results obtained from the questionnaire, structural interview questions were set up , which based on the four influencing factors of the happy workplace of private university in the internal management mechanism, external environment, interpersonal relationship and Organizational atmosphere, and conduct structured interviews with administrators and full-teachers from 5 private undergraduate universities in Guangxi.

3. Evaluation form

According to results of the questionnaire survey and interview, strategies of creating happy workplace in private universities in Guangxi was proposed, the strategies implementation evaluation table was designed, and 5 experts were invited to evaluate the adaptability and feasibility of the implementation of the strategies.

Check the Quality of Research Instruments

1. Questionnaire

This research designed a questionnaire based on references, data, operational definitions of variables, and a variable measurement framework related to variable measurement, listed the questions to be collected, and compiled the questionnaire's questions. To verify the consistency and adaptability of the questions, before issuing the questionnaire, the researcher submitted the questionnaire to five experts, who were invited to evaluate the questions based on appropriate and inappropriate operational definitions. On this basis, the corresponding indicators (project goal consistency index: IOC=1) and operational definitions for each issue are calculated. The index for finding each problem is 1. It can be concluded that each issue was consistent with the operational definition. At the same time, using Package Software to analyze the reliability and validity of the questionnaire, it was found that the reliability of Cronbach's Alpha is .970.

2. Structural interview form

After obtaining the analysis results of questionnaire on the current situation of happy workplace organization in private undergraduate universities in Guangxi, the researcher designed the interview questions, mainly focusing on the problems and suggestions on internal management mechanisms, external environment, interpersonal relationships, and organizational atmosphere.

3. Evaluation form

Five experts were invited to evaluate the evaluaton form, who have formulated education policies and regulations for Guangxi private universities and professors who have engaged in education administration for more than 10 years in private undergraduate universities in Guangxi .They mainly used the form of a five-level scoring table, namely, highest, high, average, low, and lowest. Each expert can only choose one level. The evaluation results showed that the adaptability of strategies is at a highest level ($\overline{X}$ =4.55), and the feasibility of the strategies is at a high level ($\overline{X}$ =4.45).

Data Collection

The Researcher collected data based on the type and steps of research instruments. The details are as follows:

1. Questionnaire.

Questionnaire distribution: The researchers distributed the questionnaire to 11 private undergraduate universities in Guangxi from December 1, 2022 to December 16, 2022. Middle-level administrators and full-time teachers from these universities were asked to fill out the questionnaire. On this basis, the researcher collected and organized the questionnaire data.

2. Interviews

The researcher conducted interviews with 10 respondents in various forms, including face-to-face interviews, telephone interviews, and online interviews, with the interview time controlled within 30 minutes. On this basis, the researcher collected and organized the interview content.

3. Strategies evaluation

The researcher sent the strategies evaluation form to 5 experts and asked them to evaluate the strategies. On this basis, the researcher collected the strategies evaluation form and organize experts' evaluation opinions.

Data Analysis

1. Questionnaire

Before analyzing the data, the researcher first checked the validity and completeness of the data, and deleted erroneous, invalid, or incomplete data, selecting a complete and valid questionnaire for organization. Next, performed data analysis in two steps, including preliminary analysis and in-depth analysis. The details are as follows:

(1) Preliminary analysis: It mainly analyzed statistical data that meets the research objectives, analyzed the data characteristics of each research variable, and analyzes the background of the sample, including Gender, Age, Status Education, Professional Teaching Experience, Position, Working experience in current position,

Teaching period and Income/month (CNY), which were analyzed by Frequency and Percentage.

(2) In depth analysis: To achieve the research objectives, the variables were analyzed by mean and standard deviation.

2. Interviewees

The interviewees of this research were middle-level administrators and full-time teacher representatives from private undergraduate universities in Guangxi. Considering the coverage of universities in different disciplines, the interviewees were selected 5 universities from 11 private undergraduate universities in Guangxi as a sample group, including Nanning University (Engineering), Guangxi Institute of Foreign Languages (Liberal Arts), Guilin University (Science), Faculty of Chinese Medicine Science Guangxi University of Chinese Medicine (Medical Sciences), and Beihai Institute of Art and Design (Arts). 2 people were selected from each university, and a total of 10 people were interviewed. The interviewees were required to have the following qualifications: 1) more than 10 years of work experience in Private University in Guangxi, 2) holding the professional of associate professor or above. 3) middle-level administrators or full-time teachers in Private University in Guangxi. To achieve the research objectives, the Content Analysis was used to analyze the content collected from interviews.

3. Evaluate the adaptability and feasibility of the strategies

In order to achieve the research objectives, the researcher analyzed the adaptability and feasibility of the strategies by using mean and standard deviation.

Statistics for data analysis

The statistics used for data analysis in this research are as follows:

1. Frequency distribution and percentage were used to analyze the distribution of the samples' information of private undergraduate universities in Guangxi, including gender, age, status, education, professional, teaching experience, position, working experience in current position, teaching period, income.

2. Mean and standard deviation were used to analyze the influencing factors of the four variables of internal management mechanism, external environment,

interpersonal relationship and organization atmosphere on the happy workplace organization in Private Undergraduate Universities in Guangxi.

2. Mean and standard deviation were used to analyze the current situation of happy workplace organization in private undergraduate universities in Guangxi.

3. Mean and standard deviation were used to analyze the adaptability and feasibility of implementing of the strategies on creating happy workplace organization in private undergraduate universities in Guangxi.

Data Interpretation

As for the mean analysis of the strategies on creating happy workplace organization in private undergraduate universities in Guangxi, the researchers defined criteria 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	Low level
1.00-1.50	Refer to	Lowest level

After the evaluation of the adaptability and feasibility of the strategies on creating happy workplace organization in private undergraduate universities in Guangxi, the researchers defined criteria 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	Low level
1.00-1.50	Refer to	lowest level

Chapter 4

Result of Analysis

The research objectives of the strategies for creating a happy workplace organization in Private Undergraduate Universities in Guangxi : 1) To study the current situation of strategies for creating happy workplace organization in Private Undergraduate Universities in Guangxi. 2) To create Strategies for creating happy workplace organization in private Undergraduate Universities in Guangxi. 3) To evaluate the strategies for creating happy workplace organization in Private Undergraduate Universities in Guangxi. The researcher sent a questionnaire to the sample group of 11 Private Universities in Guangxi, of which the number of the sample groups was 335. The Relevant research data was devided info four section as following:

1. The first section is the personal information of administrators and full-time teachers in Private Undergraduate Universities in Guangxi, including gender, age, status, education, professional, teaching experience, position, working experience in current position, teaching period and income.

2. The second section is the analysis results of the questionnaire on the current situation of creating Happy Workplace Organization in Private Undergraduate Universities in Guangxi.

3. The third section is the interview and analysis result of the strategies of Creating happy workplace in Private Undergraduate Universities in Guangxi.

4. The fourth section is evaluation results of the Implementation of Creating Happy Workplace Strategies in Private Undergraduate Universities in Guangxi

The first section: Personal information of administrators and Full-time teachers in Private Undergraduate Universities in Guangxi, including Gender, Age, Status Education, Professional Teaching Experience, Position, Working experience in current position, Teaching period and Income/month (CNY), as which is shown in table 4.1

Table 4.1 Personal Information **(n=335)**

	Personal Information	Number of people	Percentage
Gender	Male	119	35.5
	Female	216	64.5
	Total	**335**	**100**
Age	30 years old or below	70	20.9
	31-39 years old	173	51.6
	40-49 years old	74	22.1
	50-59 years old	14	4.2
	60 years old and above	4	1.2
	Total	**335**	**100**
Staus	Unmarried	77	23.0
	Married	258	77.0
	Total	**335**	**100**
Education	Bachelor,s degree	75	22.4
	Master's degree	250	74.6
	Doctor's degree	10	3.0
	Total	**335**	**100**
Professional	Non-Position	31	9.3
	Assistant	41	12.2
	Lecturer	145	43.3
	Associate professor	102	30.4
	Professor	16	4.8
	Total	**335**	**100**
Teaching Experience	within 3 year	69	20.6
	3 - 5 years	56	16.7
	6-10 years	87	26.0
	11 -15 years	82	24.5
	16 -20 years	24	7.2
	More than 20 years	17	5.1
	Total	**335**	**100**

Table 4.1 (continued)

	Personal Information	Number of people	Percentage
Position	Middle-level administrators	47	14.0
	Basic-level administrators	96	28.7
	Full time teachers	192	57.3
	Total	**335**	**100**
Work experience in current position	Within 3 years	102	30.4
	3 - 5 years	84	25.1
	6-10 years	92	27.5
	11 - 15 years	45	13.4
	16 -20 years	6	1.8
	More than 20 years	6	1.8
	Total	**335**	**100**
Teaching period	5 periods	102	30.4
	6-10 periods	59	17.6
	11-15 periods	45	13.4
	16-20 periods	92	27.5
	21-25 periods	24	7.2
	More than 25 periods	13	3.9
	Total	**335**	**100**
Income(per month ,CNY)	Less than 4000 CNY	21	6.3
	4000-6000 CNY	184	54.9
	6000-8000 CNY	86	25.7
	More than 8000 CNY	44	13.1
	Total	**335**	**100**

According to Table 4.1 it can be found that the female interviewees are 216, accounting for 64.5%, male are 119, accounting for 35.5%. Most of the participants are between 31 to 39 years old, with 173 people, accounting for 51.6%, followed by 40-49 years old, with 74 people, accounting for 22.1%; Married respondents accounted for 77%; Among the respondents, the majority are master's degrees, with 250, accounting for 74.6%; The majority of respondents was lecturer , with 145

people accounting for 43.3%, followed by associate professors, accounting for 30.4%, and professors , accounting for 4.8%; The majority of respondents have a teaching experience of between 6-10 years, accounting for 26%, followed by between 11-15 years, accounting for 24.5%, and the minimum teaching experience of over 20 years, accounting for 5.1%; Most are full-time teacher positions, with 192 people, accounting for 57.3%, 96 Basic administrators accounting for 28.66%, and 47 middle-level administrators accounting for 14%; Among the interviewees, the largest number of Working experience in current was with 3 years, with 102, accounting for 30.4%, follow by 6-10 years, with 92, accounting for 27.5%, the number of 16-20 years and more than 20 years were the smallest, both with 6, accounting for 1.8%; Among the interviewees, the largest number of teaching period was under 5 periods, with 102, accounting for 30.4%, followed by 16-20 periods, with 92, accounting for 27.5%, over 25 periods was the smallest, with 13, accounting for 3.9%. Among the respondents, the highest monthly income was 4000-6000 CNY, with 184, accounting for 54.9%, followed by 6000-8000 CNY, with 86, accounting for 25.7%, followed by over 8000 CNY, with 44, accounting for 13.1%, and the lowest income was below 4000 CNY, with 21, accounting for 6.3%.

The second section: The analysis results of the questionnaire on the current situation of creating happy workplace organization in Private Undergraduate Universities in Guangxi.

Reliability and Validity analysis of research variables

Based on the questionnaire survey, this research analyzed the data on the internal management mechanism, external environment, interpersonal relationship, and organizational atmosphere of creating happy workplace organization in private undergraduate universities in Guangxi, and obtained the mean and standard deviation. At the same time, exploratory factor analysis was used to test the reliability and validity of each variable. Through factor analysis, the data variables in the questionnaire are relevant.

Table 4.2 Analysis of Current Situation for Creating Happy Workplace Organization in Private Undergraduate Universities in Guangxi (n=335)

Happy Workplace	$\overline{X}$	S.D.	Level	Rank
1. Internal management mechanism	3.17	0.72	Medium	4
2. External environment	3.19	0.72	Medium	2
3. Interpersonal relationship	3.18	0.74	Medium	3
4. Organizational atmosphere	3.21	0.78	Medium	1
Total	**3.19**	**0.74**	**Medium**	

According to Table 4-2, It can be found that the current situation of creating happy workplace organization in 4 aspects ranged was at medium level ($\overline{X}$ = 3.19). Considering the results of this research aspects ranged from the highest to the lowest level were as follow, the highest level was Organization atmosphere($\overline{X}$ = 3.21), followed by External environment ($\overline{X}$ = 3.19), and Internal management mechanism was the lowest ($\overline{X}$ = 3.17).

Analysis of Current Situation of Research Variable

This research mainly used Mean and Standard Deviations to analyze the situation of each variable.

Analysis of current situation of internal management mechanism

Table 4.3 Analysis of current internal management mechanism (n=335)

Internal management mechanism	$\overline{X}$	S.D.	Level	Rank
1. The rules and regulations and work processes of the university are complete	3.31	1.01	medium	1
2. The management system of the university is fair, objective and reasonable	3.09	1.02	medium	5
3. The work process of the university is clear and efficient	3.06	1.01	medium	7

Table 4.3 (continued)

Internal management mechanism	$\overline{X}$	S.D.	Level	Rank
4. The university has complete teaching facilities and equipment	3.30	0.89	medium	2
5. The relationship between responsibility and power of the university is clear	3.20	0.91	medium	4
6. The campus environment is beautiful and pleasant	3.28	0.78	medium	3
7. Income matches work effort	3.07	1.03	medium	6
Total	**3.17**	**0.95**	**medium**	

According to Table 4.3, it can be found that the current situation of internal management mechanism in 7 projects was at a medium level($\overline{X}$ = 3.17), Considering the results of this research projects ranged from the highest to the lowest level were as follow, "1. The rules and regulations and work processes of the university are complete" was the highest ($\overline{X}$ =3.31), followed by "4. The university has completed teaching facilities and equipment" ($\overline{X}$ =3.30), and "3. The work process of the university is clear and effective" was the lowest ($\overline{X}$ = 3.06).

Analysis of current situation of External environment

Table 4.4 Analysis of current External environment (n=335)

External environment	$\overline{X}$	S.D.	level	Rank
1. The state and local governments have formulated complete policies and regulations on Private Universities.	3.14	0.92	medium	6
2. The policies and regulations of private universities issued by the state and local governments are objective and reasonable	3.13	0.92	medium	7

Table 4.4 (continued)

External environment	$\overline{X}$	S.D.	level	Rank
3. Private universities are strong in implementing national policies and regulations	3.17	0.89	medium	5
4. Recognition and support from higher education administrative departments	3.29	0.81	medium	1
5. Social respect and confirm the private universities	3.24	0.91	medium	2
6. Enterprises and industries support and cooperate with private universities	3.19	0.92	medium	4
7. Students' parents confirm, support and cooperate with the private universities.	3.20	0.87	medium	3
Total	**3.19**	**0.89**	**medium**	

According to Table 4.4, it can be found that the current situation of External environment in 7 projects were at a medium level($\overline{X}$ =3.19), Considering the results of this research projects ranged from the highest to the lowest level were as follow, “4.Recognition and support from higher education administrative departments” was the highest($\overline{X}$ =3.29), followed by “5.Social respect and confirm the Private Universities”,(($\overline{X}$ = 3.24), and “2.The policies and regulations of private universities issued by the state and local governments are objective and reasonable” was the lowest($\overline{X}$ = 3.13).

Analysis of current situation of Interpersonal relationship

Table 4.5 Analysis of Interpersonal relationship (n=335)

Interpersonal relationship	$\overline{X}$	S.D.	Level	Rank
1. Teachers care about each other.	3.24	0.83	medium	3
2. Teachers help each other.	3.21	0.79	medium	5
3. Teachers have a harmonious relationship and share information with each other.	3.22	0.80	medium	4
4. Teachers can discuss operational issues in an open, direct and constructive manner	3.04	0.85	medium	6
5. Teachers can freely talk with their superiors about work issues	3.03	0.97	medium	7
6. The relationship between teachers and students is harmonious.	3.26	0.80	medium	2
7. The relationship between students is harmonious.	3.27	0.78	medium	1
Total	**3.18**	**0.83**	**medium**	

According to Table 4.5, it can be found that the current situation of Interpersonal relationship in 7 projects was at a medium level($\overline{X}$ =3.18), Considering the results of this research projects ranged from the highest to the lowest level were as follow, “7.The relationship between students is harmonious.” was the highest($\overline{X}$ =3.27), followed by “6.The relationship between teachers and students is harmonious”($\overline{X}$ =3.26), and “5.Teachers can freely talk with their superiors about work issues” was the lowest($\overline{X}$ = 3.03).

Analysis of current situation of Organization atmosphere

Table 4.6 Analysis of Organizational atmosphere (n=335)

Organizational atmosphere	$\overline{X}$	S.D.	Level	Rank
1. The leadership has a good management concept and attaches importance to the personal feelings of teachers and students.	3.26	0.93	medium	2
2. The management of the university has clear rights and responsibilities, and teachers and students know to whom can be found to solve problems	3.24	0.93	medium	4
3. The university has clear rewards and punishments, and teachers have a strong sense of work achievement and happiness	3,25	0.98	medium	3
4. Teachers' new ideas are easily accepted by leaders	3.27	0.90	medium	1
5. The relationship between teachers and leaders is harmonious and friendly	3.22	0.77	medium	5
6. Teachers often communicate with the leaders each other outside their work	3.12	0.97	medium	6
7. Teachers communicate with the students Closely.	3.11	0.94	medium	7
Total	**3.21**	**0.92**	**medium**	

According to Table 4.6, it can be found that the current situation of Organizational atmosphere in 7 projects was at a medium level($\overline{X}$ =3.21), Considering the results of this research projects ranged from the highest to the lowest level were as follow, “4.Teachers' new ideas are easily accepted by leaders” was the highest($\overline{X}$ =3.27), followed by “1.The leadership has a good administration

concept and attaches importance to the personal feelings of teachers and students."($\overline{X}$ =3.26), and "7. Teachers communicate with the students Closely. " was the lowest($\overline{X}$ = 3.11).

The third section: Interview and Analysis Result of the strategies for Creating Happy Workplace in Private Undergraduate Universities in Guangxi.

According to the interview outline designed by the researcher, this research selected 5 Universities from 11 Private Undergraduate Universities in Guangxi as a sample group, which included Nanning University, Guangxi University of Foreign Languages, Guilin University, Faculty of Chinese Medicine Science Guangxi University of Chinese Medicine, and Beihai University of Art and Design. A total of 10 people from the above 5 universities were interviewed by structured interviews, including middle-level administrators, basic-level administrators and full-time teachers, all these interviewees have professional of associate professor or above and have worked in private undergraduate university in Guangxi for more than 10 years. The list of interviewees is shown in Table 4.7:

Table 4.7 Information of Interviewees

No.	Position	Experience	University
Interviewee 1	Middle-level administrator/ associate professor	17	Nanning University
Interviewee 2	full-time teacher/ professor	15	Nanning University
Interviewee 3	Middle-level administrator	14	Guangxi University of foreign Languages
Interviewee 4	full-time teacher/ associate professor	13	Guangxi University of foreign Languages
Interviewee 5	Middle-level administrator/ associate professor	15	Guilin University

Table 4.7 (continued)

No.	Position	Experience	University
Interviewee 6	full-time teacher/ associate professor	11	Guilin University
Interviewee 7	Middle-level administrator/ associate professor	14	Faculty of Chinese Medicine Science Guangxi University of Chinese Medicine
Interviewee 8	full-time teacher/ professor	16	Faculty of Chinese Medicine Science Guangxi University of Chinese Medicine
Interviewee9	Middle-level administrator/ associate professor	11	Beihai university of Art and Design
Interviewee10	full-time teacher/ professor	12	Beihai university of Art and Design

The details of the interview are as follows:

Interviewee 1

1. What problems do you think private undergraduate universities have in terms of internal management mechanisms?

The corporate governance structure of private universities is incomplete, and the construction of internal institutions and modern systems lags behind.

There are problems with family-based management and a unified organizer in private universities

The implementation of the president responsibility system under the leadership of the chairman of a private university is not smooth.

2. What suggestions do you have for the internal management mechanism of private undergraduate universities?

Build a modern university system, improve the governance structure and charter of the university.

Establish a management committee or board of directors according to law, which shall exercise decision-making power in accordance with laws, regulations, and the university's articles of association.

Strengthen the principal responsibility system under the leadership of the chairman of the board, and promote standardized and scientific education

Strictly implement the financial, conference, and asset management systems, ensure that the fees collected by private schools are mainly used for educational and teaching activities, and prevent misappropriation of school assets, withdrawal, or misappropriation of school funds.

3. What problems do you think private undergraduate universities have in terms of external environment?

Compared to the public universities, the support of higher education administrative departments for private universities appears to be very small.

The recognition of private universities in society is not high. In the same competition, private universities need to make greater efforts to obtain the same recognition as public universities.

4. What suggestions do you have for optimizing the external environment of private undergraduate universities?

Higher education administrative departments have given more encouragement and recognition to private universities.

(2) Policies have been issued at the national level to guide enterprises and industries to (support and participate in the talent cultivation and construction of private universities.

(3) Private universities increase publicity efforts to win social support and recognition

5. What problems do you think private universities have in interpersonal relationship?

(1) The interpersonal relationship between teachers is tense due to the arrangement of curriculum teaching tasks, honors, allocation of projects and platforms, and competition.

(2) The hierarchical relationship is too clear, the nepotism relationship is serious, and there is no standardized communication mechanism established between teachers, teachers, and superiors.

6. What suggestions do you have for building harmonious interpersonal relationship in private universities?

(1) To Build a good school spirit, teaching style, and quality culture.

(2) In accordance with the principle of appointing people on merit and avoiding relatives, we will improve the talent recruitment and introduction mechanism, introduce a regular communication and exchange mechanism between leading cadres and faculty, and provide special funding support.

7. What problems do you think private undergraduate universities have in terms of organizational atmosphere?

(1) The working environment and atmosphere in private universities are poor,.

(2) There are few communication platforms between leaders and teachers, and mutual understanding and respect are insufficient. There is less communication between teachers and students, and there is a lack of understanding and respect between them.

8. What suggestions do you have for private undergraduate universities to create a good organizational atmosphere?

(1) Create a good working environment and salary treatment, strengthen the participation of teaching staff in the construction of the school, and create a relaxed working and living environment.

(2) Establish a communication platform and establish a long-term communication mechanism to facilitate communication and communication among teachers, teachers and leaders, and teachers and students, in order to enhance mutual understanding and respect.

Interviewee 2

1. What problems do you think private undergraduate universities have in terms of internal management mechanisms?

(1) The internal management of private universities lacks a long-term mechanism

(2) The internal management policies and systems of private universities are constantly changing.

(3) The internal workflow of private universities is complex or unclear

2. What suggestions do you have for the internal management mechanism of private undergraduate universities?

(1) Establish a long-term management mechanism to ensure the rationality and durability of policies and systems.

(2) Simplify the workflow and establish an informationized and formalized workflow

3. What problems do you think private undergraduate universities have in terms of external environment?

(1) Private universities have a low social status

(2) Private universities have a low social reputation

(3) High pressure to compete with public universities

4. What suggestions do you have for optimizing the external environment of private undergraduate universities?

(1) Private universities should stabilize their scale, improve their quality, and enhance their social status.

(2) Private universities should enhance their awareness and ability to serve the society in order to expand their influence, win public praise, and form a brand.

(3) The government should provide sufficient policy support to private universities to reduce the competitive pressure between private and public universities.

5. What problems do you think private universities have in interpersonal relationship?

(1) Compared to public universities， teachers of private university have a relatively low sense of gain, happiness, and security.

(2) The unstable teaching team and weak sense of belonging among teachers have led to unstable relationship between teachers and private universities, as well as between teachers and students.

(3) The relationship between teachers and students, superiors and subordinates, and colleagues in private universities is not as stable as that of public schools.

6. What suggestions do you have for building harmonious interpersonal relationship in private universities?

Private universities should establish and improve management and communication mechanisms, enhance humanistic care, and make teachers' sense of gain, happiness, and security more substantial, secure, and sustainable.

7. What problems do you think private undergraduate universities have in terms of organizational atmosphere?

(1) Private universities lack humanistic care;

(2) Private universities lack organizational guarantees

(3) Private universities lack organizational trust.

8. What suggestions do you have for private undergraduate universities to create a good organizational atmosphere?

(1) Private universities should allow teachers to share their gains with the organization as soon as possible;

(2) Private universities should allow teachers to find organization and receive effective help as soon as possible when they are in difficulty;

(3) When teachers encounter problems, it is the organization that first receives attention or assistance.

Interviewee 3

1. What problems do you think private undergraduate universities have in terms of internal management mechanisms?

(1) The internal management mechanism is not sound and complete, such as the failure to establish a retirement management mechanism for employees, the failure to establish an incentive mechanism, and the lack of clarity in the work process leading to disputes between departments, and the unclear power and responsibility relationship between internal partners.

(2) As many leaders of private colleges and universities come from public universities, the management also follows the model of public schools. However, the

development situation, development goals, and resources of public and private colleges and universities are different, and blindly replicating the management model is not suitable for the development of private colleges and universities

2. What suggestions do you have for the internal management mechanism of private undergraduate universities?

(1) Establish and improve internal management mechanisms with reference to public universities, such as implementing a rank system, establishing a staff retirement management department, revising work responsibilities, reorganizing work processes, and establishing internal coordination mechanisms.

(2) Design a management mechanism based on the school's development goals, development situation, and existing resources

3. What problems do you think private undergraduate universities have in terms of external environment?

(1) Social recognition of private universities is not high, and talent recruitment is difficult

(2) Private universities generally have a short time to establish and insufficient precipitation

(3) Insufficient government funding for private universities

4. What suggestions do you have for optimizing the external environment of private undergraduate universities?

(1) Private universities should adhere to quality development and enhance social recognition in order to attract talents.

(2) Innovative development ideas and multi-channel resource mobilization

(3) Seek government support and raise funds from multiple sources

5. What problems do you think private universities have in interpersonal relationship?

(1) Due to the imperfect management mechanism and reward and punishment system of private universities, there is a lack of understanding between teachers and leaders within the organization, affecting the harmony and stability of interpersonal relationship.

(2) The management concept cannot keep pace with the change of the situation, the incentive mechanism is absent, and the rights and responsibilities of the management layer are unclear.

(3) Due to societal bias towards private universities, there is mutual distrust between teachers and students in private universities, and when encountering problems, they fail to explore the true causes of the problems. The teacher's judgment on students is that the students in private schools have poor student sources, and students' evaluation of teachers is that the teachers in private schools are not of good quality.

6. What suggestions do you have for building harmonious interpersonal relationship in private universities?

(1) Private universities should establish and improve a fair, fair and open management system, make the responsibilities and powers within the organization clear, make rewards and punishments transparent, reduce unnecessary suspicion between teachers and students, and establish harmonious and stable campus interpersonal relationship.

(2) Implement the development concept of focusing on teachers and students, improve management models, establish and improve incentive mechanisms.

(3) Establish and implement the student-centered educational philosophy among teachers, with no discrimination for all. For students, strengthen education on universities history and sentiment, and enhance their sense of identification with the universities.

7. What problems do you think private undergraduate universities have in terms of organizational atmosphere?

(1) Due to the lack of national staffing, teachers lack a sense of occupational security and are highly mobile compared to other public universities

(2) Build a development platform for teachers and create a good organizational atmosphere,

(3) Develop and implement a fair and reasonable salary system.

8. What suggestions do you have for private undergraduate universities to create a good organizational atmosphere?

(1) Private universities should implement welfare benefits for standard public universities or similar universities

(2) Improve the sense of belonging and identity of faculty members through multiple approaches

Interviewee 4

1. What problems do you think private undergraduate universities have in terms of internal management mechanisms?

(1) The management system is not sound,

(2) The implementation of the system is not in place, and the color of rule by man is relatively strong

(3) The income of teaching staff is low and their sense of belonging is not strong

2. What suggestions do you have for the internal management mechanism of private undergraduate universities?

(1) Establish a sound management system and give full play to the flexible management system of private universities

(2) Improve scientific, reasonable, fair, and efficient systems and mechanisms, improve the treatment of teaching and administrative staff, and create an atmosphere in which cadres can move up and down, salaries can increase or decrease, and teachers can move in and out.

3. What problems do you think private undergraduate universities have in terms of external environment?

(1) Public opinion has a poor overall perception of private universities,

(2) The education management department does not pay enough attention and lacks relevant support policies and efforts

4. What suggestions do you have for optimizing the external environment of private undergraduate universities?

(1) Policies and measures to support private colleges and universities have been introduced from top to bottom, focusing on supporting non-profit private colleges and universities with good foundation and great development potential;

(2) The government should strengthen publicity and guidance for private universities to enhance their image

(3) The government should strengthen the supervision and management of private universities, standardize school running behavior, and minimize the emergence of public opinion.

5. What problems do you think private universities have in interpersonal relationship?

(1) Individual private colleges and universities have a strong color of family management and enterprise operation, resulting in poor relations between leaders and subordinates, as well as teachers. (2) Due to the high turnover rate, the relationship between teachers is average.(3) Due to the overall low level of teachers, students have low expectations of teachers, and the teacher-student relationship is average.

6. What suggestions do you have for building harmonious interpersonal relationship in private universities?

(1) Further improving fair and efficient policy systems. (2) Improving teacher welfare and humanistic care. (3) Strengthen the construction of campus culture and enhance the sense of ownership of teachers and students; (4) Implement the concept of student centered work to improve convenience for students' study and life

7. What problems do you think private undergraduate universities have in terms of organizational atmosphere?

(1) The overall management level of the leadership is not high, the management is relatively casual, and lacks fairness and justice;(2) The communication channels between teachers and students are not many, the frequency is not high, the feelings are not deep, and the sense of honor and belonging to the school is not strong.

8.What suggestions do you have for private undergraduate universities to create a good organizational atmosphere?

(1) Expand the channels for teachers and students to participate in campus governance. (2) Attaching importance to listening to and handling the demands of teachers and students, and increasing humanistic care. (3) Strengthen publicity and create a warm campus atmosphere.

Interviewee 5

1. What problems do you think private undergraduate universities have in terms of internal management mechanisms?

(1) There are two reasons why private universities have not released the flexibility they should have. The first is that the evaluation mechanism, supervision, and review of such schools by the state, government, or education departments are often based on or refer to the institutional standards of public schools, and there is a lack of targeted introduction of supporting policies suitable for private universities.(2) The management of private universities mostly comes from public universities, and their management and reform effects on private schools are not obvious.

2. What suggestions do you have for the internal management mechanism of private undergraduate universities?

(1) To solve the problem of management mechanism, first of all, the national level should organize private school administrators, scholars, and relevant research experts to carry out policy research, and introduce and improve specific policies. (2) In selecting and hiring administrators of private universities, in addition to considering their professional abilities, it is also necessary to emphasize research on the management and reform of private undergraduate universities, and have a full understanding of the management mechanism, flexibility, and development of such schools.

3. What problems do you think private undergraduate universities have in terms of external environment?

The main reason for the external environment is also a series of problems caused by a series of management and evaluation mechanisms led by the government. The simplification of evaluation undoubtedly directly constrains the

development of schools. Social recognition of private colleges and universities also applies public evaluation indicators, which naturally makes it difficult to obtain reasonable ratings and recognition.

4. What suggestions do you have for optimizing the external environment of private undergraduate universities?

The construction of a top-down system and mechanism should be the first step. The transformation of the social evaluation mechanism can only be achieved through state-led diversified education, school-based education, aptitude based evaluation, policy support, and thematic research and reform.

5. What problems do you think private universities have in interpersonal relationship?

(1) Lack of stable and reliable trust. For example, the recognition of private universities by society is poor, and there is a clear lack of trust and stability in the connection between teachers in private universities and society, as well as in the communication and communication between teachers within the university.

(2) Teachers in private universities lack confidence in establishing long-term interpersonal relationship.

6. What suggestions do you have for building harmonious interpersonal relationship in private universities?

(1) A fair and healthy development of social recognition and recognition of private universities is needed, and the relationship between internal teachers and between teachers and students will become more stable and mutual trust.(2) The state gives private universities the same recognition, treatment, and support for running schools as public universities.

7. What problems do you think private undergraduate universities have in terms of organizational atmosphere?

The most obvious problem with the organizational atmosphere still comes from a sense of belonging. If society's recognition of private colleges and universities is not objective or equal, teachers in private colleges and universities will also have some non-objective recognition of their work units. If not, the sense of belonging will naturally be weak.

8. What suggestions do you have for private undergraduate universities to create a good organizational atmosphere?

(1) National policy orientation

(2) The development of the school itself is good. If the school is in danger, the sense of security and stability of internal teachers is naturally not high, and it is difficult to properly guarantee the work payment, so the willingness to develop outside will be strong.

Interviewee 6

1. What problems do you think private undergraduate universities have in terms of internal management mechanisms?

(1) The internal management functions of private universities are not clear enough. (2) The rights and responsibilities of private universities are not clear enough.

2. What suggestions do you have for the internal management mechanism of private undergraduate universities?

(1) Private universities should be appropriately decentralized and reasonably authorized. It is necessary to clarify which powers can be delegated to universities and which should be retained. (2) Private universities should fully consider the size of the university and the characteristics of organizational activities, and on the basis of job analysis, job title, and department design, grant subordinate personnel certain powers according to the requirements of each management position, so that subordinate personnel have more appropriate decision-making and executive power.

3. What problems do you think private undergraduate universities have in terms of external environment?

(1) The policies and regulations formulated by the national and local governments to promote the development of private colleges and universities are not sound enough, the support for private colleges and universities is insufficient (such as funding support, policy preferences, etc.), and the social recognition of private colleges and universities is not high.

(2) There are certain utility issues with the support and collaboration of the enterprise industry for private universities that are sustainable, developable, and can be promoted for a long time.

4. What suggestions do you have for optimizing the external environment of private undergraduate universities?

(1) Issue guidance on vigorously supporting the construction of private colleges and universities, increase funding support for private colleges and universities, establish special support policies for private colleges and universities (such as major project approval, excellence evaluation, etc.), and local education departments should increase publicity and support for well-done private universities.

(2) It is recommended that the school-enterprise cooperation between enterprises, industries, and private universities should continue to promote the implementation of specific plans for long-term mutual benefit.

5. What problems do you think private universities have in interpersonal relationship?

There are issues of unclear work rights and responsibilities among teachers and between teachers and their superiors, as well as problems of shifting responsibilities to work, leading to disharmonious relationship.

6. What suggestions do you have for building harmonious interpersonal relationship in private universities?

(1) The leaders of private universities do not care, care, and communicate enough with teachers, and they are afraid to seek solutions from leaders when teachers have problems

(2) Teachers' new ideas are not easily accepted by leaders.

(3) Private universities have established trade union organization, but they do not actively pay attention to the actual difficulties and needs of teachers, and the organization is virtually non-existent.

7. What problems do you think private undergraduate universities have in terms of organizational atmosphere?

(1) Private universities employ personnel who possess both moral integrity and ability, are open-minded and approachable to assume leadership positions.

Private universities should optimize their power and responsibility relationship, implement specific systems and policy documents, clarify their work rights and responsibilities, and ensure harmonious interpersonal relationship.

8. What suggestions do you have for private undergraduate universities to create a good organizational atmosphere?

Private universities should adopt diverse forms of scheme argumentation to enable leaders and teachers to understand and appreciate the operability and implementability of new methods and ideas, and promote the acceptance of their work.

Interviewee 7

1. What problems do you think private undergraduate universities have in terms of internal management mechanisms?

(1) The relevant systems of human resources management such as performance management in private universities are not perfect.(2) The workflow of private universities is not clear, affecting work efficiency and low management efficiency.

2. What suggestions do you have for the internal management mechanism of private undergraduate universities?

(1) It is recommended that private universities improve their human resource management systems, especially performance management and performance distribution systems, in order to give full play to their incentive role.(2) It is recommended that private universities comprehensively sort out the engineering process and clarify the responsibilities of each department based on the actual institutional setting of the university, in order to improve the efficiency of work and further enhance the management effectiveness of the university.

3. What problems do you think private undergraduate universities have in terms of external environment?

(1) Private universities lack resources from social support such as government, enterprises, and industries.(2) Social recognition of private universities is not high;(3) The social status of private universities is low.

4. What suggestions do you have for optimizing the external environment of private undergraduate universities?

Private universities should strive for the support of the government, enterprises, and industries in various ways, make full use of the flexible school-running mechanism of private universities, strengthen cooperation with enterprises and industries, deepen the integration of industry and education, build a community of interests between universities and enterprise industries, and drive the support of enterprises and industries to universities.

5. What problems do you think private universities have in interpersonal relationship?

Private universities should strive for the support of the government, enterprises, and industries in various ways, make full use of the flexible school-running mechanism of private universities, strengthen cooperation with enterprises and industries, deepen the integration of industry and education, build a community of interests between universities and enterprise industries, and drive the support of enterprises and industries to universities.

6. What suggestions do you have for building harmonious interpersonal relationship in private universities?

(1) Building a healthy and upward cultural atmosphere: Create a harmonious and proactive campus cultural atmosphere, emphasizing the collectivist spirit of "everyone for me, I for everyone.".

(2) Strengthen the management of teacher-student relationship: build a teacher-student relationship that respects, trusts, supports, and cares for students, and provide better teaching and services for students.

7. What problems do you think private undergraduate universities have in terms of organizational atmosphere?

(1) Unclear organizational culture and a lack of clear organizational culture and core values have led to significant differences between employees and students in terms of ideas, values, and the organizational atmosphere lacks cohesion and stability.

(2) Standardized organizational structure: The management of private universities may not be rigorous and professional enough, resulting in unclear organizational structure and inconsistent processes, and a lack of effective norms and constraints in internal management.

8. What suggestions do you have for private undergraduate universities to create a good organizational atmosphere?

(1) Clear objectives and school running philosophy: establish correct school running objectives and concepts, participate in all staff, and promote together.

(2) Conduct communication and exchange: In particular, establish a transparent, equal, and mutually respectful communication mechanism to promote information sharing and interactive exchange.

Interviewee 8

1. What problems do you think private undergraduate universities have in terms of internal management mechanisms?

The internal management mechanism is not sound enough, or the mechanism is outdated and does not adapt to new requirements, or the implementation of the mechanism is subject to subjective interference by the executor, and the incentive mechanism does not achieve the desired effect.

2. What suggestions do you have for the internal management mechanism of private undergraduate universities?

For colleges and universities with high workplace happiness indicators at home and abroad, improve internal management mechanisms, optimize existing management mechanisms, further ensure the effective implementation of management mechanisms, and attach importance to research on the promotion of motivation mechanisms for faculty and workers.

3. What problems do you think private undergraduate universities have in terms of external environment?

There is still a certain bias in society towards private colleges and universities, and the recognition level needs to be improved; The scope and strength of support provided by the government and relevant departments are still insufficient, and some policies still have significant differences compared to public universities;

4. What suggestions do you have for optimizing the external environment of private undergraduate universities?

Under the leadership of the government, further strengthen support for private colleges and universities, give them more equal treatment, and guide public opinion to pay attention to the development of private colleges and universities; Private colleges and universities themselves should improve their internal skills, enhance the level of professional groups in running schools, improve the quality of talent cultivation, and create the brand influence of colleges and universities; Reverse external bias against private universities through quality improvement and brand upgrading.

5. What problems do you think private universities have in interpersonal relationship?

Personal interests dominate: There may be situations where personnel from various aspects of private universities take actions in order to achieve their own interests and needs, regardless of the interests of the team, resulting in interpersonal relationship that focus on mutual hostility and competition, and the spirit of teamwork being undermined.

6. What suggestions do you have for building harmonious interpersonal relationship in private universities?

Strengthen the guidance of informal organization and small circles to maximize their positive effects rather than negative ones. Strengthen team building: Encourage communication and cooperation among employees, promote cross department team collaboration, and enhance team cohesion.

7. What problems do you think private undergraduate universities have in terms of organizational atmosphere?

Sometimes the role of institutional management cannot be effectively played, resulting in administrators' management processes that do not well reflect fairness; The indexation and utilitarianism of performance management have led to a tense organizational atmosphere, and some teachers have had to intervene in competition in order to obtain more resources.

8. What suggestions do you have for private undergraduate universities to create a good organizational atmosphere?

Administrator strictly uphold institutional authority, ensure fairness in the management process, and enhance the affinity of leaders; Through various types of humanistic care both inside and outside work, the tense atmosphere is minimized, the positive interaction between teachers and students is increased, and the sense of belonging, pride, and happiness of teachers and students are enhanced.

Interviewee 9

1. What problems do think private undergraduate universities have in terms of internal management mechanisms?

Management by objectives (MBO) is too utilitarian, and it is urgently needed for school development. In the management process, it will focus on how to achieve management objectives, rather than overall consideration.

2. What suggestions do you have for the internal management mechanism of private undergraduate universities?

To consider the overall development of the university, undergraduate universities have always emphasized "three complete education", but "three complete education" is not something that individual links or departments can accomplish alone. Therefore, it is recommended that schools fully consider their long-term development goals and short-term management goals when conducting management to ensure that all factors of school development can be relatively balanced.

3. What problems do you think private undergraduate universities have in terms of external environment?

First, the degree of administrative support is not high, such as school funding, in addition to self-financing, there are few opportunities to obtain government funds; Secondly, the social recognition level is not high. When students graduate from private colleges and universities, employers will naturally believe that their competitiveness is insufficient, resulting in a disadvantage in employment competition for graduates from private colleges and universities.

4. What suggestions do you have for optimizing the external environment of private undergraduate universities?

First, strengthen the cultivation of students' professional skills, strengthen the cultivation of students' professional ethics, and enhance the popularity and social trust of the school through the quality of students; the second is to minimize the number of "private" universities at the social level, so that each undergraduate university is at least literally equal.

5. What problems do you think private universities have in interpersonal relationship?

One is that students' self-management ability is insufficient, and many times they need schools to manage like high school students, with meticulous care behind them. They lack independent thinking. Second, there is relatively little communication between interdisciplinary teachers.

6. What suggestions do you have for building harmonious interpersonal relationship in private universities?

Take the opinions and suggestions of teachers and students as much as possible, and standardize internal management to enhance the sense of belonging of teachers and students based on the needs of school development and the growth of teachers and students.

7. What problems do you think private undergraduate universities have in terms of organizational atmosphere?

In order to save costs, some basic organizational activities of private universities can be minimized or even not carried out, and some basic organizational settings can be set up as little as possible. There are areas of neglect and even gaps in management in the communication between teachers and students, as well as in the organization and management of schools.

8. What suggestions do you have for private undergraduate universities to create a good organizational atmosphere?

Improve the functions of various institutions of private universities, disclose the responsibilities of various functional departments according to the needs of teachers and students, ensure that all matters within the campus can be

implemented to relevant departments, and ensure that no matter how big or small, everyone is in charge.

Interviewee 10

1. What problems do you think private undergraduate universities have in terms of internal management mechanisms?

(1) The lack of an effective regulatory mechanism in private universities has led to difficulties in effectively implementing management decisions and internal management systems, which have brought many hidden dangers to the university.

(2) In order to pursue commercial operation, some private universities emphasize the nature of profit making, while ignoring the educational mission undertaken by the school, resulting in unclear benefit orientation for administrators and unclear educational objectives.

2. What suggestions do you have for the internal management mechanism of private undergraduate universities?

(1) Strengthen internal management, improve organizational structure, develop internal management systems, and build a safe and stable operation management system.

(2) Respect the essence of education, adhere to educational quality, pay attention to talent introduction, and attach importance to the professional quality and educational achievements of teachers and students.

(3) Strengthen the construction of teachers' ethics, improve teachers' professional ethics and research capabilities, pay attention to teacher training and the environment, and create a benign institutional environment conducive to teacher development.

3. What problems do you think private undergraduate universities have in terms of external environment?

(1) The development of private universities is affected to some extent by policies, but the policy environment is unclear, and the stability and transparency of policies are poor, bringing uncertainty to private universities. (2) Low social identity: Compared to public universities, private universities have a low degree of social identity, and it is difficult to obtain sufficient recognition and affirmation of the

school's brand and reputation. (3) Difficulty in introducing teachers: Compared to public universities, it is more difficult for private universities to introduce teachers, which affects the quality of teaching and the strengthening of teaching teams.

4. What suggestions do you have for optimizing the external environment of private undergraduate universities?

(1) More policy support: Policies should improve regulations, clearly define policy provisions for the development of private universities, promote the development of private higher education, and implement differentiated policies to increase support for some good private universities. (2) Improving social identity: To improve social identity, private universities should establish a unified mechanism for disclosure and information disclosure, and standardize their behavior through various standardized third-party evaluation and review mechanisms. (3) Strengthen the introduction of teachers: The government provides incentives in terms of policies, benefits, honors, etc., to attract outstanding domestic and foreign scholars and high-level talents to teach in private universities, improving the quality of teaching and the strength of the university teaching team.

5. What problems do you think private universities have in interpersonal relationship?

(1) Thinking fossilization: Teachers and students in private universities may have a fixed and unitary state of knowledge and thinking, which affects interpersonal communication and in-depth exploration and innovation of knowledge, increasing the probability of unnecessary disputes and differences in communication.(2) Inharmonious teacher-student relationship: There is a certain power relationship between teachers and students, which has a profound impact on education and teaching. However, the imbalance and unreasonable use of the power relationship may lead to conflicts of interest and rupture of the relationship between teachers and students. (3) Tense student relationship: Private universities may have a large number of students, different groups of students, or problems such as different opinions or prejudices. There are some disharmonious situations in the interaction, which can further create an abnormal student relationship environment.

6. What suggestions do you have for building harmonious interpersonal relationship in private universities?

(1) Establish a good cultural atmosphere: Through various cultural activities, such as concerts, drama performances, cultural salons, etc., strengthen the communication between teachers and students and alumni, and create a more relaxed, free, and harmonious campus cultural atmosphere.

(2) Establish effective communication channels: Private universities should smoothly build an efficient communication platform, by promptly understanding the mindset of students, teachers, and other staff, and explaining their practical needs and difficulties, so as to truly achieve better campus self-management.

(3) Establish a corresponding team building mechanism: Private universities should strengthen the mechanism of team building and team cooperation, timely feedback team members' questions and feelings, and help everyone acquire knowledge in the most effective way to improve turnover and creativity. On the one hand, it makes teachers and students feel meaningful about the team. On the other hand, it uses team building to motivate members to participate more actively in learning and work.

7. What problems do you think private undergraduate universities have in terms of organizational atmosphere?

(1) Rough management methods: Private universities may lack advanced management concepts and methods, resulting in difficulties in carrying out and promoting management work, affecting the cohesion and execution of the organization.

(2) Unclear development planning: Private universities may lack clear development plans and goals, resulting in unclear and unified school directions, and a lack of clarity and certainty in the work goals of employees.

(3) Command based management style: Private university management may adopt a command based management style without paying attention to employee participation and feedback, resulting in low employee motivation and limited innovation.

8. What suggestions do you have for private undergraduate universities to create a good organizational atmosphere?

(1) Private universities should confirm a reasonable campus management plan, specifically including a system of separation of powers and responsibilities, internal and external communication mechanisms, coordination mechanisms between presidents and departments, student autonomy, and group autonomy.

(2) Private universities need to clarify their own development goals, establish a correct vision of goals, unify their thinking, clarify their goals, and deliver accurately.

(3) Private universities should create an innovative atmosphere, focus on decentralization, encourage teachers to provide suggestions and build, and create an organizational atmosphere conducive to innovation and development.

According to the results of the second part of the questionnaire analysis and the third part of the interview, it can be found that creating happy workplace organization in private universities in Guangxi needs to be optimized in terms of internal management mechanisms, external environment, interpersonal relationship, and organizational atmosphere. Based on questionnaires and interviews, this research proposed strategies for creating happy workplace organization in private undergraduate universities in Guangxi, which mainly includes four aspects, in a total of 33 measures, list of strategies is as follow:

No.	Aspects of Strategies	Numbers of Measures
1	Strategies of Optimizing Internal management mechanism	8
2	Strategies of Improving Interpersonal relationship	8
3	Strategies of Optimizing External environment	9
4	Strategies of Shaping Organizational atmosphere	8
Total	**4**	**33**

The specific strategies are as follows (Table 4.8):

Table 4.8 Strategies for Creating Happy Workplace in Private Undergraduate Universities in Guangxi

Strategies	Measures
Strategies of Optimizing Internal management mechanism	(1) Establish a complete organizational structure: including division of responsibilities, work processes, work coordination mechanisms, etc. (2) Develop a sound management system, including human resource management, teaching management, student management, and financial management. Quality management and other systems. (3) Strengthen asset management and financial management, strengthen the management and supervision of school funding, and ensure the safe and sustainable operation of assets. (4) Strengthen information construction and improve management efficiency, including student information management system, teacher information management system, and teaching resource management system. (5) Strengthen the construction of campus culture, formulate organizational culture and concepts, establish a good organizational culture, and retain a sense of identity with campus culture. (6) Strengthen the construction of teaching staff and create a benign ecological environment conducive to teacher development (7) Pay attention to student development and improve the quality of students' learning and the reputation of the school. (8) Strengthen school-enterprise cooperation, establish stable school-enterprise cooperation relationship, and enhance the effectiveness of teaching practice and employment training.

Table 4.8 (continued)

Strategies	Measures
Strategies of improving Interpersonal relationship	(1) Establish an effective communication mechanism and an efficient communication platform to facilitate communication and communication between teachers and leaders, between teachers, and between teachers and students, in order to enhance mutual understanding and respect. (2) Building a harmonious and positive campus cultural atmosphere: including various sports, workshops, salons, and other activities to enhance communication and create a relaxed, free, and harmonious campus cultural atmosphere. (3) Strengthen the management of teacher-student relationship: build a teacher-student relationship that respects, trusts, supports, and cares for students. (4) Strengthen communication and communication between students: establish a good platform for mutual assistance and exchange among students, organize diverse community activities, and enhance students' communication and cooperation abilities with each other. (5) Standardize campus order and maintain campus stability and order. (6) Create a good working and living environment, provide a career development platform for teachers, and stabilize the teaching team. (7) Establish a team building and cooperation mechanism, improve the team building mechanism, encourage teachers to unite and collaborate, and actively engage in learning and work. (8) Establish a complete software and hardware service system to improve the quality of work and life of teachers and students.

Table 4.8 (continued)

Strategies	Measures
Strategies of Optimizing External environment	(1) Strengthen cooperation with local governments and seek policy and financial support. (2) Strengthen communication and cooperation with all sectors of society, including enterprises, industries, universities, etc., strive for support from all sectors of society, and jointly build and share resources. (3) Strengthen communication with parents and alumni to enhance cohesion and development potential. (4) Standardize school running behavior and improve social recognition. (5) Strengthen international exchanges and cooperation, and enhance the internationalization level of universities. (6) Strengthen publicity and marketing to increase awareness and influence. (7) The government has introduced preferential policies for loan interest rates for private universities, creating a convenient financing environment for private universities, and further expanding hardware investment in private universities. (8) The government provides incentives in terms of policies, benefits, and honors to attract outstanding domestic and foreign scholars and high-level talents to teach in private universities, improving the quality of teaching and the strength of the school's teaching team. (9) The government coordinates scientific and technological departments, non-governmental resources, and even international cooperation methods to provide support for private universities.

Table 4.8 (continued)

Strategies	Measures
Strategies of shaping Organizational atmosphere	(1) Clear objectives and school running philosophy: establish correct school running objectives and concepts, participate in all staff, and promote together. (2) Establish a reward and punishment mechanism: Establish an effective performance reward mechanism, while implementing serious disciplinary measures, and correct the work attitude and behavior of faculty and staff. (3) Establish a transparent, equal, and mutually respectful communication mechanism to promote information sharing and interactive exchange. (4) Strengthen team building: Encourage communication and cooperation among employees, promote cross department team collaboration, and enhance team cohesion. (5) Create an innovative atmosphere: Focus on decentralization, encourage employees to provide opinions and suggestions, and create an organizational atmosphere conducive to innovation and development. (6) Establish a care and support mechanism for faculty and staff, including welfare benefits, training and development, physical and mental health, family status, etc., to establish a good organizational image. (7) Implement internal evaluation mechanisms: including human resource management, administrative management, financial management, teaching management, service level evaluation, etc., to timely improve issues and promote harmonious development of the organization. (8) Establish a reasonable campus management plan, including a system of separation of powers and responsibilities, internal and external communication mechanisms, coordination mechanisms between principals and departments, student autonomy, and group autonomy.

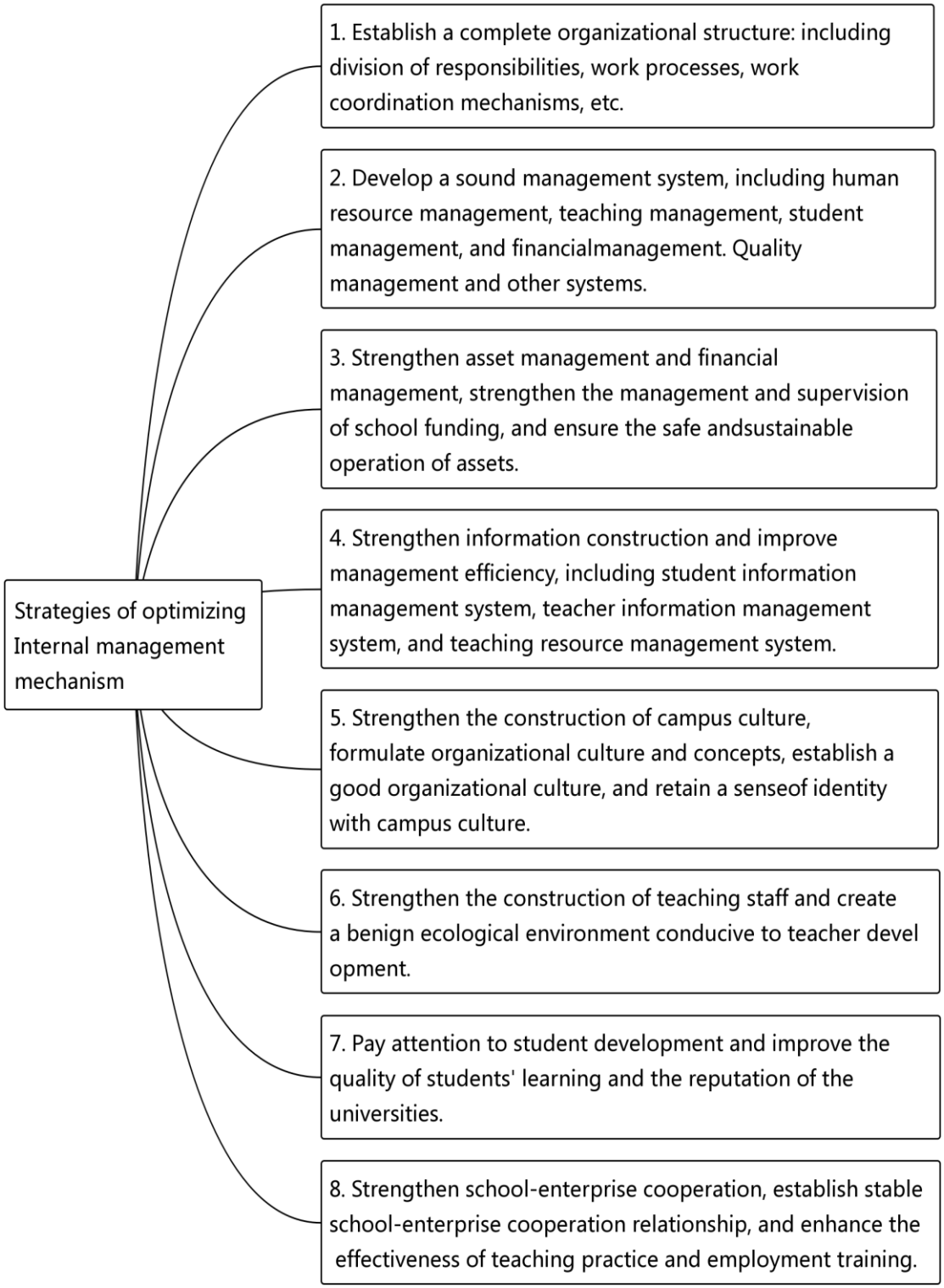


Figure 4.1 Strategies of optimizing Internal management mechanism

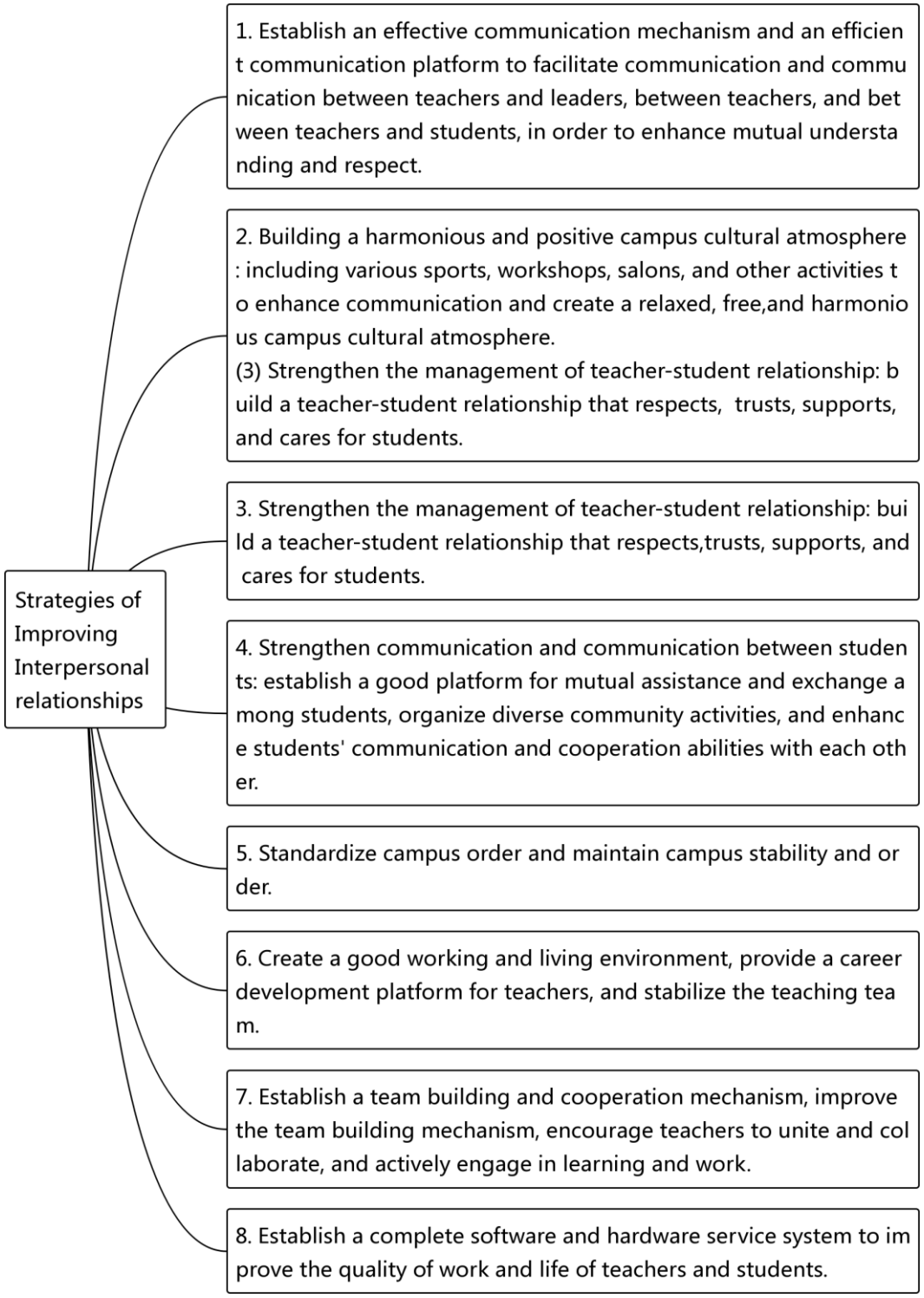


Figure 4.2 Strategies improving Interpersonal relationship

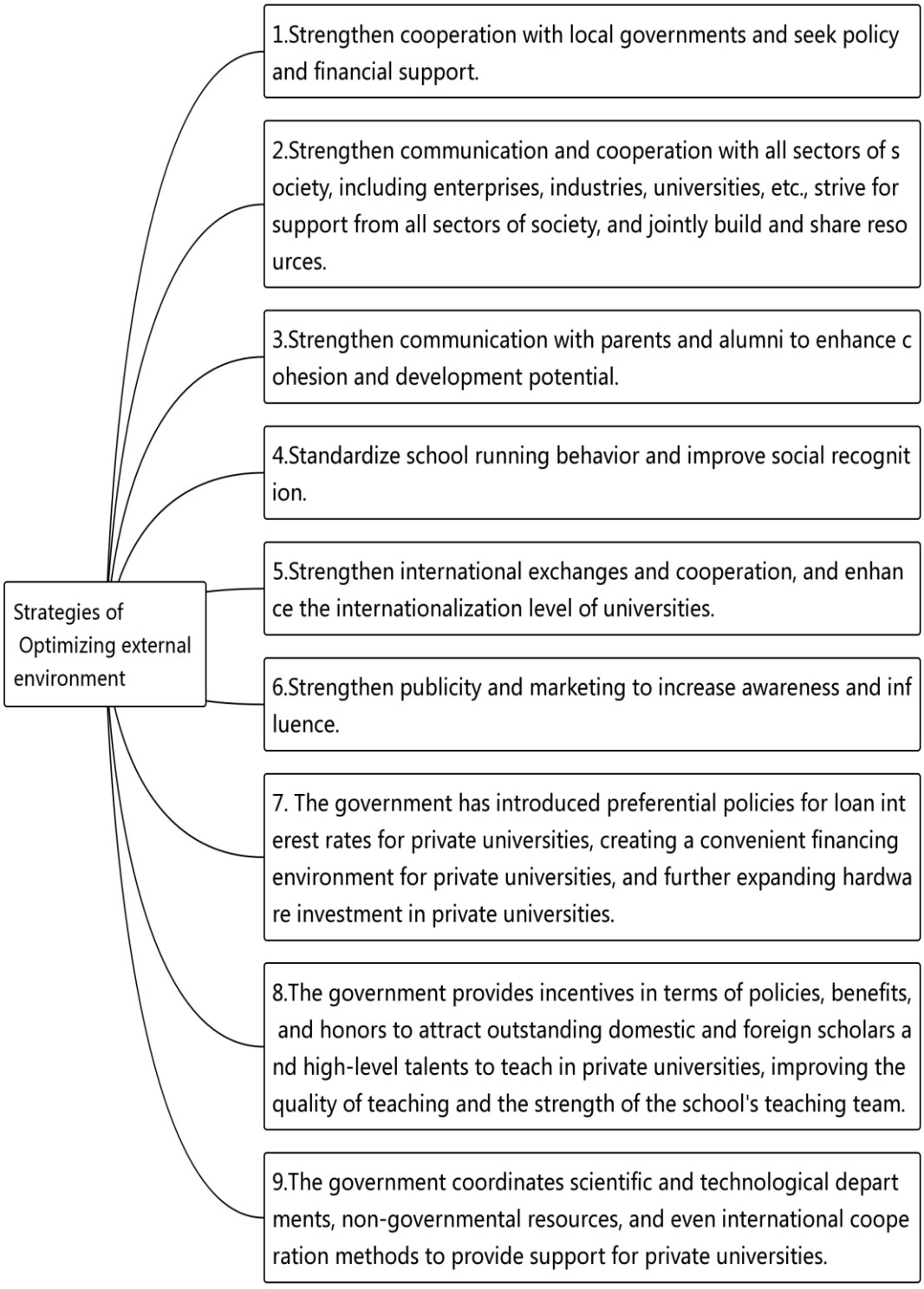


Figure 4.3 Strategies of optimizing External environment

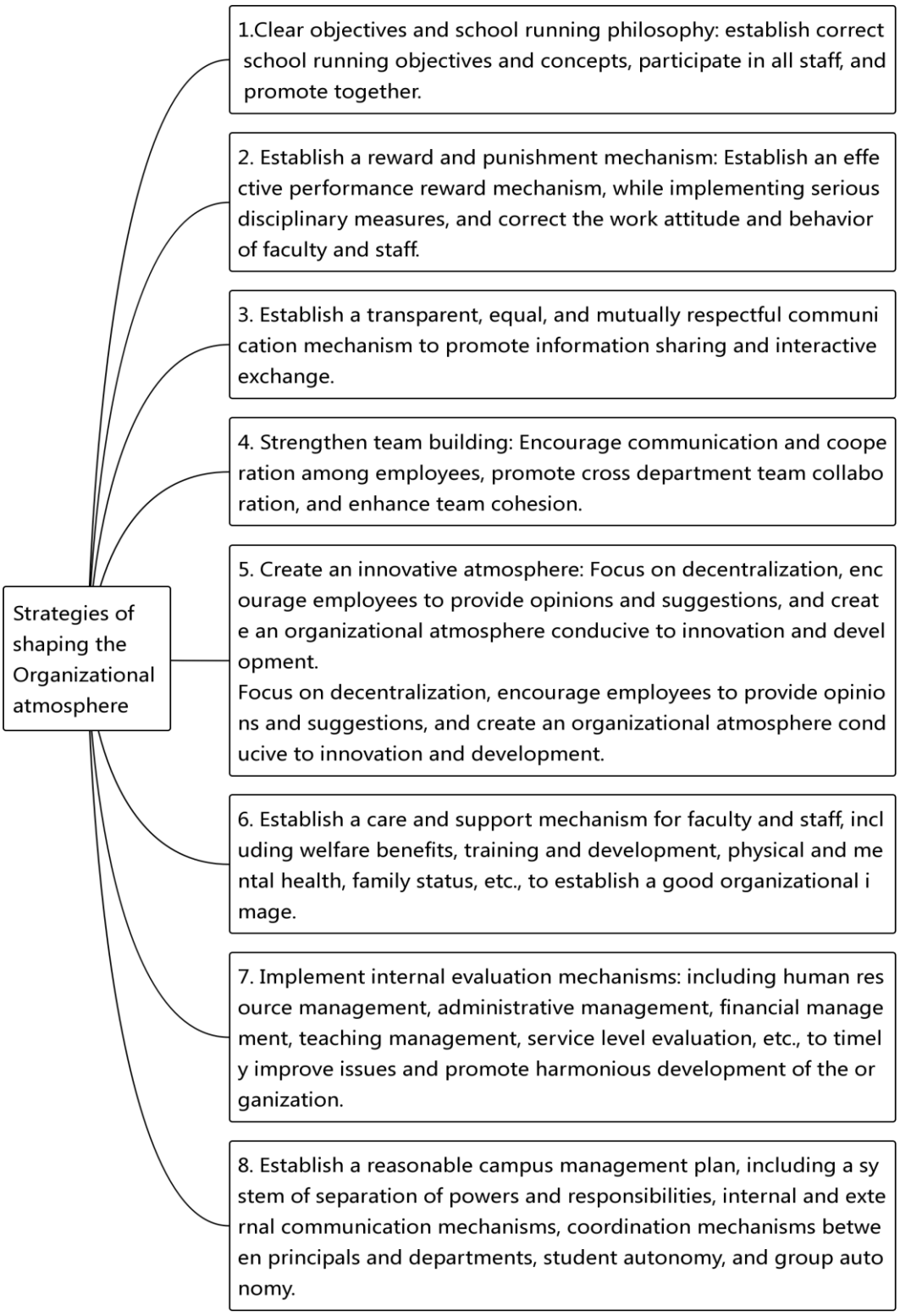


Figure 4.4 Strategies of shaping Organizational atmosphere

The fourth section: Evaluation results of the Implementation of Strategies on Creating Happy Workplace in Private Undergraduate Universities in Guangxi

The analysis results at this stage, were evaluated by an evaluation team consisting of 5 experts who have formulated educational policies and regulations about private universities in Guangxi, as well as experts and professors who have been engaged in educational administration in private universities in Guangxi for more than 10 years and hold professional of associate professor or above. (Table 4-9) . They mainly used the form of a five-level scoring table, namely highest, high, average, low, and lowest. Each expert can only choose one level.

Table 4.9 List of strategies evaluation experts

No.	Position
Expert1	Deputy Director of Guangxi Education Department
Expert2	Professor of Nanning University
Expert3	Professor of Liuzhou Institute of Technology
Expert4	Associate Professor of Guangxi University of foreign Languages
Expert5	Gui Lin University

Table 4.10 Analysis results of strategies evaluation

Strategies of Happy workplace in private undergraduate universities	adaptability			Feasibility		
	$\overline{X}$	S.D.	result	$\overline{X}$	S.D.	result
1.Strategies of optimizing Internal management mechanism	4.28	0.45	high	4.38	0.53	high
2. Strategies of Improving Interpersonal relationship	4.88	0.45	highest	4.38	0.50	high
3. Strategies of optimizing External environment	4.11	0.51	high	4.16	0.48	high
4. Strategies of Shaping Organizational atmosphere	4.93	0.48	highest	4.90	0.54	highest
Total	**4.55**	**0.49**	**highest**	**4.45**	**0.51**	**high**

According to Table 4.10, it can be found that the Adaptability of strategies of 4 aspects on happy workplace in private undergraduate universities in Guangxi was in a highest level ($\overline{X}$ =4.55), and the Feasibility of strategies of 4 aspects on happy workplace in private undergraduate universities in Guangxi was in a high level($\overline{X}$ = 4.45).

Table 4.11 Analysis results of strategies evaluation

Assessment checklist	adaptability			Feasibility		
	$\overline{X}$	S.D.	result	$\overline{X}$	S.D.	result
Strategies of optimizing internal management mechanism						
(1) Establish a complete organizational structure: including division of responsibilities, work processes, work coordination mechanisms, etc.	4.60	0.55	highest	4.60	0.54	highest
(2) Develop a sound management system, including human resource management, teaching management, student management, and financial management. Quality management and other systems.	4.60	0.55	highest	4.80	0.45	highest
(3) Strengthen asset management and financial management, strengthen the management and supervision of school funding, and ensure the safe and sustainable operation of assets.	4.40	0.55	high	4.20	0.45	high
(4) Strengthen information construction and improve management efficiency, including student information management system, teacher information management system, and teaching resource management system.	4.60	0.55	highest	4.40	0.55	high
(5) Strengthen the construction of campus culture, formulate organizational culture and concepts, establish a good organizational culture, and retain a sense of identity with campus culture.	4.00	0.00	high	4.20	0.45	high
(6) Strengthen the construction of teaching staff and create a benign ecological environment conducive to teacher development	3.80	0.45	high	4.40	0.55	high

Table 4.11 (continued)

Assessment checklist	adaptability			Feasibility		
	$\overline{X}$	S.D.	result	$\overline{X}$	S.D.	result
(7) Pay attention to student development and improve the quality of students' learning and the reputation of the school.	4.40	0.55	high	4.60	0.55	highest
(8) Strengthen school-enterprise cooperation, establish stable school-enterprise cooperation relationship, and enhance the effectiveness of teaching practice and employment training.	3.80	0.45	high	4.00	0.71	high
Strategies of improving interpersonal relationship						
(1) Establish an effective communication mechanism and an efficient communication platform to facilitate communication and communication between teachers and leaders, between teachers, and between teachers and students, in order to enhance mutual understanding and respect.	4.80	0.45	highest	4.80	0.45	highest
(2) Building a harmonious and positive campus cultural atmosphere: including various sports, workshops, salons, and other activities to enhance communication and create a relaxed, free, and harmonious campus cultural atmosphere.	4.20	0.45	high	4.20	0.45	high
(3) Strengthen the management of teacher-student relationship: build a teacher-student relationship that respects, trusts, supports, and cares for students.	4.00	0.00	high	4.20	0.45	high

Table 4.11 (continued)

Assessment checklist	adaptability			Feasibility		
	$\overline{X}$	S.D.	result	$\overline{X}$	S.D.	result
(4) Strengthen communication and communication between students: establish a good platform for mutual assistance and exchange among students, organize diverse community activities, and enhance students' communication and cooperation abilities with each other.	4.20	0.45	high	4.20	0.45	high
(5) Standardize campus order according to law: Strengthen the maintenance and management of campus security based on law, and maintain campus stability and order	4.20	0.45	high	4.20	0.45	high
(6) Create a good working and living environment, provide a career development platform for teachers, and stabilize the teaching team.	4.40	0.55	high	4.40	0.55	high
(7) Establish a team building and cooperation mechanism, improve the team building mechanism, encourage teachers to unite and collaborate, and actively engage in learning and work.	4.40	0.54	high	4.40	0.54	high
(8) Establish a complete software and hardware service system to improve the quality of work and life of teachers and students.	4.40	0.55	high	4.40	0.55	high
Strategies of optimizing External environment						
(1) Strengthen cooperation with local governments and seek policy and financial support.	4.60	0.55	highest	4.80	0.45	highest
(2) Strengthen communication and cooperation with all sectors of society, including enterprises, industries, universities, etc., strive for support from all sectors of society, and jointly build and share resources.	4.40	0.55	high	4.60	0.55	highest

Table 4.11 (continued)

Assessment checklist	adaptability			Feasibility		
	$\overline{X}$	S.D.	result	$\overline{X}$	S.D.	result
(3) Strengthen communication with parents and alumni to enhance cohesion and development potential.	4.00	0.00	high	4.20	0.45	high
(4) Standardize school running behavior and improve social recognition.	4.20	0.45	high	4.40	0.55	high
(5) Strengthen international exchanges and cooperation, and enhance the internationalization level of universities.	4.40	0.55	high	4.00	0.71	high
(6) Strengthen publicity and marketing to increase awareness and influence.	4.20	0.84	high	3.80	0.45	high
(7) The government introduce preferential policies for loan interest rates for private universities, creating a convenient financing environment for private universities, and further expanding hardware investment in private universities.	3.80	0.45	high	4.20	0.45	high
(8) The government provides incentives in terms of policies, benefits, and honors to attract outstanding domestic and foreign scholars and high-level talents to teach in private universities, improving the quality of teaching and the strength of the school's teaching team.	3.60	0.54	high	4.20	0.8	high
(9) The government coordinates scientific and technological departments, non-governmental resources, and even international cooperation methods to provide support for private universities.	3.60	0.55	high	4.20	0.45	high

Table 4.11 (continued)

Assessment checklist	adaptability			Feasibility		
	$\overline{X}$	S.D.	result	$\overline{X}$	S.D.	result
Strategies of shaping Organizational atmosphere						
(1) Clear objectives and school running philosophy: establish correct school running objectives and concepts, participate in all staff, and promote together.	4.80	0.45	highest	4.80	0.45	highest
(2) Establish a reward and punishment mechanism: Establish an effective performance reward mechanism, while implementing serious disciplinary measures, and correct the work attitude and behavior of faculty and staff.	4.20	0.45	high	4.20	0.45	high
(3) Establish a transparent, equal, and mutually respectful communication mechanism to promote information sharing and interactive exchange.	4.20	0.45	high	4.20	0.45	high
(4) Strengthen team building: Encourage communication and cooperation among employees, promote cross department team collaboration, and enhance team cohesion.	4.00	0.00	high	4.20	0.45	high
(5) Create an innovative atmosphere: Focus on decentralization, encourage employees to provide opinions and suggestions, and create an organizational atmosphere conducive to innovation and development.	4.60	0.55	highest	4.60	0.55	highest
(6) Establish a care and support mechanism for faculty and staff, including welfare benefits, training and development, physical and mental health, family status, etc., to establish a good organizational image.	4.20	0.45	high	4.20	0.45	high

Table 4.11 (continued)

Assessment checklist	adaptability			Feasibility		
	$\overline{X}$	S.D.	result	$\overline{X}$	S.D.	result
(7) Implement internal evaluation mechanisms: including human resource management, administrative management, financial management, teaching management, service level evaluation, etc., to timely improve issues and promote harmonious development of the organization.	4.60	0.55	highest	4.60	0.55	highest
(8) Establish a reasonable campus management plan, including a system of separation of powers and responsibilities, internal and external communication mechanisms, coordination mechanisms between principals and departments, student autonomy, and group autonomy.	4.20	0.45	high	4.60	0.55	highest
Total	**4.55**	**0.49**	**highest**	**4.45**	**0.51**	**high**

According to Table 4.11, the analysis results showed that the adaptability and feasibility of a total of 33 measures in 4 aspects on creating Happy Workplace Organization in Private Undergraduate Universities in Guangxi were at a highest ($\overline{X}$ =4.55), and a high level ($\overline{X}$ =4.45).

(1) The analysis results of adaptability of 33 measures in 4 aspects on creating Happy Workplace Organization in Private Undergraduate Universities in Guangxi were between ($\overline{X}$ =3.60) and ($\overline{X}$ =4.80), they were all at a high and highest level , which indicates that the strategies have high adaptability.

(2) The analysis results of feasibility of 33 measures in 4 aspects on creating Happy Workplace Organization in Private Undergraduate Universities in Guangxi were between ($\overline{X}$ =3.80) and ($\overline{X}$ =4.80), they were all at a high and highest level, which indicates that the strategies are highly feasible.

Other evaluation suggestions for strategies of creating Happy Workplace Organization in Private Undergraduate Universities in Guangxi are as follows:

(1) Private Undergraduate Universities can promote a care and support mechanism for faculty and staff, maintain the psychological health of faculty and staff, and pay attention to the family and health status of individual faculty and staff.

(2) Private Undergraduate Universities can strengthen the construction of teachers' ethics, improve their professional ethics and research capabilities, and create a benign ecological environment conducive to the development of teachers.

(3) Private Undergraduate Universities can strengthen cooperation between universities, governments, and enterprises, deepen the integration of industry and education, exchange information with governments, enterprises, and industries, and jointly build and share talent training resources.

(4) Private Undergraduate Universities can introduce modern educational information technology, artificial intelligence, and other means to improve management efficiency and reduce teacher labor costs.

Chapter 5

Discussion Conclusion and Recommendations

The objectives of this research include: 1) to study the current situation for creating happy workplace organization in Private Undergraduate Universities in Guangxi. 2) to create Strategies for creating happy workplace organization in Private Undergraduate Universities in Guangxi. 3) to evaluate strategies for creating happy workplace organization in Private Undergraduate Universities in Guangxi. In order to achieve the above research objectives, this study used the questionnaire and interview to analyze the current situation of happy workplace organization in private undergraduate universities in Guangxi. On this basis, based on the self-determination theory proposed by Ryan and Deci, the expectancy theory proposed by Victor Erich Fromm, the hierarchy of needs proposed by Maslow, and the occupational Happiness theory proposed by Joan E.van. Hom, as well as the views of Chinese scholars Zeng Yiping, Shu Congmin, Wu Hong, Li Jun, on research of happy workplace organization in universities, and four strategies for creating happy workplace in private undergraduate universities in Guangxi have been identified. Then expert evaluation was used to evaluate the strategies. The details are as follows:

Conclusion

The conclusions are as follow:

The current situation of creating happy workplace in Private Undergraduate Universities in Guangxi.

The current situation of creating happy workplace organization in 4 aspects ranged in private undergraduate universities in Guangxi is at a medium level. Considering the results of this research aspects ranged from the highest to the lowest level are as follow, “Organizational atmosphere” is the highest level, and “Internal management mechanism” is the lowest level.

The current situation of internal management mechanism in 7 projects ranged

in private undergraduate universities in Guangxi is at a medium level. Considering the results of this research projects ranged from the highest to the lowest level are as follow, “1. The rules and regulations and work processes of the university are complete” is the highest, and “3. The work process of the university is clear and effective” is the lowest.

The current situation of Interpersonal relationship in 7 projects ranged in private undergraduate universities in Guangxi is at a medium level, Considering the results of this research projects ranged from the highest to the lowest level are as follow, “7.The relationship between students is harmonious.” is the highest, and “5.Teachers can freely talk with their superiors about work issues” is the lowest.

The current situation of External environment in 7 projects ranged in private undergraduate universities in Guangxi is at a medium level, Considering the results of this research projects ranged from the highest to the lowest level are as follow, “4.Recognition and support from higher education administrative departments” is the highest, and “2.The policies and regulations of private universities issued by the state and local governments are objective and reasonable” is the lowest.

The current situation of organizational atmosphere in 7 projects ranged in private undergraduate universities in Guangxi is at a medium level, Considering the results of this research projects ranged from the highest to the lowest level are as follow, “4.Teachers' new ideas are easily accepted by leaders” is the highest, and “7.Teachers communicate with the students closely.” is the lowest.

Strategies for creating happy workplace organization in Private Undergraduate Universities in Guangxi.

Four aspects of strategies for creating happy workplace organization in private undergraduate universities in Guangxi, with a total of 33 measures was proposed:

As for strategies of optimizing internal management mechanism, a total of 8 measures are proposed:

(1) Establish a complete organizational structure: including division of responsibilities, work processes, work coordination mechanisms, etc.

(2) Develop a sound management system, including human resource management, teaching management, student management, and financial management. Quality management and other systems.

(3) Strengthen asset management and financial management, strengthen the management and supervision of school funding, and ensure the safe and sustainable operation of assets.

(4) Strengthen information construction and improve management efficiency, including student information management system, teacher information management system, and teaching resource management system.

(5) Strengthen the construction of campus culture, formulate organizational culture and concepts, establish a good organizational culture, and retain a sense of identity with campus culture.

(6) Strengthen the construction of teaching staff and create a benign ecological environment conducive to teacher development

(7) Pay attention to student development and improve the quality of students' learning and the reputation of the school.

(8)Strengthen school-enterprise cooperation, establish stable school-enterprise cooperation relationship, and enhance the effectiveness of teaching practice and employment training.

As for strategies of improving interpersonal relationship, a total of 8 measures are proposed:

(1) Establish an effective communication mechanism and an efficient communication platform to facilitate communication and communication between teachers and leaders, between teachers, and between teachers and students, in order to enhance mutual understanding and respect.

(2) Building a harmonious and positive campus cultural atmosphere: including various sports, workshops, salons, and other activities to enhance communication and create a relaxed, free, and harmonious campus cultural atmosphere.

(3) Strengthen the management of teacher-student relationship: build a teacher-student relationship that respects, trusts, supports, and cares for students.

(4) Strengthen communication and communication between students: establish a good platform for mutual assistance and exchange among students, organize diverse community activities, and enhance students' communication and cooperation abilities with each other.

(5) Standardize campus order and maintain campus stability and order.

(6) Create a good working and living environment, provide a career development platform for teachers, and stabilize the teaching team.

(7) Establish a team building and cooperation mechanism, improve the team building mechanism, encourage teachers to unite and collaborate, and actively engage in learning and work.

(8) Establish a complete software and hardware service system to improve the quality of work and life of teachers and students.

As for strategies of optimizing external environment, 9 measures are proposed:

(1) Strengthen cooperation with local governments and seek policy and financial support.

(2) Strengthen communication and cooperation with all sectors of society, including enterprises, industries, universities, etc., strive for support from all sectors of society, and jointly build and share resources.

(3) Strengthen communication with parents and alumni to enhance cohesion and development potential.

(4) Standardize school running behavior and improve social recognition.

(5) Strengthen international exchanges and cooperation, and enhance the internationalization level of universities.

(6) Strengthen publicity and marketing to increase awareness and influence.

(7) The government introduces preferential policies for loan interest rates for private universities, create a convenient financing environment for private universities, and further expanding hardware investment in private universities.

(8) The government provides incentives in terms of policies, benefits, and honors to attract outstanding domestic and foreign scholars and high-level talents to

teach in private universities, improving the quality of teaching and the strength of the school's teaching team.

(9) The government coordinates scientific and technological departments, non-governmental resources, and even international cooperation methods to provide support for private universities.

As for strategies of organizational atmosphere, 8 measures are proposed:

(1) Clear objectives and school running philosophy: establish correct school running objectives and concepts, participate in all staff, and promote together.

(2) Establish a reward and punishment mechanism: Establish an effective performance reward mechanism, while implementing serious disciplinary measures, and correct the work attitude and behavior of faculty and staff.

(3) Establish a transparent, equal, and mutually respectful communication mechanism to promote information sharing and interactive exchange.

(4) Strengthen team building: Encourage communication and cooperation among employees, promote cross department team collaboration, and enhance team cohesion.

(5) Create an innovative atmosphere: Focus on decentralization, encourage employees to provide opinions and suggestions, and create an organizational atmosphere conducive to innovation and development.

(6) Establish a care and support mechanism for faculty and staff, including welfare benefits, training and development, physical and mental health, family status, etc., to establish a good organizational image.

(7) Implement internal evaluation mechanisms: including human resource management, administrative management, financial management, teaching management, service level evaluation, etc., to timely improve issues and promote harmonious development of the organization.

(8) Establish a reasonable campus management plan, including a system of separation of powers and responsibilities, internal and external communication mechanisms, coordination mechanisms between principals and departments, student autonomy, and group autonomy.

Strategies evaluation results for creating happy workplace organization in Private Undergraduate Universities in Guangxi.

The Adaptability of strategies of 33 measures in 4 aspects on happy workplace in private undergraduate universities in Guangxi is in a highest level, and the Feasibility of strategies of 33 measures in 4 aspects on happy workplace in private undergraduate universities in Guangxi is in a high level.

(1) The analysis results of adaptability of 33 measures in 4 aspects on creating Happy Workplace Organization in Private Undergraduate Universities in Guangxi are between 3.60 and 4.80, they are all at a high and highest level, which indicates that the strategies have high or highest adaptability.

(2) The analysis results of feasibility of 33 measures in 4 aspects on creating Happy Workplace Organization in Private Undergraduate Universities in Guangxi are between 3.80 and 4.80, they are all at a high and highest level, which indicates that the strategies have high or highest feasibility.

Discussion

Through a survey of the current situation of creating happy workplace organization in private undergraduate universities in Guangxi, it is found that there are many problems in the internal management mechanism, external environment, interpersonal relationship, and organizational atmosphere of Guangxi private undergraduate universities. By analyzing the average and standard deviation of internal management mechanisms, external environment, interpersonal relationship, and organizational atmosphere, it is found that they are at a medium level and require improvement.

Discussion on internal management mechanism:

The current situation of internal management mechanism in private undergraduate universities in Guangxi is at a medium level. It mainly because of:

(1) The organizational structure is inadequate, the workflow is unclear, and the system construction is imperfect, which is consistent with the research conclusions of Santiago. (2008, P127).

(2) The information construction is backward. This is consistent with the research conclusion of Niu Qingsong. (2017, P55).

(3) Problems such as inadequate teacher team construction and management, lack of teaching quality assurance system, and lack of campus culture construction. Which are consistent with the research conclusions of Liao Xuejun. (2013, P26).

In order to solve these problems, the researcher has proposed a total of 8 measures to optimize internal management mechanisms. The standard for measuring the strategies of internal management mechanism is consistent with Dong Qiong and Li Jiajie (2011, P118-119). They believed that to optimize the internal management mechanism, measures such as establishing a sound organizational structure, formulating a sound management system, strengthening asset management and financial management, and strengthening the management and supervision of school funding should be taken. Strengthening information construction and improving management efficiency is in line with the viewpoint of Niu Qingsong. (2017, P55). Strengthening the construction of campus culture, strengthening the construction of teaching staff, paying attention to student development, and strengthening school-enterprise cooperation are consistent with the research results of Liu Yang. (2019, P143-144).

Discussion on interpersonal relationship:

The current situation of interpersonal relationship in private undergraduate universities in Guangxi is at a medium level. It mainly because of:

(1) There are inadequate communication mechanisms, lack of communication platforms, weak campus cultural atmosphere, and imperfect software and hardware service construction in the interpersonal relationships of private undergraduate universities. These are consistent with the view of Yin Ying. (2014, P299).

(2) The tense relationship between leaders and teachers, as well as the unstable teaching team, have led to a lack of deep feelings among teachers, unstable relationships, and an imperfect team building mechanism. These are consistent with the view of Chen Lixia. (2018, P111).

(3) Communication between teachers and students is not smooth, which is consistent with the view of Li Juan. (2011, P59).

To solve these issues, the researcher has proposed eight strategies for building good interpersonal relationship. The measures to create interpersonal relationship are consistent with Su Qian's. (2019, P89). research and believe that it is necessary to build effective communication mechanisms and efficient communication platforms; Building a harmonious and positive campus cultural atmosphere; Strengthening the management of teacher-student relationship; Strengthen communication and contact between students; Standardize campus order and maintain campus stability and order; Create a good working and living environment, etc.

Discussion on external environment:

The current situation of External environment in private undergraduate universities in Guangxi is at a medium level. It mainly because of:

(1) The government's policies and systems on private universities are not sound, the policies and systems formulated by the government are not conducive to promoting the development of private universities.

(2) Private universities do not fully utilize relevant national policies.

(3) Enterprises, industries, Parents of students and other sectors of society do not support, as well as low social awareness and recognition.

These are consistent with the research conducted by Sheng Zhenwen. (2015, P25-26).

To solve these issues, the researcher has proposed a total of 9 measures to optimize the external environment. The measurement measures for optimizing the external environment strategies are consistent with Huang Tao. (2019, P8), who believes that optimizing the external environment requires strengthening cooperation with local governments, strengthening communication and cooperation with all sectors of society, and seeking support from external policies, funds, and resources. Strengthen publicity and marketing, strengthen communication and communication with parents and alumni to enhance social awareness and recognition, which is consistent with Zou Wanli's. (2017, P33) viewpoint. Standardizing school running behavior, improving social recognition, the government issuing

relevant preferential policies, providing incentives in terms of treatment and honors, coordinating scientific and technological departments, non-governmental resources, and even international cooperation methods, and providing support for private universities are consistent with Guo Defu's. (2010, P105) viewpoint.

Discussion on organizational atmosphere:

The current situation of organizational atmosphere in private undergraduate universities in Guangxi is at a medium level. It mainly because of:

(1) Leaders of private universities have backward management concepts and do not pay attention to the personal feelings of teachers and students

(2) Private universities have unclear goals and concepts, imperfect reward and punishment mechanisms, and unclear responsibilities.

(3) It is a lack of humanistic care mechanism for teachers, students, and employees, and a good humanistic care atmosphere has not been created.

These are consistent with the research of Su Qian, Li Qiang, and Zeng Bowen. (2019, P88).

In order to solve these problems, the researcher has proposed a total of 8 measures to create a good organizational atmosphere. Consistent with the views of Yu Zicong and Li Haibin. (2017, P136). The private universities should clarify their goals and educational philosophy, and establish a reward and punishment mechanism. Creating an innovative atmosphere and establishing a care and support mechanism for faculty and staff, which is consistent with Cao Hongfang's (2013, P229) viewpoint.

Recommendations

Internal management mechanism: According to the mean and standard deviation of the current situation of internal management mechanism obtained through descriptive statistical analysis, "The work process of the university is clear and effective" is the lowest level, which indicates that the clarity and efficiency of work processes are at a relatively low level in private undergraduate universities in Guangxi.

Therefore, The private undergraduate universities should strengthen the

following aspects: First, Establish a complete organizational structure: including division of responsibilities, work processes, work coordination mechanisms, to develop clear work processes and process manuals to help teachers clarify their responsibilities, avoid duplication of work, and improve efficiency. The second is to develop a sound management system, including human resource management, teaching management, student management, financial management, quality management and other systems. The third is to strengthen information construction, optimize work processes using office automation software or management information systems, to improve the efficiency and accuracy of information processing, and thereby improve work efficiency. The forth is to establish communication channels to ensure smooth communication between teachers or departments, enable better collaborative work, and avoid misunderstandings and obstacles in communication.

I**nterpersonal relationship:** According to the mean and standard deviation of the current situation of interpersonal relationship obtained through descriptive statistical analysis, "Teachers can freely talk with their superiors about work issues" is the lowest. Which indicates that the communication between teachers and leaders in private undergraduate universities in Guangxi is at a relatively low level.

Therefore, the private undergraduate universities in Guangxi should strengthen the following aspects: first, establish a communication mechanism between leaders and teachers, establish a communication platform, on the one hand, establish platforms such as suggestion boxes and networks for teachers to provide suggestions and opinions; On the other hand, regularly organize and hold teacher seminars to listen to teachers' opinions and suggestions. The second is to establish a team building and cooperation mechanism. To improve team building mechanism, encourage teachers to unite and collaborate, and actively engage in learning and work, strengthen the construction of teacher teams, establish teacher delegations, academic committees, and other institutions, and allow teacher representatives to communicate and negotiate with leaders to speak for teachers. The third is to establish a working mechanism for leaders to connect with the grassroots level, promote a working mechanism for each university leader to connect with a secondary college, a teaching and research office, and a teacher, and carry out

regular contact activities. Leaders go deep into the front line of teachers to understand their thoughts and requirements.

External environment: According to the mean and standard deviation of the current situation of external environment obtained through descriptive statistical analysis, "The policies and regulations of private universities issued by the state and governments are objective and reasonable" is the lowest level. Which indicates that among private universities in Guangxi, the policies and regulations issued by the state and governments are at a relatively low level.

Therefore, when formulating policies related to private undergraduate universities, national and local governments should consider the following aspects: First, introduces preferential policies for loan interest rates for private universities, create a convenient financing environment for private universities, and further expanding hardware investment in private universities, gradually eliminate restrictions on the scale of running schools in accordance with the principles of fairness, transparency, and competition, improve the quality of education, and improve the funding support for the environment for running schools. The second is to provide incentives in terms of policies, benefits, and honors to attract outstanding domestic and foreign scholars and high-level talents to teach in private universities, improving the quality of teaching and the strength of the school's teaching team. The third is to encourage non-governmental capital and social organization to participate in higher education and promote the diversified development of education. Establish and improve a credit evaluation mechanism, and provide corresponding support and support to private colleges and universities that fulfill their social responsibilities. The forth is to strengthen the protection of intellectual property rights, protect the legitimate rights and interests of private universities in scientific research, technology transfer, product development, and promote the transformation of scientific and technological achievements into economic benefits.

Organizational atmosphere: According to the mean and standard deviation of the current situation of organizational atmosphere obtained through descriptive statistical analysis, "Teachers communicate with the students Closely." is the lowest. Which indicates that the communication between teachers and students is at

a relatively low level in private undergraduate universities in Guangxi.

Therefore, the private undergraduate universities in Guangxi need to strengthen in the following aspects: The first is to establish a transparent, equal, and mutually respectful communication mechanism to promote information sharing and interactive exchange. For example, to establish a communication mechanism between teachers and students, to establish communication platforms between teachers and students in and out of the classroom, online or face-to-face, including online teaching platforms, to provide teachers and students with online communication opportunities that are not limited by time and space. Teachers push important information and notifications through online platforms, allowing students to continuously follow up on the dynamics of the school and teachers. The second is to implement an internal evaluation mechanism, where students evaluate teachers' teaching and help them improve teaching effectiveness. The third is to establish a reasonable campus management plan, organize and carry out campus cultural activities, such as disciplinary and professional characteristic activities, such as academic lectures, academic salons, special seminars, practical activities, etc., in order to strengthen communication between teachers and students.

Future research

1. Expand the scope of the study. In addition to collecting relevant data from private undergraduate universities, it is necessary to further expand the scope of research and collect relevant data from public universities. In addition, it is also necessary to collect data from private universities in other provinces and conduct statistical analysis of these data in order to obtain more reliable and comprehensive analysis results.

2. Expand research horizons. Based on the study of private universities in Guangxi, it is necessary to expand the research perspective to foreign countries, and pay attention to foreign research on the construction of happy workplace organization in universities, so as to provide a more adaptive basis for proposing strategies.

3. Expand the research field. In order to build a happy workplace organization, universities should not only conduct in-depth research in areas such as internal management mechanisms, external environment, interpersonal relationships, and organizational atmosphere, but also conduct in-depth research in internal operating mechanisms, resource utilization and integration, campus culture construction, and brand marketing.

4. Explore true knowledge in research and solve real problems in practice. To explored in practice such as: how should leaders of private undergraduate universities support and encourage faculty members in order to bring happiness and satisfaction to faculty members? How can private undergraduate universities build a fair and equitable work environment that can make faculty members feel at ease and at ease, thereby promoting the well-being of faculty members? How can private undergraduate universities build a good organizational culture and values to shape the positive work attitude of faculty and staff? How can private undergraduate universities provide social support to faculty members to alleviate their work pressure and negative emotions, thereby promoting their happiness? These issues need to be further explore and practice by the researcher in future research and practical work.

References

Abraham M. (1954). Hierarchy of Needs. (J). Psychological Review. P70-396.

Avey, J. B., Wernsing, T. S., & Luthans, F. (2008). Can positive employees help positive organizational change? Impact of psychological capital and emotions on relevant attitudes and behaviors. (J) Applied Behavioral Science, 44(1), P48-70.

Ayala Mlach Pines. (2005). The burnout Measure, short Version. International Journal of Stress Management, 12(1): P78-88.

Bass B M, Avolio B J. (1990). Developing Transformational Leadership [J].1992 and Beyond. Journal of European Industrial Training, 1990, 14(5): 21-27.

Cao Hongfang. (2013). Organizational Culture Construction and Vocational Quality Cultivation in Private Colleges and Universities, (J) Resource Development and Market, (5), P229-230.

Cao N, Z, Y. (2019). Research on the Causes and Countermeasures of Teacher Turnover in Private Colleges and Universities from the Perspective of Happy Workplace, (J) Higher Education Exploration, (3), P63-65.

Chang J. (2005). Happiness and Harmony [M]. Beijing: People's Publishing House,Kang Jun. The meaning of happiness and the measurement elements of degree [J]. China Statistics.

Chang Nian F. (2008). The connotative elements and co-measurement of happiness [J]. Theory Construction

Chen Lixia, Yang Qiang. (2018). Research on the interpersonal relationship of teachers in private universities - based on the perspective of social network analysis, (J) Education Research, (10), P103-112.

Chen Yingxi. (2021). Development of Higher Education: Current Situation, Characteristics, and Trends. (J) Chinese Higher Education, 17(1), P1.

Chongde L. (2003). "Dictionary of Psychology" [M]. Shanghai Education Press.

Cilin L. (2003). Theory of Happiness Education [M]. Beijing: People's Education Press.

Cong Cong L, Wenhao L, Na Y. (2018). The mutation and remodeling of workplace happiness in the Internet context [J]. China Human Resource Development.

Da Y.Z. (2010). On Possible Life (Second Edition) [M] Beijing: Renmin University of China Press.

Department of Personnel, Ministry of Education. (2010).Teacher Education Branch of China Higher Education Society. Investigation and Analysis of the Current Situation of Principals of Primary and Secondary Schools in China (Volume 1 and 2) [M]. Beijing: People's Education Press.

Desheng L. (2001) .Education and Income Distribution [M]. Beijing Normal University Press.

Dong Li, Wang Jiayun. (2020). Author of a study on the construction of human resources management in private universities from the perspective of a happy workplace, (J) Modern Library and Information Technology, (1), P92-98.

Dong Qiong, Li Jiajie. (2011). Research on the Innovation of Internal Management Mechanism in Private Universities: Taking a University as an Example for (J) Exploration of Higher Education, (3), P118-119.

Dong Qiong, Li Jiajie. (2011). Research on the Innovation of Internal Management Mechanism in Private Universities: Taking a University as an Example for (J) Exploration of Higher Education, (3), P118-119.

DU Gang. (2014). On Attribution and Relief of University Teachers' Occupation Burnout in New Period Journal of Jiangsu Normal University (Philosophy and Social Sciences Edition).40(6) P130-133

Editorial Department of this journal. (2021). Let the enterprise become a happy workplace for employees [J]. Modern Team

Editor-in-chief Chen Ying. (1996). On Happiness in Life [M] Beijing: China Youth Publishing House.

Fang W, Yan X. (2004). Occupational exhaustion of teachers in primary and secondary schools and its relationship with social support. [J]. Acta Psychologica Sinica.36(5), P568-574

Fengyan, W, Liangshi Y. (2006). New edition of educational psychology [M]. Guangzhou: Jinan University Press. P416-417.

Ferlie,E. ,C. Musselin and G. Andresani. (2008). “The Steering of Higher Education Systems: A Public Management Perspective” Higher Education,Vol. 56, P325 - 348.

Fu Duanxiang. (2015). Research on present situation, causes and countermeasures of university teachers' job burnout, Higher Education Exploration.P119-122

Genfa. C. (1988). Wu Renjie. On Happiness [M]. Shanghai: Shanghai People's Publishing House.

Geng Wenxia, Chen Zhen. (2007). requirements care: a strategy to eliminate job burnout of teachers Journal of the Chinese Society of Education. (6):71-73.

Geng Yaning, Yao Wenwen. (2018). Exploring Strategies for Constructing a Happy Workplace Organization in Private Colleges and Universities: Taking a University in Nanjing as an Example (J) China New Engineering Research, (4), P31-33.

Guilin.C. (2012). Research on the correlation between job satisfaction and job burnout of teachersin Private Undergraduate Universities. [J]. China Adult Education, (6), P115-116.

Guo Defu. (2010). The Survival and Development of Private Colleges and Universities in the Financial Crisis, (J) Business Economics Research, (14), P104-105.

Guohua L. (2009). Principal's leadership: leading the construction of characteristic schools [M] Shanghai: Shanghai Education Press.

Hu Chunmei, Jiang Yanhua. (2006). A review of domestic and foreign research on teacher burnout in the past thirty years [J]. Tianjin Academy of Education Science Report. (3) ,P51-54.

Huan Xianzheng Zhang Peng. (2018). A Study on College Teachers' Job Burnout. Heilongjiang Researches on Higher Education. 36(07):130-133.

Huang Tao, Zhong Jian. (2019). Research on the External Environment of Private Universities Based on SWOT Analysis (J) Education and Teaching Forum, (11), P8-9.

Huigui L. (2011). Research on the Cultural Field of Professional Happiness of Famous Basic Education Teachers [D]. Mentor: Zhou Hong. Southwest University.

Huixiong C. (2008). Chen Huixiong's interpretation of happiness [M] Beijing: Peking University Press.

Ingvild M. Larsen Peter Maassen. (2014). On the Four Dilemmas of University Governance Reform (J) Higher Education Review (1), P12-23.

Jiang Yan (2006). Further Understanding of Occupational Happiness, Xinhua Digest (Humanities and Social Sciences Edition), Issue 19, P73-74.

Jiao Chenghong, Tang Yuan (2019). "Research on Innovation in Campus Management Based on Internet Technology", Journal: Education and Teaching Forum, Vol. 49, No. 2, P59-61.

Jie L. (2007). Happiness Index: Are Chinese People Happy? [M]. Guangzhou: Sun Yat-Sen University Press.

Joan E. van Horn. (1990). Occupational happiness. Quarterly Review of Human Resource.(M). 1. P29-46.

Joan E. van Horn. (2016). Happiness at Work: Theorising the Happy Worker and the Happy Workplace, Human Relations. (M). 69(12). P2401-2425.

Jun L, Yafeng S. (2017).Research on the Development Status and Countermeasures of Undergraduate Universities in my country-Thinking before the Arrival of the Popularization of Higher Education [J]. Education and Teaching Research.

Junlan .D. (2007). Research on Teacher Burnout in Newly-built Undergraduate Colleges [D]. Shandong Normal University. P36-47.

Junping Q. (2005). University Evaluation and Scientific Research Evaluation [M]. Huaxia Press, P103-105.

Kaidong. W. (2005). An Analysis of Teachers' Job Burnout in the Entry Stage [J].Modern Education Science.

Li Honglei, Zhang Liqin. (2013). "Research on the interpersonal relationship issues in the construction of secondary school art groups in private universities", (J) Modern Education Management, Issue 9, P96-99.

Li Juan. (2011). "On the Construction and Management of Interpersonal relationship between Teachers and Students in Private Colleges and Universities, Author (J), Journal of Jiujiang University, 29 (2), P58-60.

LI Jun, Song Yafeng. (2017) Research on the Development Status of Private Colleges and Universities in China and Countermeasures-Reflections on the Arrival of the Popularization Stage of Higher Education Education and Teaching Research31(02):P50-57,68

Li Runying. (2015). Research on the Development strategies of Yunnan LW College, a Private University, (C) 1994-2022 China Academic Electronic Publishing House All rights reserved. http://www.cnki.net.

Liao Xuejun. (2013). Strategies and Paths for Deepening the Reform of the Internal Management Mechanism of Private Universities, (J) Journal of Bohai University (Social Science Edition), 19 (2), P25-27.

Likert, R. (1932). A technique for the measurement of attitudes. Archives of Psychology, 140, 1-55.

Ling.Z. (2013). Investigation and Analysis on the Status Quo of Teachers' Burnoutin Private Undergraduate Universities in Henan Province [J]. Education Exploration. (1): P141-142.

Liu Huajin, Ye Zhengmao. (2016). Maintenance of college teachers' mental healt, China Adult Education. (09):147-149.

Liu Jing, Zhan Kunzhi. (2017). Research on interpersonal problems and solving strategies among students in private universities, (J) College Student Research, 26 (2), P152-154.

Liu Lihui. (2018). Exploring Strategies for Building the Student Organization Atmosphere in Private Universities, (J) Modern Education Management, (6), P124-126.

Liu Xianmin, Zhou Yangen. (2014). A cross-sectional historical study on the status of teacher burnout in my country in the past ten years [J]. Education Guide, (5): P28-31.

Liu Yang. (2017). Research on the Relationship between Emotional Intelligence and Job Burnout of Teachers in Private Colleges and Universities in Jiangsu Province (J) Journal of Lanzhou Institute of Education (7) ,P165-166.

Liu Yang. (2019). Research on the collaborative innovation and entrepreneurship talent cultivation model between private schools and enterprises (J). Theoretical Research and Practice of Innovation and Entrepreneurship (15), P143-144

Lu Xiayan. (2015). On the Path Theory of Realizing Social Responsibility in Private Colleges and Universities (J) Theory and Practical Exploration. 15(8), P8-9.

Lu yin. (2011). Analysis on influencing factors of job burnout of PE teachers in private higher vocational colleges, sports space. (7).147-148

Lv Hanghang, Li Junjun, Tao Xiujuan. (2019). Research on Development Strategies and

Countermeasures of Secondary Private Colleges and Universities - Based on the Perspective of External Environment Analysis, (J) Economics and Management, 31 (2), P181-187.

Maassen, Peter and Nico Cloete. (2015). Knowledge Production and Contradictory Functions in African Higher Education. African Minds, Project MUSE. muse.jhu.edu/book/39520. P260-288

Maassen,P. (2008). “The Modernisation of European Higher Education. National Policy Dynamics” in A. Amaral,I. Bleiklie and C. Musselin (eds.), From Governance to Identity, Festschrift for Mary Henkel, Springer, Dordrecht aassen.

Niu Qingsong Wang, Zuo Hong, Zhao Liquui. (2017). Research on the Internal Information System Management Mechanism of Private Colleges and Universities (J). Vocational Education Research (6), P54-57.

Peng Yiyi. (2018). Research on the Development Pattern of Non-profit Organizations in Higher Education in China. (J). Research on Educational Development, Issue 3, P2-9.

Ryan,Deci. (1985). self-Determination Theory,SDT. Journal of Personality and Social Psychology. (M). 51(5).P717-726.

Santiago,P.et al. (2008). Tertiary Education for the nowledge Society: (1) OECD. Paris.

Shattock, M. (2006). Managing Good Governance in Higher Education, Open University Press,Maidenhead

Shen Zhenwen. (2018). Research and Countermeasures on the Development strategies of Private Colleges and Universities under the Background of "New Law and New Deal" in Huanghu Lake (C) 1994-2022 China Academic Electronic Publishing House All rights reserved.http://www.cnki.net.

Sheng Zhenwen. (2015). "Research on the Sustainable Development of Private Colleges and Universities from the Perspective of Sustainable Competitive Advantage Theory" (C) 1994-2022 China Academic Journal Publishing House All rights reserved. http://www.cnki.net. P25-56.

Shi Xiufan. (2018). The external constraints and internal self-constraints of social responsibility in private universities. (J) Chinese Higher Education Research, 15(4), P4-11.

Shu Congmin (2003). Happy Workplace - Pursuing Ideal Jobs Research, (J) Social Sciences, Series (1), P4.

Si Yeqing, Sun Chao. (2017). The Internal Mechanism Framework of Constructing a Happy Workplace Organization: Theoretical Analysis and Empirical Explanation (J) China Human Resources Development, 3, P 4-11.

.Su Qian, Li Qiang, Zeng Bowen. (2019). Research on the impact of organizational atmosphere on faculty participation in private universities, (J) Laboratory Research and Exploration, 38 (2), P88-92.

Translated by Wentian L. (1988). Schulz. Growth Psychology [M]. Life·Reading·Xinzhi Sanlian Publishing House.

Translated by Yan Z. (1981). B. A. Sukhomlinsky. Hundred Suggestions for Teachers. Tianjin: Tianjin People's Publishing House.

Victor Frankl. (1955). Expectancy Theory. (J). Psychology Today.P50-52.

Wang Changwen, Song Chunmei, Wang Shu ran. (2014). Main reasons and countermeasures of phenomenon of college teachers' job burnout. China Adult Education. (03):59-61.

Wang Lihua. (2013). Teachers' Must be Professional Quality under the Background of New Curriculum Journal of Xinzhou Teachers University. (3):110-112.

Wang Meng. (2019). A study on the professional burnout of teachers in private colleges in Shaanxi province Xi'an University of Architecture and Technology

Wang Ying, Yu Qian. (2018). "Research on Psychological Health Intervention Strategies for College Students Based on Multiple Perspectives", Journal: Modern Education Management, Issue 8, P 77-79.

Wei L. (2005). Risk Society and Subjective Happiness [M] Shanghai: Shanghai Academy of Social Sciences Press.

Wu Haiyan. (2018). Research on the Role of Government in the Development of Private Colleges and Universities in China: A Case Study of Shanghai City (D) Shanghai Normal University

Wu Hong, Ren Shenghong. (2012). A Comparative Study of Teachers' Coping Status in Three Occupational Stress Situations [J]. Education and Vocation, (30): P78-80.

Wu Lingli. (2011). On the Problems and Improvement of the Internal Management

System of Private Colleges and Universities: An Analysis Based on the New Public Management Theory (C) 1994-2022 China Academic Electronic Publishing House All rights reserved. http://www.cnki.net.

Wu Lingli. (2011). On the Problems and Improvement of the Internal Management System of Private Colleges and Universities: An Analysis Based on the New Public Management Theory (C) 1994-2022 China Academic Electronic Publishing House All rights reserved. http://www.cnki.net.

Wu Nan. (2020). Research on analysis of college teachers' job burnout – A case study of A university Hebei university of engineering

Wu Xiaochuan. (2008). Contemporary Vocational Education Management [M]. Beijing University of Technology Press.

Xiaoyan W. (2005). Talking about teacher burnout and organizational coping from the stage of teacher professional development. [J].Journal of Cangzhou Teachers College.

Xin. W. (2017). Research on the relationship between professional identity, professional happiness and work engagement of special education teachers [D]. Southwest University.

Xinrong L. (2007). Research on coping with job burnout of college teachers based on organizational support theory. [J].Journal of China Institute of Labor Relations.

Xiting.H. (1991). Introduction to Psychology [M]. Beijing,People's Education Press.

Xu Ping, Yang Kerui, Li Xiangcheng. (2020). Research on problems and its countermeasures of social support and job burnout of university teachers Education Research Monthly. (06):82-87.

Xu Weidan. (2016). Research on the influencing factors and mechanism of workplace gossip [D]. Mentor: Chen Zhixia. Huazhong University of Science and Technology,

Xu Yayun, Ren Lu. (2021). Theoretical Analysis and Empirical Research on the Construction of a Happy Workplace Organization in Private Colleges and Universities, (J) Higher Education Research and Development, (7), P113-119.

Yan Liwen, Zhou Haitao. (2018). Analysis on the Level of Job Burnout and Influencing Factors of Teachers in Private Colleges, Journal of National Academy of Education Administration. (2): P76-82.

Yang Deling. (2012). Research on Investment Evaluation and Risk Management of Private Higher Education in China (C) 1994-2022 China Academic Journal Publishing House All rights reserved. http://www.cnki.net. P97-121

Yang Jun. (2015). Research on the Optimization of Internal Management and Control Mechanisms in Private Universities: A Case Study of S University (J) China Education Informatization (10), P85-86.

Yang Junhui, Li Sanli, Tu Feng. (2020). "Research on the Construction of Higher Education Management Model Based on Teacher Development", Journal: Modern Education Management, Issue 10, P58-60.

Ye Yiqun, Dong Zhiqiang. (2015). Research on the Policy and Regulatory Environment Faced by Private Higher Education, (J) Modern Education Management, (12), P68-70.

Yin Ying. (2014). Research on Employee Interpersonal Conflict in Private Colleges and Universities, (J) Press (Academic Edition), (3), P298-299.

Ying. S. (2004). On Happiness [M]. Beijing: People's Publishing House.

Yu Ta (2018). The logic and practice of building a happy organization. (J) Industrial engineering, 21 (1), P1-10.

Yu Xiaotong. (2016). Research on Competitive strategies of X Private Universities in Shandong Province (C) 1994-2022 China Academic Electronic Publishing House All rights reserved. http://www.cnki.net.

Yu Zicong, Li Haibin. (2017). Analysis of the Role of Organizational Atmosphere in the Construction of Campus Culture in Private Colleges and Universities (J) Education and Teaching Forum, (6), P135-137.

Yukun C. (1994). Modern Educational Management Technology [M] Shanghai: Shanghai Science and Technology Literature Publishing House.

Zeng Yiping (2018). Occupational Psychology: Theory and Application of Modern Career Development, (J) Psychological Science Progress. 26(1). P88.

Zhang Huibo. (2019). Research Report on American Community College - Taking Mclennan Community College as an Example (J) Journal of Ningbo Vocational and Technical College (6), P1-4.

Zhang Lu, Gao Haifeng. (2018). "Research on Educational Management Models Based on Modern Information Technology", Journal: Educational Theory and Practice, Vol. 38, No. 2, P22-25.

Zhang Xiaohua, Zhao Yu. (2019). Investigating the Current Situation and Countermeasures of Internal Management Mechanism Innovation in Private Colleges and Universities, (J) China Higher Education Research, (12), P75-77.

Zhang Yanna and Yang Bobai, "Research on Innovation in Higher Education Service" (2019), Journal: Modern Vocational Education Research, Issue 6, P44-47.

Zhang Yongchun. (1999). New Exploration of Personnel System Reform in Higher Education Institutions (J) Heilongjiang Higher Education Research (6) P1-5.

Zhanjun.X. (2005). Measuring Happiness: A Study on the Measurement of Subjective happiness [M]. Beijing: People's Publishing House.

Zhao Juan, Gao Yong. (2021). Research on Human Resource Management Strategies in Private Colleges and Universities Based on a Happy Workplace Perspective, (J) Human Resource Development in China (3), P71-76.

Zhaoming G. (2004). Being and Freedom: An Introduction to Ethics [M]. Nanjing: Nanjing Normal University Press

Zhimin. G Lifelong Education, Lifelong Learning and Learning Society [M]. East China Normal University Press, 2005: 64-66.

Zhisong. C. (2021). Research on the formation and mechanism of employee constructive deviance. [D].Jilin University.

Zhong .C. (2017). Research on conflict management of human resources integration in corporate mergers and acquisitions [D]. Mentor: Long Zhihe. South China University of Technology.

Zhu Liping. (2015). Study on the construction of teachers team in university in Jiangxi.

Zhu Xiaowen. (2012). Discussion on the Construction and Management of Organizational Atmosphere for Mental Health Education in Private Colleges and Universities, (J) Journal of East China Normal University (Education Science Edition), 30 (6), P127-131.

Zou Wanli, Shi Lu, Li Kaixin. (2017). Research on the External Environment and Countermeasures Faced by Private Colleges and Universities, (J) Modern Education Management, (11), P32-34.

Appendixes

Appendix A

List of Specialists and Letters of Specialists Invitation for IOC Verification

List of Specialists Invitation for IOC Verification

No.	Name	Position
1	Li Qiang	Professor of Nanning Normal University.
2	Zhang Yanhong	Associate Professor of Guangxi Minzu University.
3	Zhou Yanxian	Professor of Guangxi Minzu University
4	Su Xianghua	Associate Professor of Nanning University
5	Zuo Jing	Associate Professor of Nanning University

List of Specialists Invitation for Strategies Evaluation

The following list is invited as an evaluation expert to evaluate the adaptability and feasibility of strategies on creating happy workplace organization in private undergraduate universities in Guangxi.

No.	Name	Position
1	Cai changzhuo	Deputy Director of Guangxi Education Department
2	Chen Xiongzhang	Professor of Nanning University
3	Wang Gengxin	Professor of Liuzhou Institute of Technology
4	Wu Rui	Associate Professor of Guangxi University of foreign Languages
5	Chen Lin	Gui Lin University

Appendix B

Official Letter

ที่ อว ๐๖๔๓.๑๔/๓๙๑

มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา
๑๐๖๑ อิสรภาพ ๑๕ แขวงหิรัญรูจี
เขตธนบุรี กรุงเทพฯ ๑๐๖๐๐

๑๓ มีนาคม ๒๕๖๖

เรื่อง เชิญเป็นผู้เชี่ยวชาญตรวจสอบความตรงเชิงเนื้อหาเครื่องมือในการทำวิทยานิพนธ์

เรียน Professor Li Qiang, Nanning Normal University

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

เนื่องด้วย Mrs.Yang Xiaofeng นักศึกษาระดับบัณฑิตศึกษา หลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา ได้รับการอนุมัติให้ดำเนินการวิจัยวิทยานิพนธ์ เรื่อง "The Strategy for Creating Happy Workplace Organization in Undergraduate Universities in Guangxi" โดยมีคณะกรรมการที่ปรึกษาวิทยานิพนธ์ ดังนี้

๑. ผู้ศาสตราจารย์ ดร.พัชรา เดชโฮม	ประธานที่ปรึกษาหลัก
๒. รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์	อาจารย์ที่ปรึกษาร่วม
๓. ผู้ช่วยศาสตราจารย์ ดร.กุลสิรินทร์ อภิรัตน์วรเดช	อาจารย์ที่ปรึกษาร่วม

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

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์แก่นักศึกษาด้วยจะเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.คณกร สว่างเจริญ)
คณบดีบัณฑิตวิทยาลัย

งานประสานบัณฑิตศึกษา
โทร ๐-๒๔๗๓-๗๐๐๐ ต่อ ๑๘๑๔

ที่ อว ๐๖๔๓.๑๔/ ๓๔๒

มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา
๑๐๖๑ อิสรภาพ ๑๕ แขวงหิรัญรูจี
เขตธนบุรี กรุงเทพฯ ๑๐๖๐๐

๑๓ มีนาคม ๒๕๖๖

เรื่อง เชิญเป็นผู้เชี่ยวชาญตรวจสอบความตรงเชิงเนื้อหาเครื่องมือในการทำวิทยานิพนธ์

เรียน Associate Professor Zhang Yanhong, Guangxi Minzu University

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

เนื่องด้วย Mrs.Yang Xiaofeng นักศึกษาระดับบัณฑิตศึกษา หลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา ได้รับการอนุมัติให้ดำเนินการวิจัยวิทยานิพนธ์ เรื่อง "The Strategy for Creating Happy Workplace Organization in Undergraduate Universities in Guangxi" โดยมีคณะกรรมการที่ปรึกษาวิทยานิพนธ์ ดังนี้

๑. ผู้ศาสตราจารย์ ดร.พัชรา เดชโฮม	ประธานที่ปรึกษาหลัก
๒. รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์	อาจารย์ที่ปรึกษาร่วม
๓. ผู้ช่วยศาสตราจารย์ ดร.กุลสิรินทร์ อภิรัตน์วรเดช	อาจารย์ที่ปรึกษาร่วม

ในการทำวิทยานิพนธ์ครั้งนี้ นักศึกษาจำเป็นต้องตรวจสอบความตรงเชิงเนื้อหา (Content Validity) ของเครื่องมือ เพื่อให้ได้เครื่องมือที่สมบูรณ์ที่สุด ทางบัณฑิตวิทยาลัยได้พิจารณาเห็นว่าท่านเป็นผู้ทรงคุณวุฒิ มีความรู้ความสามารถสอดคล้องกับหัวข้อการทำวิทยานิพนธ์ ดังกล่าวเป็นอย่างยิ่ง ซึ่งคำแนะนำของท่านจะเกิดประโยชน์ต่อการปรับปรุงแก้ไขในการสร้างเครื่องมือสำหรับการวิจัยของนักศึกษาให้มีคุณภาพและเหมาะสม เพื่อใช้ในการเก็บรวบรวมข้อมูลในการวิจัยต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์แก่นักศึกษาด้วยจะเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.คณกร สว่างเจริญ)
คณบดีบัณฑิตวิทยาลัย

งานประสานบัณฑิตศึกษา
โทร ๐-๒๔๗๓-๗๐๐๐ ต่อ ๑๘๑๔

ที่ อว ๐๖๔๓.๑๔/๓๘๓

มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา
๑๐๖๑ อิสรภาพ ๑๕ แขวงหิรัญรูจี
เขตธนบุรี กรุงเทพฯ ๑๐๖๐๐

๑๓ มีนาคม ๒๕๖๖

เรื่อง เชิญเป็นผู้เชี่ยวชาญตรวจสอบความตรงเชิงเนื้อหาเครื่องมือในการทำวิทยานิพนธ์

เรียน Professor Zhou Yanxian, Guangxi Minzu University

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

เนื่องด้วย Mrs.Yang Xiaofeng นักศึกษาระดับบัณฑิตศึกษา หลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา ได้รับการอนุมัติให้ดำเนินการวิจัยวิทยานิพนธ์ เรื่อง "The Strategy for Creating Happy Workplace Organization in Undergraduate Universities in Guangxi" โดยมีคณะกรรมการที่ปรึกษาวิทยานิพนธ์ ดังนี้

๑. ผู้ศาสตราจารย์ ดร.พัชรา เดชโฮม	ประธานที่ปรึกษาหลัก
๒. รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์	อาจารย์ที่ปรึกษาร่วม
๓. ผู้ช่วยศาสตราจารย์ ดร.กุลสิรินทร์ อภิรัตน์วรเดช	อาจารย์ที่ปรึกษาร่วม

ในการทำวิทยานิพนธ์ครั้งนี้ นักศึกษาจำเป็นต้องตรวจสอบความตรงเชิงเนื้อหา (Content Validity) ของเครื่องมือ เพื่อให้ได้เครื่องมือที่สมบูรณ์ที่สุด ทางบัณฑิตวิทยาลัยได้พิจารณาเห็นว่าท่านเป็นผู้ทรงคุณวุฒิ มีความรู้ความสามารถสอดคล้องกับหัวข้อการทำวิทยานิพนธ์ ดังกล่าวเป็นอย่างยิ่ง ซึ่งคำแนะนำของท่านจะเกิดประโยชน์ต่อการปรับปรุงแก้ไขในการสร้างเครื่องมือสำหรับการวิจัยของนักศึกษาให้มีคุณภาพและเหมาะสม เพื่อใช้ในการเก็บรวบรวมข้อมูลในการวิจัยต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์แก่นักศึกษาด้วยจะเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.คณกร สว่างเจริญ)
คณบดีบัณฑิตวิทยาลัย

งานประสานบัณฑิตศึกษา
โทร ๐-๒๔๗๓-๗๐๐๐ ต่อ ๑๘๑๔

ที่ อว ๐๖๔๓.๑๔/ ๓๙๔

มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา
๑๐๖๑ อิสรภาพ ๑๕ แขวงหิรัญรูจี
เขตธนบุรี กรุงเทพฯ ๑๐๖๐๐

๑๓ มีนาคม ๒๕๖๖

เรื่อง เชิญเป็นผู้เชี่ยวชาญตรวจสอบความตรงเชิงเนื้อหาเครื่องมือในการทำวิทยานิพนธ์

เรียน Associate Professor Su Xianghua, Nanning University

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

เนื่องด้วย Mrs.Yang Xiaofeng นักศึกษาระดับบัณฑิตศึกษา หลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา ได้รับการอนุมัติให้ดำเนินการวิจัยวิทยานิพนธ์ เรื่อง "The Strategy for Creating Happy Workplace Organization in Undergraduate Universities in Guangxi" โดยมีคณะกรรมการที่ปรึกษาวิทยานิพนธ์ ดังนี้

๑. ผู้ศาสตราจารย์ ดร.พัชรา เดชโฮม	ประธานที่ปรึกษาหลัก
๒. รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์	อาจารย์ที่ปรึกษาร่วม
๓. ผู้ช่วยศาสตราจารย์ ดร.กุลสิรินทร์ อภิรัตน์วรเดช	อาจารย์ที่ปรึกษาร่วม

ในการทำวิทยานิพนธ์ครั้งนี้ นักศึกษาจำเป็นต้องตรวจสอบความตรงเชิงเนื้อหา (Content Validity) ของเครื่องมือ เพื่อให้ได้เครื่องมือที่สมบูรณ์ที่สุด ทางบัณฑิตวิทยาลัยได้พิจารณาเห็นว่าท่านเป็นผู้ทรงคุณวุฒิ มีความรู้ความสามารถสอดคล้องกับหัวข้อการทำวิทยานิพนธ์ ดังกล่าวเป็นอย่างยิ่ง ซึ่งคำแนะนำของท่านจะเกิดประโยชน์ต่อการปรับปรุงแก้ไขในการสร้างเครื่องมือสำหรับการวิจัยของนักศึกษาให้มีคุณภาพและเหมาะสม เพื่อใช้ในการเก็บรวบรวมข้อมูลในการวิจัยต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์แก่นักศึกษาด้วยจะเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.คณกร สว่างเจริญ)
คณบดีบัณฑิตวิทยาลัย

งานประสานบัณฑิตศึกษา
โทร ๐-๒๔๗๓-๗๐๐๐ ต่อ ๑๘๑๔

ที่ อว ๐๖๔๓.๑๔/พิเศษ

มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา
๑๐๖๑ อิสรภาพ ๑๕ แขวงหิรัญรูจี
เขตธนบุรี กรุงเทพฯ ๑๐๖๐๐

๑๗ มีนาคม ๒๕๖๖

เรื่อง เชิญเป็นผู้เชี่ยวชาญตรวจสอบความตรงเชิงเนื้อหาเครื่องมือในการทำวิทยานิพนธ์

เรียน Associate Professor Zuo Jing, Nanning University

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

เนื่องด้วย Mrs.Yang Xiaofeng นักศึกษาระดับบัณฑิตศึกษา หลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา ได้รับการอนุมัติให้ดำเนินการวิจัยวิทยานิพนธ์ เรื่อง "The Strategy for Creating Happy Workplace Organization in Undergraduate Universities in Guangxi" โดยมีคณะกรรมการที่ปรึกษาวิทยานิพนธ์ ดังนี้

๑. ผู้ศาสตราจารย์ ดร.พัชรา เดชโฮม	ประธานที่ปรึกษาหลัก
๒. รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์	อาจารย์ที่ปรึกษาร่วม
๓. ผู้ช่วยศาสตราจารย์ ดร.กุลสิรินทร์ อภิรัตน์วรเดช	อาจารย์ที่ปรึกษาร่วม

ในการทำวิทยานิพนธ์ครั้งนี้ นักศึกษาจำเป็นต้องตรวจสอบความตรงเชิงเนื้อหา (Content Validity) ของเครื่องมือ เพื่อให้ได้เครื่องมือที่สมบูรณ์ที่สุด ทางบัณฑิตวิทยาลัยได้พิจารณาเห็นว่าท่านเป็นผู้ทรงคุณวุฒิ มีความรู้ความสามารถสอดคล้องกับหัวข้อการทำวิทยานิพนธ์ ดังกล่าวเป็นอย่างยิ่ง ซึ่งคำแนะนำของท่านจะเกิดประโยชน์ต่อการปรับปรุงแก้ไขในการสร้างเครื่องมือสำหรับการวิจัยของนักศึกษาให้มีคุณภาพและเหมาะสม เพื่อใช้ในการเก็บรวบรวมข้อมูลในการวิจัยต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์แก่นักศึกษาด้วยจะเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.คณกร สว่างเจริญ)
คณบดีบัณฑิตวิทยาลัย

งานประสานบัณฑิตศึกษา
โทร ๐-๒๔๗๓-๗๐๐๐ ต่อ ๑๘๑๔

Appendix C

Research Instrument

Research Questionnaire

Subject: The current situation of creating happy workplace organization in Undergraduate private universities in Guangxi

Instructions:

1. In order to grasp the current situation of creating a happy workplace organization in private undergraduate universities, analyze the problems and reasons, which exist in the process of creating happy workplace in private universities inGuangxi,. A questionnaire survey on the current situation of creating happy workplace organization in private universities in Guangxi is conduct.

2. There is no right or wrong distinction between the items and answers in this questionnaire. The answers you fill in are only used for statistical analysis. They are not handled separately or published publicly. This information is strictly confidential and will not be disclosed to anyone. The information is confidential and there is no need to fill in your name. Please fill in with confidence.

3. This questionnaire is divided into two parts: the interviewee's status (personal information) and the questionnaire (variable name).

Part I: Respondent status (personal information)

1. Gender
   - ① Male
   - ② Female
2. Age:
   - ① 30 years old or below
   - ② between 31-39 years old
   - ③ between 40-49 years old
   - ④ between 50-59 years old
   - ⑤ 60 years old and above
3. Status:
   - ① Unmarried
   - ② Married
4. Education:
   - ① Bachelor’s degree
   - ② Master’s degree
   - ③ Doctor’s degree

5. Professional:
    ① Non-Position
    ② Assistant
    ③ Lecturer
    ④ Associate professor
    ⑤ Professor
6. Teaching Experience:
    ① Within 3 years
    ② 3-5 years
    ③ 6-10 years
    ④ 11-15 years
    ⑤ 16-20 years
    ⑥ More than 20 years
7. Position:
    ① Middle-level administrators
    ② Basic-level administrators
    ③ Full-time teachers
8. Working experience in current position:
    ① Less than 3 years
    ② 3-5 years
    ③ 6-10 years
    ④ 11-15 years
    ⑤ 16-20 years
    ⑥ More than 20 years
9. Teaching period:
    ① 5 periods
    ② 6-10 periods
    ③ 11-15 periods
    ④ 16-20 periods
    ⑤ 21-25 periods
    ⑥ More than 25 periods
10. Income(per month):
    ① Less than 4000 CNY
    ② 4000-6000 CNY
    ③ 6001-8000 CNY
    ④ More than 8000 CNY

Part II: Questionnaire (variable name)

The following options (5, 4, 3, 2, 1) indicate satisfaction. 5 means very satisfied, 4 means satisfied, 3 means average, 2 means dissatisfied, 1means very dissatisfied.

Order	variable	5	4	3	2	1
	Internal management mechanism					
1	The rules and regulations and work processes of the university are complete					
2	The management system of the university is fair, objective and reasonable					
3	The work process of the university is clear and efficient					
4	The university has complete teaching facilities and equipment					
5	The relationship between responsibility and power of the university is clear					
6	The campus environment is beautiful and pleasant					
7	Income matches work effort					
	External environment					
1	The state and local governments have formulated complete policies and regulations on Private Universities.					
2	The policies and regulations of private universities issued by the state and local governments are objective and reasonable					
3	Private universities are strong in implementing national policies and regulations					
4	Recognition and support from higher education administrative departments					
5	Social respect and confirm the private universities					
6	Enterprises and industries support and cooperate with private universities					
7	Students' parents confirm, support and					

Order	variable	5	4	3	2	1
	cooperate with the private universities.					
	Interpersonal relationship					
1	Teachers care about each other.					
2	Teachers help each other.					
3	Teachers have a harmonious relationship and share information with each other.					
4	Teachers can discuss operational issues in an open, direct and constructive manner					
5	Teachers can freely talk with their superiors about work issues					
6	The relationship between teachers and students is harmonious.					
7	The relationship between students is harmonious.					
	Organizational atmosphere					
1	The leadership has a good management concept and attaches importance to the personal feelings of teachers and students.					
2	The management of the university has clear rights and responsibilities, and teachers and students know to whom can be found to solve problems					
3	The university has clear rewards and punishments, and teachers have a strong sense of work achievement and happiness					
4	Teachers' new ideas are easily accepted by leaders					
5	The relationship between teachers and leaders is harmonious and friendly					
6	Teachers often communicate with the leaders each other outside their work					
7	Teachers communicate with the students Closely.					

Strategies Evaluation Form

Evaluation questionnaire for strategies on creating happy workplace organization in private undergraduate universities in Guangxi

Instruction:

The tool used this time is a questionnaire to evaluate strategies for creating happy workplace organization in private undergraduate in Guangxi.

Please consider the questionnaire to evaluate all aspects of strategies for creating happy workplace organization in private undergraduate in Guangxi.

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

Assessment checklist	Adaptability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
Strategies of optimizing internal management mechanism										
(1) Establish a complete organizational structure: including division of responsibilities, work processes, work coordination mechanisms, etc.										
(2) Develop a sound management system, including human resource management, teaching management, student management, and financial management. Quality management and other systems.										
(3) Strengthen asset management and financial management, strengthen the management and supervision of school funding, and ensure the safe and sustainable operation of assets.										
(4) Strengthen information construction and improve management efficiency, including student information management system, teacher information management system, and teaching resource management system.										
(5) Strengthen the construction of campus culture, formulate organizational culture and concepts, establish a good organizational										

Assessment checklist	Adaptability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
culture, and retain a sense of identity with campus culture.										
(6) Strengthen the construction of teaching staff and create a benign ecological environment conducive to teacher development										
(7) Pay attention to student development and improve the quality of students' learning and the reputation of the school.										
(8) Strengthen school-enterprise cooperation, establish stable school-enterprise cooperation relationships, and enhance the effectiveness of teaching practice and employment training.										
Strategies of improving interpersonal relationship										
(1) Establish an effective communication mechanism and an efficient communication platform to facilitate communication and communication between teachers and leaders, between teachers, and between teachers and students, in order to enhance mutual understanding and respect.										

Assessment checklist	Adaptability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
(2) Building a harmonious and positive campus cultural atmosphere: including various sports, workshops, salons, and other activities to enhance communication and create a relaxed, free, and harmonious campus cultural atmosphere.										
(3) Strengthen the management of teacher-student relationship: build a teacher-student relationship that respects, trusts, supports, and cares for students.										
(4) Strengthen communication and communication between students: establish a good platform for mutual assistance and exchange among students, organize diverse community activities, and enhance students' communication and cooperation abilities with each other.										
(5) Standardize campus order according to law: Strengthen the maintenance and management of campus security based on law, and maintain campus stability and order										
(6) Create a good working and living environment, provide a career										

Assessment checklist	Adaptability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
development platform for teachers, and stabilize the teaching team.										
(7) Establish a team building and cooperation mechanism, improve the team building mechanism, encourage teachers to unite and collaborate, and actively engage in learning and work.										
(8) Establish a complete software and hardware service system to improve the quality of work and life of teachers and students.										
Strategies of optimizing External environment										
(1) Strengthen cooperation with local governments and seek policy and financial support.										
(2) Strengthen communication and cooperation with all sectors of society, including enterprises, industries, universities, etc., strive for support from all sectors of society, and jointly build and share resources.										
(3) Strengthen communication with parents and alumni to enhance cohesion and development potential.										
(4) Standardize school running behavior and improve social										

Assessment checklist	Adaptability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
recognition.										
(5) Strengthen international exchanges and cooperation, and enhance the internationalization level of universities.										
(6) Strengthen publicity and marketing to increase awareness and influence.										
(7) The government has introduced preferential policies for loan interest rates for private universities, creating a convenient financing environment for private universities, and further expanding hardware investment in private universities.										
(8) The government provides incentives in terms of policies, benefits, and honors to attract outstanding domestic and foreign scholars and high-level talents to teach in private universities, improving the quality of teaching and the strength of the school's teaching team.										
(9) The government coordinates scientific and technological departments, non-governmental resources, and even international cooperation methods to provide										

Assessment checklist	Adaptability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
support for private universities.										
Strategies of shaping organizational atmosphere										
(1) Clear objectives and school running philosophy: establish correct school running objectives and concepts, participate in all staff, and promote together.										
(2) Establish a reward and punishment mechanism: Establish an effective performance reward mechanism, while implementing serious disciplinary measures, and correct the work attitude and behavior of faculty and staff.										
(3) Establish a transparent, equal, and mutually respectful communication mechanism to promote information sharing and interactive exchange.										
(4) Strengthen team building: Encourage communication and cooperation among employees, promote cross department team collaboration, and enhance team cohesion.										
(5)Create an innovative atmosphere: Focus on decentralization, encourage employees to provide opinions and										

Assessment checklist	Adaptability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
suggestions, and create an organizational atmosphere conducive to innovation and development.										
(6) Establish a care and support mechanism for faculty and staff, including welfare benefits, training and development, physical and mental health, family status, etc., to establish a good organizational image.										
(7) Implement internal evaluation mechanisms: including human resource management, administrative management, financial management, teaching management, service level evaluation, etc., to timely improve issues and promote harmonious development of the organization.										
(8) Establish a reasonable campus management plan, including a system of separation of powers and responsibilities, internal and external communication mechanisms, coordination mechanisms between principals and departments, student autonomy, and group autonomy.										

Outline of structural interview

Expert interview

Research topic: Strategies for creating happy workplace organization in private undergraduate universities in Guangxi

Research Objectives:

To study the current situation of strategies for creating happy workplace organization in Undergraduate Universities in Guangxi.

2. To create Strategies for creating happy workplace organization in Undergraduate Universities in Guangxi.

3. To evaluate strategies for creating happy workplace organization in Undergraduate Universities in Guangxi.

The purpose of the interview is to use the information results of the interview as the framework of the research concept and create a reference for the problem, and to provide a basis for the establishment strategies for creating happy workplace organization in private undergraduate universities in Guangxi.

Contents	Questions
Internal management mechanism	1. What problems do you think private undergraduate universities have in terms of internal management mechanisms? 2. What suggestions do you have for the internal management mechanism of private undergraduate universities?
Interpersonal relationships	1. What problems do you think private universities have in interpersonal relationships? 2. What suggestions do you have for building harmonious interpersonal relationships in private universities?
External environment	1. What problems do you think private undergraduate universities have in terms of external environment? 2. What suggestions do you have for optimizing the external environment of private undergraduate universities?
Organizational atmosphere	1. What problems do you think private undergraduate universities have in terms of organizational atmosphere? 2. What suggestions do you have for private undergraduate universities to create a good organizational atmosphere?

List of universities collecting information

No.	University	City	Population	Sample Group
1	Nanning University	Nanning	436	56
2	GuangxiUniversity of Foreign Languages	Nanning	337	43
3	Xiangsihu College of GuangxiMinzu University	Nanning	238	31
4	Faculty of Chinese Medicine Science GuangxiUniversity of Chinese Medicine	Nanning	217	28
5	Shiyuan College of Nanning Normal University	Nanning	205	26
6	Nanning College of Technology	Nanning	185	24
7	Guilin University	Guilin	239	31
8	Guilin Institute of Information Technology	Guilin	179	23
9	Liuzhou Institute of Technology	Liuzhou	266	34
10	Beihai University of Art and Design	Beihai	186	24
11	GuangxiCity Vocational University	Chongzuo	112	15
total			2600	335

List of interviewees

No.	interviewee	Position	Experience	University
1	Hu Xiaomin	Middle-level administrators, associate professor	17	Nanning University
2	Wu Xing	full-time teacher, professor	15	Nanning University
3	Wei Kaihua	Middle-level administrators, associate professor	14	Guangxi University of foreign Languages
4	Yang Xinghua	full-time teacher, associate professor	13	Guangxi University of foreign Languages
5	Liu Ying	Middle-level administrators, associate professor	15	Guilin University
6	Liu Haohan	full-time teacher, associate professor	11	Guilin University
7	Li Zhuo	Middle-level administrators, associate professor	14	Faculty of Chinese Medicine Science Guangxi University of Chinese Medicine
8	Wei Jinye	full-time teacher, professor	16	Faculty of Chinese Medicine Science Guangxi University of Chinese Medicine
9	Li Linping	Middle-level administrators, associate professor	11	Beihai university of Art and Design
10	Su Xianghua	full-time teacher/ professor	12	Beihai university of Art and Design

Appendix D
The Results of the Quality Analysis of Research Instruments

The Quality Analysis Results of Research Instruments

The consistency evaluation results of questionnaire survey on the current situation of creating happy workplace organization in private undergraduate universities in Guangxi

clause	The current situation of creating happy workplace of private undergraduate universities in Guangxi	experts					IOC	Conclusion
		1	2	3	4	5		
Internal management mechanism								
1	The rules and regulations and work processes of the university are complete	1	1	1	1	1	1.00	consistent
2	The management system of the university is fair, objective and reasonable	1	1	1	1	1	1.00	consistent
3	The work process of the university is clear and efficient	1	1	1	1	1	1.00	consistent
4	The university has complete teaching facilities and equipment	1	1	1	1	1	1.00	consistent
5	The relationship between responsibility and power of the university is clear	1	1	1	1	1	1.00	consistent
6	The campus environment is beautiful and pleasant	1	1	1	1	1	1.00	consistent
7	Income matches work effort	1	1	1	1	1	1.00	consistent
External environment								
1	The state and local governments have formulated complete policies and regulations on Private Universities.	1	1	1	1	1	1.00	consistent
2	The policies and regulations of private universities issued by the state and local governments are objective and reasonable	1	1	1	1	1	1.00	consistent
3	Private universities are strong in implementing national policies	1	1	1	1	1	1.00	consistent

clause	The current situation of creating happy workplace of private undergraduate universities in Guangxi	experts					IOC	Conclusion
		1	2	3	4	5		
	and regulations							
4	Recognition and support from higher education administrative departments	1	1	1	1	1	1.00	consistent
5	5.Social respect and confirm the private universities	1	1	1	1	1	1.00	consistent
6	Enterprises and industries support and cooperate with private universities	1	1	1	1	1	1.00	consistent
7	Students' parents confirm, support and cooperate with the private universities.	1	1	1	1	1	1.00	consistent
Interpersonal relationship								
1	Teachers care about each other.	1	1	1	1	1	1.00	consistent
2	Teachers help each other.	1	1	1	1	1	1.00	consistent
3	Teachers have a harmonious relationship and share information with each other.	1	1	1	1	1	1.00	consistent
4	Teachers can discuss operational issues in an open, direct and constructive manner	1	1	1	1	1	1.00	consistent
5	Teachers can freely talk with their superiors about work issues	1	1	1	1	1	1.00	consistent
6	The relationship between teachers and students is harmonious.	1	1	1	1	1	1.00	consistent
7	The relationship between students is harmonious.	1	1	1	1	1	1.00	consistent
Organizational atmosphere								
1	The leadership has a good management concept and attaches importance to the	1	1	1	1	1	1.00	consistent

clause	The current situation of creating happy workplace of private undergraduate universities in Guangxi	experts					IOC	Conclusion
		1	2	3	4	5		
	personal feelings of teachers and students.							
2	The management of the university has clear rights and responsibilities, and teachers and students know to whom can be found to solve problems	1	1	1	1	1	1.00	consistent
3	The university has clear rewards and punishments, and teachers have a strong sense of work achievement and happiness	1	1	1	1	1	1.00	consistent
4	Teachers' new ideas are easily accepted by leaders	1	1	1	1	1	1.00	consistent
5	The relationship between teachers and leaders is harmonious and friendly	1	1	1	1	1	1.00	consistent
6	Teachers often communicate with the leaders each other outside their work	1	1	1	1	1	1.00	consistent
7	Teachers communicate with the students Closely.	1	1	1	1	1	1.00	consistent

Reliability analysis of research instruments

Results of variable reliability correlation analysis

Reliability

Scale: all variables

Case handling summary			
		N	%
case	effective	335	100
	Excluded[a]	0	0
	Total	335	100
a. List deletion based on all variables in this program.			

Reliability statistics		
Cronbach's Alpha	Based on standardized items Cronbachs Alpha	number of terms
.970	.970	28

Appendix E
Certificate of English

มหาวิทยาลัยราชภัฏบรมราชชนนี

Bansomdejchaopraya Rajabhat University

This is to certify that

MRS. YANG XIAOFENG

Achieved BSRU-TEST of English Proficiency (BSRU – TEP) level

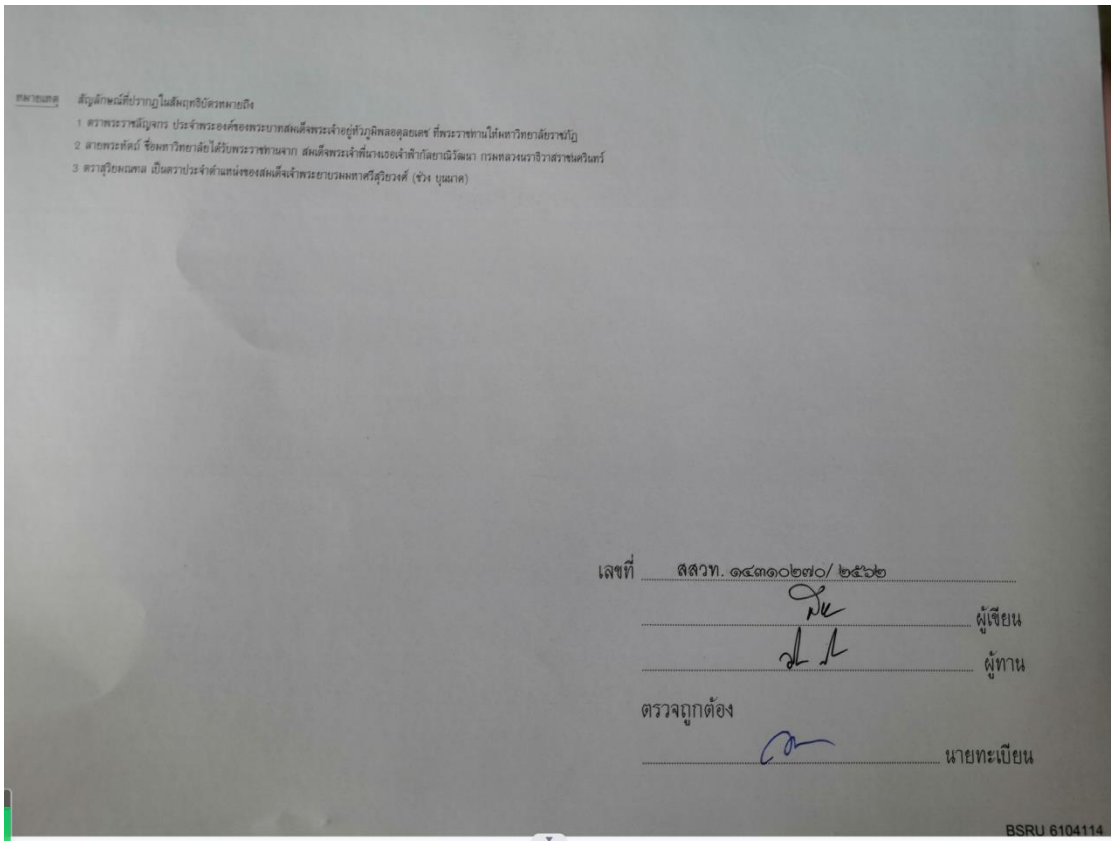
C 1

Given on 20th January 2020

Linda Gainma

(Assistant Professor Dr. Linda Gainma)

President



หมายเหตุ สัญลักษณ์ที่ปรากฏในสัมฤทธิบัตรหมายถึง

1 ตราพระราชลัญจกร ประจำพระองค์ของพระบาทสมเด็จพระเจ้าอยู่หัวภูมิพลอดุลยเดช ที่พระราชทานให้มหาวิทยาลัยราชภัฏ

2 ลายพระหัตถ์ ชื่อมหาวิทยาลัยได้รับพระราชทานจาก สมเด็จพระเจ้าพี่นางเธอเจ้าฟ้ากัลยาณิวัฒนา กรมหลวงนราธิวาสราชนครินทร์

3 ตราสุริยมณฑล เป็นตราประจำตำแหน่งของสมเด็จเจ้าพระยาบรมหาศรีสุริยวงศ์ (ช่วง บุนนาค)

เลขที่ สสวท. ๑๔๓๑๐๒๗๐/ ๒๕๖๒

ผู้เขียน

ผู้ทาน

ตรวจถูกต้อง

นายทะเบียน

BSRU 6104114

Appendix F

The Document for Acceptance Research

Journal of
Survey in Fisheries Sciences
ISSN : 2368 - 7487
Website : www.sifisheriessciences.com
Phone : +91 98840 78453 / Whatsapp : +91 98840 78453

Acceptance Letter

Dear Author(s): **Yang Xiaofeng , Patchara Dechhome**

Paper ID	JSFS_83
Paper Title	Strategies for Creating a Happy Workplace Organization in Undergraduate Private Universities in Guangxi

This is to enlighten you that above manuscript reviewed and appraised by the review committee members of **BioLEAGUES** and it is accepted for the purpose of publication in the **"Journal of Survey in Fisheries Sciences"**.
You have to send following documents at swathi.p@bioleagues.net before 18th April 2023.

1. **Proof of Registration/Payment - Scanned | Online Received Email**
2. **BioLEAGUES Copyright form** https://bioleagues.com/copyright/

Note:

1. Above manuscript will be published on or before 25th May 2023.
2. **Journal of Survey in Fisheries Sciences is** a SCOPUS Indexed Q3 Journal.
3. Author(s) will receive Publication information and Published Paper link through **BioLEAGUES**
4. You will receive Volume/ Issue information of your paper very soon.
5. It is mandatory to submit the copyright form before the article gets processed for final publication.
6. **Indexing belongs to Scopus database, No Involvement of BioLEAGUES.**

Research Profile

Name: Yang Xiaofeng

Gender: Female

Date of birth: October 26, 1976

Employer: Nanning University

Mailing address: No. 8, Longting Road, Nanning University, Nanning, Guangxi, China

Position: Director of Faculty of Art and Design, Nanning University

Education background:

- From September 2001 to June 2004, majored in English, Guangxi Normal University
- From October 2007 to October 2010, majored in Curriculum and Teaching Theory, Nanning Normal University
- Since December 2019, been studying for the degree of Doctor of Philosophy Program in educational administration at BansomdejChaopraya Rajabhat University

Work experience:

- From June 2001 to April 2022,served as the Deputy director of the College of Humanities, the Deputy director of the College of Management, the Director of the Personnel Department, the Director of the College of General Education of Nanning University
- From April 2022 to present, Director of the Faculty of Art and Design of Nanning University