

STRATEGIES FOR INTERNAL RESOURCE ALLOCATION OF
PRIVATE UNIVERSITIES IN GUANGXI

QIN FENGCAI

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Title	Strategies for Internal Resource Allocation of Private Universities in Guangxi
Author	Qin Fengcai
Program	Education Administration
Major Advisor	Assoc. Prof. Dr.Niran Sutheeniran
Co-advisor	Asst. Prof. Dr.Pinyapat Pargudtong
Co-advisor	Asst.Prof. Dr.Kulsirin Aphiratvoradej
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ABSTRACT

The purpose of this study is to obtain: 1) the current situation of internal resource allocation of private universities in Guangxi; 2) The internal resource allocation strategy of private universities in Guangxi; 3) Evaluate the internal resource allocation strategy of private universities in Guangxi. The total population is from 12 private undergraduate universities in Guangxi. The tools include: 1) questionnaire; 2) Structural interview form; 3) Strategic expert evaluation form. Data analysis includes percentage, average, standard deviation, etc.

The research results found that:The current situation of internal resource allocation of private universities in Guangxi is at a medium level. The internal resource allocation strategy consists of three aspects: 1) Optimize the allocation strategy of human resources; 2)Optimize the allocation strategy of financial resources ; 3) Optimize the allocation strategy of material resources. The adaptability and feasibility evaluation results of the implementation of the strategy are high, which has a positive promotion role in optimizing the internal resource allocation of private universities in Guangxi.

Key words: internal resource allocation

ชื่อเรื่อง	กลยุทธ์การจัดการจัดสรรทรัพยากรภายในของมหาวิทยาลัย เอกชนในมณฑลกว่างสี
ชื่อผู้วิจัย	Qin Fengcai
สาขาวิชา	การบริหารการศึกษา
อาจารย์ที่ปรึกษาหลัก	รองศาสตราจารย์ ดร.นิรันตร์ สุธินิรันตร์
อาจารย์ที่ปรึกษาร่วม	ผู้ช่วยศาสตราจารย์ ดร.พัชรา เดชโฮม
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บทคัดย่อ

การศึกษาค้นคว้าครั้งนี้มีวัตถุประสงค์เพื่อ 1) เพื่อศึกษาการจัดการจัดสรรทรัพยากรภายในของมหาวิทยาลัยเอกชนในกว่างสี 2) เพื่อได้กลยุทธ์การจัดการจัดสรรทรัพยากรภายในของมหาวิทยาลัยเอกชนในมณฑลกว่างสี 3) ประเมินกลยุทธ์การจัดการจัดสรรทรัพยากรภายในของมหาวิทยาลัยเอกชนในมณฑลกว่างสี ประชากรในการวิจัยครั้งนี้เป็นมหาวิทยาลัยเอกชนในมณฑลกว่างสีจำนวน 12 แห่ง เครื่องมือที่ใช้ในการวิจัยครั้งนี้ประกอบด้วย แบบสอบถาม แบบสัมภาษณ์แบบมีโครงสร้าง แบบประเมิน กลยุทธ์ ผลการประเมินประกอบด้วย ค่าร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐานและสถิติเชิงพรรณนา

ผลการวิจัย พบว่า การจัดการจัดสรรทรัพยากรภายในของมหาวิทยาลัยเอกชนในมณฑลกว่างสีอยู่ในระดับปานกลาง การจัดการจัดสรรทรัพยากรประกอบด้วย 3 ประการ ได้แก่ 1) การปรับปรุงกลยุทธ์การจัดการจัดสรรทรัพยากรบุคคลให้เหมาะสม 2) การปรับปรุงกลยุทธ์การจัดการจัดสรรทรัพยากรทางการเงินให้เหมาะสม 3) การปรับปรุงกลยุทธ์การจัดการจัดสรรทรัพยากรวัสดุให้เหมาะสม ผลการประเมิน พบว่ากลยุทธ์มีความเหมาะสมและความเป็นไปได้ค่อนข้างสูง กลยุทธ์นี้มีประโยชน์ต่อการเพิ่มประสิทธิภาพของการจัดการจัดสรรทรัพยากรภายในของมหาวิทยาลัยเอกชนในมณฑลกว่างสีเป็นอย่างมาก

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Thesis Title Strategies for Internal Resource Allocation of Private Universities
in Guangxi

Author Mrs.Qin Fengcai


Thesis Committee

 Chairperson
(Associate Professor Dr. Niran Sutheeriran)

 Committee
(Assistant Professor Dr. Pinyapat Pargudtong)


 Committee
(Assistant Professor Dr. Kulsirin Aphiratvoradej)

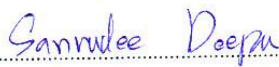
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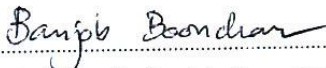
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Chapter1

Introduction

Rationale

The development of private higher education in China has entered a connotative development path. Optimizing the allocation of resources is the premise and key to improve the quality of running schools and investment efficiency of private universities.

At present, people's demand for higher education is expanding in China. Although the government has increased its investment in education, higher education resources are still relatively insufficient, which restricts the healthy and sustainable development of more and more universities.

Que Mingkun. (2020, p.30). pointed out that, since China's reform and opening up, higher education has experienced a historic leapfrog development. In 2019, China's gross enrollment rate of higher education reached 51.6%, announcing that China's higher education has entered the popularization stage. As of May 31, 2022, there were 3013 higher education institutions in China (excluding higher education institutions in Hong Kong Special Administrative Region, Macao Special Administrative Region and Taiwan), including 2759 ordinary higher education institutions, 1270 undergraduate institutions and 1489 higher vocational (junior) institutions, including 412 private undergraduate institutions, accounting for 32.44% of undergraduate institutions.

Wang Xiaoming and Chen Xiaohui. (2021, p.86). proposed that, after the reform and opening up, China's private higher education has experienced the development from scratch, from small scale to large-scale. The number of private undergraduate universities has been increasing and the scale has gradually expanded, and has become an important part of China's higher education. From a macro perspective, China's private undergraduate universities are moving from scale development to quality development and connotation development. Optimizing the allocation of internal school-running resources in universities to meet the people's demand for high-quality higher education resources is the premise and key to improve the quality of school-running and investment efficiency.

With the in-depth development, the problems of internal resource allocation in China's private undergraduate universities have gradually emerged, such as the imbalance in the structure of the teaching staff, the lack of coordination between talent introduction and internal training, the scarcity of top talents, the repeated purchase of teaching and scientific research instruments and equipment, the low utilization rate, the nonstandard preparation of budget, and the lack of supervision of fund use.

Private undergraduate universities lack national financial support, and educational resources are more scarce than public universities. This requires private undergraduate universities to optimize the allocation of resources and improve the efficiency of resource use by deepening internal reform, innovating management methods, tapping internal potential, innovating system construction, and establishing and improving supervision and reward and punishment mechanisms.

The current situation of unbalanced allocation of regional higher education resources in China is severe. Optimizing the allocation of resources is an important way for Guangxi private universities to break the resource constraints and improve the efficiency of running schools.

Wang Jun. (2016, p.14). pointed out that, the large population is the basic national condition of China. The uneven population in different regions leads to the unequal opportunities for students in different regions to receive higher education. With the continuous development of China's economy, the investment in higher education is increasing year by year, but the number of students receiving higher education is also increasing, and the per capita higher education resources are still scarce. Due to the uneven economic development of various regions in China, the gap in the investment of education resources in different regions has further widened, which makes the unequal allocation of higher education resources the main contradiction faced by China's education.

Guangxi Zhuang Autonomous Region, referred to as "Guangxi" for short, is the provincial administrative region of the People's Republic of China, the capital of Nanning City, located in South China. The economy is relatively backward, and the total amount of its own resources is insufficient.

Zhang Qinghua. (2020, p.91). believes that, Guangxi private undergraduate universities started relatively late. In particular, some private undergraduate

universities in Guangxi have unclear positioning for their own development and unclear characteristics of running schools, resulting in the uneven distribution of limited educational resources, It directly affects the sustainable development of the school. It is an important issue for researchers and managers of private undergraduate universities in Guangxi to pay attention to how to allocate the limited resources reasonably and make it play its maximum role.

Based on the consideration of the importance of the internal resource allocation of private universities in Guangxi, this paper attempts to analyze the current situation of the internal resource allocation of private universities in Guangxi, sort out the existing problems from the three dimensions of human resource allocation, material resource allocation, and financial resource allocation, and propose strategies to optimize the internal resource allocation of private universities in Guangxi according to the relevant theories of education resource allocation.

Research Questions

1. What is the current situation of internal resource allocation of private universities in Guangxi?
2. What are the strategies for the internal resource allocation of private universities in Guangxi?
3. Is the internal resource allocation strategy of private universities feasible in Guangxi?

Research Objective

1. In order to understand the current situation of internal resource allocation of private universities in Guangxi.
2. In order to formulate the internal resource allocation strategy of private universities in Guangxi.
3. In order to evaluate the internal resource allocation strategy of private universities in Guangxi.

Scope of the Research

Population

The total population of this study comes from the educational administration, scientific research, personnel, development and planning, and financial departments of 12 private undergraduate universities in Guangxi, which are mainly involved in the allocation of internal resources, as well as some teachers' representatives, with an estimated 1800 people.

Sample Group

The total number of this study is 1800. According to Krejcie and Morgan sampling tables, the sample size is 317. Using the method of random sampling, 317 people from 12 private universities in Guangxi were selected according to the corresponding proportion.

Interviewee

Using the simple random sampling method, this study selected one school from 12 universities in Guangxi, which are located in Nanning, Guilin, Liuzhou, Beihai and Chongzuo. Select the heads of the Academic Affairs Office, Personnel Office, Finance Office, Development Planning Office and other departments of Nanning University, Guilin University, Liuzhou Institute of Technology, Beihai university of Art and Design, and Guangxi City Vocational University, as well as the general teachers, 2 from each school, a total of 10. It is required to have the following qualifications: at least 5 years of service in Guangxi private universities.

Research Variables

Through a large number of literature studies, based on Friedrich Hayek's. (1937, p.33). resource allocation theory, Schultz's. (T.W., 1951, p.3). human capital theory, Jeffrey Pfeffer and Gerald Salancik's. (1978, p.15). capital dependence theory, and Chinese scholars Wang Hua. (2005, p.59), Kang Ning. (2005, p.69). Xu Shirong. (2010, p.34). and others have identified three main factors that affect the level of internal resource allocation in universities:

- 1) Human resource allocation;
- 2) Financial resources allocation;
- 3) Material resource allocation.

Research Advantages and Innovation

1. This study combines the theoretical basis of resource allocation theory, human capital theory, resource dependence theory and other theories, and refers to the previous research on the resource allocation of universities, focusing on the current situation and problems of the internal resource allocation of private universities in Guangxi, starting from the three aspects of human resource allocation, financial resource allocation, and material resource allocation, to study the current situation and problems of the resource allocation of private universities in the whole Guangxi region, and propose strategies to optimize the resource allocation, Further enrich the theoretical system of university resource allocation research.

2. At present, most of the objects of the evaluation of the allocation of resources in China's universities are universities directly under the State Council or the Ministry of Education, while most of the discussion of universities within the province is in Jiangsu and other regions. The relevant research of universities in Guangxi Zhuang Autonomous Region is almost zero, and the research on the allocation of educational resources in private universities as a special topic is even less. This research focuses on private universities, and the scope of research is determined as Guangxi Zhuang Autonomous Region, It can effectively supplement the research on resource allocation of private universities in the research on resource allocation of universities.

3. The resource allocation strategy of private universities proposed in this study has a certain promotion effect on 26 private universities in Guangxi, and can even be extended to 412 private universities in China, which has strong practical significance.

Research Meaning

1. By analyzing the current situation of resource allocation in private universities, it is helpful to further clarify the restrictive factors that are not conducive to the connotative development of private undergraduate universities in the process of resource allocation, which is the prerequisite for promoting the reform of resource allocation in private undergraduate universities;

2. By comparing the resource allocation strategies of private universities, we will focus on solving the problems of unbalanced structure of teachers in the

process of resource allocation, lack of coordination between talent introduction and internal training, scarcity of top talents, repeated purchase of teaching and scientific research instruments and equipment, low utilization rate, non-standard budget preparation, and inadequate supervision of fund use, which is conducive to a more scientific, fair and reasonable allocation of educational resources, So as to improve the use efficiency of internal resources in universities;

3. Put forward the strategy of optimizing the allocation of university resources, which is conducive to the formulation of corresponding education management policies and measures by private undergraduate universities, promote the optimization and adjustment of resources by universities, improve the enthusiasm and initiative of running schools, and thus improve the quality of education of universities.

Definition of Terms

Term1: Private Universities

Private universities means the educational institutions that have been approved by the Ministry of Education of the People's Republic of China or provincial governments at all levels, have the qualifications to issue undergraduate or junior university diploma certificates of general higher education, and have issued school running licenses in accordance with the establishment standards of universities formulated by the state and local education administrative departments, using non-state financial education funds. The private universities studied in this paper refer to the private universities at the undergraduate level, specifically 12 private universities in Guangxi.

Term2: Internal Resources of Universities

The internal resources of universities means the tangible resources such as human resources, material resources and financial resources, as well as the intangible resources such as system and culture, which must be possessed in the operation of universities. Tangible resources such as: a certain amount of campus area, classrooms, office space, libraries, laboratories and teaching equipment, a certain number of teachers and students, school funds, etc; Intangible resources such as school reputation, academic achievements, management system, etc. The internal

resources of universities in this study are limited to tangible resources, that is, the human resources, material resources and financial resources of universities are mainly considered.

Term3: Internal Resource Allocation of Universities

The internal resource allocation of universities means the process of reasonably allocating the tangible resources of universities, namely human, financial and material resources, through certain measures, methods and means, so as to make the educational resources flow from low-benefit links and places to high-benefit links and places, so as to improve the utilization rate of resources. The internal resource allocation of universities in this study includes the allocation of human resources, financial resources and material resources of universities.

Term4: Strategy

Strategy means a series of plans and action plans adopted to achieve the long-term goals and development vision of the organization. The internal resource allocation strategy of private universities means that private universities take a series of plans and action plans to optimize the allocation of human resources, financial resources and material resources in order to achieve the goal of running a school.

Research Framework

The research framework of this paper is shown in Figure 1.1

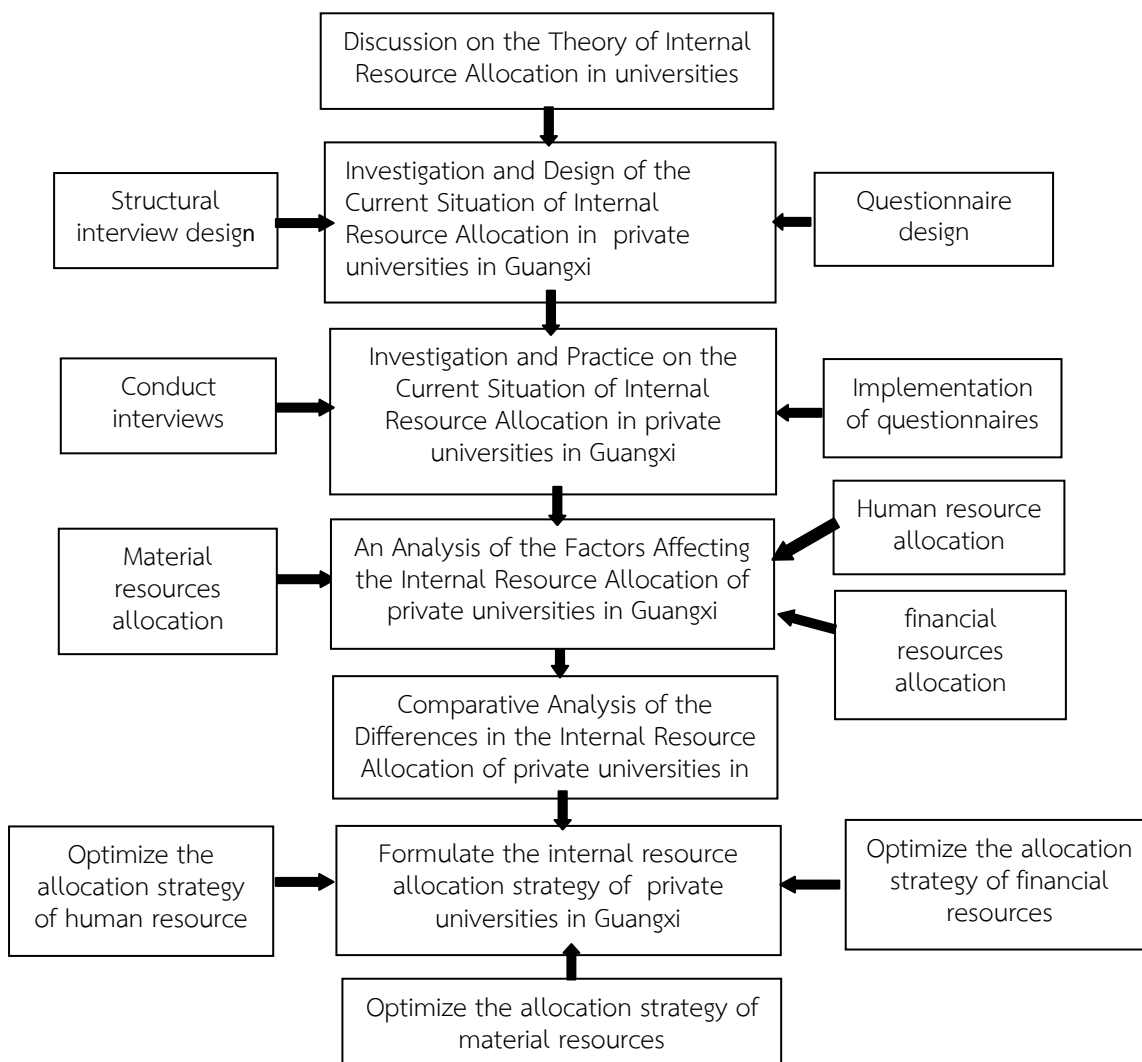


Figure 1.1 Research framework

Chapter 2

Literature Review

Retrieve relevant documents through online databases such as VI, P.Journal, Wanfang Data, CNKI, China Social Science Citation Index, etc., and combine the purpose of this study to classify, sort out and analyze the documents, and analyze the connotation of strategy, the connotation of internal resource allocation in universities, the present circumstances of private universities in Guangxi and related research, so as to provide a theoretical basis for mastering the present circumstances and future progression of this study. The main theoretical achievements are as follows:

1. Research on the connotation of strategy
2. Research on the connotation of internal resource allocation in universities
3. Research on the current situation of private universities in Guangxi
4. Related research

Research on the Connotation of Strategy

Mintzberg. (1987, p.66). pointed out that strategy is an informal, complete, comprehensive and holistic concept, involving the relationship between the organization and its environment, which determines the direction and behavior of the organization. He believed that strategy should be regarded as a process, not a plan or prediction.

Johnson, Scholes and Whittington. (2008, p.13). believed that strategy is a plan for achieving goals, which can be formulated, implemented and evaluated. They put forward three different strategic perspectives: economic perspective, organizational behavior perspective and sociological perspective.

Chandler. (1962, p.7). pointed out that strategy is the overall plan of resource allocation and behavior for enterprises to achieve their long-term goals. He believes that enterprises should match their organizational structure with their strategies to ensure that they can effectively achieve their goals.

Ansoff. (1965, p.5). believed that strategy is a kind of action plan to achieve enterprise objectives. He proposed four different strategies: market penetration, market development, product development and diversification.

Michael E. Porter. (1996, p.71). believed that strategy is a plan of long-term goals and objectives of enterprises and a series of action plans to achieve these goals. He emphasized the selection and concentration of strategies, that is, enterprises should select some core businesses, focus on these businesses, and obtain lasting competitive advantages through continuous improvement of efficiency and innovation.

Henry Mintzberg. (1994, p.13). believed that strategy is a comprehensive way of thinking and action plan, which needs to be discovered and adjusted through continuous observation and reflection.

David J. Collis and Cynthia A. Montgomery. (1997, p.11). Michael E. Porter. (1996). What is strategy? *Harvard Business Review*, 74(6), 61-78.

Hu Liyu et al. (2005, p.11). believed that strategy refers to the action plan and overall arrangement taken by enterprises in the process of making and implementing decisions, including goal setting, resource allocation, action plan and control.

Yang Guoqiang. (2006, p.24). believes that strategy refers to the overall plan and action procedure for an enterprise to achieve its objectives by identifying, grasping and utilizing opportunities, making up or optimizing resource deficiencies, when facing the uncertainty of external environment and internal resource conditions.

Wang Hongwei et al. (2006, p.28). divided strategies into three types: behavioral strategies, resource strategies and institutional strategies. They believe that the formation of strategies includes the analysis and identification of external environment and internal resources, the setting of objectives and the selection of strategies, the formulation of specific action plans and the organization of implementation.

Wang Shuai et al. (2014, p.75). believed that the enterprise's competitive strategy is the action plan and overall arrangement taken by the enterprise in different competitive environments in order to achieve its objectives, including goal setting, market positioning, resource allocation, action plan and control, etc.

To sum up, this study believes that strategy means a series of plans and action plans taken to achieve the organization's long-term goals and development vision. The internal resource allocation strategy of private universities means that private universities take a series of plans and to achieve the objective of managing a school successfully, it is necessary to create action plans that effectively allocate and optimize the utilization of human, financial, and material resources.

Research on the Connotation of Internal Resource Allocation in Universities

The Connotation of Internal Resources in Universities

In 1967, Bragg and others first put forward the term "educational resources" when studying the efficiency of British university education. At that time, they only mentioned the word without defining and explaining it.

Jones was the first person to define "educational resources". In 1983, in his own research, he defined educational resources as "the sum of students' learning income will be affected in some way". At that time, Jones believed that educational funds were the main component of educational resources.

In the existing literature in China, Han Zongli. (1982, p.60). is the first scholar to define educational resources in China. He believes that educational resources refer to various human, financial and material conditions provided for various educational activities in society.

Wang Rong. (2001, p.39). recognized educational resources as educational conditions, which can ensure the normal development of educational activities and educational practices. These conditions include not only the material conditions such as human conditions, financial conditions, material conditions, but also the policy conditions, institutional conditions, and environment (material environment, cultural environment) to ensure that these factors play a role.

Chen Taiping. (1996, p.32). believed that the foundation of higher learning activities and the development of higher learning is the resources of higher learning. Chang Xiaoning. (2004, p.251). 's view is similar to that of Han Zongli. He believes that university education resources are mainly the allocation of human, financial, and material resources by the state towards higher education investments.

The scholar Wu Feifei. (2006, p.22). is similar to Wang Rong's point of view. She believes that university education resources can be categorized as tangible

resources, such as human, financial, and material resources, and intangible resources, such as reputation and system. That is to say, all resources used by universities for the normal conduct of higher learning activities and the healthy progression of education can be considered as university education resources.

Zhao Xiang. (2008, p.2). believes that the definition of higher education resources has different emphasis from different perspectives. He believes that higher education itself is a resource.

Based on the above summary, this paper believes that the internal resources of universities means the tangible resources such as human resources, material resources, financial resources, and intangible resources such as system and culture that universities must have for normal operation. Tangible resources such as: a certain amount of campus area, classrooms, office space, libraries, laboratories and teaching equipment, a certain number of teachers and students, school funds, etc; Intangible resources such as school reputation, academic achievements, management system, etc. The research in this paper is limited to the study of tangible resources, that is, the human resources, material resources, financial resources and other tangible resources of universities are mainly considered.

Specifically, it is divided into the following three categories:

(1) Human resources in universities

Wang Jingping and Chen Lihua. (2012, p.28). proposed that university human resources refer to the sum of all teaching staff and management personnel in the university, which is one of the core resources of the university.

Liu Dan. (2017, p.212). proposed that university human resources refer to the sum of all faculty and management personnel in the university.

Tang Qian. (2019, p.58). proposed that university human resources refer to the sum of all faculty and management personnel in the university, which is the core resource of the university.

Fang Hongbo. (2003, p.15). pointed out in his research that human resources in universities in a broad sense refer to all internal resources of universities, including teaching resources, scientific research resources, management resources, material resources, etc., which are the overall resources of universities.

Yang Deming. (2004, p.9). believes that the human resources of universities in the wide sense include all the human resources of teachers and students and administrative human resources in universities.

Zheng Shengli. (2006, p.17). believes in his research that the human resources of universities in a broad sense include all human resources of universities, including human resources of teachers and students and administrative management, as well as internal material resources and institutional resources of universities.

Xiong Dawei and Liang Jing. (2013, p.12). believed in their research that human resources in universities in a broad sense include all internal resources of universities, including human resources such as teachers, students, managers and administrators, as well as educational and teaching resources, scientific research resources, cultural resources, material resources, etc.

Liu Yungang and Chen Huali. (2016, p.15). believed that in a narrow sense, university human resources refer to professionals working in universities, mainly including teaching and research personnel and administrative personnel.

Chen Xiaoxia, Yang Jiwang and Huang Lei. (2018, p.9). believed that in a narrow sense, university human resources refer to teaching and research personnel working in universities, including professors, associate professors, lecturers, teaching assistants and other personnel with professional titles.

Tian Jing. (2019, p.5). believes that human resources in universities in a narrow sense refer to personnel engaged in teaching, scientific research, management and other work in universities.

Li Min. (2020, p.7). believes that in a narrow sense, human resources in universities refer to those who are engaged in teaching and scientific research in universities, including professors, associate professors, lecturers, teaching assistants and other personnel with professional titles.

Wang Pengfei and Li Chunming. (2020, p.9). believed that human resources in universities in a narrow sense refer to personnel engaged in teaching, scientific research, management and other work in universities, including teaching and research personnel and administrative management personnel.

Based on the above research, this study believes that the human resources of universities refer to the teaching and research personnel, teaching and auxiliary personnel and educational administrative personnel with a certain number and a

certain level of teaching and research or management. Here, the human resources of universities are not only reflected in a certain amount, that is, the total number of teaching and research, teaching assistance and administrative personnel owned by universities, but also reflected in a certain quality, which is reflected in the overall teaching level, scientific research level and management level of teaching and administrative personnel of universities, It is reflected in the working ability of teaching assistants and administrators in universities and the degree of contribution in the process of talent cultivation.

(2) Financial resources of universities

Yang Ping and Li Ping. (2018, p.11). believe that the financial resources of universities include government grants, social donations, tuition income, scientific research funds, asset income, etc. These resources are important support for universities to carry out teaching, scientific research and social services.

Chen Fangfang, Wang Yunlong and Tian Lijun. (2019, p.142). believed that the financial resources of universities include government grants, tuition income, scientific research funds, asset income, etc. The allocation and management of these resources are crucial to the development of universities.

Huang Xiang, Li Shifei and Pan Xianglin. (2019, p.89). believed that the financial resources of universities include government grants, tuition income, scientific research funds, social donations, etc. The allocation of these resources should be scientifically and reasonably planned and managed according to the strategic objectives of universities, talent team construction, discipline advantages and other aspects.

Wang Yali, Deng Jie and Zhou Yibing. (2020, p.95). believed that the financial resources of universities include government grants, tuition income, scientific research funds, social donations, asset income, etc. The allocation of these resources should follow the principles of science, fairness and efficiency to support the teaching, scientific study and social services at universities.

Based on the above studies, this study believes that the financial resources of universities are all kinds of educational inputs in the form of money obtained by a university for the operation of the university, which is the most basic guarantee for running a university.

For private universities, the formation of financial resources of private universities mainly comes from the following three aspects: 1) tuition income. Tuition income is almost all the career income of private universities in Guangxi. 2) Sponsor input. Another source of educational funds for private universities is the sponsor's investment. Under the condition that the student source is stable and the tuition income is basically unchanged, the sponsor's investment plays a decisive role in the school's income in the current year. The amount of the sponsor's investment plays a positive decisive function in the advancement of the level, scale and faculty construction of the private universities. 3) Other sources of funds for running schools. In addition to tuition fees and funds invested by sponsors, the sources of funds for running private universities in Guangxi also include other income such as industry-university-research cooperation and school-run industrial operation.

Since the essence of the financial resources of universities is all kinds of educational investment obtained by universities, to enrich the financial resources of universities is to find ways to attract and pursue investment in universities from all aspects. And because the financial resources of universities are the currency embodiment of the consumption of human resources and material resources, making full use of financial resources requires universities to allocate their financial resources reasonably to the consumption of human resources, material resources and other resources, so as to maximize their benefits.

(3) Material resources of universities

Zhao Yuhan and Zhang Xiaowen. (2018, p.206). believed that material and resources of universities include books, equipment, laboratories, venues, etc. These resources are an important basis for university teaching, scientific research and services.

Liu Xiaorong, Zhang Lei and Huang Li. (2018, p.145). believed that material resources of universities include teaching supplies, laboratory supplies, office supplies, living supplies, etc. The management of these resources should be based on the principles of science, efficiency and convenience.

Li Zhi, Li Kai and Li Yuhong. (2019, p.123). believed that material resources of universities include teaching supplies, laboratory supplies, office supplies, living supplies, etc. The management of these resources should focus on cost control, efficiency improvement and quality assurance.

Chen Chao, Li Wanzhen and Li Jianjun. (2020, p.152). believed that material resources of universities include teaching supplies, laboratory supplies, office supplies, living supplies, etc. The management of these resources should aim at informatization, standardization and systematization.

Wang Xiaoling, Tan Jielei and Zhu Jianchun. (2011, p.31). believed that university material resources refer to various material entities owned by universities, including land, buildings, equipment, appliances, literature, books, experimental materials, etc.

Liu Deli. (2013, p.21). pointed out that university material resources refer to the physical entities and infrastructure of universities, including buildings, equipment, appliances, books, literature, experimental materials, etc.

Liu Zhenfeng. (2014, p.184). believed that university material resources refer to all kinds of physical assets inside the university, including land, buildings, equipment, appliances, books, literature, experimental materials, etc.

Xu Hongmin. (2016, p.156). believed that the material resources of universities refer to the physical assets and facilities of universities, including land, buildings, equipment, appliances, books, literature, experimental materials, etc.

Herath, S. K., Pathirage, C. P. (2015, p.11). believed that university material resources refer to various physical entities owned by universities, including land, buildings, equipment, appliances, literature, books, experimental materials, etc.

Allen, J. (2016, p.13). believed that university material resources include not only physical assets, but also various service resources provided by universities by means of information technology and cloud computing, such as virtual laboratories, online courses, etc.

Brink, A. G. (2016, p.3). believed that the physical resources of universities refer to the physical facilities and equipment of universities, including classrooms, laboratories, libraries, gymnasiums, and other related service facilities and infrastructure, such as power supply, water supply, gas supply, etc.

Lafferty, G., & Fleming, C. M. (2019, p.5). believed that university material resources refer to the land, buildings and facilities owned by universities, including teaching buildings, laboratories, libraries, dormitories, etc. These resources are

significant contributors to providing high-quality education, research and services for universities.

To sum up, this study believes that university material resources refer to various physical entities, infrastructure and service resources owned by universities, including land, buildings, equipment, appliances, literature, books, experimental materials, virtual laboratories, online courses, etc. These resources are significant contributors to the teaching, research and service of universities, and are an important basis for the development of universities.

The scale, quality, allocation and utilization of material resources in universities have an important impact on the teaching quality, scientific research ability and social influence of universities. Therefore, universities should reasonably plan, scientifically manage, effectively use and continuously update their material resources to improve their comprehensive strength and ability to serve the society.

Theoretical Basis for the Allocation of Internal Resources in Universities

(1) Resource allocation theory

The theory of resource allocation can be traced back to the contribution of the economist Friedrich Hayek. In the 1930s and early 1940s, he put forward the basic idea of resource allocation theory by studying the economic system. He believed that the market economy mechanism could automatically realize the effective allocation of resources, while the centralized planned economy could not achieve this effect. He stressed that the price system in the market economy mechanism can reflect the scarcity of resources and the opportunity cost, thus guiding the allocation and utilization of resources. This view became the basis of the later resource allocation theory and had a significant influence on the advancement of economics and management.

In the 1970s, with the widespread adoption of higher learning, educational fairness and efficiency became the main topic of research regarding the distribution of resources in universities. The research in this period focuses on how to enhance the efficiency and optimization of university resources utilization on the premise of ensuring education equity.

The economist Stigler. (1971, p.4). pointed out that if the allocation of university resources is improper, it will lead to inefficient allocation and waste of educational

In the 1980s, the growth of market economy made the utilization of resource allocation theory in university resource allocation further deepened. The research in this period mainly discusses the application of market mechanism in the allocation of university resources, including how to direct the distribution and utilization of university resources through market mechanism, and how to improve the teaching quality and running efficiency of universities through market competition.

Han and Hossler. (1989, p.23). pointed out that universities should guide the allocation and utilization of resources through market mechanism to improve teaching quality and school efficiency. This paper discusses the application of market mechanism in the allocation of resources in universities, including market pricing, competition, market access and market information.

In the 1990s, the research on university resource allocation further went into the field of cost-benefit analysis. The research in this period mainly focuses on how to evaluate the effect and utilization rate of university resources allocation through cost-benefit analysis, so as to better guide the allocation and utilization of university resources.

Ehrenberg and Turner. (1997, p.31). discussed the costs and benefits of the allocation of time and energy for university teachers, and discussed the impact of these allocation decisions on universities and teachers. Through these discussions, the author tries to supply new concepts for the allocation and management of higher learning resources, and puts forward the direction of future research on this basis.

In China, many scholars have also applied the resource allocation theory to the research of university resource allocation.

Li Xiaohang and Han Zhenfu. (2018, p.121). in their research, in accordance with the principles of resource distribution theory, discussed the issue of resource planning in the evaluation of university scientific research performance. Through the analysis of input and output in resource allocation, this paper puts forward a scientific research resource allocation model with talents and projects as the core, and puts forward concrete implementation suggestions.

Wang Yanqin and He Weimin. (2018, p.27). based on the resource allocation theory, studied the resource allocation in the discipline construction of universities. By examining the inputs and outputs of different resources in the discipline

construction, this paper puts forward the resource allocation mode guided by the discipline development strategy, and puts forward the specific implementation plan.

Gong Xudong, Chen Yijun, Zhong Xiuping. (2019, p.58). in accordance with the principles of resource distribution theory, discussed the problem of resource allocation in the evaluation of graduate education quality in universities. By examining the inputs and outputs of educational resources, this paper puts forward the resource allocation mode with the quality of talent training as the core, and puts forward specific implementation measures.

Xu Jing et al. (2015, p.118). proposed that there is a need to appropriately allocate resources in higher education based on the theory of resource allocation to satisfy the demands of the public for education and promote the sustainable growth of higher education.

Combined with previous studies, this paper studies the allocation of resources in universities. Therefore, it is necessary to deeply understand the resource allocation theory, which is an inevitable requirement for in-depth analysis. Due to the scarcity of resources, it is essential for every society to allocate its limited resources across different areas in an optimal manner to ensure their most efficient utilization.

The resource allocation theory has great implications for the allocation of resources in universities. As a scarce resource, university resources must be allocated on the basis of scientific resource allocation theory in order to ensure its reasonable allocation. The application of resource allocation theory will help to realize the reasonable allocation of resources in universities.

(2) Human capital theory

The theory of human capital began in the 1960s, and it has been widely and profoundly influencing higher education in various countries since it was put forward.

Theodore Schultz, T. W. (1951, p.3). a famous American economist, put forward in the current era, the advancement of national economy is primarily driven by human capital. The quality of population and investments in knowledge play a pivotal role in shaping the future prospects of humanity. It is noteworthy that the human factor is the most significant among the factors that impact economic development, and the enhancement of human quality is the key to economic progress, not the abundance of natural resources or capital.

He believes that through receiving various education and vocational training opportunities, workers have broadened their production knowledge, improved their labor management skills, and developed their labor skills and management abilities, as well as their moral and health qualities, forming a higher total capacity. This is the value synthesis of workers' comprehensive qualities such as knowledge and technology, health status, work ability and moral quality, which reflects a type of intangible capital.

Theodore Schultz (T. W.) believes that investing in education can improve personal productivity and income level.

Gary S. Becker (1962, p.14). proposed the "general equilibrium human capital model" and applied the theory to the field of higher education.

American educator James Coleman. (1987, p.95). put forward the concept of "social capital", pointing out that the achievements and benefits of individual learning are affected by the social environment and the capital of others.

Becker. (1993, p.15). discussed the application of human capital theory to the realm of education and training, and believed that individuals can improve their employment prospects and income levels by investing in education and training, thus promoting economic growth.

Marginson, S. (1997, p.43). believed that the introduction of human capital theory made education more and more like a commodity. Traditionally, higher education is regarded as a public service, and the allocation and management of its resources are mainly determined by the government. However, as the progress of market economy, higher education institutions should also pay more attention to the changes in market demand and employment market, in order to better meet the needs of students and the needs of the market.

In China, the utilization of human capital theory in investigating the allocation of resources in higher education has been widely explored.

Xie Guozhong. (2006, p.54). from the perspective concerning human capital framework, elaborated the connotation of higher education resource allocation, and pointed out that the key role of human capital should be grasped in distributing personnel resources within universities to improve the competitiveness of universities.

Yang Xiaolin et al. (2007, p.61). based on the human capital theory, used economic methods to measure and analyze the human capital of university teachers, intending to offer a theoretical basis for the management and allocation of human resources in universities.

Wang Zongmin et al. (2012). took China's higher education as the research object, and based on the human capital theory, built a higher education human capital investment benefit evaluation model, with the aim of providing guidance for the distribution of higher education resources.

Yu Haixia. (2014, p.75). drawing upon the theory of human capital, conducted research on the administration of the human resources of university faculty capital and proposed strategies for the management of university teachers' human capital, aiming at improving the efficiency of university teachers' human capital investment and promoting the effectiveness of university resource allocation.

Zou Xin. (2016, p.57). put forward a method of allocating university teachers' resources based on the perspective of human capital, and believed that universities should comprehensively consider teachers' education background, teaching experience, scientific research achievements and other aspects to achieve the optimal allocation of resources.

Li Xuhui. (2017, p.78). studied human resource management in universities with a human capital perspective, and discussed how to improve the return on investment of human capital in universities.

Ma Hua, Liu Guoqiang. (2018, p.49). used human capital theory to study from the perspective of university resource allocation, and analyzed how universities optimize resource allocation and improve the return on human capital investment.

Cheng Ling and Sun Yanling. (2019, p.98). used the human capital theory as the basis to study the performance evaluation of university teachers and explore how to evaluate teacher performance through the lens of human capital.

Built upon the above research, this paper believes that higher education, as an investment in human resources, can not only produce a large number of professional talents, which are tangible assets, but also have the great potential of research, development and innovation, which is a more huge intangible asset. This intangible asset contains huge economic benefits and is a huge driving force to promote the development of productivity.

Similarly, the optimal allocation of higher education resources is the basis and guarantee for the healthy and sustainable development of higher education. Only by making efforts to achieve the optimized utilization of higher education resources can the sustainable and balanced development of higher learning be achieved, many professional talents be trained, huge human capital be formed, and social and economic development be promoted.

To sum up, human capital theory believes that human capital is a valuable resource that can be added value through training and developing employees' skills, knowledge and experience. The theory of human capital emphasizes the learning and development of employees, and improves their skills and abilities by establishing an organizational culture that can motivate them to learn.

Universities need to increase their human capital by cultivating and developing their staff's skills, knowledge and experience. They can improve their staff's abilities and skills by providing various training and development opportunities, including professional skills training, management training and teaching training, in order to enhance their teaching and research capabilities.

The allocation of human resources is a crucial aspect of internal resource allocation within universities, and this study is founded on the principle of human capital theory to guide the allocation of human resources in universities.

(3) Resource dependence theory

American scholars Jeffrey Pfeffer and Gerald Salancik (1978, p.15). put forward the theory of resource dependence. The main content of this theory is that the survival and development of an organization depends on its resource dependence relationship with the external environment, that is, the organization must obtain resources from the outside to maintain its normal operation.

External resources include material resources, technical resources, human resources, information resources, etc. When an organization obtains and utilizes external resources, it needs to coordinate and interact with other organizations in the external environment. This interaction is restricted by power and control, that is, the organization must obtain the required resources through certain power relations. Therefore, the resource dependence theory emphasizes the interdependence between the organization and the external environment, and the role of power and control in this interdependence.

In the field of higher education, the theory of resource dependence is also widely used in the research of resource allocation.

Kezar, A. (2001, p.1). explored how universities adapt to and adjust their own resource allocation in the face of internal and analyze external changes through the lens of resource dependence theory.

Pfeffer, J.,&Salancik, G. R. (2003, p.6). proposed the framework of the resource dependence theory, and applied the theory to the research of university resource allocation and management, emphasizing the important impact of the resource dependence relationship and power relationship between universities and the external environment on university resource allocation and management.

Scott, W. R. (2014, p.13). discussed the operation and resource dependence of organizations in different institutional environments, and analyzed the resource allocation and management modes of universities in different countries and regions through case studies.

In China, many scholars have also applied applying the theory of resource dependence to the study of resource allocation in universities is an important direction in current research.

Chen Baolin (1992, p.15). and others applied the theory of resource dependence to the research of university management in "Resource Dependence and Innovation in University Management". Through the case analysis of domestic and foreign universities, they concluded that universities need to use external resources to meet their own development needs.

Zhang Dongming et al. (2009, p.11). in the Research on the Problems of Internal Resource Allocation in universities and Their Solutions, combined the theory of resource dependence with the allocation of resources in universities, discussed the problems in the allocation of resources in universities, and put forward some solutions.

Gu Yulan and Zhou Dongmei. (2014, p.68). reviewed the current research situation and trend of university resource dependence theory at home and abroad, focusing on how universities use resource dependence theory to guide resource allocation decisions.

Zhao Yan. (2015, p.55). taking 985 universities in China as the research object, revealed the impact mechanism of university resource dependence on innovation

performance by analyzing the relevant data of university resource dependence and innovation performance.

Liu Jianshe, Cao Fengxia and Liu Guofang. (2018, p.67) from resource dependence theory, studied the resource dependence and path of "double first-class" construction in China's universities, and put forward countermeasures and suggestions on how to make full use of internal and external resources to achieve objective of constructing double first-class construction.

Liang Wenjie, Huang Hong and Li Xinrong. (2019, p.52). guided by the resource-dependent theory, analyzed the relevant theories and practices of the quality assurance mechanism of higher education, and proposed how universities should establish an effective quality assurance mechanism to adapt to the changes in the external environment environment and the insufficient allocation of internal resources.

Based on the above research, this study believes that resource dependence theory suggests that organizations aim to reduce their reliance on external key resource suppliers, and guide methods to stabilize these key resources.

Resource dependence theory emphasizes that organizations must constantly acquire resources from their surrounding environment to survive, while also relying on and interacting with that environment. It mainly means that an organization depends on and submits to its environment. It can also adjust its dependence on the environment in the process of submitting to the environment. Moreover, the dependence on the environment is only a cognitive process, not an objective fact.

In the resource-dependent theory, an important hypothesis is also put forward: 1) The survival state is the most concerned problem of the organization. 2) Organizations usually cannot produce and create these resources and need to obtain them from other environments. 3) The organization must engage in interactions with various factors present in its environment, and other factors also include other organizations. 4) The ability to manage its relationships with other organizations is a key determinant of an organization's survival.

The theory of resource dependence reveals the dependency relationship between organizations and the environment at a deep level, and a series of theories and methods of organizational strategy, environment selection, and adaptation to the environment caused by these dependencies.

As for the internal education resources of universities, the organizational environment of the internal education resources of universities in resource-dependence is not only an objective reality, but also an overall process and result of the specific form and interaction of the internal education of universities formed by the university organization and its key decision-makers can shape and influence their environment through their choices, understanding, active involvement, and establishing strategic relationships.

In the face of the same university environment, the internal subjects of each university will choose and participate according to the educational resources they own or lack. In terms of the organization-environment relationship, the internal education organizations in universities have also gained complete control. One side, in order to respond to the needs of the main body that owns the internal resources of higher education, and in order to maintain independence and reduce dependence on external resources, the organization can establish strategic alliances and partnerships with other organizations in the environment. Other side, the main organizations should also work towards controlling and altering the environmental factors, such as participating in training, sharing resources, helping each other and a series of activities to change their own environment and position.

Therefore, under the guidance of the resource-dependent theory, we should adopt a more clear and flexible management method for the internal education resources of higher education to realize the balance between the survival and independent development of each subject while relying on it.

The resource-dependent theory supply a theoretical basis for the effective allocation of resources among human, financial and material resources in universities in this study in combination with their own environment and reality.

The Connotation of Internal Resource Allocation in Universities

Scholars have discussed the connotation and characteristics of the allocation of higher learning resources, but the conclusions are still divergent.

Liu Hui. (1994, p.39). a scholar, believes that it can be divided into macro and micro levels. At the macro level, it needs the role of the state and the market to allocate resources to different regions and universities as a whole; At the micro level, on the basis of macro distribution, regions or universities redistribute the resources they get. Liu Hui believes that the main body of the allocation of educational

resources is society (including government, universities, etc.), and the object of allocation is human, financial and material resources. The ultimate goal of allocation is to optimize the benefits of the established resources.

Zhang Xingnan. (2000, p.57). has a different view from Liu Hui. He believes that higher education resources can be divided into soft resources and hard resources according to the existing form of its constituent elements. Soft resources refer to the value and use value displayed by the use and development of hard resources during the course of developing higher learning, also known as intangible assets, including technical resources and management resources. Hard resources are resources that can be utilized directly or developed, Also known as tangible resources, including financial resources, material resources and human resources. Resource allocation includes resource allocation and resource use after resource allocation, so "resource allocation" is different from "resource allocation" and should also include "resource use". Therefore, he added that the focus of higher education resource allocation the allocation of resources at a macro level, and the focus at the micro level is the use of resources.

The scholar Zhao Yan. (2008, p.2). is slightly different from the above point of view. He summarized resource allocation at the macro level into four aspects: on the one hand, the allocation of higher education resources by the state (government and society), including the quantity and excellence in higher education; The second aspect is that to fulfill the goals of the first aspect, the state (government and society) needs to invest in higher education; Third, how to allocate and use the human, financial, material and intangible resources flowing into universities; The fourth aspect is the allocation of educational resources for the educated individual, that is, the educated individual decides when and where to receive what degree of higher education in his life.

Wang Hua. (2005, p.59). defined the allocation of educational resources in universities in both broad and narrow sense. In broad sense, it refers to the allocation of all resources such as human, financial, material, time, space and information; In a narrow sense, it is only the allocation of financial resources.

Kang Ning. (2005, p.69), Xu Shirong. (2010, p.34). and other scholars defined the distribution of university educational materials as the distribution of human,

material and financial resources invested in the university education to achieve the optimal use of resources.

Based on the above research, the allocation of educational resources in universities should answer the question of how to allocate various tangible resources to various components, in order to guarantee the regular functioning of all work in universities and the effective use of educational resources.

This paper believes that the internal resource allocation of universities means the process of reasonably allocating the tangible resources of universities, namely human, financial and material resources, through certain measures, methods and means, so as to make the educational resources flow from low-benefit links and places to high-benefit links and places, with the aim of enhancing the utilization rate of resources. The internal resource allocation of universities in this study includes the allocation of human resources, financial resources and material resources of universities. The details are as follows:

Research on the Connotation of Human Resources Allocation in Universities

Among the various educational resources in universities, human resources are the core resources, the most valuable resources, and the main body of educational resources in universities. From the perspective of the allocation of educational resources, not only the best distribution of material and financial resources depends on people, but also the best distribution of human resources depends on human resources. Therefore, the best distribution of human resources is the core of the best distribution of resources in universities. Without the most effective distribution of personnel, there would be no optimal allocation of material and financial resources.

(1) The meaning of human resources allocation in universities

Wang Jingping and Chen Lihua. (2012, p.28). proposed that human resources management in universities means to maximize the role of human resources in universities through a series of management measures such as human resources development, management, incentive and retention, and provide effective human resources guarantee for achieving the overall goals of universities. These management measures include talent recruitment, training, evaluation, incentive, retention, etc.

Fang Hongbo. (2017, p.3). proposed that the allocation of human resources in universities refers to the management process in which the management of universities formulates human resources management policies and plans according to the goals and development strategies of universities, and realizes the improvement of the overall performance of universities through the organization, guidance, development and management of the internal human resources of universities, and fosters the ongoing enhancement of the quality and level of education in universities.

Liu Dan. (2017, p.2). believes that human resource in universities means the goal of improving the overall performance of universities and promoting the quality of education in universities through the implementation of management measures such as organization, development, incentive and retention of human resources in universities according to the goals and strategies of universities.

Lei Xin. (2015, p.266). believes that the allocation of human resources in universities refers to the combination of human resources and other resources by the managers of universities through personnel planning, task analysis, personnel recruitment, performance evaluation, personnel incentives and other personnel means, so as to maximize their efficiency and ultimately achieve the organizational goals of the university. In general, the core of human resource allocation is to use personnel and effectively coordinate the relationship between people and people, and between things and people, so as to keep all parts in a harmonious and positive state.

Tan Yuehua. (2012, p.119). believes that the distribution of human resources in universities is a people-centered idea, and under good integration with material resources, it can play a good role in the allocation and adjustment of human resources, and achieve the goals of the school and staff development. In general, the core of human resource distribution is to use personnel and effectively coordinate the relationship between people and people, and between things and people, so as to keep all departments in a harmonious and positive state.

Tang Qian. (2019, p.58). proposed that human resource in universities means the process that universities, with the goal of realizing the strategic goals of the university, maximize the enthusiasm and creativity of human resources through

measures such as development, management, incentive and retention of human resources, and provide strong support and guarantee for universities.

Fang Yaping. (2015, p.143). believes that the distribution of human resources in universities is to solve what kind of teacher source, structure, quality, ability, etc. universities need, how many such teachers are needed, how to introduce, assess, select, and how to divide and cultivate these teachers, and finally what measures should be taken to retain these talents.

Liu Xia. (2016, p.54). proposed that the distribution of human resources of universities refers to the optimized combination of teachers' human resources in space and time, including the work planning of teachers' human resources, the evaluation and employment of teachers, and the incentives for teachers, based on the combination of teachers' human resources and other forms of resources, with the development goals of the school as the center, Continuously develop and cultivate teachers' human resources, promote the rational allocation of teachers' human resources, and improve their utilization efficiency.

Sun Zhaogang. (2017, p.14). believes that human resources management not only includes the basic processes of recruitment and recruitment of teachers, salary payment, but also includes important contents such as innovation of management mechanism, incentive assessment of teachers, promotion and training of teachers, etc. In combination with the school's own situation, it scientifically and effectively carries out important activities such as incentives and training, with the aim of enhancing the overall comprehensive quality of school. He selected 38 public undergraduate universities in Henan Province as the object of investigation, and put forward countermeasures and suggestions from the following aspects: establishing a correct concept of human resources management, scientifically planning the development of human resources management, strengthening the planning of talent introduction, optimizing the structure of human resources allocation, and improving the teacher incentive system.

Wang Xiaoming. (2017, p.13). believes that the allocation of human resources in universities refers to the process of obtaining high-quality human resources that can exert creative work through various ways, allocating them to various posts and activities in universities, and developing their enthusiasm and creativity to promote the development of universities.

Hao Huanxia. (2015, p.189). suggests that the allocation of human resources in universities involves using modern scientific methods to rationally train, organize, and allocate human resources, along with appropriate material resources, to maintain an optimal balance between human and material resources. Additionally, it requires inducing, controlling, and adjusting people's thoughts, psychology, and behavior to fully leverage their subjective initiative and enable them to make the best use of their talents while collaborating effectively with others. The ultimate goal is to achieve organizational objectives by ensuring that personnel are appropriately matched with their roles.

Building upon previous research on human resource allocation in universities, this study posits that the allocation of human resources in universities encompasses a range of strategies and actions that universities undertake to manage and develop their human resources in pursuit of their overall institutional objectives. Its main contents should include: talent introduction and selection, talent training and development, incentive and reporting mechanism and other basic aspects. The details are as follows:

1) Planning and recruitment

It mainly refers to the total number and structure of teachers to be achieved during a specific time frame, including the plan of discipline, age, education background, position and academic background. Talent introduction is mainly according to the highest number of students enrolled in a given year, the ratio of teachers to students and the ratio of teachers to non-teachers expected according to the benefit of running a school. At the same time, it is also necessary to take into account the differences in the types, levels, regions, educational concepts and goals of schools, and work out practical and annual supplementary plans for teachers based on reality, so as to recruit teachers purposefully and in a planned way, so as to gradually rationalize the total number of teachers and various structures.

The Chinese Ministry of Education's "Opinions on Strengthening the Construction of Teachers in universities in the New Era" puts forward the policy of "setting up posts according to needs, open recruitment, equal competition, employment based on merit, strict assessment, and employment management". Universities should recruit and select all kinds of teachers and researchers according to the needs of the scale of the school, and recruit talents with different levels,

majors and discipline backgrounds accordingly, so as to achieve sufficient number of teachers and reasonable structure.

2) Cultivation and training

Universities should prioritize training and development of talents, provide teachers and researchers with career development opportunities and support, and help them continuously improve their professional quality and academic level. The training of university teachers, including professional training and ideological and political training, is an important means for in-service training, education and improvement of teachers, and also a way to promote the continuous appreciation of teachers' individual intellectual capital investment.

Business training mainly focuses on improving academic qualifications, updating knowledge, improving knowledge structure, and improving the innovation ability of teaching and research. The training methods include on-the-job degree study, participation in advanced seminars, domestic and foreign advanced study visits, and undertaking important teaching and research assignments.

The ideological and political training is mainly to guide teachers to love the socialist motherland, be dedicated to serving the public's educational mission, love their jobs, unite and cooperate, be willing to contribute and guide teachers to build a just society outlook and methodology, guide pedagogical and scholarly pursuits with the positions, views and methods of dialectical materialism and historical materialism, guide teachers to observe professional ethics, devote themselves to learning, teach others tirelessly, and truly become a model, teach and educate people.

3) Motivation and performance

Universities need to develop reasonable incentive and reward mechanisms, including incentive measures in salary, performance, welfare, promotion, honor and academic freedom, to attract and retain outstanding talents.

The purpose of human resources allocation in universities is to build a high-quality faculty, and strive to mobilize their enthusiasm and creativity in teaching and research, fully tap their potential, and make them achieve more impressive results. The most effective way to mobilize teachers' enthusiasm and tap teachers' potential, in addition to following the basic principles of management, such as the principle of humanism and the principle of responsibility, also needs to develop a scientific and

reasonable teacher performance evaluation system, and use various means to implement behavioral incentives for teachers.

This study will focus in the present circumstances and existing problems of human resources allocation in Guangxi private universities in planning and recruitment, training and training, motivation and performance, and propose strategies to maximize the utilization of human resources in Guangxi private universities.

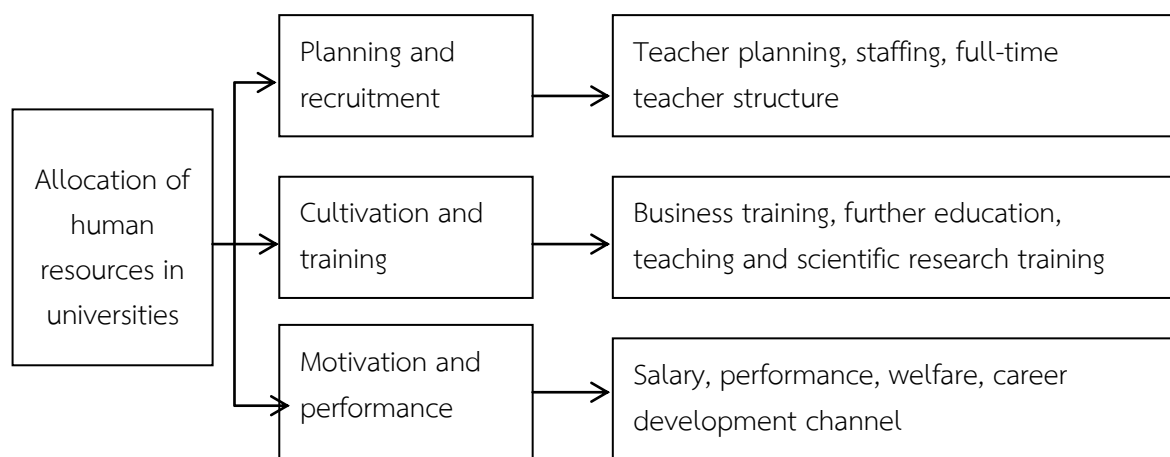


Figure 2.1 Human resource allocation structure of private universities

(2) The importance of human resources allocation in universities

To study the strategy of human resources allocation in universities, we should first fully recognize the importance of human resources allocation in universities. The following is the description of the importance of human resources allocation in universities by researchers:

Tian Yunzhang. (2007, p.32). believes that the significance of human resource allocation lies in the "four benefits", that is, the effective combination of labor and means of production in time and space is conducive to the equality and efficiency of individuals and organizations in the two-way selection process, and the improvement of the efficiency of factor allocation in the production process is conducive to the improvement of the labor market and the talent market.

Fang Yaping. (2015, p.144). believes that human resource allocation is to solve the problem of what kind of teachers, structure, quality, ability, etc. universities

need, how many such teachers are needed, how to introduce, assess and select, how to divide and cultivate these teachers, and finally what measures should be taken to retain these talents. Human resource allocation is crucial to universities and enterprises. Proper allocation can make universities have excellent teachers and improve teaching quality, this is a potent impetus for the swift advancement of universities. However, if the allocation is not good, it will seriously hinder the development of universities.

Fang Xiaoming. (2017, p.7). believes that human resources in universities are a crucial aspect to ensure the stability and growth of universities, and are the internal driving force to promote the quality of education in universities.

He believes that maximizing the utilization of personnel in universities is one of the core contents of the work of universities. Scientific research, teaching, service and other work are the basic contents of the daily work of universities. The smooth and effective implementation of these work depends on the reasonable management of university personnel.

He believes that maximizing the utilization of personnel in universities lays the foundation of human resources for the development of universities. Optimizing the allocation of human resources in universities is a comprehensive growth of human resources. Through the apportionment of human resources, all departments and posts can have suitable talents to work.

He believes that maximizing the utilization of personnel in universities can fully develop and utilize the maximum value of talents. It can not only ensure the order of the work of universities, but also improve the efficiency of the work of all departments in universities, so as to promote the growth of universities.

He believes that maximizing the utilization of personnel in universities can avoid the flow of talents. The optimization of the allocation of human resources in universities needs to be based on various mechanisms, effectively introducing flexible management mechanisms, incentive mechanisms, etc., which can ensure the smooth progress of the optimization work.

Zhao Runfen and Zhou Mengjia. (2017, p.119). pointed out that the core competitiveness of universities comes from human resources, and the allocation and management of human resources in universities directly affect the development and competitiveness of universities. Therefore, universities need to strengthen the

strategic management and innovation of human resources, realize the best distribution and effective management of human resources in universities, so as to improve the comprehensive strength of universities.

Ma Yuming. (2018, p.227). introduced the importance of human resource management in universities from both theoretical and practical aspects, and pointed out that human resource management in universities is among the top basic and core links in university management. Through scientific human resource, universities can effectively improve the allocation and management level of human resources, thus improving the comprehensive strength and core competitiveness of universities.

Zhang Qin and Zhao Xuhui. (2019, p.193). has been noted that human resources in universities are one of the key resources for ensuring the sustainable development of universities. Enhancing the management capacity of human resources is of great significance in promoting the development of universities.

Li Jianbo, Liu Lei and Wang Qiangqiang. (2020, p.118). has been emphasized that the allocation, management, and motivation of human resources in universities play a critical role in the development of universities. Especially in the current era of intensifying competition, universities must optimize the allocation and management of human resources through scientific strategic planning in order to enhance the core competitiveness of universities.

To sum up, the importance of researchers to human resource allocation is summarized as follows:

Talents are the core resources of universities: the teaching and scientific research work of universities depends on the support of talents, and talents are the core resources of universities. Rational allocation of human resources in universities can ensure the quality and quantity of the university team is sufficient, thus promoting the development of universities.

Talent allocation is the basis for the development of universities: the development of universities needs a high-quality and professional talent team, which requires universities to have a clear talent introduction and training mechanism to ensure the quality and quantity of university teachers.

Talent allocation is related to the competitiveness of universities: the quality of talent allocation directly affects the competitiveness of universities. Having excellent talent allocation can improve the academic level and education quality of

universities, attract more students and research resources, and enhance the social status and brand value of universities.

Talent allocation is the guarantee of sustainable development of universities: universities need to have a reasonable talent allocation mechanism to ensure the mobility and development opportunities of talents, avoid brain drain and talent shortage within universities, and guarantee the enduring growth of universities.

Talent allocation is an crucial element of university management: rational allocation of university human resources has the potential to enhance the efficiency of university administration, improve the enthusiasm and innovation ability of teachers, optimize the organizational structure and internal management of colleges, and promote the progress of colleges.

The importance of human resources allocation in universities is well known, which is crucial to the sustainable development and core competitiveness of universities. Therefore, scholars and managers are constantly studying and exploring new methods, new ideas and new strategies of human resources management in universities to promote the optimal allocation and effective management of human resources in universities.

(3) Principles of human resources allocation in universities

The principles of allocating human resources in universities serve as the fundamental guidelines for designing human resource allocation plans in universities, and play a crucial role in optimizing the allocation of human resources. By adhering to these principles, universities can fully leverage the strengths of their human resources, thus promoting the growth and advancement of the institution.

ASimultaneously, developing and executing principles for human resources allocation in universities can prevent errors and unnecessary use of resources, while enhancing the efficiency and effectiveness of human resources allocation in universities. Thus, it is crucial for universities to carefully observe and adhere to the principles of human resources allocation, continuously improve the allocation of human resources in universities, and offer robust assistance to the sustainable development of universities. The following is the researcher's description of the principles of human resources allocation in universities:

Tan Yuehua. (2012, p.119). believes that the allocation of human resources in universities should adhere to the following principles: 1) the principle of matching

individual capabilities with post requirements, the role of human resources needs to be reflected in a reasonable allocation, and the post requirements and corresponding personnel should be matched. When allocating personnel for each post, the energy level of each faculty and staff should be adapted to the energy level requirements of their own position and level to achieve energy level correspondence; 2) According to the principle of dynamic adjustment, the positions and personnel of the senior high school are often changing, so the staffing needs to be adjusted timely and appropriately; 3) The principle of minimum number of posts. The principle of minimum number of posts refers to the minimum number of human resources management required to limit the number of posts in universities and make each post operate at full capacity.

Zhu Aiyu. (2008, p.44). believes that the allocation of human resources in universities should stick to the following principles: 1) The principle of fair competition. In the process of optimizing the allocation of human resources, we should create a fair opportunity, so that every employee can be treated fairly and have equal opportunities, so that the personality and ability of employees can be fully and fully developed; 2) The principle of advantage positioning should not only consider whether the employees can meet the needs of specific jobs and positions in terms of ability, knowledge and skills, but also consider whether the internal characteristics of employees are consistent with the characteristics of positions; 3) According to the characteristics of universities, implement the differentiated measures of wage income, welfare remuneration and career planning; 4) The principle of combining liquidity and stability.

Cao Changchun. (2008, p.112). proposed that the allotment of human resources in universities should stick to the following principles: 1) The principle of personality quality suitable for the post requirements, and efficient allocation of personnel is to find the right post and do their best to make it play an important role in promoting the development of the unit; 2) The principle of rationalization of personnel structure should fully consider the complementarity of personnel when setting posts and selecting personnel, such as the coordination of professional knowledge, practical experience, gender, age, physical quality, etc; 3) To strengthen the principle of combining institutionalization and humanization, universities should formulate comprehensive and systematic human resources management methods,

including scientific performance evaluation methods and effective incentive mechanisms, in accordance with national laws, regulations and policies; 4) According to the principle of equitable focus material incentives and spiritual incentives, universities should create positive values, harmonious interpersonal dry cleaning, establish a fair, fair and open employment mechanism, and improve the welfare of part-time employees.

Li Gang. (2017, p.75). believes that human resource management should follow the following principles: 1) The people-oriented principle, human resource management must be people-oriented, people-oriented, and the whole process of human resource management and development must run through the people-oriented management thought; 2) Scientific principles: the acquisition, use and development of human resources must follow scientific principles; 3) The principle of motivation is to stimulate, encourage and strive to mobilize people's enthusiasm; 4) Innovate principles, use new ideas and concepts to promote the efficiency of human resources allocation to a higher goal.

Based on previous studies, this study believes that the allocation of human resources in universities should follow the following principles:

Principle of person-post adaptation: universities should follow the principle of person-post adaptation, and human resources allocation should take into account. The adaptability between the body and the organization should take full account of the matching of personnel's professional skills and job requirements, personal quality and job needs, the matching of positions and personnel's development potential, and the matching of performance and salary. In short, the appropriate personnel should be arranged to the appropriate positions to attain a mutually beneficial outcome for both the individual and the organization.

Principle of fairness and transparency: universities should follow the principles of fairness, fairness and transparency, and treat all teachers and employees. Without discrimination against anyone. We should adhere to the principles of fairness, fairness, competition and motivation in talent selection, evaluation, promotion and remuneration.

The principle of scientific and reasonable structure: universities should allocate human resources according to the organizational strategic objectives and according to the needs of development, the organizational structure of personnel

should be reasonably designed. The allocation of teaching positions, administrative positions, and teaching assistant positions in universities should be appropriately balanced. The recruitment and retention of full-time teachers should take into account their educational background, professional qualifications, age, and academic diversity.

The principle of growth and development: universities should follow the people-oriented development concept and pay attention to the individual of teachers and employees growth and career development, provide a good academic, scientific research and teaching environment, and encourage teachers and employees to continue learning and innovation.

Team cooperation principle: universities should emphasize team cooperation, focus on cooperation and communication between teachers and employees, encourage innovation and development within the team, and also cooperate with other universities, enterprises and social organizations to promote resource sharing and collaborative development.

(4) Problems in the allocation of human resources in universities

Hao Huanxia. (2015, p.37). believes that there are problems in the distribution of human resources in application-oriented undergraduate universities in the following three aspects: institutional setting: 1. The number of functional departments is large and the functions are chaotic; 2. The powers and responsibilities of functional departments and departments are not equal. In terms of post setting: 1. The proportion of posts is out of balance. Among the three types of posts of management, professional technology and work skills, the proportion of professional and technical staff such as teachers is seriously insufficient, while the proportion of the other two types of staff is too large, and the number of part-time staff is too large. 2. There are many senior leaders and the command is disjointed. Staffing: 1. Teachers are in short supply and the ratio between students and teachers is too high; 2. The distribution of teachers' age structure and educational background structure is unreasonable; 3. Young teachers lack professional knowledge and skills; 4. Administrative personnel and logistics personnel have low cultural level and poor service awareness.

Wang Qi. (2010, p.128). believed that the problems faced by the distribution of teachers' human resources in China's ordinary universities are: 1. The entire

amount of teachers' human resources in ordinary universities is insufficient; 2. The entirety of the quality of the teaching staff in China's universities needs to be further improved, especially the lack of senior talents; 3. The allocation of human resources in ordinary universities is inappropriate, the resource utilization efficiency is not high: the non-teaching and scientific study personnel are in an inflationary surplus situation, the professional structure of full-time teachers is unreasonable, the position structure in the school is unreasonable, the academic structure is not ideal, the top talents are scarce, the academic structure is single, and the scientific evaluation and assessment system is lacking; 4. The loss of human resources in universities is serious.

Zhao Xiaolin. (2014, p.84). believes that there are the following problems in the distribution of human resources in universities: 1. The overall shortage of human resources caused by the high ratio of students to teachers; 2. The problem of repeated allocation of talents caused by the imbalance in the setting of disciplines and specialties; 3. The lack of discipline leaders and backbone teachers and the surplus of general teachers; 4. The imbalance between managers and full-time teachers.

Wang Jinghong, Wang Liqun and Wu Kezhi. (2004, p.35). believed that there was an unreasonable problem in the distribution of human resources in universities. Some universities have too cumbersome post settings, and some post responsibilities overlap, resulting in inefficient allocation of human resources and waste of resources.

Chen Zhifeng. (2007, p.52). believes that there is a lack of incentive mechanism for talent introduction in the distribution of human resources in universities. Many universities lack effective incentive measures when introducing excellent talents, resulting in brain drain or unsatisfactory benefits.

Li Zhao, Yu Aihua and Zhao Xin. (2010, p.46). believed that there was a problem of unfair compensation of faculty and staff in the distribution of human resources in universities. The salaries of faculty and staff in some universities were unreasonable, and high-level talents lacked corresponding incentives, while some low-level talents could not be effectively eliminated, resulting in inefficient allocation of human resources.

Chen Bo and Wang Xiaohong. (2013, p.46). believe that there is a issue of poor talent mobility in the distribution of human resources in universities. Some

universities have poor talent mobility, poor access to job promotion, lack of development space and growth opportunities, leading to brain drain and resource waste.

Zhang Hua, Wang Yuemin and Wei Hong. (2005, p.44). believed that the training direction of human resources allocation in universities is inconsistent with the current demands of society, and that the education and training direction of some universities is inconsistent with the current demands of society, resulting in the imbalance of talent supply and demand and the waste of talent resources.

The previous study of the problems of human resources allocation in universities provides the research direction for this paper to find the current situation and challenge of human resources allocation in private universities. This study will also focus on the current situation collection, sorting out problems and putting forward improvement strategies in three aspects of human resources allocation in private universities: teacher planning and recruitment, teacher training and training, teacher incentive mechanism and performance evaluation.

Research on the Connotation of Financial Resources Allocation in Universities

Developing strategies to optimize the allocation of financial resources and establishing a scientific and reasonable flow of education investments in both human and material resources are crucial components for enhancing the efficiency of university operations. As the premise of analyzing the optimal allocation of financial resources, first of all, analyze the source and use of financial resources in universities.

(1) Sources of financial resources in universities

Cheng Hong. (2015, p.13). pointed out that the financial resources of private universities mainly come from tuition fees, government investment, social donations, corporate subsidies and other ways.

Wang Xiaohui. (2016, p.36). proposed that the financial resources of private universities include government subsidies, social donations, tuition income, scientific research funds, self-raised funds, etc.

Zhang Lei. (2019, p.31). listed some financial resources of private universities, such as government support, social donations, industrial alliances, discipline services, etc., and put forward some specific suggestions, such as strengthening financial management and giving full play to alumni resources.

To sum up, this paper summarizes that the financial resources of private universities mainly come from the following:

1) Tuition income. Tuition income is almost all the career income of private universities in Guangxi.

2) Sponsor input. Another source of educational funds for private universities in Guangxi is the sponsor's investment. Under the condition that the source of students is stable and the tuition income is basically unchanged, the sponsor's investment plays a decisive role in the school's income in the current year. The amount of the sponsor's investment plays a certain decisive role in the growth of the private universities in terms of the standard of educational operation, the scale of running schools, and the construction of teachers.

3) Other funding sources

In addition to the tuition fee income and the funds invested by the sponsors, the sources of funds for running private universities in Guangxi also include social donations, government subsidies, loans, industry-university-research cooperation, school-run industrial management and other income.

(2) Use of financial resources in universities

Xu Xianghe and Lv Xuechen. (2020, p.118). discussed the expenditure items in university financial budget management, including teaching funds, scientific research funds, personnel funds, capital construction funds, management costs, etc.

Wang Lu. (2019, p.34). analyzed the common expenditure items in the financial budget of universities, including teaching, scientific research, personnel, infrastructure, management and other expenses.

Zhao Ying. (2017, p.88). studied the expenditure items in the financial budget of universities, including teaching funds, scientific research funds, personnel funds, infrastructure construction funds, management costs, etc.

Liang Hong. (2018, p.149). discussed the financial resources expenditure projects of universities, including teaching, scientific research, talent training, social services, infrastructure construction and management.

Based on previous studies, this study believes that the financial resources of universities are mainly used in two aspects, namely, education funds and basic construction.

1) Use of capital construction funds

The basic construction of universities mainly includes the increase of campus land and construction of school buildings. In the era of planned economy, the national and local governments allocate special capital construction funds for universities according to the plan. As higher education has been rapidly developing, the funding for capital construction allocated by the state and local governments falls far behind the demand for capital construction in universities.

In addition, as the socialist market economy is gradually established, the government is also gradually changing the situation that the basic construction of universities is undertaken by the government. At present, the government has adopted several ways for the basic construction of universities: 1) special government funds; 2) Part of the government grants and part of the funds are raised by universities themselves; 3) The principal of university loans is repaid, and the government discount interest; 4) Self-raised by universities.

Therefore, the evolution of higher education and its transformation government's allocation of funding dedicated to the capital construction of universities make it necessary for universities to consider the cost of capital construction in the allocation and use of financial resources.

2) Allocation and use of educational expenses

According to the purpose, the education funds of universities can be divided into education and teaching funds, personnel funds, administrative office funds, student funds, scientific research funds, and logistics support funds.

Education and teaching funds refer to the funds used for undergraduate education and teaching.

Personnel expenses include personnel salaries, allowances, welfare expenses, travel expenses and training expenses.

Administrative office expenses mainly refer to the expenses for ensuring administrative office.

Student funds mainly refer to student activity funds, student awards and grants.

Scientific research funds mainly refer to the expenses used for scientific research expenditure in the university, including the construction funds of scientific inquiry laboratories and the purchase costs of scientific inquiry equipment.

Logistic support funds mainly refer to school security, sanitation, water and electricity, equipment maintenance and other costs.

(3) Meaning of financial resources allocation in universities

Chen Ning. (2017, p.6). believed that financial resource allocation in universities involves the strategic distribution of financial resources based on the specific characteristics and requirements of universities, with the aim of accomplishing educational and teaching objectives, fostering talent, and advancing scientific research, among other goals, while ensuring maximum benefits.

Zhang Qin. (2018, p.118). believes that the optimal allocation of financial resources in universities involves the efficient allocation of available financial resources across various fields and projects based on the unique characteristics and needs of each university, with the ultimate goal of achieving maximum benefits.

Jia Hengbiao and Xu Wen. (2019, p.27). believed that the allocation of financial resources in universities refers to the optimal allocation of resources and the maximization of benefits through the scientific allocation and management of available financial resources according to the goals and needs of universities.

Zhu Dejuan. (2020, p.78). the allocation of financial resources in universities aims to scientifically allocate financial resources according to the needs and resources of universities to achieve the goals of education, teaching, and research, and to maximize the efficiency of resource utilization.

Wang Hua. (2020, p.59). believes the allocation of financial resources in universities involves the distribution, management, and assessment of the funds obtained by universities for their operation and various educational expenses represented in monetary terms.

Li Fuhua. (2002, p.37). believes that the allocation of financial resources in universities refers to the monetization of the distribution of various resources in the operation of universities.

Sun Chunli. (2014, p.110). proposed that the distribution of financial resources of universities refers to the investment of various educational resources in the form of currency into the specific behavior of running a school.

Based on the above research, this paper believes that the distribution of financial resources of universities refers to the process that universities allocate financial resources reasonably to the two major areas of capital construction funds

and education expenses according to their own development strategies, objectives and needs under the limited financial resources, in order to maximize the benefits of resources and achieve the development goals of universities.

This study will focus on the current situation and existing problems of financial resources distribution of private universities in Guangxi, and propose strategies to optimize the distribution of financial resources of private universities in Guangxi.

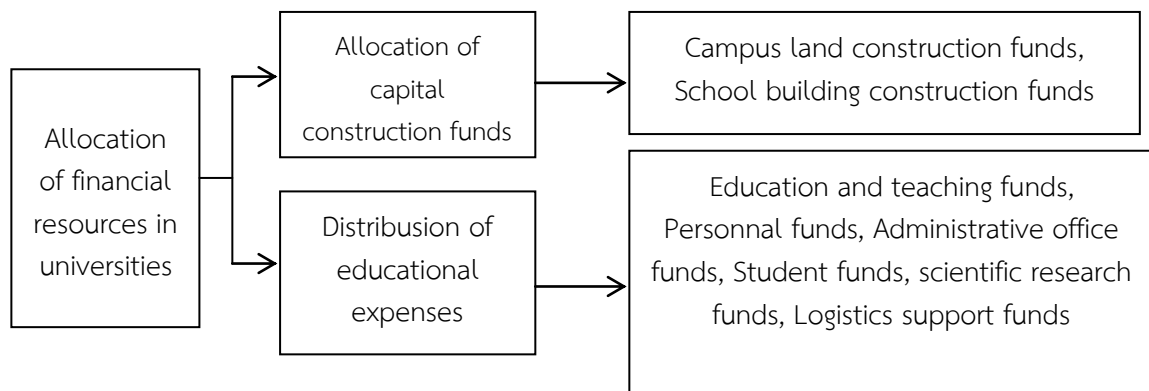


Figure 2.2 Financial resources allocation structure of private universities

(4) Problems in the allocation of financial resources in universities

Having a clear understanding of the challenges in the allocation of financial resources in universities is essential to implement effective strategies for optimizing the allocation of resources. Only by identifying the existing problems can we develop appropriate solutions to improve the allocation of financial resources in universities.

Zhang Guoyuan and Yan Ming. (2016, p.81). pointed out that the issues related to the distribution of financial resources in universities are: unfair distribution, poor coordination between departments, opaque decision-making, and non-standard management. The countermeasures that should be taken include strengthening planning, reasonably setting up management system, establishing scientific resource allocation mechanism, optimizing financial management, etc.

Li Min and Huang Yu. (2017, p.125). analyzed the issues related to the allocation of financial resources in universities, including unfair distribution of resources, low management efficiency, lack of scientific decision-making, and non-standard financial management. The countermeasures to be taken include

strengthening planning and supervision, improving management system, establishing scientific resource allocation mechanism, optimizing financial management, etc.

Wang Mengxin and Zhao Hai. (2018, p.79). pointed out that the issues related to the allocation of financial resources in universities mainly include: unfair distribution, non-standard decision-making, low management efficiency, and low efficiency in the use of funds. The countermeasures to be taken include strengthening planning and supervision, optimizing management system, establishing scientific resource allocation mechanism, and improving financial management.

Jia Xiaofeng. (2021, p.53). analyzed the issues related to the allocation of financial resources in universities, including unfair allocation of resources, low management efficiency, lack of scientific decision-making, and non-standard financial management. The countermeasures to be taken include strengthening planning and supervision, improving management system, establishing scientific resource allocation mechanism, optimizing financial management, etc.

Tang Wanhong. (2007, p.64). believes that some universities have blindness in loan construction. Due to the enrollment expansion of universities for several consecutive years, the number of students has increased sharply, and the infrastructure is under great pressure. Most universities are expanding the scale of capital construction. In the situation of severe financial constraints, they will not hesitate to borrow to expand the scale of capital construction. At present, universities have entered the peak period of repaying loans, and the direct constraints of the shortage of funds on the development of universities have become apparent.

In conclusion, the allocation of financial resources in universities faces various challenges, and it is imperative for universities to implement effective measures to optimize their allocation. This research will concentrate on two key areas of financial resource allocation in private universities: capital construction funding and education expenditure. It will examine their current distribution status, identify existing issues, and propose strategies for improvement.

Research on the Connotation of the Allocation of Material Resources in Universities

Optimizing the allocation of material resources in universities and improving the utilization rate of material resources is an important part of improving the economic benefits of running universities. For a long time, while China's educational

resources are seriously insufficient, there is a waste of educational resources, especially material resources, which is very detrimental to the fast-paced growth of post-secondary education.

Under the planned economy, universities are all run by the government, education investment is funded by the government's finance, and the structure, quantity and quality of education output are determined by the government's education plan. universities do not have much decision-making power over the input and output of higher education, nor do they have their own interests. universities only care about the input, not the resource utilization efficiency, and lack the internal power to improve the utilization rate of education resources by optimizing their own resource allocation, The limited educational resources cannot be fully utilized. It is undeniable that even today, the planned economy in the field of higher education is still very strong. Therefore, universities have great potential in terms of optimizing the allocation of material resources and improving the efficiency of the use of material resources.

(1) The meaning of allocation of material resources in universities

Li Fuhua. (2002, p.37). pointed out that the material resources of universities refer to the sum of material materials such as land, buildings, instruments and equipment, books and materials used by universities. It is the physical form of monetary funds of universities, reflecting the possession and consumption of materialized labor in the process of running schools.

Liu Xin. (2015, p.1). defined the distribution of material resources in universities as the process of distribution and use of material resources organized and integrated by universities to achieve their goals. The main contents include material resources planning, material resources allocation, and material resources use.

Huang Yuanmei and Zhang Xin. (2019, p.92). pointed out that the distribution of material resources in universities refers to the rational layout and effective use of the material resources owned by universities to achieve the optimal resource allocation scheme. The specific content includes the acquisition, protection, integration and application of material resources.

Yang Weikun. (2020, p.104). defined the allocation of physical resources in universities as the process of scientific, reasonable and fair planning, organization, distribution and use of physical resources by universities according to their

development needs. It includes the planning, distribution, monitoring and evaluation of material resources.

Gao Yonghong and Huang Ting. (2020, p.116). defined the distribution of physical resources in universities as the optimal allocation of resources through the rational layout and effective use of physical resources owned by universities. The specific contents include the optimized allocation of material resources, resource sharing and coordination, resource integration and transformation, etc.

In combination with previous studies, this study believes that the optimal distribution of material resources in universities refers to the scientific and reasonable conversion of part of financial resources into urgently needed material resources, the timely purchase and allocation of educational materials, and the maximization of all material resources in the view of the needs of workforce cultivation, scientific study and the development of the school.

The optimal distribution of material resources in universities includes the following three aspects:

1) The development of universities needs to increase urgently needed material resources in time.

As mentioned earlier, the material resources of universities can be divided into two parts in terms of categories. The first part is fixed assets, such as land, housing construction, sports facilities, instruments and equipment, books and materials, etc. The second part is materials and low-value consumables, such as various raw materials, civilian agents, repair materials, low-value instruments and equipment, and various miscellaneous supplies.

During the course of managing a university, due to the expansion of the scale of the school, the adjustment of structure of academic fields and majors, the development of emerging disciplines and specialties, and the material consumption of normal teaching and scientific research, etc., it is necessary for the school to add and equip urgently needed materials and expand the required material resources in a timely manner. For example, with the expansion of the scale of universities, when the original campus area, classrooms and laboratories are seriously insufficient, it is necessary to timely land acquisition and add school buildings to address the requirements of running schools. For example, in the development process of a new discipline, with the aim of ensure the quality of talent training, it is imperative to add

necessary teaching and scientific research equipment and necessary books and materials in time.

The basic content of the optimal distribution of material resources is to allocate material resources, that is, to convert part of education investment into material resources in a timely manner. Therefore, it is one of the contents of optimizing the allocation of material resources for universities to purchase urgently needed materials in time according to the teaching and research needs of universities.

2) Maximize the utilization of material resources.

Maximizing the use of various material resources and fully utilizing the capabilities of material resources is an important part of the optimal distribution of material resources in universities. Just by making full use of all material resources owned by universities and making every material resource play its role in teaching, scientific research and talent training can we say that the material resources of universities are optimally allocated. On the contrary, as long as some materials have little effect on teaching and scientific research, supply exceeds demand, as long as some equipment and instruments are underused and seriously idle, this part of material resources in universities will not be optimally allocated, contributing to the depletion of material resources.

It should be said that the efficiency of utilization of material resources is low, and the waste caused by long-term idleness is often huge. For example, the efficiency of utilization of some teaching equipment is extremely low, and the resulting waste not only lies in the equipment itself, but also causes the waste of other resources. It will cause the low utilization rate of laboratory buildings, form waste, and cause the waste of human resources due to the normal maintenance of these equipment.

Some material resources with low utilization rate in universities need to be allocated to other departments with high utilization rate, or to improve the utilization rate of material resources through resource sharing within departments and even between schools. Therefore, the allocation and use of equipment and resource sharing are also one of the contents of optimizing the allocation of material resources.

Therefore, in order to optimize the allocation of university material resources, we must strive to improve the efficiency of utilization of all kinds of university material resources.

3) Timely eliminate material resources without use value.

Materials that cannot continue to play a role in talent training and scientific research during the course of running a school shall be eliminated or scrapped in time, or transferred to other units outside the school that can play their role. The elimination itself is also to optimize the allocation of material resources, give full play to the role of material resources, and improve the efficiency of running a school.

To sum up, the basic content of the optimal distribution of material resources in universities includes three aspects: allocation, use and elimination. This study will focus on the current situation and existing problems of the distribution, use and elimination of material resources in Guangxi private universities, and propose strategies to optimize the distribution of material resources in Guangxi private universities.

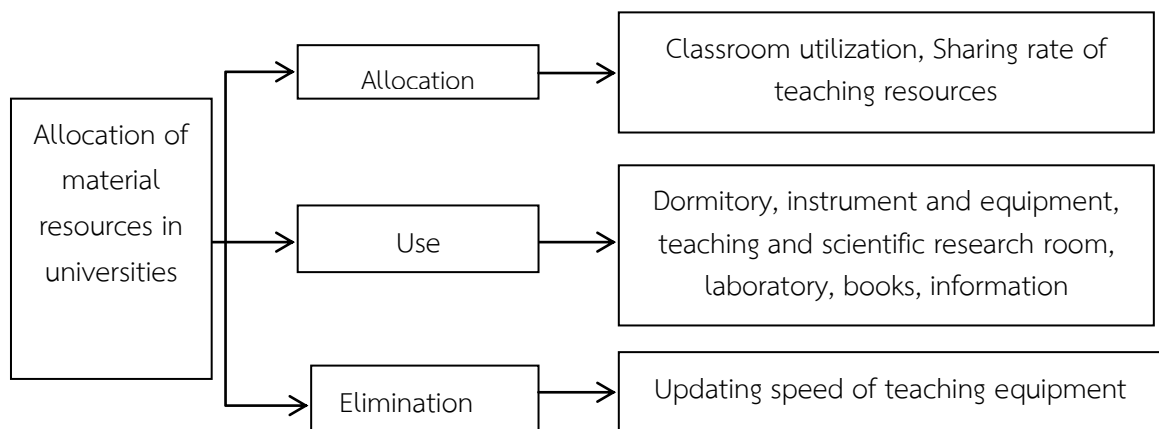


Figure 2.3 Material resources allocation structure of private universities

(2) Basic characteristics of material resources in universities

To realize the optimal allocation of material resources, we should also understand some basic characteristics of university material resources.

Li Shaobo and Tian Zhigang. (2010, p.32). pointed out that the basic characteristics of university material resources mainly include: non-renewable, different quality, large scale, high complexity, long investment cycle, etc.

Jiao Yuan. (2011, p.115). summarized the basic characteristics of university material resources as follows: large quantity, multiple types, high value, frequent use, long service life, vulnerability and consumption.

Zheng Xue and Yang Zhen. (2013, p.1041). believe that the basic characteristics of university material resources include: large scale, multiple types of assets, high value, frequent use, easy wear and tear, long asset cycle, etc.

Zhang Wei. (2019, p.60). summarized the basic characteristics of university material resources as follows: large quantity, wide variety, huge value, frequent use, long asset cycle, and difficult management.

Based on previous studies, this study believes that university material resources have the following basic characteristics:

1) Service life

The service life of different material resources is very different, and the impact of the frequency of use on the service life is also different. For example, the campus land can theoretically have a permanent service life, and the frequency of use will not affect its service life. For example, various school buildings and buildings have a service life of 70-100 years, and the change of normal use frequency during the service life will not have a great impact on the service life. The service life of teaching and scientific research equipment or books and materials in universities under normal maintenance mainly depends on the frequency of use, and the service life of consumables depends on the frequency of use.

2) Timeliness

The so-called timeliness refers to that some materials in universities have a certain period of time for their value in talent training and scientific research. Beyond this period, these materials will no longer have value.

For some material resources, mainly teaching and research instruments and equipment, books and materials, it is necessary to understand not only their service life, but also their timeliness in science and technology. For example, some early computers may still work when connected to the power supply, but for talent training and scientific research, they have exceeded their time limit and have no use

value. The timeliness of teaching and scientific research instruments and equipment in universities in science and technology is a very important feature of this kind of material resources in universities.

3) Time value change characteristics of material resources

The value of all kinds of material resources in universities varies greatly over time. Some will increase significantly, some will not change much, and some will decrease significantly. Typical example is land. Over time, the land value of most universities has increased significantly. Computer is also a very typical example. The value of equipment decreases rapidly over time. The changing trend of the value of material resources over time is very different, which is also a very important feature that universities need to consider in allocating material resources.

Therefore, based on the characteristics of university material resources, universities should fully consider the change of service life, timeliness and value with time when allocating material resources.

(3) Problems in the allocation of material resources in universities

Wu Yingping. (2016, p.36). believed that the primary issues with the distribution of material resources in universities are: unreasonable allocation, non-standard management, low level of informatization, etc. In response to these problems, researchers put forward a series of improvement measures, including: establishing a scientific resource allocation model, strengthening management standardization, and promoting information construction.

Li Yu. (2018, p.30). believes that the primary issues with the distribution of physical resources in universities are: unreasonable allocation, low level of informatization, lack of scientific management, etc. The researchers put forward a number of improvement measures, including optimizing the resource allocation structure, strengthening information construction, and improving management level.

Wang Yuchen. (2019, p.111). believed that the primary issues with the distribution of material resources in universities are: unreasonable allocation, cumbersome management process, and low level of informatization. The improvement measures proposed by the researchers include: improving the material and resource management system, improving the degree of management informatization, and strengthening talent training.

Chen Yansong and Wang Guihua. (2020, p.120). believed that the primary issues with the distribution of material resources in universities mainly include: uneven allocation of resources, lack of scientific management, low level of informatization, cumbersome processes, etc. The improvement measures include: establishing a scientific resource allocation system, strengthening information construction, and improving the quality of management personnel.

Zhao Rong and Liu Weicen. (2021, p.83). pointed out that the primary issues with the distribution of material resources in universities are: serious waste of resources, unfair distribution, and non-standard management. The improvement measures include: formulating scientific resource allocation rules, strengthening the supervision and management of resources, optimizing the efficiency of resource utilization, etc.

Wang Xing and Ma Xiaofang. (2021, p.64). taking A private university as the research object, analyzed the following problems in the allocation of material resources in the university: the equipment management system is imperfect, and the relevant departments lack cooperation; Improper use of equipment by equipment users leads to prominent equipment loss; The allocation of resources is relatively unreasonable; Divide and fight each other.

Yang Jun and Shen Yipeng. (2012, p.112). believe that there are problems in the allocation of material resources in universities, such as insufficient investment in funds, coexistence of idle and repeated purchase of large instruments and equipment, low utilization rate, lack of talents, and inadequate management and operation mechanism.

Wang Ke. (2011, p.71). believed that due to the expansion of enrollment in universities, the material resources for running schools have been tightened in an all-round way, and the teaching, experiment, research and supporting facilities in most schools are relatively tight, some of which are in serious shortage.

Yang Xiaojin and Hong Xiaojuan. (2008, p.80). believed that the utilization efficiency of material resources in some universities was not high and could not be effectively integrated and utilized, and there was hidden waste. The utilization rate of assets such as books and materials, instruments and equipment, and school buildings in universities is generally low. Compared with foreign universities, the area of classrooms and laboratories occupied by each university student in China's

universities is not low, but due to poor management, it is small and comprehensive, unable to realize resource sharing, resulting in resource waste.

Gao Bowen and Wang Manyun. (2008, p.109). believe that there are the following problems in the allocation of material resources in universities: First, pay more attention to the appearance than the interior. Second, purchase more than use. Third, heavy use and light maintenance. Fourth, hardware is more important than software.

Based on the above research, the predecessors have made relatively clear research conclusions on the problems existing in the allocation of physical resources in universities, which provide a clear research direction for this paper to study the current situation and existing problems of the allocation of physical resources in private universities. The follow-up research in this study will focus on the three main contents of the allocation of physical resources in universities, namely, the status quo and existing problems of allocation, use and elimination, And put forward the strategy of optimizing the allocation of material resources in private universities.

Research on the Current Situation of Private Universities in Guangxi

The Connotation of Private Universities

Research scholars and Chinese laws have given the meaning of private universities.

Que Mingkun. (2020, p.30). pointed out that private universities refer to enterprises and institutions, social organizations and other social organizations and individuals outside the state institutions that use non-state financial funds to carry out higher academic education for the society. He believes that there are still some disputes about the concepts of "private schools", "private schools", "public schools" and "government schools" in the domestic academic circles. "Private" is a concept corresponding to "official", while "private" is corresponding to "public". However, the development of private education in China has a different political, economic, social and cultural background from that in the West. There are three types of foreign schools: state schools, public schools and private schools, while there are only two types of public schools and private schools in China. The concept of private schools is different from that of foreign private schools. At present, there are three main dividing standards between private schools and public schools. First, according to the main

source of school funds, the schools run with state-owned funds are public schools, and those run with other funds are private schools. Second, according to the nature of the main body of running a school, that is, who is managing the school, regardless of its source of funds. This view holds that the "running" of a private school is not to be held, but to be operated and managed. Third, according to the property nature of the school. The scope of private universities is very wide, involving many groups, and can be divided into three categories: first, private undergraduate universities, second, private vocational universities, and third, independent universities.

Wang Qingru. (2012, P.20). pointed out that private universities can be defined as educational institutions that are not publicly funded and are organized by enterprises, institutions, social organizations, and individuals. These institutions use non-state financial education funds and follow the standards set by the state and local education administrative departments for higher education institutions. They offer state-recognized academic qualifications for higher education. They can also be called private ordinary universities. Its characteristics mainly include: first, the autonomy of running a school. The main body of private universities is social organizations and individuals independent of government agencies. Therefore, on the premise of not violating national laws and regulations, they have the right to arrange regular educational activities according to their needs. This includes self-financing, the use of self-arranged funds and the management of funds, the selection of personnel, the recruitment of students, the development of educational syllabus, the setting of courses and the selection of teaching materials, and the issuance of academic and diploma certificates. Second, the flexibility of running a school. The flexibility of private education is mainly due to its unique running mechanism, which is mainly manifested as follows: flexible running strategy, introduction of market mechanism, and timely adjustment of running direction and ideas according to social needs; The forms of funding are flexible and diverse. Government funding, fund-raising, donations, tuition fees, etc. can be used as the source of its school funding; The enrollment standards are flexible and flexible. Third, the individualization of running a school. In order to maintain and consolidate their advantageous position in the competition and establish their good reputation, private schools often have stronger brand awareness, and through the formation of their own personality and

characteristics, improve the quality of teaching is also the magic weapon that they can compete with public universities.

Mao Yong. (2007, P.20). suggested that private universities are educational institutions that are not operated by the state, but rather by social organizations or individuals, and mainly rely on non-governmental financial resources to provide higher education programs that lead to academic qualifications. He believed that from the perspective of the main body of school running, it includes different forms such as individual citizens' school running, social organizations' school running, state-owned enterprises and institutions' school running, private enterprises' school running, Sino-foreign cooperation in school running, government and private enterprises or individuals' joint school running, enterprises and individuals' joint school running, and joint-stock system school running.

According to Article 25 of China's Education Law, privately-run universities are educational institutions that are not publicly owned and are operated by enterprises, social organizations, or individuals. These universities offer higher education programs that meet the standards set by the state and municipal education administrative departments, and they are considered an essential part of China's socialist education system.

The second provision of the Law of the People's Republic of China on the Promotion of Privately-run Education states that the law applies to social organizations or individuals who utilize non-state financial resources to establish and operate schools and other educational institutions for the benefit of the public. This implies that privately-run schools must satisfy three conditions: firstly, they must be sponsored by social organizations or individuals who are not state institutions. That is to say, non-state-owned investment entities or individuals are the second. The funds for private education can only be used by non-state financial funds. The source of funds for private schools is not from the state education funds, but from the school itself through other ways. Third, private schools and other educational institutions are social education activities, not training institutions in the industry or institutions.

Based on the above research scholars and the definition of private universities in Chinese law, this study believes that private universities means enterprises, institutions, social organizations and other social organizations and individual citizens who have the qualification to issue undergraduate or junior university diploma of

general higher education with the approval of the Ministry of Education of the People's Republic of China or provincial governments at all levels in accordance with the setting standards of higher education established by the state and local education administrative departments, Educational institutions that have issued school running licenses.

The private universities studied in this paper refer to the private universities at the undergraduate level, specifically 12 private universities in Guangxi.

Current Situation of the Development of Private Universities in Guangxi

Since the mid-1980s, private higher education in Guangxi has made significant progress, expanding to a considerable size and gaining recognition among the general public. According to the official website of the Ministry of Education of the People's Republic of China, as of May 31, 2022, Guangxi has 85 universities, out of which 26 are privately-run universities. The number of private universities accounts for 30.59% of the total number of regular universities in Guangxi. Additionally, the number of students enrolled in private universities in Guangxi has surpassed 200,000. In conclusion, private higher education in Guangxi has undergone rapid growth, resulting in a significant number of privately-run universities in the region.

Relevant Policies for the Development of Private Universities in Guangxi

The People's Government of Guangxi Zhuang Autonomous Region has implemented a policy to promote the healthy development of private education and encourage the establishment of privately-run universities in the region. The policy seeks to solicit support from the government to aid in the growth of private universities in Guangxi. The main contents are as follows:

Government purchase service policy: The government of Guangxi Zhuang Autonomous Region adopts the way of government purchase service to purchase education services from private universities to support and encourage the development of private universities.

Financial support policy: Guangxi Zhuang Autonomous Region encourages and supports the development of private universities, sets up special funds to support the running and development of private universities; Simultaneously, private universities in Guangxi can also enjoy various national and local financial support.

Educational conditions and environmental support policies: The government of Guangxi Zhuang Autonomous Region provides educational conditions and

environmental support for private universities, including the construction and provision of buildings, libraries, laboratories and other facilities to improve the educational conditions and environment of private universities.

Preferential tax policy: Guangxi Zhuang Autonomous Region has issued a policy to reduce the tax burden on private universities, includes tax exemptions for both corporate income tax and personal income tax.

Education and teaching quality assurance policy: The government of Guangxi Zhuang Autonomous Region strengthens the supervision and evaluation of private universities, ensures that the education and teaching quality of private universities meet the prescribed standards, encourages private universities to execute self-evaluation and quality assurance, and improves the quality of learning and instruction.

Talent training with introduction policy: The government of Guangxi Zhuang Autonomous Region will improve the faculty and running level of private universities by encouraging private universities to cultivate and introduce high-level talents and foreign teachers. At the same time, private universities are encouraged to cooperate with enterprises to promote the combination of talent cultivation and employment.

To be familiar with the policies supporting the development of private universities in Guangxi is conducive to the development of internal resource allocation strategies for private universities in Guangxi according to the policy orientation and their own development reality.

Current Situation of Internal Resource Allocation of Private Universities in Guangxi

The current situation of human resources allocation, financial resources allocation and material resources allocation in Guangxi private universities is summarized as follows:

(1) Current situation of human resources allocation of private universities in Guangxi

1) Shortage of teacher resources

Lin Yanhong. (2022, p.100). pointed out that the number of teachers in private universities in Guangxi is small, and there is a shortage of teacher resources. Compared with public universities, the ratio of students to teachers is significantly higher. The student-teacher ratio refers to the number of teachers owned by each student. Through the student-teacher ratio, we can know how the teacher resources

meet the teaching needs of the school scale. According to Figure 2.4, from 2018 to 2022, the ratio of students to teachers in Guangxi's private universities has been higher than that of public universities.

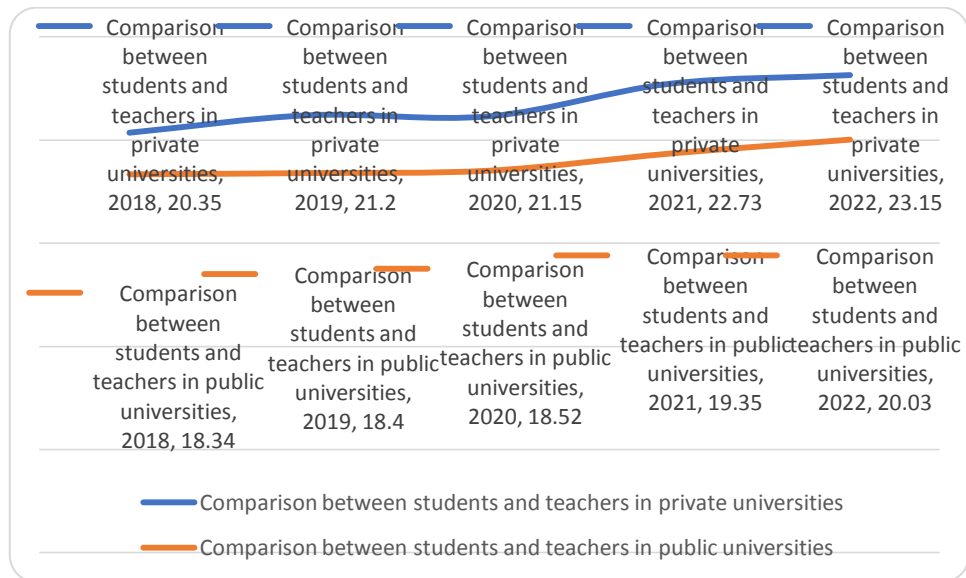


Figure 2.4 The ratio of students and teachers between private and public Universities in Guangxi from 2018 to 2022

Huang Dandan. (2021, p.121). believes that Guangxi private universities continue to expand the enrollment scale, while the number of teachers is far from keeping up. With the increase of the enrollment number, the gap between teachers is becoming larger and larger, and the resources of teachers in private universities are seriously insufficient. The higher ratio of students to teachers will directly affect the improvement of teaching quality in private high schools.

Due to the insufficient number of teachers, there are some phenomena that affect the teaching quality in many schools: some teachers need to teach in large classes with more than 100 people, and even there is the phenomenon that many students learn from one tutor. This will make teachers in private universities fall short of their ability due to the objective reasons of taking too much work, and make them lack sufficient time and energy to acquire new knowledge and improve their teaching and scientific research ability and comprehensive quality.

2) The structure of teachers is still unreasonable

Peng Chunlei. (2022, p.145). pointed out that the age structure of teachers in Guangxi private universities is "big at both ends and small in the middle". The main reason is that in order to meet the teaching requirements, private universities hire more retired teachers or newly graduated university students, resulting in an extreme shortage of young and middle-aged bone stem teachers.

It can be seen from Table 2.1 that from 2018 to 2022, the number of teachers aged 35 and below and the number of teachers aged 60 and above in Guangxi private universities increased significantly and rapidly. The number of teachers in the age group between 36 and 60 years old increased slightly, and the growth rate was relatively stable.

Table 2.1 Comparison of the age structure of full-time teachers in private universities in Guangxi from 2018 to 2022

Age\Number of teachers\Particular year	30 years old and under	31-35 years old	36-40 years old	41-45 years old	46-50 years old	51-55 years old	56-60 years old	61-65 years old	66 years old and above
2018	1083	831	621	359	352	278	289	221	113
2019	1018	823	599	305	299	331	231	109	78
2020	1097	837	632	315	307	321	245	131	89
2021	1126	858	605	325	341	317	287	152	91
2022	1327	877	709	376	353	321	301	177	98

The title structure is unreasonable. According to Table 2.2, the professional titles of full-time teachers in Guangxi private universities are basically increasing, while the number of senior professional titles has declined. The main reason is that the overall welfare benefits of private universities are still relatively low compared with those of public universities. For example, private universities have no staff, and teachers will resign and move to public universities once they are rated as senior professional titles; Second, teachers in private universities are not caring enough. Many teachers feel that the school does not pay enough attention to talents and has not established a talent incentive mechanism.

Table 2.2 Comparison of professional title structure of full-time teachers in Guangxi private universities from 2018 to 2022

Professional title\Number of teachers\Particular year	Professor	Associate Professor	Intermediate lecturer	Junior title	No professional title
2018	631	763	1179	532	1042
2019	643	791	1195	473	691
2020	673	801	1193	361	946
2021	665	825	1209	401	1002
2022	635	876	1271	326	1431

The educational structure is unreasonable. It can be seen from Table 2.3 that the educational structure of teachers in private universities in Guangxi is unreasonable. Although the number of teachers with master's degree and doctor's degree in Guangxi private universities continues to increase, its proportion in the total number of teachers is still low.

Table 2.3 Comparison of academic structure of full-time teachers in Guangxi private universities from 2018 to 2022

Education\Number of teachers\Particular year	Doctoral students	Postgraduate	Bachelor degree	Junior university degree or below
2018	221	1450	1890	586
2019	235	1756	1446	356
2020	243	1893	1477	361
2021	310	2196	1195	401
2022	327	2398	1488	326

(2) Current situation of financial resources allocation of private universities in Guangxi

1) Single source of funds for running schools

It is an indisputable fact that the private universities in Guangxi have a single source of funds and funds. The reason is that their attributes cannot be funded by

the government, but can only come from tuition fees and investment from other individuals or enterprises.

Liu Chunmei. (2021, p.148). believes that the mode of running a school purely based on tuition fees as the financing channel will erode the social reputation of private universities, and eventually lead to the dilemma of running a school.

Therefore, Guangxi private universities should carry out multi-channel financing, give full play to the power of society and enterprises, and gradually form multi-channel financing channels and mechanisms.

2) There are differences in the input of sponsors

There are large differences in the investment of sponsors among private undergraduate universities in Guangxi, including schools with an annual investment of about 2 million and schools with an annual investment of about 200 million. For example, the sponsor of Nanning University has the most stable investment and the largest amount of investment, with an annual investment of about 100 million yuan for three consecutive years.

The length of time, the level of schooling, the size of the school and the strength of the faculty of private undergraduate universities all affect the investment of the sponsors in private undergraduate universities to some extent.

3) Uneven flow of funds for running schools

The total amount of funds for running private undergraduate universities in Guangxi is insufficient and the flow is uneven.

The proportion of scientific research funds is too small. The scientific research funds of private undergraduate universities in Guangxi are generally small, and even some private undergraduate universities have no scientific research at all. Although this is determined by the teaching characteristics of private undergraduate universities, as universities, scientific research should not be ignored. At least, scientific research should be properly strengthened within the scope of their own capabilities, and an appropriate proportion of scientific research funds should be guaranteed.

(3) Current situation of material resources allocation of private universities in Guangxi

1) Infrastructure per capita occupancy is insufficient

Most of the private undergraduate universities in Guangxi are limited by the funds for running schools, and the investment in infrastructure construction is insufficient. In recent years, the number of students in private undergraduate universities in Guangxi has been rising. The growth rate of the area of school buildings, teaching and scientific research instruments and equipment, and books and materials of some private undergraduate universities is far behind the growth rate of the average size of students on campus, making the per capita infrastructure share of private undergraduate universities decline from the original, showing a trend of inadequacy.

According to the survey, some private universities have even reduced the number of practice courses and practical teaching links due to the lack of infrastructure such as equipment, laboratories and practice bases.

At present, the shortage of infrastructure in private undergraduate universities in Guangxi is still serious, especially the serious shortage of infrastructure per capita. Relevant departments and universities must pay attention to the construction of infrastructure, increase investment, reasonable allocation and strengthen management.

2) There is a large gap between infrastructure institutions

Affected by the economic development level of the region and the number of full-time students in Guangxi, the private undergraduate universities in Guangxi are far from each other in terms of campus building area, number of books and materials, and ownership of fixed assets. Some private undergraduate universities have relatively backward infrastructure, which can only be used to maintain the most basic daily teaching activities. This situation has seriously affected the daily education and teaching activities of Guangxi private undergraduate universities.

3) Low utilization of infrastructure

At present, the infrastructure such as classrooms, instruments and equipment, books and materials in private undergraduate universities in Guangxi is generally characterized by low utilization rate and serious waste of resources, and some equipment is even idle for a long time. These are all caused by the unreasonable infrastructure structure of private undergraduate universities, the backward and rigid allocation of infrastructure resources, etc.

Related Research

Research on the Allocation of Higher Education Resources

In recent years, the distribution of higher education resources in China has become a significant research topic in the field of higher education. The distribution of resources is primarily focused on the uneven allocation of regional higher education resources, particularly the significant disparities in resources between Eastern, Western, and Central China, as well as the underutilization of these resources.

First, the system and mechanism are not sound. Chen Rongsheng (2016, P.45) believes that the biggest obstacle to the development of higher education at present is the lag in the reform of the allocation mechanism of higher education resources, the imbalance in the allocation of higher resources and the low efficiency the allotment of resources towards post-secondary education.

Second, differences in funding. Bao Wei and Liu Yanhui (2009, P.41) found that after the expansion of enrollment, the allocation of funds for higher education in China varies significantly by region, which is mainly due to the uneven distribution of funds between the average cost of budget students and economically backward areas.

Third, the differences in talent training methods between regions. Zhao Lin and Shi Jinghuan. (2012, p.6). believe that the allocation of tertiary education resources in China is uneven in terms of geographical and institutional types, and that there is a complex the connection between the distribution of tertiary education resources and talent training mode. The advantages of resource conditions are different from the students' high academic investment and high educational income. Different regions and different types of universities have their own advantages in training.

Fourth, the allocation of resources is not balanced. Cai Wenbo and Huang Jinsheng. (2018, p.41). studied the spatial distribution of higher education resources from 2004 to 2015 from two aspects of education scale and financial input, and compared them with the Tal index. The results showed that the gap in the dispersion of post-secondary education resources between regions in China is gradually narrowing, and there are more serious problems in the allotment of education resources between the eastern and western regions, The central region

should receive more education resources. Yang Jingjing. (2017, p.42). believes that private universities are facing the problem of insufficient investment. Compared with public universities, their investment in capital and hardware facilities is less, and the allocation of resources is not balanced. For example, many private universities lack graduate education and research platforms, and are also facing a shortage of teachers.

Fifth, the quality management is insufficient. Hu Jianfang. (2019, p.52). believes that the management system and quality control mechanism of private universities are not perfect due to their small history and scale compared with public universities. The lack of standardized teaching management and quality evaluation has led to inadequate teaching and management and uneven quality.

Sixth, it is out of touch with social needs. Yuan Ping (2017, P24) The development of private universities is mainly driven by market demand, but between market demand and rapid changes in social development, private universities have not been well integrated with social needs. The majors offered by some private universities are out of line with the actual needs of the employment market, and the employment difficulty of graduates is relatively common.

Seventh, the drive of interests is too heavy. Chen Lili and Chen Ying. (2018, p.30). believe that some private universities pay too much attention to economic interests and neglect teaching quality and academic construction. In this case, the goal of the school has shifted from the growth of students to economic interests, which has led to some bad behaviors and practices, such as poor teaching quality and non-standard enrollment.

Research on University Resource Allocation Strategy

Cui Hongjun. (2015, p.27). believes that the ideal distribution of university resources and the realization of resource sharing involve all aspects of the university, and will inevitably affect the adjustment of the existing interest pattern among the functional departments and secondary universities within the university, which is an arduous and complex system project.

Based on the actual situation of ordinary undergraduate universities in Shandong Province, the researcher analyzed the problems existing in the optimal allocation of internal resources in universities, and put forward the following countermeasures from the perspective of financial management:

1. Clarify the orientation of running a school and formulate a development plan scientifically: universities should clearly define their own orientation of running a school in combination with the practice of running a school, their own conditions and development potential, and formulate a development plan scientifically. When formulating the school development plan, it is necessary to coordinate the current and long-term plans, combine the short, medium and long-term plans, fully consider the existing stock of human resources, material resources, financial resources and other resources, and reasonably determine the campus (district) construction, discipline layout and characteristic development plans;

2. Scientific construction of resource allocation mechanism: The resource allocation mechanism is the basis and important guarantee for achieving the optimal allocation of resources. A scientific, reasonable and effective resource allocation mechanism can stimulate the vitality and potential of the school, give full play to the subjective initiative of resource managers and resource users, and urge them to optimize the allocation and rational use of school resources, so as to achieve "make the best use of talents and materials". We should: 1) establish an institutionalized and standardized mechanism for resource allocation; 2) Establish a new talent management mechanism; 3) Establish a coordinated development mechanism between talent introduction and internal training; 4) Establish resource guarantee and sharing mechanism; 5) Establish a resource allocation supervision and evaluation mechanism;

3. Give full play to the role of financial management in the optimal allocation of resources. Through the optimal allocation of financial resources, the school effectively integrates human, material and other resources, realizes the optimal allocation and sharing of all kinds of school-running resources, and promotes the connotative growth of the school. Achieve the following aspects: 1) open source and reduce expenditure; 2) Implement performance budget; 3) Establish a scientific and refined accounting subject system;

4. Strengthen budget quality monitoring; 5. Scientific construction of resource allocation performance evaluation index system; 6. Build a financial management information system for human and financial information sharing

Sun Yufeng. (2013, p.11). proposed the countermeasures to optimize the allocation of higher education resources, including the following aspects:

1. Increase investment and increase the total amount of higher education resources: 1) Increase the investment of national finance in higher education funds; 2) Improve the quantity and quality of university teachers; 3) Speed up the construction of university infrastructure;

2. Optimize the allocation structure of higher education resources: 1) broaden the financing channels of higher education; 2) Optimizing the structure of teachers in universities; 3) Adjust the infrastructure structure;

3. Strengthen the compensation for vulnerable areas and universities: 1) Increase the financial subsidies for the central and western regions and universities; 2) Attract outstanding talents to the central and western regions and general universities; 3) We will improve the conditions for running schools in the central and western regions and general universities;

4. Resource sharing to improve the efficiency of higher education resource allocation: 1) Strengthen the supervision of higher education funds; 2) Promote personnel flow and realize talent resource sharing; 3) Share infrastructure and improve utilization efficiency.

Gao Huige. (2006, p.20). proposed the basic countermeasures to optimize the internal resource allocation and operation mechanism of China's universities, including the following aspects:

1. Optimize the optimal allocation and operation mechanism of internal human resources in universities:

Optimal allocation mode of human resources in universities

1) To meet the requirements of the development of market economy, deepen the reform of personnel system in universities; 2) The government should delegate power and give universities and teachers the dominant position in the market; 3) Establish and improve the teacher market and expand the source channel of university teachers; 4) Establish a scientific and strict teacher evaluation mechanism and reward and punishment mechanism

Effective incentive mode for university faculty

1) Adhere to the principle of combining material interests with spiritual encouragement; 2) Combine positive and negative incentives to promote reasonable competition; 3) Promote the reform of post allowance system in universities; 4)

Establish a strict assessment and evaluation mechanism for teachers, and scientifically use the goal incentive model.

Rational allocation of power in universities

1) Strengthen the autonomous management power of universities; 2) Strengthen the power of professors and implement the model of academic autonomy;

2. Optimize the optimal allocation and operation mechanism of internal financial resources of universities:

Optimal allocation mode of internal financial resources in universities

1) Reduce the expenditure on administrative departments and transfer it to teaching and research; 2) Reasonably allocate the funds for teaching and research; 3) Make reasonable allocation in terms of hardware investment and software investment of the school.

The source channel and effective utilization mechanism of financial resources in universities under the condition of market economy

1) Improve the national financial allocation system and adjust the proportion of financial expenditure on higher education according to the national economic development; 2) Give full play to the role of the market in the allocation of resources, and establish a diversified investment and financing model for universities; 3) Establish education capital market and fully develop market-oriented financing channels; 4) Establish a financial management evaluation system consistent with the current development of universities; 5) Try to establish a university financial management system similar to enterprise financial management in universities; 6) Strictly control all expenditures and establish a budget control system; 7) Renew the existing financial management concept of institutions and strengthen the internal fund management of universities; 8) Improve the professional quality and skills of financial management personnel in universities, and improve their professional ethics.

Optimize the allocation and operation mode of internal material resources in universities

1) Increase the input of material resources in universities; 2) Purchase the material resources needed by the school reasonably to improve its allocation efficiency; 3) Change the management concept of universities, and transfer more

attention to the allocation of material resources to teaching and scientific research;
4) Improve the utilization efficiency of material resources in universities.

Zhang Ning and He Jingzhong. (2013, p.39). formulated the objectives and indicators for the optimal allocation of university resources, evaluated and analyzed university resources using data analysis and statistical methods, identified the problematic resources, and improved them through the optimal allocation. The following optimization strategies are proposed: intensive utilization of resources, sustainable utilization of resources, sharing and utilization of resources, optimal allocation of resources, coordinated management of resource allocation, etc.

Li Wei and Yang Bowen. (2018, p.78). proposed strategies and methods for optimizing the allocation of university resources. These include strengthening the planning and management of university resources, formulating reasonable resource allocation plans, improving the efficiency and quality of resource utilization, strengthening resource sharing and cooperation, and carrying out university resource evaluation and monitoring.

Wang Rong. (2020, p.58). discussed the path and strategy of optimizing the allocation of university resources. These include: establishing the concept and mechanism of university resource management, improving the resource management system and policy, strengthening the information construction of university resources, promoting the sharing and cooperation of university resources, and realizing the sustainable use of university resources.

He Xudong. (2017, p.40). put forward the strategy of teacher team construction, that is, to strengthen the training and management of teachers and improve teachers' teaching level and professional ability. For example, improve teacher salaries, improve teacher training mechanisms, and expand teacher development channels.

Lv Yong and Xie Dandan. (2018, p.20). proposed financial management and investment strategies, that is, to strengthen financial management, improve investment efficiency and ensure education quality. For example, improve the budget management system, strengthen the supervision of the use of funds, and expand the sources of funds.

Wang Xudong. (2021, p.92). proposed the curriculum and optimization strategy: optimize the curriculum and elevate the level of pedagogy according to the

social needs and market changes. For example, carry out professional curriculum reform and promote interdisciplinary integration.

Duan Zhou. (2019, p.14). proposed a resource integration strategy to integrate resources of all parties by establishing cooperative relations with enterprises, governments and public institutions to improve the comprehensive strength of the school. For example, scientific research cooperation, joint construction of practice bases, joint training, etc.

Based on the above research, the optimal allocation of university resources is mainly from the three dimensions of human resources, material resources and financial resources, from the three levels of macro, meso and onlooking, and from the aspects of mechanism and efficiency, which provides a positive reference for this study.

Review of Research literature

Recent research on the allocation of higher education resources has yielded abundant, high-quality literature with great reference value for future research. However, this research also has its limitations, with Chinese scholars primarily focusing on the uneven distribution of higher education resources across the Eastern, Central, and Western regions, and less analysis of the internal resource allocation of Western universities. In light of this, this study aims to analyze the current state of resource allocation in Guangxi's private universities, identify existing resource allocation problems, and propose a viable action plan to enhance resource allocation efficiency for these institutions.

Chapter 3

Research Methodology

This study adopts a variety of research methods to study the following aspects: 1) in order to understand the current situation of the internal resource allocation of private universities in Guangxi; 2) In order to formulate the internal resource allocation strategy of private universities in Guangxi; 3) In order to evaluate the internal resource allocation strategy of private universities in Guangxi. The researcher conducted the research through the following procedures:

1. Population and Sample
2. Research Methods and Steps
3. Research Tool
4. Data Collection
5. Data Analysis
6. Statistics for Data Analysis
7. Data Interpretation

Population and Sample

Population

The total population of this study comes from the educational administration, scientific research, personnel, development and planning, and financial departments of 12 private undergraduate universities in Guangxi, which are mainly involved in the allocation of internal resources, as well as some teachers' representatives, with an estimated 1800 people.

Sample

The total number of this study is 1800. According to Krejcie and Morgan sampling tables, the sample size is 317. Using the method of random sampling, 317 people from 12 private universities in Guangxi were selected according to the corresponding proportion. The sample source is shown in Table 3.1

Table 3.1 Sampling distribution table

No	University	City	Population	Sample Group
1	Nanning University	Nanning	350	80
2	Guangxi University of Foreign Languages	Nanning	150	20
3	Nanning university of Technology	Nanning	190	30
4	Xiangsihu university of GuangXi Minzu University	Nanning	180	20
5	Shiyuan university of Nanning Normal University	Nanning	175	20
6	Faculty of Chinese Medicine science Guangxi university of chinese medicine	Nanning	165	10
7	Guilin University	Guilin	135	20
8	Guilin Institute of Information Technology	Guilin	65	20
9	Liuzhou Institute of Technology	Liuzhou	125	22
10	Beihai University of Art and Design	Beihai	145	25
11	Guangxi City Vocational University	Chongzuo	70	30
12	Beihai university of Beihang University	Beihai	50	20
Total			1800	317

Provide Information Interview Group

Using the simple random sampling method, this study selected one school from 12 universities in Guangxi, which are located in Nanning, Guilin, Liuzhou, Beihai and Chongzuo. Select the heads of the Academic Affairs Office, Personnel Office, Finance Office, Development Planning Office and other departments of Nanning University, Guilin University, Liuzhou Institute of Technology, Beihai university of Art and Design, and Guangxi City Vocational University, as well as the general teachers, 2 from each school, a total of 10. It is required to have the following qualifications: at least 5 years of service in Guangxi private universities.

Evaluation Team

Five people were invited to evaluate the adaptability and feasibility of the implementation of the internal resource optimization strategy of private universities in Guangxi proposed in this study, including experts in the field of education, university teachers, and relevant persons in charge of the development of private higher education policies in the education administration department.

Research Methods and Steps

This study uses multiple methods and multiple data collection methods. In order to check and determine the correctness of the data, the data in this study are both quantitative data and qualitative data. A questionnaire survey on the internal resource allocation of private universities in Guangxi was designed, and the survey was conducted for the middle managers, general administrators and full-time teachers of 12 private universities in Guangxi. An outline of the structural interview was designed. According to the distribution of Guangxi private undergraduate universities in five cities of Guangxi, teachers from five universities, including Nanning University, Guilin University, Liuzhou Institute of Technology, Beihai university of Art and Design, and Guangxi Urban Vocational University, were selected as the interviewees, two from each school, totaling 10. The internal resource allocation strategy of private universities in Guangxi was proposed, and five experts were invited to evaluate the implementation suitability of the strategy. This study has four steps, as follows:

Step 1: set the research ideas.

1) Through consulting a large number of documents, understand the domestic and foreign theoretical research on resource allocation theory, human capital theory, resource dependence theory and other theories, understand the domestic and foreign research on the current situation of internal resource allocation in universities, the current situation of human resource allocation in universities, the current situation of financial resource allocation in universities, the current situation of material resource allocation in universities, and the methods of optimizing the internal resource allocation strategy in universities, and formulate research plans.

2) Set the research ideas. First, this study summarizes the internal resource allocation of private universities in Guangxi by literature method, namely, human

resource allocation, financial resource allocation, and material resource allocation; Then, according to the three independent variables, a reasonable questionnaire is designed, and the structural interview outline is designed based on the results of the questionnaire; Secondly, by collecting the questionnaire data and sorting out the interview results, this paper analyzes the current situation and existing problems of the internal resource allocation of private universities in Guangxi; Finally, the paper puts forward the internal resource allocation strategy of private universities in Guangxi and evaluates its suitability through experts.

Step 2: design and distribute the questionnaire.

Referring to previous studies, this paper, based on the research objectives, designed a corresponding questionnaire to understand the current situation of resource allocation in Guangxi private universities, and conducted a questionnaire survey on middle-level managers, administrators, and full-time teachers from Guangxi private universities. The questionnaire analyzed the reliability and validity of the comparative data through factor analysis, and verified the feasibility of the theme study of internal resource allocation strategy in Guangxi private universities, It also analyzes the current situation of internal resource allocation of private universities in Guangxi.

Step 3: design the interview outline.

In order to collect the problems and improvement measures in the internal resource allocation of private universities in Guangxi, this study designed a structural interview outline, which includes the problems and improvement suggestions in the allocation of human resources, financial resources, and material resources in Guangxi private universities, and further summarized the strategies for optimizing the internal resource allocation of private universities in Guangxi using the content analysis method.

Step 4: Evaluate the suitability of the strategy.

Invite a total of 5 people from the Guangxi Department of Education to formulate the education policy of private universities in Guangxi, experts and scholars studying Guangxi private higher education, and teachers serving in Guangxi private universities to evaluate the implementation suitability of the strategy of optimizing the internal resource allocation of private universities in Guangxi proposed in the

previous step. The evaluation results will obtain strategies to optimize the internal resource allocation of private universities in Guangxi.

The summary of research steps is shown in Figure 3.1:

Step	Research Method	Research Findings
Step1 Set research ideas	1. Find data, concepts, theories and research work: 2. Set research ideas	Get research ideas
↓		
Step2 Design methods to understand the current situation	1. Literature review 2. Design questionnaire	Obtain the questionnaire
↓		
Step3 Method of designing acquisition strategy	1. Analyze the data obtained from the questionnaire 2. Design structure interview form and conduct interviews	Obtain the internal resource allocation strategy of private universities in Guangxi
↓		
Step4 Evaluation strategy	1. Design strategy evaluation form 2. Invite 5 experts for evaluation 3. Analyze strategy evaluation data	The strategy evaluation is passed and the expert advice is obtained

Figure 3.1 Summary of research steps

Research Instruments

Research Tool

The tools used in this study include questionnaire, interview form and strategy suitability evaluation form.

Design Research Tools

(1) The questionnaire is divided into two parts. As follows:

Part I: Personal information, including gender, identity, age, education, professional title, working years, etc.

Part II: The questionnaire on the current situation of internal resource allocation of private universities in Guangxi, The survey is conducted with Likert's five-level scale. The respondents are asked to evaluate according to the actual situation of the internal resource allocation of private universities. The evaluation is 1 very dissatisfied, 2 dissatisfied, 3 average, 4 satisfied, and 5 very satisfied. The contents and problems are arranged in the order of human resources allocation (planning and allocation, training and training, incentive and performance), financial resources (allocation of education costs, allocation of capital construction funds), and material resources allocation (allocation, use, elimination).

(2) Structural interview form

Based on the data obtained from the questionnaire and analyzed, the current situation of internal resource allocation in Guangxi private universities was summarized, and the interview outline was designed to form a structured interview form for relevant personnel with established qualifications.

(3) Evaluation form

According to the survey and interview results, the internal resource allocation strategy of private universities in Guangxi is proposed, the strategy implementation evaluation table is designed, and experts are invited to evaluate the adaptability and feasibility of the implementation of the strategy.

Check the Quality of Research Tools

(1) Questionnaire

References, documents, data related to variable measurement in the study, operational definitions of variables and framework of variable measurement.

Design the questionnaire by applying the defined operation definition, specify the questions to be collected, and write the questions of the questionnaire.

The questionnaire was submitted to five experts. In order to check the content validity, that is, the quality of the question, the experts were asked to consider the consistency and appropriateness of each question according to the appropriate and inappropriate operational definitions, as well as suggestions for improving the questionnaire. Then calculate the corresponding index (The Item Objective Congruence Index: IOC) of each problem and operation definition. It is found that the index of each problem is 1. It can be concluded that each problem is

consistent with the operation definition. Before further trial, make improvement according to experts' suggestions.

SPSS27.0 was used to analyze the reliability and validity of the questionnaire and found that the number was 0.9. Above all, it can be concluded that the reliability of the questionnaire is relatively high and consistent. From the perspective of the quality of the questionnaire, the overall survey of the internal resource allocation of private universities in Guangxi is 2.346, including the allocation of human resources, financial resources and material resources, and the validity is: 4.993, 5.738, 5.995.

(2) Interview questions

After obtaining the data analysis results of the questionnaire on the current situation of internal resource allocation of private universities in Guangxi, The researcher designed the interview questions, the main content of which is what problems exist in the allocation of human resources, financial resources and material resources of private universities in Guangxi and the suggestions for improvement.

(3) Evaluate the adaptability and feasibility of strategy implementation

The researcher invited a total of five people, including the leaders who formulated the education policy of private universities in Guangxi, experts and scholars who studied Guangxi private higher education, and teachers who worked in Guangxi private universities, to evaluate the adaptability and feasibility of the implementation of the strategy. They used the form of a five-grade rating scale, which was extra- high, high, general, lower, and extra-low. The respondents could only choose one grade.

Data Collection

Researchers collected data according to the type and steps of research tools. as follows:

Questionnaire

(1) Questionnaire design: the researcher designs the research questionnaire according to the first research purpose, passes the guidance of the tutor, and then submits it to the graduate school of the university for review and approval.

(2) Distribution of questionnaires: from November 1 to November 15, 2022, the researchers distributed the questionnaires to 12 private undergraduate

universities in Guangxi, and asked the respondents to fill in the forms according to the questionnaires.

(3) Follow-up questionnaire: follow up the sample size of the questionnaire, and stop the questionnaire on the basis of meeting the sample size, so as to analyze the data of the questionnaire in the next step.

(4) Questionnaire data sorting: sort out the collected questionnaire to check the integrity of the questionnaire, and use SPSS.27 to analyze the complete and effective questionnaire data.

Interview

(1) Summarize the analysis results of the questionnaire on the internal resource allocation of private universities in Guangxi, and design and formulate an interview outline.

(2) The qualification of the design participants in the structural interview includes teachers from five universities, including Nanning University, Guilin University, Liuzhou Institute of Technology, Beihai university of Art and Design, and Guangxi City Vocational University, with 2 teachers from each school, a total of 10. The interviewees in this interview include the heads of the Academic Affairs Office, Human Resources Department, Finance Department, Development Planning Department and other departments of universities, as well as ordinary teachers. They are required to have the following qualifications: they have worked in Guangxi private universities for no less than 5 years.

(3) The interviewees are selected and qualified, and the researcher invites the interviewees.

(4) Implement interviews. The researcher sent the interview outline to 10 interviewees for interview, and the interview time was controlled within half an hour.

(5) Interview data analysis. After the interview, sort out the interview contents.

Appraisal and Consultation

(1) Design the scheme evaluation form and check its correctness, appropriateness and usefulness.

(2) Invite experts to participate in the strategy evaluation.

(3) After the evaluation, the evaluation contents and data were analyzed.

Data Analysis

Questionnaire

Before analyzing the data, researchers first checked the validity and completeness of the questionnaire. If the data is found to be incorrect, invalid or incomplete, it should be deleted first, and then the complete and valid questionnaires should be selected for sorting. Next, researchers will analyze the data in two steps, namely, preliminary analysis and in-depth analysis of the data. As follows:

(1) Preliminary analysis: analyze the characteristics of the data of various research variables, including preliminary data analysis and basic statistical analysis of variables using SPSS27.0. The preliminary data analysis is to analyze the background of the sample, including gender, age, educational background, working level, working years, etc., and calculate the percentage and frequency;

(2) In-depth analysis: In order to achieve the research purpose, the average value and standard deviation of variables are basically analyzed and calculated according to relevant theories.

Interview

Interviews were conducted with 10 heads of educational administration, personnel, finance, development and planning departments and ordinary teachers from Guangxi private universities. The interviewers were required to work in Guangxi private universities for no less than 5 years to understand the problems in the internal resource allocation of private universities in Guangxi and suggestions for improvement, so as to provide favorable support and basis for formulating the internal resource allocation strategy of private universities in Guangxi.

Evaluation

Carry out practical applicability and possibility analysis on the evaluation content and data, and formulate the mean (\bar{x}) of practical applicability and possibility calculated by using the statistical data of data analysis (including mean (\bar{x}) and standard deviation (SD)) to obtain an acceptable high (applicability and possibility) degree.

Statistics for Data Analysis

Statistics for data analysis, descriptive statistics. As follows:

(1) The frequency distribution and percentage are used to analyze the variable indicators of the internal resource allocation of private universities in Guangxi, and the information analysis is conducted with the respondents as the sample.

(2) Mean value analysis and standard deviation are used to analyze the current situation of internal resource allocation of private universities in Guangxi and the feasibility of implementing the internal resource allocation strategy of private universities in Guangxi.

Data Interpretation

In the mean value analysis of the internal resource allocation status of private universities in Guangxi, researchers defined criteria for data interpretation.

As follows:

4.51-5.00	Refer to	Extra-high implementation level
3.51-4.50	Refer to	High implementation level
2.51-3.50	Refer to	General implementation level
1.51-2.50	Refer to	Lower implementation level
1.00-1.50	Refer to	Extra-low implementation level

After the applicability and possibility evaluation of the adaptability and feasibility of the internal resource allocation strategy of private universities in Guangxi, the researcher defined the criteria for data interpretation.

As follows:

4.51-5.00	Refer to	Extra-high implementation level
3.51-4.50	Refer to	High implementation level
2.51-3.50	Refer to	General implementation level
1.51-2.50	Refer to	Lower implementation level
1.00-1.50	Refer to	Extra-low implementation level

Chapter 4

Results of Analysis

The research objectives of the Strategy for the Internal Resource Allocation of Private universities in Guangxi are: 1) In order to understand the current situation of the internal resource allocation of private universities in Guangxi; 2) In order to formulate the internal resource allocation strategy of private universities in Guangxi; 3) In order to evaluate the internal resource allocation strategy of private universities in Guangxi. The researcher presented the research results of the following topics:

1. Personal information of managers and full-time teachers of private universities in Guangxi is divided into gender, identity, age, education level, professional title and working years of the university

2. Analysis results of the questionnaire on the current situation of internal resource allocation of private universities in Guangxi

3. Interview and analysis results of internal resource allocation strategies of private universities in Guangxi

4. Evaluation results of the implementation of internal resource allocation strategies of private universities in Guangxi

Personal Information of Managers and Full-time Teachers of Private Universities in Guangxi is Divided into Gender, Identity, Age, Education Level, Professional Title and Working Years of the University

Table 4.1 General Information

(n=317)			
	Personal Information	Number of people	Percentage
Gende	Male	128	40.4
	Female	189	59.6
	Total	317	100
Identity	Middle managers	49	15.5
	Administrative staff	72	22.7
	Teacher	196	61.8
	Total	317	100

Table 4.1 (Continued)

		(n=317)	
	Personal Information	Number of people	Percentage
Age	30 years old or below	75	23.7
	between 31-35 years	81	25.6
	between 36-40 years	94	26.5
	between 41-45 years	34	10.7
	between 46-50 years	18	5.7
	between 51-55 years	13	4.1
	56 years old or up	12	3.8
	Total	317	100
Education	Undergraduate	94	29.7
	Master	212	66.8
	Doctor	11	3.5
	Total	317	100
Professional title	Professor	21	6.6
	Associate professor	103	32.5
	Lecturer	104	32.8
	Assistant	89	28.1
	Total	317	100
Working years of the university	within 1 year	57	18.0
	2-4 years	87	27.4
	5-7 years	66	20.8
	8-10 years	25	7.9
	More than 10 years	82	25.9
	Total	317	100

According to Table 4.1, the majority of respondents are 189 women, accounting for 59.6%, and 128 men, accounting for 40.4%. Most people hold full-time teacher positions, 196 people, accounting for 61.8%. 49 people, accounting for 15.5%, hold middle-level management positions in Guangxi private universities, and 72 people, accounting for 22.7%, hold administrative positions in Guangxi private universities. The age of the respondents is mainly 36-40 years old, accounting for 26.5%, followed by 31-35 years old, accounting for 25.6%. The majority of people have a master's degree, accounting for 212 people, accounting for 66.8%, a

bachelor's degree, 94 people, accounting for 29.7%, and a doctor's degree, 11 people, accounting for 3.5%. Most of them are lecturers, accounting for 32.8%, followed by associate professors, accounting for 32.5%, The second is teaching assistant, accounting for 28.1%, and the least is professor, accounting for 6.6%. Most of the respondents grew up in Guangxi private universities for more than 2-4 years, accounting for 27.4%, followed by 82 for more than 10 years, accounting for 25.9%, and 25 for 8-10 years, accounting for 7.9%.

Analysis Results of the Questionnaire on the Current Situation of Internal Resource Allocation of Private Universities in Guangxi

Reliability and Validity Analysis of Research Variables

According to the questionnaire, this study analyzed the data of human resources allocation, financial resources allocation and material resources allocation of internal resources allocation in Guangxi private universities, and obtained the average value and standard deviation. At the same time, exploratory factor analysis is 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 factors that strategies for internal resource allocation of private universities in Guangxi

(n=317)

Analysis of factors that strategies for internal resource allocation of private universities in Guangxi					
		\bar{X}	SD	Grade	Order
1	Human resource allocation	2.3544	0.5944	Lower	1
2	Financial resources allocation	2.3415	0.6604	Lower	3
3	Material resources allocation	2.3428	0.6514	Lower	2
Total		2.3462	0.6354	Lower	

According to the data interpretation in Chapter 3, it can be seen from Table 4.2 that according to the opinions of middle-level managers, administrators and full-time teachers of private universities in Guangxi on the current situation of internal resource allocation of private universities in Guangxi, it can include three aspects, the average

level is at the lower level ($\bar{X}=2.3462$). If the average index is explored, it can be found that the average level of human resource allocation is the highest ($\bar{X}=2.3544$), followed by material resource allocation ($\bar{X}=2.3428$), The average level of financial resources allocation is the lowest ($\bar{X}=2.3415$)

Analysis of Current Situation of Research Variables

This study mainly uses the mean deviation and standard deviation to analyze the current situation of each variable.

Analysis of current human resources allocation

Table 4.3 Analysis of current human resources allocation

					(n=317)
	Human Resources Allocation	\bar{X}	SD	Grade	Order
1	time teachers meets -The number of full the requirements of education and teaching	2.37	0.807	lower	6
2	The number of administrative staff meets the department's business manpower demand	2.45	0.869	lower	3
3	The number of staff in the teaching assistant post meets the department's business manpower demand	2.42	0.809	lower	5
4	Reasonable number of full-time teachers with senior professional titles	2.52	0.844	general	2
5	The number of full-time teachers with master's degree or above is reasonable	2.06	0.663	lower	9
6	Reasonable number of young teachers under 40	2.21	0.731	lower	7
7	Teacher training policy effectively helps teachers grow and develop	2.08	0.754	lower	8
8	Teachers' salary, welfare and performance effectively motivate teachers' work	2.64	0.908	general	1
9	Perfect career development channels for all types of personnel in the school	2.44	0.787	lower	4
Total		2.3544	0.797	lower	

According to the data interpretation in Chapter 3, it can be seen from Table 4.3 that the respondents' P indicators for the current status of human resource allocation in 9 projects are at a lower level, indicating that the human resource allocation of private universities in Guangxi needs to be improved. Among them, the average score is "8. Teachers' salaries, benefits, and performance effectively motivate their work", which is the highest (2.64), followed by "the number of administrative personnel meets the department's business human needs (2.45)," with an average score of "5.". The minimum number of full-time teachers with a master's degree or above is "reasonable" (2.06).

Analysis of the current situation of financial resources allocation

Table 4.4 Analysis of financial resources allocation

(n=317)				
Financial Resources Allocation	\bar{X}	SD	Grade	Order
1 Investment of campus land funds	2.24	0.772	lower	7
2 Investment in campus capital construction	2.21	0.724	lower	8
3 Investment in education and teaching funds	2.29	0.802	lower	5
4 Personnel investment	2.52	0.840	general	1
5 Investment of administrative office funds	2.43	0.750	lower	2
6 Student funding	2.27	0.756	lower	6
7 Investment in scientific research funds	2.41	0.808	lower	3
8 Investment of logistics support funds	2.36	0.786	lower	4
Total	2.3415	0.780	lower	

According to the data interpretation in Chapter 3, it can be seen from Table 4.4 that the overall evaluation of the eight indicators of the current financial resource allocation status by respondents is at a lower level, indicating that the financial resource allocation of private universities in Guangxi needs to be improved. According to the ranking, the average score is "4. Personnel investment" is the highest (2.52), followed by "5. "Administrative office investment (2.43)" and "2. Campus capital investment" are the lowest (2.21)".

Analysis of the current situation of material resources allocation

Table 4.5 Analysis of current situation of material resources allocation

(n=317)				
Material Resources Allocation	\bar{X}	SD	Grade	Order
1 The campus land meets the needs of school scale	2.23	0.777	lower	8
2 The teaching administrative room meets the needs of education and teaching	2.37	0.864	lower	5
3 The total amount of teaching and scientific research instruments and equipment meets the needs of education and teaching	2.50	0.866	lower	1
4 Laboratory conditions meet the needs of education and teaching	2.48	0.837	lower	2
5 Total book resources meet the needs of teachers and students	2.26	0.733	lower	7
6 Informatization level effectively serves education and teaching	2.29	0.741	lower	6
7 More than 90% of classrooms and laboratories are used	2.16	0.734	lower	9
8 Effective sharing of various teaching resources	2.38	0.805	lower	4
9 The renewal speed of teaching instruments and equipment meets the needs of education and teaching	2.41	0.817	lower	3
Total	2.3428	0.797	lower	

According to the data interpretation in Chapter 3, it can be seen from Table 4.5 that the overall evaluation of the nine projects on the current situation of material resource allocation by respondents is at a lower level, indicating that the material resource allocation of private universities in Guangxi needs to be improved. According to the ranking, the average score of "3. The total amount of teaching and research equipment meets the needs of education and teaching" is the highest (2.50), followed by "4. The laboratory conditions meet the needs of education and teaching

(2.48)", and the average score of "7. The utilization rate of classrooms and laboratories reaches over 90%" is the lowest (2.16).

Summary

Through descriptive statistical analysis of research data on the three variables of human resource allocation, financial resource allocation, and material resource allocation, it is found that respondents' evaluation of the current situation of human resource allocation, financial resource allocation, and material resource allocation in Guangxi private universities is at a lower level, indicating that the internal resource allocation in Guangxi private universities needs to be improved in terms of human resource allocation, financial resource allocation, and material resource allocation.

Interview and Analysis Results of Internal Resource Allocation Strategies of Private universities in Guangxi

This study uses the interview form designed by researchers for this study, and presents the information provided by the interviewees through structured interviews. The interviewees are the sample group of this study, including the heads of the teaching administration, personnel, finance, development and planning departments and general teachers from five universities, including Nanning University, Guilin University, Liuzhou Institute of Technology, Beihai university of Art and Design, and Guangxi City Vocational University, a total of 10, It is required to have the following qualifications: at least 5 years of service in Guangxi private universities.

The list of interviewees is as follows:

Table 4.6 Situation of interviewees

Serial number	Interviewee	category	Working years of the university	University
1	Zhao Tianying	middle manager	9	Nanning University
2	Jiang Chun	full-time teacher	12	Nanning University

Table 4.6 (Continued)

Serial number	Interviewee	category	Working years of the university	University
3	Mo Chunmei	middle manager	7	Guangxi City Vocational University
4	Huang Jiacong	full-time teacher	6	Guangxi City Vocational University
5	Song Shuilan	full-time teacher	11	Beihai university of Art and Design
6	Zhao Juan	middle manager	13	Beihai university of Art and Design
7	Xiong Jianwen	middle manager	12	Liuzhou Institute of Technology
8	Meng Shan	middle manager	9	Liuzhou Institute of Technology
9	Yang Xiaofeng	full-time teacher	15	Guilin University
10	Zuo Jing	middle manager	13	Guilin University

The interview details are as follows:

The first interviewee

1. What do you think are the problems in the allocation of human resources in private universities?

In terms of human resources allocation, private undergraduate universities generally have low academic qualifications and professional mismatch, which are mainly reflected as follows: 1. When recruiting personnel, most candidates with high education and high degree do not favor the salary conditions provided by private undergraduate universities, resulting in the recruitment of talents with high education and high degree; 2. It is also difficult to recruit corresponding majors for our posts, which leads to a long time to adapt to business development; 3. Most of the posts in private universities are also short of posts and vacant positions. Most of them are due to the lack of professional counterparts or job strength, which leads to short-term or long-term vacant positions.

2. What suggestions do you have for the optimal allocation of human resources in private universities?

Suggestions: 1. Increase the investment in human resources costs, promote the reform of talent compensation, and improve the income of talents in general; 2. Recruit talents from all provinces of the country, especially from famous universities in underdeveloped regions, and also from different universities; 3. The right to allocate human resources is delegated to all units and departments to allow them to recruit independently.

3. What problems do you think private undergraduate universities have in the allocation of financial resources?

The financial resources allocation of private undergraduate universities is seriously insufficient. Due to the institutional reasons of private undergraduate universities, the financial resources allocation of private undergraduate universities will be much different from that of public undergraduate universities. Whether it is the investment of human resources, it will be seriously insufficient in teaching, scientific research or campus construction.

4. What suggestions do you have for the optimal allocation of financial resources in private undergraduate universities?

Suggestions: 1. Use the flexible advantages of the system to introduce social forces into running schools; 2. Open up sources and reduce expenditure, open up more channels of making money and increase income; 3. Expand the enrollment scale and increase the tuition fees of students. 4. Lending from multiple channels or making use of donations from local governments and alumni.

5. What problems do you think private undergraduate universities have in the allocation of material resources?

Private undergraduate universities are imbalanced in the allocation of material resources, and some resources are relatively scarce, such as insufficient canteens, small school buildings, insufficient classrooms, idle or low utilization of various teaching equipment, etc. The overall number of students and the allocation of material resources are not proportional.

6. What suggestions do you have for the optimal allocation of material resources in private universities?

Suggestions: 1. Plan a new campus or increase the area of campus land; 2. Expansion of student dormitory, canteen and teaching room; 3. Improve the utilization rate of teaching equipment and book resources.

The second interviewee

1. What do you think are the problems in the allocation of human resources in private universities?

(1) The concept of human resources management is backward, and there is a situation that human resources management is replaced by personnel management;

(2) The personnel structure is unreasonable, and the administrative functions and logistics management departments are not competent enough; The proportion of young teachers in the teaching staff is significant;

(3) The internal selection mechanism is not sound;

(4) The salary incentive mechanism is not perfect;

(5) The high mobility of teaching staff has an impact on the construction of teaching staff.

2. What suggestions do you have for the optimal allocation of human resources in private universities?

(1) Renew management concept and establish human resource management concept;

(2) Formulate a strong incentive compensation management mechanism to improve the work initiative and enthusiasm;

(3) Strive for government support, increase platform construction, and stabilize the teaching staff.

3. What problems do you think private undergraduate universities have in the allocation of financial resources?

(1) The source of funds is single. Tuition income is the main source of funds for running a school, and the proportion of other forms of channels such as government subsidies and social donations is very small;

(2) The proportion of capital construction expenditure in the school-running funds is too large;

(3) The proportion of staff wages is low;

(4) The proportion of scientific research funds is relatively small.

4. What suggestions do you have for the optimal allocation of financial resources in private undergraduate universities?

(1) Governments at all levels should increase support for private undergraduate universities, allocate special funds, and improve the conditions for running private undergraduate universities;

(2) universities themselves should actively expand the channels for raising funds for running schools, make full use of their own advantages and characteristics, and strive for various social donations and support;

(3) Optimize the allocation of financial resources of the school, determine the proportion of funds allocated for key projects, key disciplines, teaching and scientific research according to the development orientation of the school, and concentrate on investing in the most urgent disciplines, majors, projects, etc. that have an important impact on the development of the school.

5. What problems do you think private undergraduate universities have in the allocation of material resources?

(1) universities continue to expand enrollment, and the infrastructure and facilities are seriously insufficient;

(2) The resource allocation is relatively unreasonable and unbalanced, and the equipment utilization rate is not high;

(3) The equipment management system is not perfect, and the relevant departments lack cooperation;

(4) Lack of planning and overall planning for the allocation of material resources, lack of long-term planning and overall arrangement, lack of freedom in operation, and relatively backward management methods.

6. What suggestions do you have for the optimal allocation of material resources in private universities?

(1) Allocate material resources in strict accordance with the national requirements for running universities, and make scientific planning for enrollment scale and running conditions;

(2) Strengthen the planning and overall planning of university material resources allocation, realize resource sharing and improve the utilization rate of resources;

(3) Establish and improve the management system and mechanism of material resources, and implement strict management;

(4) Strengthen the professional training and learning of asset management personnel, and improve the overall quality and professional level of staff.

The third interviewee

1. What do you think are the problems in the allocation of human resources in private universities?

The allocation of human resources does not match the functions of the organization. The lack of human resources in some functional departments is likely to make it difficult to complete the work on time and achieve good results.

2. What suggestions do you have for the optimal allocation of human resources in private universities?

It is suggested that the optimal allocation of human resources should be reasonably arranged according to the functions and tasks of each department.

3. What problems do you think private undergraduate universities have in the allocation of financial resources?

None, I don't know much about the specific allocation of financial resources.

4. What suggestions do you have for the optimal allocation of financial resources in private undergraduate universities?

In addition to strengthening financial investment in important aspects such as teaching and scientific research in universities, we should also increase financial investment in the construction of campus culture, campus greening and other aspects, and build rich campus cultural scenes.

5. What problems do you think private undergraduate universities have in the allocation of material resources?

It is not widely used at the level of teachers and students.

6. What suggestions do you have for the optimal allocation of material resources in private universities?

Strengthen the basic construction of students' living resources allocation in terms of dormitory accommodation, network, catering, etc. Strengthen the use and publicity of resource allocation in teaching and scientific research at the level of teachers and students.

The fourth interviewee

1. What do you think are the problems in the allocation of human resources in private universities?

Due to the characteristics of private or school-enterprise cooperation, private universities cannot solve the problem of teacher staffing

The source allocation is unreasonable, the talent introduction lacks the overall planning, and the educational structure is unreasonable.

2. What suggestions do you have for the optimal allocation of human resources in private universities?

Formulate a series of talent training programs according to the needs of different posts, increase the investment in training funds, increase the importance of talent development and training, and improve and improve the all-round talent training mechanism.

3. What problems do you think private undergraduate universities have in the allocation of financial resources?

Private universities have a single source of education funds, mainly from tuition income and the input of sponsors.

4. What suggestions do you have for the optimal allocation of financial resources in private undergraduate universities?

Optimize the performance reward mechanism.

5. What problems do you think private undergraduate universities have in the allocation of material resources?

The infrastructure of private universities, such as classrooms, instruments and equipment, books and materials, has a low utilization rate and a serious waste of resources. These are caused by the unreasonable infrastructure structure of private universities, the backward and rigid allocation of infrastructure resources, etc.

6. What suggestions do you have for the optimal allocation of material resources in private universities?

Strengthen information management and do more research.

The fifth interviewee

1. What do you think are the problems in the allocation of human resources in private universities?

(1) The proportion of self-owned full-time teachers is low; (2) The quality of management personnel is generally not high, and the innovation consciousness and ability

The strength needs to be improved; (3) The overall quantity is low; (4) Personnel mobility is high;

2. What suggestions do you have for the optimal allocation of human resources in private universities?

(1) Pay attention to management training; (2) Expand the teaching staff and optimize the structure of teachers; (3) Build Effective incentive and promotion mechanism;

3. What problems do you think private undergraduate universities have in the allocation of financial resources?

(1) Limited sources; (2) Uneven distribution; (3) The use efficiency is not high; (4) Insufficient decentralization of financial power; (5) The implementation of comprehensive budget management is inadequate, and the budget implementation process lacks controllability.

4. What suggestions do you have for the optimal allocation of financial resources in private undergraduate universities?

(1) Innovate the mechanism and actively expand financial and social resources support; (2) Strengthen the top-level design and overall planning of financial resources allocation; (3) We will strengthen comprehensive budget management and accelerate budget implementation.

5. What problems do you think private undergraduate universities have in the allocation of material resources?

(1) Unscientific and unbalanced allocation; (1) Not efficient

6. What suggestions do you have for the optimal allocation of material resources in private universities?

In terms of teaching resources, teaching facilities and teaching equipment need to be updated in time to meet the needs of changes in teaching forms. It is necessary to increase investment in scientific research resources and improve scientific research competitiveness.

The sixth interviewee

1. What do you think are the problems in the allocation of human resources in private universities?

(1) Uneven distribution of teachers

The strength of teachers in individual disciplines and public courses is weak and the structure is unreasonable. Especially for popular and popular majors, the number of teachers is relatively small, the ratio of students to teachers is high, and the structure is not reasonable.

(2) Young teachers account for a large proportion, and teaching ability needs to be further improved

In order to improve the ratio between students and teachers, private schools have introduced a large number of young teachers who have just graduated from universities to enrich the teaching staff. Although some young teachers have a solid theoretical foundation, they have not invested enough energy in teaching reform, practical teaching and teaching method innovation, and their teaching ability, professional practical ability and scientific research ability need to be further improved.

(3) Relatively short of highly educated, high-level talents and high-level teams

At present, the proportion of full-time teachers with high professional title or doctor's degree is low. In particular, there is a lack of influential professional leaders and young and middle-aged academic backbones in the field of professional technology application, a small number of high-level teaching and scientific research teams, insufficient leadership and support for teaching, scientific research and discipline construction, and weak team influence and core competitiveness. Individual disciplines have not yet formed a reasonably structured echelon.

2. What suggestions do you have for the optimal allocation of human resources in private universities?

(1) Continue to promote the strategy of strengthening the university with talents and increase the efforts to introduce and stabilize the team

First, formulate more attractive talent introduction policies. We will continue to increase the introduction of master's and doctor's degrees in hot and short majors, and increase the subsidy for settling in and the research start-up fund

for master's degree students in hot and short majors. Make full use of the flexible system of private universities, adopt the form of contract and the policy of "one person, one discussion", clarify the tasks and wages of high-level talents with high academic qualifications, and flexibly introduce the scarce high-level talents. Actively strive for the support of the local government, so that qualified talents introduced by the school can enjoy the local talent introduction policy. Actively expand channels to solve the problems of housing and enrollment of staff and workers' children, solve the worries of staff and stabilize the talent team. The second is to strengthen the delegation of personnel power to secondary universities. The secondary universities are encouraged to recruit independently according to the overall structure of teachers. At the same time, in order to ensure the balance between students and teachers, the enrollment scale of some popular majors with weak teachers is appropriately reduced. Third, actively create a good development environment for teachers' growth. Improve the treatment of top talents in the school, increase the support of professor cultivation projects, encourage teachers to carry out teaching and scientific research activities, and give corresponding awards to teachers who have published high-level academic papers, published monographs, obtained patent authorization, and obtained municipal or provincial awards. Fourth, classify and manage the positions of teachers and improve the evaluation mechanism. According to the needs of the development of the school, teachers are divided into four types: teaching-oriented, scientific research-oriented, teaching and scientific research-oriented, and social service-oriented. We should fully mobilize the enthusiasm of all kinds of teachers, reasonably allocate human resources, and speed up the construction of high-level teachers. At the same time, improve the assessment and evaluation mechanism for teachers of different post types and strengthen the traction of evaluation.

(2) Further optimize the hierarchical structure of teachers

One is to establish school think tanks. Invite high-level and influential domestic famous professors and entrepreneurs to form an expert advisory team. Take full advantage of the regional advantages and government support of Nanning City, start with improving the core competitiveness of the talent team, hire well-known professors and industry experts in the region as the discipline and professional leaders, so that they can play a role in forming guidance and cohesion, and further

improve the core strength of the faculty. The second is to actively create an exemplary brand teaching team. Take professional construction and curriculum construction as the starting point, take professional leaders and backbone teachers as the core, and focus on improving the quality of application-oriented talent training, carry out the construction of professional and curriculum teaching teams, promote the reform and innovation of application-oriented talent training concepts, training models, teaching content and methods, and build a number of sustainable, competitive and exemplary brand teaching teams. Third, build an academic echelon. Relying on the discipline and specialty construction platform, we will focus on training the discipline echelon talents with the subject technology leaders, outstanding academic backbones and teaching backbones as the main body.

(3) Improve the teacher training system

First, build a teacher development training system suitable for schools. We will improve the training mode of combining international exchange with domestic research, in-school training with out-of-school training, basic skills and professional ability improvement, centralized training and independent learning, strengthen the management of teacher training for all staff, and take the requirements of training hours as an important indicator of the year-end examination and strictly implement them. The second is accurate training. Strengthen the investigation of teachers' training needs, design training programs that meet teachers' needs, fully mobilize teachers' participation and enthusiasm, increase training programs of seminars, workshops and salons with high learning participation, and let teachers "learn by doing, learn by doing". Third, we should pay attention to the role of grass-roots teaching organizations and establish a joint training model between schools and universities. The university-level teacher development center provides general education and general course training, and establishes the secondary university teacher development sub-center to be responsible for professional training. Set up training credits to achieve full coverage of teachers.

(4) Vigorously cultivate a team of double-qualified and double-qualified teachers

We will continue to implement the "plan for improving teachers' practical ability", establish a training base for "double teachers and double abilities" based on large and medium-sized enterprises, and further improve the mechanism for teachers

to practice in society and enterprises. It is required that all professional teachers who have no industry or engineering background within five years should go to the enterprise for temporary training for at least three months, participate in the scientific and technological development work or management of cooperative enterprises, and include the implementation of this system in the scope of school, university and individual performance assessment. Employ excellent technical personnel, management personnel and skilled craftsmen from enterprises to serve as instructors for students' professional practice, professional skills courses, graduation design (thesis) and other practical courses, and expand the team of double-qualified and double-qualified teachers.

3. What problems do you think private undergraduate universities have in the allocation of financial resources?

The main problems are as follows: First, the source of funds for running schools is single. With the continuous expansion of the scale of private schools and the continuous improvement of the requirements for connotation construction, some schools are still under great pressure to improve the connotation construction and repay debts; The second is that the financial management personnel are not familiar with the laws of higher education and the financial competence is not high enough.

4. What suggestions do you have for the optimal allocation of financial resources in private undergraduate universities?

(1) Broaden financing channels. First, actively communicate with government departments and shareholders, adjust the debt structure, maintain an appropriate debt scale, and relieve the pressure of school debt. Second, according to the strategic phased tasks of the school, ensure the investment of key projects in different periods of time, adjust the investment structure of funds, and take teaching work as the focus of funds investment. The third is to enhance the ability of applied scientific research, social and industrial services, and improve the business system, improve business efficiency, realize its own "hematopoietic function", and provide guaranteed and predictable financial support for the sustainable development of the school.

(2) Pay attention to the ability training of financial management and risk management for the chairman of the board of directors, the president and the

management personnel of the financial department of private schools, especially to improve the professionalism of the management personnel of the financial department.

5. What problems do you think private undergraduate universities have in the allocation of material resources?

A: There is no unified plan to carry out construction. It is common to see how to fight.

6. What suggestions do you have for the optimal allocation of material resources in private universities?

Answer: Strengthen the construction of campus culture based on the concept of running a school, further improve the public and infrastructure of the school, including campus construction, practical teaching base (including teaching and research instruments), book resources, and information construction, and improve and optimize the conditions for running a school. A campus with unique cultural heritage and characteristics of the times, harmonious coexistence between human and nature, rich humanistic atmosphere, convenient academic exchange and smooth information will be formed to provide conditions for the cultivation of application-oriented talents.

The seventh interviewee

1. What do you think are the problems in the allocation of human resources in private universities?

(1) Teachers of private undergraduate universities teach more hours each semester, and there are other tasks to be completed, Little time is spent on scientific research, especially for young teachers or teachers with no professional title or lower professional title.

(2) The incentive and reward system for teachers in private undergraduate universities is deficient, and teachers' efforts and rewards are often not balanced than.

2. What suggestions do you have for the optimal allocation of human resources in private universities?

(1) Reduce the teaching tasks of teachers, especially young teachers and teachers with lower professional titles, so that they can have tried my best to engage

in scientific research, and at the same time, I will give these teachers opportunities and help in scientific research.

(2) Improve the incentive and reward mechanism and improve the enthusiasm of teachers.

3. What problems do you think private undergraduate universities have in the allocation of financial resources?

(1) The scientific research funds given to teachers are insufficient, and even some scientific research projects do not have any funds, It is even more difficult to carry out scientific research projects, and even some teachers dare not apply.

(2) Many teachers in private universities have low salaries, and their income mainly depends on class fees, but the class fees are relatively low, for example, a class hour in a private university is about 40 yuan, resulting in low income of many teachers, and young teachers have to increase their income by increasing their teaching hours.

4. What suggestions do you have for the optimal allocation of financial resources in private undergraduate universities?

(1) Increase the funding for teachers' scientific research projects.

(2) Improve teaching hours and teachers' happiness.

5. What problems do you think private undergraduate universities have in the allocation of material resources?

(1) At present, many classrooms are equipped with old computers, projectors and other equipment, which are used by teachers in teaching and students.

(2) There are many teachers in the teaching and research section, but the equipment such as printers and computers are few, and even some are not independent, There is no desk and no office computer.

6. What suggestions do you have for the optimal allocation of material resources in private universities?

(1) Update classroom equipment.

(2) The teaching and research room shall be equipped with sufficient equipment, and the teachers shall be equipped with office computers.

The eighth interviewee

1. What do you think are the problems in the allocation of human resources in private universities?

(1) Private undergraduate universities are less popular than public undergraduate universities, and the first choice of high-level talents is often

It is a public undergraduate university, and even a public university is more popular than a private undergraduate university.

(2) Teachers in private undergraduate universities are relatively young and pay more attention to the training of young teachers, but

It is due to the heavy teaching task of teachers in private undergraduate universities that teachers can not have more time to improve themselves, but spend a lot of time dealing with teaching tasks, which also leads to the weak scientific research ability of teachers in private undergraduate universities.

(3) The incentive and reward mechanism for teachers in private undergraduate universities is not perfect, and teachers' efforts and rewards are not proportional to each other,

As a result, many teachers' enthusiasm for work was hit, and even gradually lost their enthusiasm for work.

2. What suggestions do you have for the optimal allocation of human resources in private universities?

(1) Attract high-level talents through excellent conditions.

(2) Reduce the teaching tasks of young teachers and new teachers, so that teachers have enough time to engage in scientific research.

(3) Improve the incentive and reward mechanism and improve the enthusiasm of teachers.

3. What problems do you think private undergraduate universities have in the allocation of financial resources?

(1) Inadequate funding for teachers' scientific research projects has led to the lack of affected by insufficient funds.

(2) The fund allocation process is complex and the cycle is long, which to a certain extent affects the application and reporting of teachers the enthusiasm of accounting.

(3) The income of many teachers in private undergraduate universities mainly comes from the teaching hours, but due to the low cost of class hours leads to low income and low happiness of many teachers.

4. What suggestions do you have for the optimal allocation of financial resources in private undergraduate universities?

(1) Increase funding support for teachers' scientific research projects.

(2) Simplify the fund allocation process and shorten the fund allocation cycle.

(3) Improve teaching hours and teachers' happiness.

5. What problems do you think private undergraduate universities have in the allocation of material resources?

(1) At present, many professional courses need to use computers with higher configuration, but the calculation of private universities. The machine and equipment are relatively old and cannot meet the teaching or learning requirements.

(2) The office environment of teachers is poor. Many teachers do not have independent desks or office computers.

6. What suggestions do you have for the optimal allocation of material resources in private universities?

(1) Configure computers with sufficient high performance and update the equipment in time.

(2) Provide teachers with independent office environment and office computers.

The nine interviewee

1. What do you think are the problems in the allocation of human resources in private universities?

In terms of the allocation of human resources in universities, there are problems in "talent training and development, incentive and reward mechanism".

2. What suggestions do you have for the optimal allocation of human resources in private universities?

Suggestions on the optimal allocation of human resources in private undergraduate universities:

(1) Private universities can develop their own "school value culture" system based on their own school's development history and cultural precipitation,

attach importance to the training and cultural identification of staff in the whole process of "selection, employment and retirement" of school human resources, and improve the stability of private universities' human resources.

(2) Further improve the "incentive and feedback mechanism" of human resources in private universities, allocate more budget funds to the allocation of human resources in school construction, so as to improve the "sense of belonging" of employees, enhance the stability of employees, and ultimately improve the optimal allocation of human resources in private universities.

3. What problems do you think private undergraduate universities have in the allocation of financial resources?

There are certain problems in the allocation of financial resources in private undergraduate universities in the links of "fund raising" and "fund allocation".

4. What suggestions do you have for the optimal allocation of financial resources in private undergraduate universities?

(1) In combination with the school's own development objectives and main construction contents, the financial resources "fund raising" should be coordinated, and detailed and comprehensive plans should be formulated to promote the development of private universities.

(2) Simplify the approval process and procedures of "fund allocation", activate the vitality of financial resources and school development of private universities. At present, private universities are relatively complex in terms of "fund allocation", and the approval process is cumbersome

5. What problems do you think private undergraduate universities have in the allocation of material resources?

Private undergraduate universities have problems in the allocation of material resources in terms of "allocation of teaching resources and scientific research resources".

6. What suggestions do you have for the optimal allocation of material resources in private universities?

(1) Further optimize and enhance the investment in "teaching resource allocation" and "scientific research resource allocation" of private universities.

(2) Refine the use and management plan of "allocation of teaching resources" and "allocation of scientific research resources", and allocate them from

the aspects of stimulating the enthusiasm of staff and facilitating the development and construction of the school.

The ten interviewee

1. What do you think are the problems in the allocation of human resources in private universities?

(1) The external policy guarantee is not enough to ensure the same social and economic status of teachers in private universities as those in public universities.

(2) The number, structure and quality of human resources in private universities cannot match the new strategic requirements in time, which requires a certain period of transformation, which requires the joint efforts of schools and faculty.

(3) Some measures of human resources allocation can not exert full effect in a short time. In order to promote the whole process management of human resources allocation, the systematic consideration of school leaders, personnel departments and the cooperation of all parties of the school are required.

2. What suggestions do you have for the optimal allocation of human resources in private universities?

(1) Need the policy guarantee of the social and economic status of the teaching staff of private universities from the higher management department

(2) The promotion and implementation of strategic planning and human resources management policies need to be strengthened.

(3) We need school leaders and middle management cadres to become "human resource managers".

3. What problems do you think private undergraduate universities have in the allocation of financial resources?

(1) Budget formulation and budget control are not scientific enough

(2) Managers at all levels lack budget management awareness

4. What suggestions do you have for the optimal allocation of financial resources in private undergraduate universities?

(1) Strengthen budget management

(2) Strengthen budget management knowledge training for managers

5. What problems do you think private undergraduate universities have in the allocation of material resources?

- (1) Can't focus on the main strategy of the school
- (2) Inadequate management results in waste of resources
- (3) The supply quality of material resources is not high

6. What suggestions do you have for the optimal allocation of material resources in private universities?

(1) The allocation of material resources should adhere to the idea of concentrating efforts to do great things.

(2) Straighten out the management responsibilities and put the inventory and management of assets in place.

(3) Strengthen the management of the whole process of operation and procurement.

According to the analysis of the current situation in the second part of the questionnaire, we can see that the internal resource allocation of private universities in Guangxi needs to be optimized in terms of human resource allocation, financial resource allocation and material resource allocation. According to the arrangement of the interview in the third part, this study proposes the internal resource allocation strategy of private universities in Guangxi. The strategy includes three aspects: 1) optimize the human resource allocation strategy, with 15 measures; 2) There are 8 measures to optimize the allocation strategy of financial resources; 3) There are 9 measures to optimize the allocation strategy of material resources. The details are as follows:

Table 4.7 Strategies for internal resource allocation of private universities in Guangxi

Strategy	How
Optimize the allocation strategy of human resources	1 Establish the concept of human resources management and formulate human resources planning;
	2 Increase investment in human resources, expand the number of full-time teachers, and optimize the structure of teachers;
	3 Formulate attractive talent introduction policies;
	4 Develop diversified recruitment channels;
	5 Decentralize talent recruitment authority to secondary universities;
	6 Establish a job competency model and job responsibility specification, carry out competitive recruitment of personnel, and promote the matching of people and posts;
	7 Implement the classified management of teachers and promote the equal emphasis on teaching and scientific research;
	8 Increase funds for teacher training, develop a library of teacher training projects, and provide personalized training;
	9 Provide teachers with appropriate learning platforms and resources;
	10 Issue incentive policies to support the development and growth of teachers' further education and professional training;
	11 Establish evaluation mechanisms including teaching evaluation, teacher ethics evaluation and professional quality evaluation;
	12 Provide reasonable remuneration according to the professional level, work experience, contribution, market value and other factors of teaching staff;
	13 Establish a sound promotion mechanism, including evaluation criteria, promotion channels, promotion conditions and promotion procedures;
	14 Provide appropriate welfare benefits, such as medical insurance, housing subsidies, paid holidays, holiday benefits, etc;
	15 Establish a reward system, including recognition, bonus, honorary title, etc.

Table 4.7 (Continued)

Strategy	How	
Optimize the allocation strategy of financial resources	1	Expand financing channels, cooperate with enterprises, governments and social organizations, and strive for various forms of financial support;
	2	Open up resources and reduce expenditure, reduce administrative expenses, and increase investment in education and teaching;
	3	Focus on the quality of running schools, win scale with quality, and improve the total amount of financial resources;
	4	According to the development orientation of the school, select key projects for priority development and concentrate on investment;
	5	Establish a stable financial management mechanism, including budget preparation, fund management, accounting and financial reporting;
	6	Simplify the approval process of fund allocation and increase the amount of funds approved by managers at all levels;
	7	Carry out fund use benefit evaluation to ensure the rationality and effectiveness of fund use;
	8	Increase the proportion of investment in scientific research funds and improve the current situation that the overall scientific research level of private universities is not high.
Optimize the allocation strategy of material resources	1	Allocate material resources in strict accordance with the requirements of national universities;
	2	Make scientific planning for enrollment scale and campus land;
	3	Give priority to students' accommodation, teaching and laboratory rooms;
	4	Increase investment in teaching equipment to meet the teaching needs of different disciplines;
	5	Strengthen the construction of book resources and establish digital libraries;
	6	Strengthen the maintenance of facilities, extend the service life, save material resources and reduce the maintenance cost;

Table 4.7 (Continued)

Strategy		How
Optimize the allocation strategy of material resources	7	Promote energy-saving and environmental protection technologies, adopt new energy-saving equipment and technologies, and reduce energy consumption and environmental impact;
	8	Use modern information technology to serve management and teaching;
	9	Establish a public teaching resource sharing mechanism.

Evaluation Results of the Implementation of Internal Resource Allocation Strategies of Private Universities in Guangxi

The analysis results at this stage were evaluated by a total of five people, including the leaders from the Guangxi Department of Education who formulated the education policy of private universities in Guangxi, experts and scholars who studied Guangxi private higher education, and teachers who worked in Guangxi private universities. They were in the form of a five-grade rating scale, Extra-high, High, General, Lower and Extra-low. The respondents could only choose one grade.

Table 4.8 List of strategy evaluation experts

Number	Name	Title
1	Feng Yan	Associate Professor of Beihai University of Art and Design
2	Huang Yuqiang	Director of Guilin University
3	Qin Guangfeng	Associate Professor of Liuzhou Institute of Technology
4	Deng Liyan	Associate Professor of Nanning University
5	Shen Shufei	Associate Professor of Guangxi City Vocational University

Table 4.9 Data analysis of strategy evaluation results

Assessment checklist	Applicability		result	Possibility		result
	\bar{X}	SD		\bar{X}	SD	
Optimize the allocation strategy of human resources						
1. Establish the concept of human resources management and formulate human resources planning;	4.40	0.548	High	4.40	0.548	High
2. Increase investment in human resources, expand the number of full-time teachers, and optimize the structure of teachers;	4.60	0.548	Extra-high	4.00	0.707	High
3. Formulate attractive talent introduction policies;	4.80	0.447	Extra-high	4.40	0.548	High
4. Develop diversified recruitment channels;	4.20	0.837	High	4.40	0.894	High
5. Decentralize talent recruitment authority to secondary universities;	4.40	0.894	High	3.80	0.837	High
6. Establish a job competency model and job responsibility specification, carry out competitive recruitment of personnel, and promote the matching of people and posts;	3.80	0.837	High	4.40	0.548	High
7. Implement the classified management of teachers and promote the equal emphasis on teaching and scientific research;	3.60	0.894	High	4.00	0.707	High
8. Increase funds for teacher training, develop a library of teacher training projects, and provide personalized training;	4.20	0.837	High	4.20	0.837	High
9. Provide teachers with appropriate learning platforms and resources;	4.40	0.548	High	4.20	0.447	High

Table 4.9 (Continued)

Assessment checklist	Applicability		result	Possibility		result
	\bar{X}	SD		\bar{X}	SD	
10. Issue incentive policies to support the development and growth of teachers' further education and professional training;	5.00	0.00	Extra-high	4.00	0.707	High
11. Establish evaluation mechanisms including teaching evaluation, teacher ethics evaluation and professional quality evaluation;	4.20	0.837	High	4.20	0.447	High
12. Provide reasonable remuneration according to the professional level, work experience, contribution, market value and other factors of teaching staff;	4.00	0.707	High	4.00	0.707	High
13. Establish a sound promotion mechanism, including evaluation criteria, promotion channels, promotion conditions and promotion procedures;	4.20	0.837	High	4.00	0.707	High
14. Provide appropriate welfare benefits, such as medical insurance, housing subsidies, paid holidays, holiday benefits, etc;	4.40	0.548	High	4.80	0.447	Extra-high
15. Establish a reward system, including recognition, bonus, honorary title, etc.	4.00	0.707	High	4.60	0.894	Extra-high
Optimize the allocation strategy of financial resources						
1. Expand financing channels, cooperate with enterprises, governments and social organizations, and strive for various forms of financial support;	4.00	1.00	High	4.20	0.447	High

Table 4.9 (Continued)

Assessment checklist	Applicability		result	Possibility		result
	\bar{X}	SD		\bar{X}	SD	
2. Open up resources and reduce expenditure, reduce administrative expenses, and increase investment in education and teaching;	4.20	0.447	High	4.40	0.548	High
3. Focus on the quality of running schools, win scale with quality, and improve the total amount of financial resources;	3.60	0.894	High	4.20	0.447	High
4. According to the development orientation of the school, select key projects for priority development and concentrate on investment;	4.00	1.00	High	4.60	0.548	High
5. Establish a stable financial management mechanism, including budget preparation, fund management, accounting and financial reporting;	4.60	0.548	Extra-high	4.40	0.548	High
6. Simplify the approval process of fund allocation and increase the amount of funds approved by managers at all levels;	4.00	1.225	High	4.00	1.00	High
7. Carry out fund use benefit evaluation to ensure the rationality and effectiveness of fund use;	3.60	0.548	High	4.20	0.837	High
8. Increase the proportion of investment in scientific research funds and improve the current situation that the overall scientific research level of private universities is not high.	3.80	0.447	High	4.00	0.00	High

Table 4.9 (Continued)

Assessment checklist	Applicability		result	Possibility		result
	\bar{X}	SD		\bar{X}	SD	
Optimize the allocation strategy of material resources						
1. Allocate material resources in strict accordance with the requirements of national universities;	4.40	0.548	High	4.60	0.548	Extra-high
2. Make scientific planning for enrollment scale and campus land;	4.20	0.837	High	4.60	0.548	Extra-high
3. Give priority to students' accommodation, teaching and laboratory rooms;	4.40	0.894	High	4.20	0.447	High
4. Increase investment in teaching equipment to meet the teaching needs of different disciplines;	4.40	0.894	High	4.40	0.548	High
5. Strengthen the construction of book resources and establish digital libraries;	4.20	0.447	High	4.40	0.548	High
6. Strengthen the maintenance of facilities, extend the service life, save material resources and reduce the maintenance cost;	3.80	0.837	High	4.40	0.548	High
7. Promote energy-saving and environmental protection technologies, adopt new energy-saving equipment and technologies, and reduce energy consumption and environmental impact;	4.00	0.707	High	4.20	0.447	High
8. Use modern information technology to serve management and teaching;	4.20	0.837	High	4.80	0.447	Extra-high
9. Establish a public teaching resource sharing mechanism.	4.20	0.837	High	4.60	0.548	Extra-high

The data analysis results show that the applicability and possibility of the three strategies and 32 measures of the internal resource allocation strategy of private universities in Guangxi are above a high level:

(1) The average values of all applicable projects is between 3.6 and 5.00, which is at a applicable high level, indicating that the strategy has a high applicability;

(2) The average value of all feasible projects is between 3.8 and 4.8, which is at a relatively high level, indicating that the strategy has a high feasible.

Other suggestions for evaluating strategies for internal resource allocation of private universities in Guangxi are as follows:

(1) Private universities can reasonably arrange the workload of teachers according to their teaching quality and scientific research achievements, and stimulate their enthusiasm for work;

(2) Private universities can reduce operating costs and improve financial benefits by reasonably controlling management costs and procurement costs;

(3) Private universities can increase economic income and improve financial stability by expanding diversified economic sources, such as school-enterprise cooperation and scientific research cooperation;

(4) Private universities can introduce intelligent technologies, such as the Internet of Things and cloud computing, to improve the intelligent level of material management and improve the efficiency of material utilization.

Chapter 5

Discussion Conclusion and Recommendations

For the private universities in Guangxi, which are more scarce in resources, how to optimize the internal resource allocation is a practical problem that the school must consider. Based on the above research and analysis, this study takes the resource allocation theory, human capital theory, and resource dependence theory as the theoretical support. Focusing on the current situation and existing problems of resource allocation in private universities, it proposes to optimize the human resource allocation strategy, financial resource allocation strategy, and material resource allocation strategy, so as to improve the efficiency of internal resource allocation of private universities in Guangxi and promote the high-quality development of private universities Guangxi.

1. Research Objectives
2. Research Methodology
3. Conclusion
4. Discussion
5. Recommendations
6. Future Researches

Research Objectives

The objectives of this study include:

In order to understand the current situation of internal resource allocation of private universities in Guangxi.

The purpose of studying the current situation of internal resource allocation in Guangxi private universities is to explore the current situation and existing problems of the allocation of human resources, financial resources and material resources in Guangxi private universities. Through the questionnaire survey and interview of the personnel working in Guangxi private universities, the current situation and existing problems of the internal resource allocation of private universities in Guangxi are further summarized and sorted out, providing a basis for

the formulation of the internal resource allocation strategy of private universities in Guangxi.

In order to formulate the internal resource allocation strategy of private universities in Guangxi.

In view of the problems existing in the internal resource allocation of private universities in Guangxi, corresponding strategies need to be formulated to improve the efficiency of internal resource allocation of private universities. Focus on how to optimize the allocation of human resources? How to optimize the allocation of financial resources? How to optimize the allocation of material resources? Finally, the research results of the internal resource allocation strategy of private universities in Guangxi will be formed.

In order to evaluate the internal resource allocation strategy of private universities in Guangxi.

It is necessary to evaluate the suitability of the research results of the internal resource allocation strategy of private universities in Guangxi.

Research Methodology

In this study, qualitative research and quantitative research are combined, mainly using questionnaires, structured interviews, expert evaluation and other methods.

The first stage: based on the resource allocation theory, human capital theory, resource dependence theory, and previous studies on the connotation of internal resource allocation in universities, the independent variables of the Internal Resource Allocation Strategy in Guangxi private universities are determined as human resource allocation, financial resource allocation, and material resource allocation through the literature research method;

The second stage: carry out a questionnaire survey, design a questionnaire according to the three variables of human resource allocation, material resource allocation and financial resource allocation, select 1800 private undergraduate universities in Guangxi, with the actual sample size of 317. The samples are from the middle managers, administrators and full-time teacher representatives of private undergraduate universities in Guangxi, and distribute the questionnaire for investigation. After obtaining the questionnaire data, carry out the data analysis of

average and standard deviation, Understand the current situation of the allocation of human resources, financial resources and material resources in Guangxi private universities;

The third stage: carry out structural interviews, design an outline of structural interviews in combination with questionnaire analysis, and invite a total of 10 persons from the heads of the Academic Affairs Office, the Personnel Office, the Finance Department or the Development and Planning Department of Guangxi private undergraduate universities and teacher representatives to conduct interviews. Sorting out the interview results, sorting out and forming the internal resource allocation strategies of private universities in Guangxi, including 3 strategies and 32 measures;

The fourth stage: invite five experts to evaluate the suitability of the implementation of the strategy. The experts come from the Guangxi Department of Education, experts in the field of private education research, managers of private universities, etc., to analyze the average value and standard deviation of the strategy evaluation, and finally form the conclusions and recommendations of this study.

Conclusion

The purpose of this study is to explore how to optimize the resource allocation strategy of private universities. In this paper, human resources, financial resources and material resources are studied respectively. Through research and analysis, this paper draws the following conclusions and suggestions:

(1) According to the first research purpose, the average value and standard deviation analysis of the current situation of internal resource allocation of private universities in Guangxi based on the survey data found that the average value of human resources allocation, financial resources allocation and material resources allocation are at the middle level, with room for improvement;

(2) According to the second research purpose, the researcher summarized and analyzed the questionnaire data and interview results, and proposed three strategies for the internal resource allocation of private universities in Guangxi, a total of 32 measures. The details are as follows:

Optimizing human resource allocation strategy, including 15 measures: 1. Establish the concept of human resources management and formulate human resources planning; 2. Increase investment in human resources, expand the number

of full-time teachers, and optimize the structure of teachers; 3. Formulate attractive talent introduction policies; 4. Develop diversified recruitment channels; 5. Decentralize talent recruitment authority to secondary universities; 6. Establish a job competency model and job responsibility specification, carry out competitive recruitment of personnel, and promote the matching of people and posts; 7. Implement the classified management of teachers and promote the equal emphasis on teaching and scientific research; 8. Increase funds for teacher training, develop a library of teacher training projects, and provide personalized training; 9. Provide teachers with appropriate learning platforms and resources; 10. Issue incentive policies to support the development and growth of teachers' further education and professional training; 11. Establish evaluation mechanisms including teaching evaluation, teacher ethics evaluation and professional quality evaluation; 12. Provide reasonable remuneration according to the professional level, work experience, contribution, market value and other factors of teaching staff; 13. Establish a sound promotion mechanism, including evaluation criteria, promotion channels, promotion conditions and promotion procedures; 14. Provide appropriate welfare benefits, such as medical insurance, housing subsidies, paid holidays, holiday benefits, etc; 15. Establish a reward system, including recognition, bonus, honorary title, etc.

Optimizing financial resource allocation strategy, including 8 measures: 1. Expand financing channels, cooperate with enterprises, governments and social organizations, and strive for various forms of financial support; 2. Open up resources and reduce expenditure, reduce administrative expenses, and increase investment in education and teaching; 3. Focus on the quality of running schools, win scale with quality, and improve the total amount of financial resources; 4. According to the development orientation of the school, select key projects for priority development and concentrate on investment; 5. Establish a stable financial management mechanism, including budget preparation, fund management, accounting and financial reporting; 6. Simplify the approval process of fund allocation and increase the amount of funds approved by managers at all levels; 7. Carry out fund use benefit evaluation to ensure the rationality and effectiveness of fund use; 8. Increase the proportion of investment in scientific research funds and improve the current situation that the overall scientific research level of private universities is not high.

Optimizing material resource allocation strategy, including 9 measures: 1. Allocate material resources in strict accordance with the requirements of national universities; 2. Make scientific planning for enrollment scale and campus land; 3. Give priority to students' accommodation, teaching and laboratory rooms; 4. Increase investment in teaching equipment to meet the teaching needs of different disciplines; 5. Strengthen the construction of book resources and establish digital libraries; 6. Strengthen the maintenance of facilities, extend the service life, save material resources and reduce the maintenance cost; 7. Promote energy-saving and environmental protection technologies, adopt new energy-saving equipment and technologies, and reduce energy consumption and environmental impact; 8. Use modern information technology to serve management and teaching; 9. Establish a public teaching resource sharing mechanism.

(3) According to the third research purpose, the researcher carried out an expert evaluation on the implementation suitability of the internal resource allocation strategy of private universities in Guangxi, and the results showed that the strategy has a high implementation suitability, which has a positive promotion role in optimizing the internal resource allocation of private universities in Guangxi in theory.

Discussion

Through the current situation investigation, it is found that there are various problems in the internal resource allocation of private universities in Guangxi in terms of human resource allocation, financial resource allocation, and material resource allocation. After analyzing the average and standard deviation of the overall human resource allocation, financial resource allocation, and material resource allocation, it is found that they are in the middle level and need to be improved.

Discussion on human resource allocation: There are some problems in human resource allocation, such as backward human resource management concept, insufficient total number of full-time teachers, unreasonable structure of teachers such as academic qualifications, and unimpeded promotion channels for teachers, which are consistent with the research conclusion of Hao Huanxia. (2015, p.37). on human resource allocation in universities and the problems of post imbalance, shortage of teachers, unreasonable distribution of teachers' age and educational structure, It also conforms to Wang Qi. (2010, p.128)'s view that the total amount of

human resources of university teachers is insufficient and the structure of teachers is not ideal.

In order to solve these problems, based on the theory of resource allocation and human capital, researchers put forward strategies to optimize human resource allocation, including 15 measures.

The measures of human resources allocation strategy are consistent with Cui Hongjun. (2015, p.27)'s conclusion that the optimal allocation of resources in universities should achieve scientific development planning, build the optimal allocation mechanism of resources, strengthen the monitoring of budget quality and other measures, and also in line with Gao Huige. (2006, p.20)'s research conclusion of optimizing the optimal allocation and operation mechanism of human resources in universities, following Yang Minglei, Xu Weina. (2019, p.56). proposed to strengthen the introduction, training and motivation of talents, and establish a scientific assessment and evaluation system, and other strategic research results are consistent.

Discussion on the allocation of financial resources: The allocation of financial resources has problems such as the single source of school funding, insufficient personnel funding, and non-standard financial management. It is consistent with the conclusion of Zhang Guoyuan and Yan Ming. (2016, p.81). that the allocation of financial resources in universities has problems such as poor coordination between departments, unclear decision-making, and non-standard management. It is also consistent with Li Min and Huang Yu. (2017, p.125). that the allocation of financial resources in universities is unfair The problems of low management efficiency, lack of scientific decision-making, and nonstandard financial management are consistent with the views of Wang Mengxin and Zhao Hai. (2018, p.79). On the problems of nonstandard decision-making, low management efficiency, and inefficient use of funds in the allocation of financial resources in universities.

In order to solve these problems, based on the resource allocation theory and the resource dependence theory, the researcher put forward the strategy of optimizing the allocation of financial resources, including eight measures. The measures of the financial resources allocation strategy are consistent with the research conclusion of Gao Huige. (2006, p.20). that the strategy of optimizing the

allocation of financial resources in universities includes reducing the expenditure on administrative departments and transferring to the measures of teaching and research;

Discussion on the allocation of material resources: there are problems in the allocation of material resources, such as lack of scientific planning, non-standard management, low level of informatization, low utilization rate, and inadequate supervision and evaluation. This is consistent with Li Yu (2018, p.30)'s view that there are problems in the allocation of material resources in universities, such as low level of informatization and lack of scientific management, and also in line with Chen Yansong, Wang Guihua. (2020, p.120). believed that the allocation of material resources in universities has the research results of uneven allocation of resources, lack of scientific management and low degree of informatization.

In order to solve these problems, based on the theory of resource allocation and the theory of resource dependence, the researcher put forward the strategy of optimizing the allocation of material resources, including 9 measures. The measures of the strategy of optimizing the allocation of material resources in universities and Wang Rong. (2020, p.58). put forward the strategy of optimizing the allocation of material resources in universities include establishing the concept and mechanism of university resource management, improving the resource management system and policy, and strengthening the informatization construction of university resources, The research conclusions on measures to promote the sharing and cooperation of university resources and realize the sustainable utilization of university resources are consistent.

Recommendations

Human resource allocation: after analyzing the average value and standard deviation data of the current situation of human resource allocation, it is found that the average score of "the number of full-time teachers with master's degree or above is reasonable" is the lowest, which indicates that the structural allocation of academic teachers in the internal resource allocation of private universities in Guangxi is at a low level.

Therefore, Guangxi private universities should strengthen from the following aspects: first, formulate attractive talent introduction policies and widely introduce

teachers with high academic qualifications; The second is to strengthen the recruitment of talents and recruit talents with high academic qualifications through multiple channels; The third is to strengthen the training of self-owned teachers, formulate supporting policies for further education of teachers' academic qualifications, and cultivate teachers with high academic qualifications.

Financial resources allocation: after analyzing the average and standard deviation data of the current situation of financial resources allocation, it is found that the average score of "investment in campus infrastructure" is the lowest, which indicates that the investment in campus infrastructure in the internal resource allocation of private universities in Guangxi is at a low level. With the expansion of the scale of private universities, the basic construction of campus should keep up with the pace in time.

Therefore, Guangxi private universities should reasonably plan the scale of running schools and appropriately increase the investment in the capital construction of campus to ensure that the basic conditions for running schools such as the campus land and the area of school buildings meet the needs of the scale of running schools.

Material resources allocation: after analyzing the data of the average value and standard deviation of the current situation of material resources allocation, it is found that the average score of "the utilization rate of classrooms and laboratories reaches more than 90%" is the lowest, indicating that the utilization rate of material resources allocation in the internal resource allocation of private universities in Guangxi is at a low level, and there is a waste of material resources.

Therefore, Guangxi private universities should strengthen in the following aspects: first, formulate reasonable curriculum plans according to the actual situation and students' learning needs to avoid wasting classroom and laboratory resources; The second is to establish a reservation and management system for classroom use to ensure that the use of classrooms and laboratories is reasonable and fair, and avoid resource waste and use conflicts; Third, encourage interdisciplinary cooperation and teaching, and improve the efficiency of classroom and laboratory use.

Future Researches

Due to my limited class hours, the research in this paper has not exhausted all the problems related to optimizing the allocation of resources and improving the economic efficiency of running a school. Although some problems are involved, the research is not systematic and in-depth enough. Some problems have drawn some preliminary conclusions and have preliminary research results, but these conclusions and results need to be further tested from the practical level.

The main issues that need to be further disclosed and studied are: What are the external resources of private universities? What are the factors that affect the allocation of external resources in private universities? How to formulate external resource allocation strategies for private universities? How to measure and grasp the contribution of intangible resources such as school running concepts, management systems, and campus culture to the economic benefits of running a university? Due to the differences in the institutional mechanisms between private and public universities, how should private universities grasp the advantages of the institutional mechanisms to optimize resource allocation? How to grasp the connotation of the economic benefits of running a university more accurately and quantitatively analyze the relationship between the internal and external economic benefits of private universities in connection with the attributes of higher education? How to analyze the cost of running a school? How to establish evaluation indicators for further quantitative analysis of university resource allocation? wait. The author will further study these issues in future work.

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Appendices

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

List of experts to check the quality of paper tools

number	full name	Title
1	Zhang Yanwen	Professor of Nanning University
2	Wu Pengcheng	Professor of Beihai University of Art and Design
3	Qin Liyun	Associate Professor of Guilin University
4	Zhang Rong	Associate Professor of Liu Zhou Institute of Technology
5	Deng Liyang	Associate Professor of Guangxi University of Foreign Languages

Appendix B
Official Letter



ที่ อว ๐๖๔๓.๑๔/๔๕๑

มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา
๑๐๖๑ อีสาภาพ ๑๕ แขวงศิริธรรม
เขตธนบุรี กรุงเทพฯ ๑๐๖๐๐

๑๓ มีนาคม ๒๕๖๖

เรื่อง ขอความอนุเคราะห์เก็บข้อมูลโดยการเข้าสัมภาษณ์

เรียน

สิ่งที่ส่งมาด้วย ๑.แบบสัมภาษณ์ จำนวน ๑ เล่ม

เนื่องด้วย Mrs.Qin Fengcai นักศึกษาระดับบัณฑิตศึกษา หลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชา
การบริหารการศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา ได้รับการอนุมัติให้ดำเนินการวิจัย
วิทยานิพนธ์ เรื่อง "Strategies for Internal Resource Allocation of Private Universities in Guangxi"
โดยมีคณะกรรมการที่ปรึกษาวิทยานิพนธ์ ดังนี้

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| ๑. รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์ | ประธานที่ปรึกษาหลัก |
| ๒. ผู้ช่วยศาสตราจารย์ ดร.กัญญาพัชญ์ ปลายักทอง | อาจารย์ที่ปรึกษาร่วม |
| ๓. ผู้ช่วยศาสตราจารย์ ดร.กุลสิรินทร์ อภิรัตน์วรเดช | อาจารย์ที่ปรึกษาร่วม |

ในการนี้คณะกรรมการบริหารหลักสูตรฯ ได้พิจารณาเห็นว่าท่านเป็นผู้เชี่ยวชาญที่มีความรู้
ความสามารถที่จะให้ข้อมูล คำแนะนำอันเป็นประโยชน์ต่อการประเมินความเหมาะสมและความเป็นไปได้ของ
นักศึกษาได้เป็นอย่างดี จึงขออนุญาตให้นักศึกษาเข้าสัมภาษณ์ และกำหนดวันเวลาแก่นักศึกษาที่ท่านสะดวก

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์แก่นักศึกษาด้วยจะเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.คณกร สว่างเจริญ)
คณบดีบัณฑิตวิทยาลัย

งานประสานบัณฑิตศึกษา
โทร ๐-๒๕๔๓๓-๗๐๐๐ ต่อ ๑๘๑๔



ที่ อว ๐๖๔๓.๑๔/๔๔๖

มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา
๑๐๖๑ อีสราภพ ๑๕ แขวงทวีธรรม
เขตธนบุรี กรุงเทพฯ ๑๐๖๐๐

๑๓ มีนาคม ๒๕๖๖

เรื่อง เชิญเป็นผู้เชี่ยวชาญตรวจสอบความตรงเชิงเนื้อหาเครื่องมือในการทำวิทยานิพนธ์

เรียน Professor Zhang Yanwen, Nanning University

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

เนื่องด้วย Mrs.Qin Fengcai นักศึกษาระดับบัณฑิตศึกษา หลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชา
การบริหารการศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา ได้รับการอนุมัติให้ดำเนินการวิจัย
วิทยานิพนธ์ เรื่อง “Strategies for Internal Resource Allocation of Private Universities in Guangxi”
โดยมีคณะกรรมการที่ปรึกษาวิทยานิพนธ์ ดังนี้

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| ๑. รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์ | ประธานที่ปรึกษาหลัก |
| ๒. ผู้ช่วยศาสตราจารย์ ดร.กัญญาพัชญ์ ปลายัดทอง | อาจารย์ที่ปรึกษาร่วม |
| ๓. ผู้ช่วยศาสตราจารย์ ดร.กุลสินทร์ อภิรัตน์วณิช | อาจารย์ที่ปรึกษาร่วม |

ในการทำวิทยานิพนธ์ครั้งนี้ นักศึกษาจำเป็นต้องตรวจสอบความตรงเชิงเนื้อหา (Content Validity)
ของเครื่องมือ เพื่อให้ได้เครื่องมือที่สมบูรณ์ที่สุด ทางบัณฑิตวิทยาลัยได้พิจารณาเห็นว่าท่านเป็นผู้ทรงคุณวุฒิ มี
ความรู้ความสามารถสอดคล้องกับหัวข้อการทำวิทยานิพนธ์ ดังกล่าวเป็นอย่างยิ่ง ซึ่งคำแนะนำของท่านจะเกิด
ประโยชน์ต่อการปรับปรุงแก้ไขในการสร้างเครื่องมือสำหรับการวิจัยของนักศึกษาให้มีคุณภาพและเหมาะสม
เพื่อใช้ในการเก็บรวบรวมข้อมูลในการวิจัยต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์แก่นักศึกษาดังกล่าวจะเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.คอมกร สว่างเจริญ)
คณบดีบัณฑิตวิทยาลัย

งานประสานบัณฑิตศึกษา
โทร ๐-๒๕๖๓-๗๐๐๐ ต่อ ๑๘๑๔



ที่ อว ๐๖๔๓.๑๔/๒๖

มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา
๑๐๖๑ อีสราภพ ๑๕ แขวงศิริธรรม
เขตธนบุรี กรุงเทพฯ ๑๐๖๐๐

๑๓ มีนาคม ๒๕๖๖

เรื่อง เชิญเป็นผู้เชี่ยวชาญตรวจสอบความตรงเชิงเนื้อหาเครื่องมือในการทำวิทยานิพนธ์

เรียน Professor Wu Pengcheng, Beihai University of Art and Design

- สิ่งที่ส่งมาด้วย ๑. คำโครงวิทยานิพนธ์ จำนวน ๑ เล่ม
๒. แบบสอบถาม จำนวน ๑ ชุด

เนื่องด้วย Mrs.Qin Fengcai นักศึกษาระดับบัณฑิตศึกษา หลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชา
การบริหารการศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา ได้รับการอนุมัติให้ดำเนินการวิจัย
วิทยานิพนธ์ เรื่อง “Strategies for Internal Resource Allocation of Private Universities in Guangxi”
โดยมีคณะกรรมการที่ปรึกษาวิทยานิพนธ์ ดังนี้

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| ๑. รองศาสตราจารย์ ดร.นิรันดร์ สุธิ์นิรันดร์ | ประธานที่ปรึกษาหลัก |
| ๒. ผู้ช่วยศาสตราจารย์ ดร.ภิญญาพัชญ์ ปลากัดทอง | อาจารย์ที่ปรึกษาร่วม |
| ๓. ผู้ช่วยศาสตราจารย์ ดร.กุลสิรินทร์ อภิรัตน์วรเดช | อาจารย์ที่ปรึกษาร่วม |

ในการทำวิทยานิพนธ์ครั้งนี้ นักศึกษาจำเป็นต้องตรวจสอบความตรงเชิงเนื้อหา (Content Validity)
ของเครื่องมือ เพื่อให้ได้เครื่องมือที่สมบูรณ์ที่สุด ทางบัณฑิตวิทยาลัยได้พิจารณาเห็นว่าท่านเป็นผู้ทรงคุณวุฒิ มี
ความรู้ความสามารถสอดคล้องกับหัวข้อการทำวิทยานิพนธ์ ดังกล่าวเป็นอย่างยิ่ง ซึ่งคำแนะนำของท่านจะเกิด
ประโยชน์ต่อการปรับปรุงแก้ไขในการสร้างเครื่องมือสำหรับการวิจัยของนักศึกษาให้มีคุณภาพและเหมาะสม
เพื่อใช้ในการเก็บรวบรวมข้อมูลในการวิจัยต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์แก่นักศึกษาด้วยจะเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.คอมกร สว่างเจริญ)
คณบดีบัณฑิตวิทยาลัย

งานประสานบัณฑิตศึกษา
โทร ๐-๒๕๗๓-๗๐๐๐ ต่อ ๑๘๑๔

ที่ อว ๐๖๔๓.๑๔/๕๗๗



มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา
๑๐๖๑ อีสราภพ ๑๕ แขวงหิรัญรูจี
เขตธนบุรี กรุงเทพฯ ๑๐๖๐๐

๓๓ มีนาคม ๒๕๖๖

เรื่อง เชิญเป็นผู้เชี่ยวชาญตรวจสอบความตรงเชิงเนื้อหาเครื่องมือในการทำวิทยานิพนธ์

เรียน Associate Professor Qin Liyun, Guilin University

- สิ่งที่ส่งมาด้วย ๑. คำโครงวิทยานิพนธ์ จำนวน ๑ เล่ม
๒. แบบสอบถาม จำนวน ๑ ชุด

เนื่องด้วย Mrs.Qin Fengcai นักศึกษาระดับบัณฑิตศึกษา หลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา ได้รับการอนุมัติให้ดำเนินการวิจัยวิทยานิพนธ์ เรื่อง “Strategies for Internal Resource Allocation of Private Universities in Guangxi” โดยมีคณะกรรมการที่ปรึกษาวิทยานิพนธ์ ดังนี้

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| ๑. รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์ | ประธานที่ปรึกษาหลัก |
| ๒. ผู้ช่วยศาสตราจารย์ ดร.ภิญญาพัชญ์ ปลายักตทอง | 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 ๐-๒๕๓๗-๗๐๐๐ ต่อ ๑๘๑๔

ที่ อว ๐๖๔๓.๓๔/๔๗๘



มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา
๑๐๖๑ อีสรภาพ ๑๕ แขวงหิรัญบุรี
เขตธนบุรี กรุงเทพฯ ๑๐๖๐๐

๑๗ มีนาคม ๒๕๖๖

เรื่อง เชิญเป็นผู้เชี่ยวชาญตรวจสอบความตรงเชิงเนื้อหาเครื่องมือในการทำวิทยานิพนธ์

เรียน Associate Professor Zhang Rong, Liu Zhou Institute of Technology

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

เนื่องด้วย Mrs.Qin Fengcai นักศึกษาระดับบัณฑิตศึกษา หลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชา
การบริหารการศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา ได้รับการอนุมัติให้ดำเนินการวิจัย
วิทยานิพนธ์ เรื่อง “Strategies for Internal Resource Allocation of Private Universities in Guangxi”
โดยมีคณะกรรมการที่ปรึกษาวิทยานิพนธ์ ดังนี้

- | | |
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| ๑. รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์ | ประธานที่ปรึกษาหลัก |
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| ๓. ผู้ช่วยศาสตราจารย์ ดร.กุลสิรินทร์ อภิรัตน์วรเดช | อาจารย์ที่ปรึกษาร่วม |

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ของเครื่องมือ เพื่อให้ได้เครื่องมือที่สมบูรณ์ที่สุด ทางบัณฑิตวิทยาลัยได้พิจารณาเห็นว่าท่านเป็นผู้ทรงคุณวุฒิ มี
ความรู้ความสามารถสอดคล้องกับหัวข้อการทำวิทยานิพนธ์ ดังกล่าวเป็นอย่างดี ซึ่งคำแนะนำของท่านจะเกิด
ประโยชน์ต่อการปรับปรุงแก้ไขในการสร้างเครื่องมือสำหรับการวิจัยของนักศึกษาให้มีคุณภาพและเหมาะสม
เพื่อใช้ในการเก็บรวบรวมข้อมูลในการวิจัยต่อไป

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ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.คณกร สว่างเจริญ)
คณบดีบัณฑิตวิทยาลัย

งานประสานบัณฑิตศึกษา
โทร ๐-๒๕๓๓-๗๐๐๐ ต่อ ๑๘๓๔



ที่ อว ๐๖๔๓.๑๔/๔๗๙

มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา
๑๐๖๑ อีสรภาพ ๑๕ แขวงศิริบุญศรี
เขตธนบุรี กรุงเทพฯ ๑๐๖๐๐

๑๓ มีนาคม ๒๕๖๖

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เรียน Associate Professor Deng Liyan, Guangxi University of Foreign Languages

- สิ่งที่ส่งมาด้วย ๑. คำโครงวิทยานิพนธ์ จำนวน ๑ เล่ม
๒. แบบสอบถาม จำนวน ๑ ชุด


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| ๒. ผู้ช่วยศาสตราจารย์ ดร.ภิญญาพัชญ์ ปลายัดทอง | อาจารย์ที่ปรึกษาร่วม |
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ขอแสดงความนับถือ


(ผู้ช่วยศาสตราจารย์ ดร.คณกร สว่างเจริญ)
คณบดีบัณฑิตวิทยาลัย

งานประสานบัณฑิตศึกษา
โทร ๐-๒๔๙๗๓-๙๐๐๐ ต่อ ๑๘๑๔

Appendix C
Research Instrument

The consistency evaluation results of questionnaire survey on the current situation of internal resource allocation in private universities in Guangxi

clause	The current situation of internal resource allocation of private universities in Guangxi	experts					IOC	Conclusi0n
		1	2	3	4	5		
Human resource allocation								
1	time teachers -The number of full meets the requirements of education and teaching	1	1	1	1	1	1.00	yes
2	The number of administrative staff meets the department's business manpower demand	1	1	1	1	1	1.00	yes
3	The number of staff in the teaching assistant post meets the department's business manpower demand	1	1	1	1	1	1.00	yes
4	Reasonable number of full-time teachers with senior professional titles	1	1	1	1	1	1.00	yes
5	The number of full-time teachers with master's degree or above is reasonable	1	1	1	1	1	1.00	yes
6	Reasonable number of young teachers under 40	1	1	1	1	1	1.00	yes
7	Teacher training policy effectively helps teachers grow and develop	1	1	1	1	1	1.00	yes
8	Teachers' salary, welfare and performance effectively motivate teachers' work	1	1	1	1	1	1.00	yes
9	Perfect career development channels for all types of personnel in the school	1	1	1	1	1	1.00	yes
Financial resources allocation								
1	Investment of campus land funds	1	1	1	1	1	1.00	yes
2	Investment in campus capital construction	1	1	1	1	1	1.00	yes

clause	The current situation of internal resource allocation of private universities in Guangxi	experts					IOC	Conclusi0n
		1	2	3	4	5		
3	Investment in education and teaching funds	1	1	1	1	1	1.00	yes
4	Personnel investment	1	1	1	1	1	1.00	yes
5	Investment of administrative office funds	1	1	1	1	1	1.00	yes
6	Student funding	1	1	1	1	1	1.00	yes
7	Investment in scientific research funds	1	1	1	1	1	1.00	yes
8	Investment of logistics support funds	1	1	1	1	1	1.00	yes
Material resources allocation								
1	The campus land meets the needs of school scale	1	1	1	1	1	1.00	yes
2	The teaching administrative room meets the needs of education and teaching	1	1	1	1	1	1.00	yes
3	The total amount of teaching and scientific research instruments and equipment meets the needs of education and teaching	1	1	1	1	1	1.00	yes
4	Laboratory conditions meet the needs of education and teaching	1	1	1	1	1	1.00	yes
5	Total book resources meet the needs of teachers and students	1	1	1	1	1	1.00	yes
6	Informatization level effectively serves education and teaching	1	1	1	1	1	1.00	yes
7	More than 90% of classrooms and laboratories are used	1	1	1	1	1	1.00	yes
8	Effective sharing of various teaching resources	1	1	1	1	1	1.00	yes
9	The renewal speed of teaching instruments and equipment meets the needs of education and teaching	1	1	1	1	1	1.00	yes

List of universities collecting information

No	University	City	Population	Sample Group
1	Nanning University	Nanning	350	80
2	Guangxi University of Foreign Languages	Nanning	150	20
3	Nanning university of Technology	Nanning	190	30
4	Xiangsihu university of GuangXi Minzu University	Nanning	180	20
5	Shiyuan university of Nanning Normal University	Nanning	175	20
6	Faculty of Chinese Medicine science Guangxi university of chinese medicine	Nanning	165	10
7	Guilin University	Guilin	135	20
8	Guilin Institute of Information Technology	Guilin	65	20
9	Liuzhou Institute of Technology	Liuzhou	125	22
10	Beihai University of Art and Design	Beihai	145	25
11	Guangxi City Vocational University	Chongzuo	70	30
12	Beihai university of Beihang University	Beihai	50	20
Total			1800	317

Appendix D
The Results of the Quality Analysis of
Research Instruments

Questionnaire on the current situation of internal resource allocation in private universities in Guangxi

Instructions:

1. In order to analyze the current situation of internal resource allocation of private undergraduate universities in Guangxi, summarize the problems and reasons in the process of allocation, carry out a questionnaire survey on the current situation of internal resource allocation of private undergraduate universities in Guangxi.

2. There is no right or wrong distinction between the items and answers in this questionnaire, and the answers you fill in are only for the purpose of overall statistical analysis. They will not be processed individually or published publicly. The information is absolutely confidential and will not be disclosed to anyone, and there is no need to fill in your personal name. Please rest assured to fill in and answer.

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

Part I: Respondent status (personal information)

1. Gende
 - ① Male
 - ② Female
2. Identity
 - ① Middle managers
 - ② Administrative staff
 - ③ Teacher
3. Age:
 - ① 30 years old or below
 - ② between 31-35 years
 - ③ between 36-40 years
 - ④ between 41-45 years
 - ⑤ between 46-50 years
 - ⑥ between 51-55 years
 - ⑦ 56 years old or up
4. Education :
 - ① Undergraduate
 - ② Master
 - ③ Doctor

5. Professional title:

- ① Professor
- ② Associate professor
- ③ Lecturer
- ④ Assistant

6. How long do you work in your school:

- ① within 1 year
- ② 2-4 years
- ③ 5-7 years
- ④ 8-10 years
- ⑤ More than 10 years

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, 1 means very dissatisfied.

Order	variable	5	4	3	2	1
	First variable: Human resource allocation					
1	time teachers meets the -The number of full requirements of education and teaching					
2	The number of administrative staff meets the department's business manpower demand					
3	The number of staff in the teaching assistant post meets the department's business manpower demand					
4	Reasonable number of full-time teachers with senior professional titles					
5	The number of full-time teachers with master's degree or above is reasonable					
6	Reasonable number of young teachers under 40					
7	Teacher training policy effectively helps teachers grow and develop					
8	Teachers' salary, welfare and performance effectively motivate teachers' work					
9	Perfect career development channels for all types					

Order	variable	5	4	3	2	1
	of personnel in the school					
	Second variable: Financial resources allocation					
1	Investment of campus land funds					
2	Investment in campus capital construction					
3	Investment in education and teaching funds					
4	Personnel investment					
5	Investment of administrative office funds					
6	Student funding					
7	Investment in scientific research funds					
8	Investment of logistics support funds					
	Third variable: Material resources allocation					
1	The campus land meets the needs of school scale					
2	The teaching administrative room meets the needs of education and teaching					
3	The total amount of teaching and scientific research instruments and equipment meets the needs of education and teaching					
4	Laboratory conditions meet the needs of education and teaching					
5	Total book resources meet the needs of teachers and students					
6	Informatization level effectively serves education and teaching					
7	More than 90% of classrooms and laboratories are used					
8	Effective sharing of various teaching resources					
9	The renewal speed of teaching instruments and equipment meets the needs of education and teaching					

Reliability analysis of research tools

Results of variable reliability correlation analysis

Reliability

Scale: all variables

Case handling summary			
		N	%
case	effective	317	100.0
	Excluded ^a	0	.0
	Total	317	100.0

a. List deletion based on all variables in this program.

Reliability statistics		
Cronbach's Alpha	Based on standardized items Cronbachs Alpha	number of terms
.969	.969	26

Item total statistics					
	Average scale of deleted items	Scale variance value of item deleted	Corrected item total correlation	Square of multiple correlations	Cronbach's Alpha value of deleted item
The number of full-time teachers meets the requirements of education and teaching	58.64	222.358	.663	.	.968
The number of administrative staff meets the	58.56	221.988	.627	.	.968

Item total statistics					
	Average scale of deleted items	Scale variance value of item deleted	Corrected item total correlation	Square of multiple correlations	Cronbach's Alpha value of deleted item
department's business manpower dema					
The number of staff in the teaching assistant post meets the department's busine	58.59	221.964	.678	.	.968
Reasonable number of full-time teachers with senior professional titles	58.49	221.251	.677	.	.968
The number of full-time teachers with master's degree or above is reasonable	58.94	226.706	.592	.	.968
Reasonable number of young teachers under 40	58.79	224.917	.616	.	.968
Teacher training policy effectively helps teachers grow and develop	58.92	224.336	.622	.	.968
Teachers' salary, welfare and performance effectively motivate teachers' work	58.36	220.067	.670	.	.968
Perfect career development channels for all types	58.57	221.290	.728	.	.968

Item total statistics					
	Average scale of deleted items	Scale variance value of item deleted	Corrected item total correlation	Square of multiple correlations	Cronbach's Alpha value of deleted item
of personnel in the school					
Investment of campus land funds	58.76	220.763	.767	.	.967
Investment in campus capital construction	58.80	221.615	.780	.	.967
Investment in education and teaching funds	58.72	219.191	.805	.	.967
Personnel investment	58.49	218.124	.811	.	.967
Investment of administrative office funds	58.57	220.631	.797	.	.967
Student funding	58.74	221.151	.767	.	.967
Investment in scientific research funds	58.60	220.266	.752	.	.967
Investment of logistics support funds	58.64	219.490	.809	.	.967
The campus land meets the needs of school scale	58.77	220.885	.757	.	.967
The teaching administrative room meets the needs of education and teaching	58.64	218.618	.767	.	.967

Item total statistics					
	Average scale of deleted items	Scale variance value of item deleted	Corrected item total correlation	Square of multiple correlations	Cronbach's Alpha value of deleted item
The total amount of teaching and scientific research instruments and equipment	58.51	218.289	.778	.	.967
Laboratory conditions meet the needs of education and teaching	58.52	218.719	.790	.	.967
Total book resources meet the needs of teachers and students	58.74	223.167	.697	.	.968
Informatization level effectively serves education and teaching	58.72	222.179	.735	.	.967
More than 90% of classrooms and laboratories are used	58.85	223.300	.690	.	.968
Effective sharing of various teaching resources	58.62	220.602	.741	.	.967
The renewal speed of teaching instruments and equipment meets the needs of educ	58.60	219.596	.773	.	.967

KMO and Bartlett spherical test of research variables

1. Exploratory factor analysis of human resource allocation

Table: KMO and Bartlett spherical inspection

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	0.905
Bartlett's Test of Approx. Chi-Square Sphericity	1429.910
df	36
Sig.	.000

Table : Exploratory factor analysis of human resource allocation

Item	Content	Weight	Cronbach's
1	The number of full-time teachers meets the requirements of education and teaching	0.676	0.905
2	The number of administrative staff meets the department's business manpower demand	0.792	
3	The number of staff in the teaching assistant post meets the department's business manpower demand	0.778	
4	Reasonable number of full-time teachers with senior professional titles	0.612	
5	The number of full-time teachers with master's degree or above is reasonable	0.539	
6	Reasonable number of young teachers under 40	0.642	
7	Teacher training policy effectively helps teachers grow and develop	0.637	
8	Teachers' salary, welfare and performance effectively motivate teachers' work	0.596	
9	Perfect career development channels for all types of personnel in the school	0.672	
Eigenvalues		4.993	
Percent of variance		55.477%	

2. Exploratory factor analysis of financial resources allocation

Table: KMO and Bartlett spherical inspection

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	0.918
Bartlett's Test of Approx. Chi-Square Sphericity	2122.714
df	28
Sig.	.000

Table: Exploratory factor analysis of financial resources allocation

Item	Content	Weight	Cronbach's
1	Investment of campus land funds	0.668	0.918
2	Investment in campus capital construction	0.729	
3	Investment in education and teaching funds	0.786	
4	Personnel investment	0.726	
5	Investment of administrative office funds	0.723	
6	Student funding	0.694	
7	Investment in scientific research funds	0.670	
8	Investment of logistics support funds	0.742	
Eigenvalues		5.738	
Percent of variance		71.727%	

3. Exploratory factor analysis of material resources allocation

Table: KMO and Bartlett spherical inspection

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	0.906
Bartlett's Test of Approx. Chi-Square Sphericity	2246.587
df	36
Sig.	.000

Table: Exploratory factor analysis of material resources allocation

Item	Content	Weight	Cronbach's
1	The campus land meets the needs of school scale	0.668	0.906
2	The teaching administrative room meets the needs of education and teaching	0.701	
3	The total amount of teaching and scientific research instruments and equipment meets the needs of education and teaching	0.718	
4	Laboratory conditions meet the needs of education and teaching	0.749	
5	Total book resources meet the needs of teachers and students	0.579	
6	Informatization level effectively serves education and teaching	0.631	
7	More than 90% of classrooms and laboratories are used	0.585	
8	Effective sharing of various teaching resources	0.654	
9	The renewal speed of teaching instruments and equipment meets the needs of education and teaching	0.711	
Eigenvalues		5.995	
Percent of variance		66.616%	

List of interviewees

Serial number	interviewee	category	Working years of the university	University
1	Zhao Tianying	middle manager	9	Nanning University
2	Jiang Chun	full-time teacher	12	Nanning University
3	Mo Chunmei	middle manager	7	Guangxi City Vocational University
4	Huang Jiacong	full-time teacher	6	Guangxi City Vocational University
5	Song Shuilan	full-time teacher	11	Beihai university of Art and Design
6	Zhao Juan	middle manager	13	Beihai university of Art and Design
7	Xiong Jianwen	middle manager	12	Liuzhou Institute of Technology
8	Meng Shan	middle manager	9	Liuzhou Institute of Technology
9	Yang Xiaofeng	full-time teacher	15	Guilin University
10	Zuo Jing	middle manager	13	Guilin University

Outline of structural interview

Expert interview (semi structured)

Research topic: Strategies for internal resource allocation of private universities in Guangxi

Research purpose:

1. In order to understand the current situation of internal resource allocation of private universities in Guangxi.
2. In order to formulate the internal resource allocation strategy of private universities in Guangxi.
3. In order to evaluate the internal resource allocation strategy of private 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 internal resource allocation of private universities in Guangxi

Contents	Questions
Human resource allocation	<ol style="list-style-type: none"> 1. What do you think are the problems in the allocation of human resources in private universities? 2. What suggestions do you have for the optimal allocation of human resources in private universities?
Financial resources allocation	<ol style="list-style-type: none"> 1. What problems do you think private undergraduate universities have in the allocation of financial resources? 2. What suggestions do you have for the optimal allocation of financial resources in private undergraduate universities?
Material resources allocation	<ol style="list-style-type: none"> 1. What problems do you think private undergraduate universities have in the allocation of material resources? 2. What suggestions do you have for the optimal allocation of material resources in private universities?

List of strategy evaluation experts

The following list is used as an evaluation expert to evaluate the adaptability and feasibility of the internal resource allocation strategy of private universities in Guangxi

number	full name	Title
1	Feng Yan	Associate Professor of Beihai University of Art and Design
2	Huang Yuqiang	Director of Guilin University
3	Qin Guangfeng	Associate Professor of Liuzhou Institute of Technology
4	Deng Liyan	Associate Professor of Nanning University
5	Shen Shufei	Associate Professor of Guangxi City Vocational University

Appendix E
Certificate of English

Appendix F
The Document for Acceptance Research

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Acceptance Letter

Dear Author(s): **Qin Fengcai , Niran Sutheeniran , Pinyapat Pargudtong , Kulsirin Aphiratvoradej , Patchara Dechhome**

Paper ID	JRTDD_255
Paper Title	Strategies for Internal Resource Allocation of Private Universities in Guangxi

This is to enlighten you that above manuscript reviewed and appraised by the review committee members of **IFERP** and it is accepted for the purpose of publication in the “**Journal for ReAttach Therapy and Developmental Diversities**”.

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Research Profile

Name: Qin Fengcai
Gender: Female
Date of birth: June 10, 1984
Employer: Nanning University
Mailing address: Nanning University, No. 8, Longting Road, Nanning, Guangxi, China
Title: Director of Development Planning, Cooperation and Exchange
Division of Nanning University

Education background:

- From September 2003 to June 2007, majoring in electronic information engineering, Guangxi Normal University
- From October 2010 to October 2012, majored in administrative technology of Guangxi University for Nationalities
- Since December 2019, she has been studying for a doctorate in education management at BansomdejChaopraya Rajabhat University

Work experience:

- From June 2007 to December 2012, served as the instructor of Nanning University
- From January 2013 to October 2016, director of the school office of Nanning University
- November 2016 - Director of the Development Planning, Cooperation and Exchange Division of Nanning University