The actual states, expected states and needs of minority education management of Chinese local undergraduate universities in the new era

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Abstract: *The research explored the actual states, expected states and needs of minority education management of Chinese local undergraduate universities in the new era. It's was to examine by means of questionnaire survey, the researcher used random sampling to conduct a questionnaire survey on 287 universities as the samples to present their actual states, expected states and needs of minority education management of Chinese local undergraduate universities in the new era. The actual states of minority education management of Chinese local undergraduate universities in the new era was at the moderate level, the expected states was at the high level, and the needs from high to low were as follow: student mental health education management, student academic management, student moral education management, student activity management, student behavior management, and student assistance management.*

1. Research Methodology

In order to understand the actual states, expected states and needs of minor education management of Chinese local underground universities in the new era, the researcher conducted the following procedures.

1.1 The population and samples

1.1.1 Population

According to the national list of ordinary higher education institutions released by the Ministry of Education of China, there are a total of 1167 local undergraduate universities in China. This research requires a questionnaire to survey chief-administrators of 1167 local undergraduate universities in China, with a total of 1167 chief-administrators.

1.1.2 Samples

According to the Krejcie&Morgan table, a sample size of 287 chief-administrators was obtained for this study, and use the simple random sampling.

1.2 Research content

The research content will be divided into 2 parts:

Part1: To understand the basic situation of the subject.

Part2: To understand the actual states, expected states and needs. The specific content of minority education management,[1] including:

Student moral education management: investigate the situation of cultivating students' correct outlook on life, values, and morals, and improving their ideological and moral qualities.

Student academic management: investigate the guidance and management of student learning,

including curriculum design, teaching plans, and exam evaluation.

Student behavior management: investigate the standardization and management of student behavior, including disciplinary management, safety management, hygiene management, etc.

Student mental health education management: investigate the mental health of students, and provide psychological health education and counseling services.

Student activity management: investigate and organize students to participate in various beneficial activities to cultivate their comprehensive qualities and abilities.

Student assistance management: investigate the management of student aid, including scholarships, scholarships, student loans, etc.

1.3 Research tools

The research tool is a survey questionnaire composed of closed ended questions with Likerts scale (5 rating scales). Before the questionnaire is sent out, the validity and reliability test will be conducted. The validity test will use the IOC(Index of Item-Objective Congruence)method, and the reliability test will use the Cronbach method.

The research will submit the revised questionnaire to 5 experts (who have given lectures on minority education management in universities) for review, and consider the validity of the questionnaire based on the student education management content released by the Chinese Ministry of Education. The Index of Item-objective Congruence, IOC will refer to the following formula:

$$\text{IOC} = \frac{\sum R}{N}$$

IOC=Index of Item-Objective Congruence

$\sum R$ =The sum of expert scores

N =Number of experts

Collect data from 30 non sample population, determine the reliability of the questionnaire, use SPSS obtain a reliability coefficient, and ensure the Cronbach's $\alpha > 0.7$.

1.4 Collect data

The study will distribute questionnaires in the form of online questionnaires and face-to-face questionnaires. In terms of face-to-face questionnaires, researcher will use voice thinking when asking participants to fill out the scale. They will record the participants' thoughts and opinions on the questionnaire, as well as the process of why they chose one of the answers, to ensure that participants understand the options according to the researcher's expectations.

1.5 Analyze data

Researcher used Statistical Package for the Social Sciences for quantitative analysis of the data results. Perform PNI (Priority Needs Index) analysis on the survey data developed by Phantara Wiracha & Subvilmakarawathai, based on the following formula:

$$\text{PNI Modified} = \frac{I-D}{D}$$

PNI Modified= Needs

$I = (\overline{X})$Expected states

$D = (\overline{X})$Actual states

2. Research Result

To explore the results of actual states, expected states and needs of minority education management

of Chinese local undergraduate universities in the new era. This study will begin with a questionnaire survey. Before questionnaire survey, the researcher conducted IOC survey and reliability survey, and the results of IOC and reliability are shown in Table 1 and Table 2.

2.1 IOC and Reliability Results

Table 1: IOC results

Question	IOC
1. Student moral education management	
1.1 The university conduct moral management of minority students in classroom education.	1
1.2 The university conduct moral management for minority students in the aspect of campus culture construction.	1
1.3 The university exercises moral management over minority students in organizing activities.	1
1.4 The university conducts moral management for minority students in dormitories and canteens.	0.8
1.5 The university conducts moral management of minority students in the communication between teachers and students.	1
2. Student academic management	
2.1 The university directs the curriculum and design for minority students.	0.4
2.2 The university administers teaching programs for minority students.	0.8
2.3 The university administers the examination of minority students.	0.8
2.4 The university guides the practical ability of minority students.	0.8
2.5 The university guides the efficiency of minority students ' self-study.	0.6
3. Student behavior management	
3.1 The university established discipline over minority students.	1
3.2 The university has established corresponding reward and punishment management for minority students.	1
3.3 The university has established routine management for minority students.	0.8
3.4 The university has established safety management for minority students.	1
3.5 The university established health management for minority students.	1
4. Student mental health education management	
4.1 The university has established mental health education programs for minority students.	1
4.2 The university offers mental health counseling to minority students.	1
4.3 The university designs psychological support networks and teacher-student support groups for minority students.	1
4.4 The university has ncreased mental health testing and evaluation for minority students.	1
4.5 The university has strengthened home-school cooperation to focus on the mental health of ethnic minority students.	1
5. Student activity management	
5.1 The university manages cultural and sports activities for minority students.	1
5.2 The university manages the learning activities of minority students.	1
5.3 The university manages the labor activities of minority students.	1
5.4 The university manages the spare time activities of minority students.	1
5.5 The university manages the specialty training of minority students.	1
6. Student assistance management	
6.1 The university administers scholarships for minority students.	1
6.2 The university administers financial aid to minority students.	1
6.3 The university administers student loans to minority students.	1
6.4 The university manages subsidies for poor minority students.	1
6.5 The university regulates work-study for minority students.	1

Table 2: Reliability results

Actual state reliability result	Expected state reliability result
0.859	0.861

2.2 Questionnaire survey results

According to the relevant policies issued by the Ministry of Education of China and the reference of various research contents, the preliminary questionnaire was drawn up. The questionnaire was divided into 6 dimensions, and each dimension have 5 questions, with a total of 30 questions.

Firstly, the researcher made statistics on basic information, frequency and percentage, as shown in Table 3.

Table 3: Information, Frequency, and Percentage of the Samples

Information	Samples	
	Frequency(287)	percentage (100.00)
1.Gender		
1.1　Male	189	65.85
1.2　Female	98	34.15
2. Age		
2.1　21-30 years old	2	0.70
2.2　31-40 years old	14	04.88
2.3　41-50 years old	202	70.38
2.4　51-60 years old	69	24.04
3.Education level		
3.1　Bachelor degree	52	18.12
3.2　Master degree	176	61.32
3.3　Doctoral degree	59	20.56
4.Province		
4.1　BeiJing	13	4.53
4.2　GuiZhou	25	8.71
4.3　ChongQing	10	3.48
4.4　AnHui	7	2.44
4.5　FuJian	8	2.79
4.6　SiChuan	20	6.97
4.7　GuangDong	8	2.44
4.8　GuangXi	14	4.88
4.9　HeBei	12	4.18
4.10　HeNan	8	2.79
4.11　HeiLongJiang	7	2.44
4.12　HuBei	8	2.79
4.13　HuNan	15	5.23
4.14　JiangSu	8	2.79
4.15　JiangXi	8	2.79
4.16　LiaoNing	9	3.13
4.17　NeiMengGu	12	4.18
4.18　ShanDong	13	4.53
4.19　ShanXi	9	3.13
4.20　ShanXi	6	2.08
4.21　ShangHai	7	2.44
4.22　TianJin	10	3.48
4.23　XiZang	4	1.40
4.24　XinJiang	6	2.09
4.25　YunNan	19	6.62
4.26　ZheJiang	12	4.18
4.27　JiLin	9	3.13

Next is the results of the questionnaire survey on actual states, expected states, and needs.The results of this study will be divided into 6 dimensions and summarized. The 6 dimensions are 6 management methods: Student moral education management, Student academic management, Student behavior managemeny, Student mental health education management, Student activity management, Student assistance management.

As shown in Table 4, the actual states in overall is at the moderate level($\overline{X}$= 3.00),when considered in each dimension is at moderate level every dimension. The first dimension Student moral education management is($\overline{X}$=2.99), the meaning is moderate, The second dimension Student academic management is ($\overline{X}$= 2.96), the meaning is moderate, The third dimension Student behavior management is ($\overline{X}$=2.97), the meaning is moderate, The forth dimension Student mental health education management is ($\overline{X}$= 3.05), the meaning is moderate, The fifth dimension Student activity management is ($\overline{X}$= 2.98), the meaning is moderate, The sixth dimension Student assistance management is ($\overline{X}$= 3.05), the meaning is moderate.

Table 4: The Actual States, Expected States, and Needs Results for 6 Management Dimensions

Dimension	Actual states			Expected states			PNI	Rank
	$\overline{X}$	S.D.	Meaning	$\overline{X}$	S.D.	Meaning		
Student moral education management	2.99	1.38	moderate	4.11	0.81	high	0.374	3
Student academic management	2.96	1.34	moderate	4.07	0.81	high	0.375	2
Student behavior management	2.97	1.36	moderate	3.98	0.78	high	0.340	5
Student mental health education management	3.05	1.39	moderate	4.22	0.79	high	0.384	1
Student activity management	2.98	1.37	moderate	4.08	0.79	high	0.369	4
Student assistance management	3.05	1.38	moderate	4.08	0.80	high	0.338	6
Overall	3.00	1.37	moderate	4.09	0.80	high	0.363	

The overall of the expected states is($\overline{X}$= 4.09), when considered in each dimension is at the high level every dimension. The first dimension Student moral education management is($\overline{X}$=4.11), the meaning is high, The second dimension Student academic management is ($\overline{X}$= 4.07), the meaning is high, The third dimension Student behavior management is ($\overline{X}$=3.98), the meaning is high, The forth dimension Student mental health education management is ($\overline{X}$= 4.22), the meaning is high, The fifth dimension Student activity management is ($\overline{X}$= 4.08), the meaning is high,The sixth dimension Student assistance management is ($\overline{X}$= 4.08), the meaning is high.

As you can see from the table 4, The PNI value of the fourth dimension Student mental health education management is the highest, which is 0.384. Next is the Student academic management in second dimension, with a PNI value of 0.375. Next is the first dimension Student moral education management, with a PNI of 0.374. Next is the fifth dimension Student activity management with PNI value of 0.369. Next is the third dimension Student behavior management with PNI value of 0.340. The smallest value of PNI is the sixth dimension Student assistance management, which is 0.338.

3. Conclusions, Discussions, and Suggestions

3.1 Conclusion

The actual states of minority education management of Chinese local undergraduate universities in the new era is at the moderate level, the expected states is at the high level, and the needs from high to low are: student mental health education management, student academic management, student moral education management, student activity management, student behavior management, and student assistance management.

3.2 Discussion on the research findings

Actual state of minority education management of Chinese local undergraduate universities in the new era is at the moderate level. This may be due to: University of ethnic minority students' mental

health no more effective management methods: such as mental health counseling, mental health examination and evaluation, mental health courses and activities and set up psychological support network and mutual help between teachers and students group, parent-school cooperative joint attention to students' mental health.Xu Hailan, Zhan Huifang (2023:5), said that universities pay insufficient attention to the education management of ethnic minorities, and the educational management methods do not fully take into account the individual differences of ethnic minority students[2]. And in the learning process of minority students, universities lack specific guidance and management on the efficiency of self-study and practical ability, this is in line with the lack and quality of professional ethnic education management teachers expressed by Wangli(2015: 2)[3]. In terms of the behavior management of minority students, the university lacks the management of discipline and the corresponding reward and punishment mechanism. Just as Qiu Jinglin (2011: 12-13) said that the professional minority education management teachers lack quality and lack of attention to and acceptance of minority students[4].

Expected state of minority education management of Chinese local undergraduate universities in the new era is at the high level. This may be due to China's strong policy support for ethnic minority students brings more opportunities for ethnic minority students to study in universities and graduate successfully, this is the view of the China University Forum. At the same time, educator Xie Xinghua(2011: 2) said that the development of information-based education breaks through the time and space limitations of traditional education and brings opportunities to the education management of ethnic minorities, and the promotion of diversified education, including school education, community education and family education, brings more possibilities to the education management of ethnic minorities[5]. At the same time, educator Luo Zeyi (2014: 19) said that with the improvement of education management and quality in China at present, ethnic minority education will begin to enter the stage of innovative development due to policy support and the improvement of public awareness. In the field of education management and education quality, the government, society and family will work together to provide more support and guarantee for the development of ethnic minority education[6].

The needs of minority education management of Chinese local undergraduate universities in the new era from high to low are: student mental health education management, student academic management, student moral education management, student activity management, student behavior management, and student assistance management. This may be due to the Chinese government has clearly formulated important ideas for strengthening and improving ethnic work, focusing on building a strong sense of community among the Chinese nation. The university has strengthened the publicity and education of ethnic minority students, laid a solid ideological foundation, and guided them to firmly establish correct views of the motherland, the nation, culture, history, and religion. And give full play to the main channel role of classroom teaching, national unity and progress education into the personnel training program, and the university is inclined to provide grants and scholarships for ethnic minority students, as well as work-study, student loans and needy students assistance. Universities provide ethnic minority students with more opportunities for cultural and sports activities, which has a certain effect on the training and management of ethnic minority students' talents. In the behavior management of ethnic minority students, the university pays attention to the management of health and safety and work and rest, and has achieved good results. Meanwhile, the university has corresponding management methods for the design of academic teaching plans and courses for ethnic minority students, and pays more attention to the communication and interaction between ethnic minority students and teachers and classmates. In order to promote the growth of students, universities have paid close attention to the study of ethnic minority students, conducted academic surveys of ethnic minority students, issued early warnings to ethnic minority students with outstanding academic difficulties, in-depth and detailed understanding of the causes of students' learning difficulties, and established guidance and assistance mechanisms for ethnic minority students with excellent academic performance. We should pay attention to setting up models and strengthening publicity.

3.3 Suggestions for this research

The actual states of Chinese local undergraduate universities in the new era are at a moderate level. Therefore, Administrators should make use of various subsidies for minority students to avoid the unbalanced distribution of resources and to avoid the obstacles in the study and life of minority students caused by family hardships. The differences in training management and teaching plan and curriculum design between ethnic minority students and Han students are utilized to prevent the adverse impact on ethnic minority education management caused by the lack of professional ethnic teachers and administrators, and the educational management mode does not fully take into account the

individual differences of ethnic minority students. Use the communication and interaction between ethnic minority students and teachers and classmates to prevent difficulties in unified language education management due to the particularity of ethnic minority cultures and languages.

The expected states of Chinese local undergraduate universities in the new era are at a moderate level. Therefore, Administrators should avoid the psychological problems of minority students caused by the imbalance of education distribution and the special language of minority students. To avoid the lack and wrong management of minority students' practical ability, autonomous learning ability, behavioral constraints and management of spare time and labor activities due to the shortage of professional minority education and management teachers and administrators, and failure to take into account the differences between minority students and Han students.

The needs of minority education management of Chinese local undergraduate universities in the new era need to change existing management methods and seek new strategies of 6 dimensions of ethnic management methods. Therefore, researcher and managers should find the strategies they need. Such as providing mental health counseling services and mental health testing and assessment, carrying out mental health courses and activities, establishing psychological support networks and teacher-student mutual aid groups, and conducting home-school cooperation to jointly pay attention to students' mental health. At the same time, various management should be strengthened.

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