

Research on the Management Mechanism of Ethnic Minority Students in Vocational Colleges-Nanchong Vocational College of Culture and Tourism as an Example

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Abstract: With the increasing number of ethnic minority students entering vocational colleges, the management of ethnic minority students has gradually become an indispensable part of the management work of various vocational colleges. Selecting Nanchong Vocational College of Culture and Tourism as the research sample, this study analyzes the characteristics of ethnic minority students and finds that there are currently problems such as insufficient management personnel, lack of personalized student arrangements, and insufficient logistical support. Therefore, it is proposed to improve the management mechanism of ethnic minority students in vocational colleges from the perspective of ideology, online public opinion, and teaching methods, promote the personal growth of ethnic minority students, and promote the healthy development of vocational colleges.

Keywords: Vocational Colleges; Ethnic Minority Students; Management Mechanism.

1. Introduction

Higher vocational education is an important component of higher education in China, responsible for cultivating high-quality technical and skilled talents. In order to promote the continuous development of the economy in ethnic minority areas, more and more ethnic minority students choose to enter vocational colleges in mainland China under the encouragement of national systems and preferential policies. Ethnic minority students are not only an important group in vocational education, but also a special group. They have the same universality as Han students, as well as their own uniqueness. For vocational colleges, it is necessary to attach importance to the education and management of ethnic minority students, which has important value for the growth of ethnic minority students, the development of vocational education, and school management.

2. The Current Situation of Ethnic Minority Students in Vocational Colleges

The Party and the state have always attached great importance to the development of vocational education. With the passage of time, the recognition and acceptance of vocational education by society have gradually increased, especially in vocational colleges in non ethnic areas of the mainland, where the number of ethnic minority students is increasing. At present, Nanchong Vocational College of Culture and Tourism has more than 1300 full-time students from 14 ethnic groups including Tibetan and Yi from all over the country, with Yi and Tibetan students being the main group. According to the survey, there are still many vocational colleges in Sichuan Province with a high number of ethnic minority students, such as Sichuan Vocational College of Finance and Economics, Sichuan Vocational College of Science and Technology, and other universities. Some vocational colleges have made clear requirements for the

establishment of special guarantee funds, the establishment of relevant departments, and the allocation of full-time ethnic minority counselors. There are differences in cultural customs and living habits among students of different ethnic groups, with different beliefs, which poses certain challenges and pressures to the management of vocational college students. For some ethnic minority students, unexpected events and conflicts should be dealt with in a timely manner to prevent public opinion and ideological issues from arising.

3. Characteristics of Ethnic Minority Students

3.1. Strong National Consciousness and Strong Religious Color

One is strong national consciousness. Minority students have a strong identification and awareness of their ethnic identity and culture. They have a deep emotional attachment and sense of pride towards their ethnic group, and attach great importance to traditional culture and values. The strong national consciousness will affect their learning attitude, behavioral habits, and social interaction methods. The second is the strong religious color. There are various religious beliefs among ethnic minorities, and religion has a significant impact on their lives and thoughts. Some ethnic minority students actively participate in religious activities, and their beliefs have a certain guiding role in their learning and life. The existence of religious beliefs gives ethnic minority students their own uniqueness in certain behaviors and habits.

3.2. Strong Ethnic Consciousness

Minority students have a deep sense of identification and belonging to their ethnic identity and culture. They have a high awareness of valuing and protecting their national traditions, language, religion, and values. Ethnic consciousness will be reflected in their learning and life, affecting their attitudes, behaviors, and social patterns. They may actively participate in ethnic cultural activities, inherit

and promote their own ethnic traditions. At the same time, the strong sense of ethnic identity also makes them more concerned and concerned about the issues of ethnic development and unity.

3.3. Highly Versatile in Literary and Artistic Abilities

Many ethnic minority students possess outstanding singing and dancing talents, showcasing their unique ethnic characteristics. In addition, due to their living in mountainous or high-altitude areas, most students have good physical fitness and a love for cultural and sports activities. Therefore, they are able to fully showcase their talents in various cultural and sports activities, and also become school sports experts.

3.4. Weak Cultural Foundation

Currently, due to natural and other reasons, regional economic development is unbalanced, which to some extent leads to differences in educational opportunities, quality, and level among regions. Due to some ethnic minorities living in relatively remote areas or impoverished environments, their educational resources may be relatively scarce. This may result in their limited understanding of mainstream cultural knowledge before receiving formal education. For example, they may have limited knowledge in areas such as history, literature, and art. In addition, due to the lagging economic development and imperfect educational conditions in some ethnic minority areas, they may not have access to a wide range of cultural resources and educational opportunities, and lack some basic cultural knowledge, which poses certain difficulties for their learning and adaptation to the mainstream educational environment.

3.5. Relatively Tight Family Economic Situation

Due to the economic backwardness of ethnic minority areas (Lin,2021) [1], there is a significant income gap compared to developed provinces in the mainland. Of course, even within the same region, the income levels of different households may vary, and here we discuss the general level. The level of economic development in a region also determines the price level, so the consumption level in the mainland is higher, and the living expenses of students also increase accordingly. For some families of ethnic minority students, these expenses are a considerable or even huge burden. In order to support learning, many students obtain assistance by applying for national student loans or scholarships for impoverished students. However, the identity of impoverished students may expose them to some colored eyes and discrimination, which has a negative impact on their psychology. Some students may develop feelings of inferiority, resistance to interacting with others, and develop isolated thoughts, which is not conducive to the management of minority students.

4. Issues in the Management of Ethnic Minority Students in Universities

4.1. Few Full-time Management Personnel

Mainland universities generally lack dedicated ethnic minority management personnel, and the management of ethnic minority students relies more on frontline political counselors(Li,2019)[2]. Therefore, few schools have dedicated management personnel, and even if there are, the number is very limited. In most universities, the management

of ethnic minority students is undertaken by frontline personnel such as counselors and class teachers, just like the management of other students. However, a large part of the management personnel lack necessary understanding of the customs and cultural history of ethnic minorities. Although some people have some understanding, their level of understanding is limited. Therefore, in terms of management, ethnic minority students are treated equally as Han students. The infrastructure and equipment for student management in many universities are already lower than the relevant requirements of the country. The number of students managed by counselors usually exceeds the reasonable range of the teacher-student ratio, the workload is heavy, the energy is scattered, and it is difficult to invest enough time and energy in in-depth research on the management of ethnic minority students. It is also difficult to timely understand their psychological status and ideological changes. In addition, some teachers who have had contact with minority students have a vague understanding of this work. Some people believe that as long as the students have no problems, the work is considered completed; Some people believe that student management is the responsibility of counselors and class teachers, and has nothing to do with themselves. This lack of the concept of "holistic education" has led to a passive situation in student management, where students work alone.

4.2. Lack of Personalization in Academic Arrangements

Minority students have a weak cultural foundation in their learning. Students from different ethnic groups also have differences in their learning status, as they have different cultural foundations, including language and literacy abilities. Some students have not even learned English, while others lack basic computer skills. They face difficulties when studying with students with strong cultural foundations, while also posing challenges for teachers in teaching. In order to solve this problem, some schools have started implementing differentiated teaching, such as Wuxi Vocational and Technical College. For ethnic minority students with weak English foundations, specialized ethnic minority teaching classes have been established in the basic course of college English, and simplified English textbooks have been adopted, with corresponding adjustment of assessment requirements.

4.3. Logistics Support Urgently Needs Optimization

Different ethnic minorities have different customs, customs, and taboo beliefs. For example, ethnic groups with Islamic beliefs tend to avoid eating pork, naturally dead livestock, or animals slaughtered by non Muslims. Tibetans avoid eating fish, donkeys, dog meat, and also dislike seafood. However, the logistics facilities of the college have not kept up, and the cafeteria currently does not have a separate steaming window. Students need to solve their own dietary problems. In terms of dormitory arrangement, the college dormitory will mix ethnic minority students and Han Chinese students, and at the same time, the dormitory management will be more lenient towards ethnic minority students. Although this solves the problem of integration of students from different ethnic groups together, this differentiated management method will cause dissatisfaction from other students, who believe that ethnic minority students have privileges(Chen,2020) [3].

5. Countermeasures for the Management of Ethnic Minority Students in Universities

5.1. Unified Thinking, Joint Management, and Strengthening the Construction of Management Teams

Universities should first strengthen their understanding of the education and management of ethnic minority students from top to bottom, form a unified ideology, and establish a multi-party and cooperative management system for ethnic minority students. In response to the lack of experience and improper management methods of many counselors and homeroom teachers in managing ethnic minority students, schools should plan as soon as possible and carry out special training on educational management for ethnic minority students to improve management level. In addition, through some incentive policies, encourage them to actively engage in scientific research on minority student management, and create an atmosphere of learning and exploration. Inter school communication and personnel exchange can be enhanced, and a group of ethnic minority teachers with strong ideological and political qualities and professional abilities can be recruited to enrich the student education management team.

5.2. Building an Early Warning Mechanism and Regularly Paying Attention to Online Public Opinion

The safety and stability of students is more important than Mount Tai, and the safety and stability of minority students is even more important. The dormitory head and the class security officer collect the thoughts and life trends of ethnic minority students, strengthen communication with ethnic minority students and grasp information in a timely manner through WeChat group, QQ group and TikTok, which are frequently used online chat tools by students. For some ethnic minority students who need to regularly hold or participate in religious activities, there should be a filing mechanism to prevent them from being used by people with ulterior motives and causing adverse consequences. In addition, we will strengthen the mental health education of ethnic minority students, ensure early detection, reporting, prevention, and handling, and prevent all adverse events from occurring.

5.3. Adhere to the Principle of "Equal Treatment" Management and do a Good Job in Ethnic Unity Work

According to the current national education policies, ethnic minority students have always received special attention from certain policies during their education process. This may lead to them developing a certain sense of superiority and to some extent forming a "small group" phenomenon, which may cause student conflicts. Therefore, in school management, the principle of "equal treatment" should be adhered to. Although minority students have unique ethnic characteristics, they are ultimately still ordinary students. While receiving care and education from schools and teachers, they must also abide by school discipline and regulations. For example, in terms of dormitory allocation, ethnic minority students and Han Chinese students can be mixed together to promote life exchange between each other. If there are difficult to integrate living habits, it is possible to consider allowing ethnic

minority students to live alone. But to help ethnic minority students establish a correct concept of dormitory management for all students in the school, it is necessary to comply with relevant management systems. For ethnic minority students who use their ethnic beliefs as a reason and violate school discipline and regulations, they should have a deep understanding of the situation and be required to abide by the concept of "no privilege, no special treatment", and consciously abide by the school's teaching and management system, just like Han students. This "equal treatment" management principle should be reflected in all aspects of student learning and life in school, to help ethnic minority students gradually weaken their ethnic consciousness in their interactions with others and better integrate into learning and life.

5.4. Teaching According to Individual Needs and Hierarchical Teaching to Enhance Students' Learning Confidence

Develop differentiated and layered teaching methods tailored to the learning characteristics of ethnic minority students. In addition, it is also possible to consider adopting a policy of credit exchange, giving students more opportunities to choose and allowing them to obtain corresponding credits through course exchange. This does not mean reducing teaching requirements and assessment standards, but rather hoping to adjust teaching objectives and progress reasonably through individualized teaching methods, and add some course tutoring activities to improve the learning effectiveness of ethnic minority students and enhance their learning confidence. In addition, schools can leverage the power of students to carry out "one-on-one" paired assistance activities, and arrange for Han students with progressive thinking and excellent grades to help underdeveloped ethnic minority students. Through this approach, Han students can drive the learning progress of ethnic minority students, promote the improvement of their thinking, enhance the language communication ability of students from different ethnic groups, deepen their friendship with each other, and promote ethnic unity. In addition, schools can establish excellent examples for ethnic minority students. In this school, specialized scholarships for ethnic minority students can be established, and publicity efforts for outstanding ethnic minority students can be increased. Through the power of role models, more students are motivated to learn actively and build their confidence.

5.5. Strengthen the Efforts of Care and Assistance to Solve the Actual Worries and Expectations of Students

We should increase our care, concern, and attention towards minority students, and use various channels to gain a deeper understanding of their situation, especially their thoughts, studies, and daily life. We should also pay attention to the organization of these data and establish a separate database. One is to optimize the funding system. In the current funding system, the funding is not only dedicated to poverty alleviation, but also includes rewards for those with excellent comprehensive performance. At the same time, due to limited funding for poverty alleviation, the phenomenon of close linkage between funding and academic performance is more common when the number of applicants for funding exceeds those who can receive funding. However, due to the

backwardness of basic education, ethnic minority students have a poor cultural foundation. Secondly, due to family economic difficulties and heavy mental negative, impoverished ethnic minority students face high academic pressure and generally have low grades, often failing to qualify for scholarships. Therefore, it is necessary to improve the funding system for ethnic minority students, implement college student loan policies, establish special scholarships and scholarships, and provide more work study positions. The second is to establish a learning assistance mechanism for ethnic minority students. For example, arranging experienced teachers and outstanding students in education to help ethnic minority students solve their academic difficulties in a timely manner. Promote the implementation of the "guaranteed responsibility system" for assistance to renowned university teachers, outstanding Han students, and ethnic minority students, enrich the content of assistance, make friends, and provide more care in life and study. The third is to develop differentiated career planning education. Targeted vocational planning and employment guidance should be strengthened for ethnic minority students based on their personal characteristics, with a focus on cultivating innovative awareness, spirit, and employment skills. The fourth is to improve the mechanism of psychological health counseling. We should pay attention to the learning situation of ethnic minority students from various aspects such as classroom learning, extracurricular practice, and club activities, further strengthen health psychological education and counseling, help them feel inferior, and establish a healthy and positive attitude (Meng, 2019) [4].

6. Literature References

The academic community has conducted extensive research on the management of ethnic minority students in vocational colleges, mainly focusing on three aspects. One is to analyze the problems in the management of ethnic minority students. For example, (Li, 2021)[5] believes that there is a lack of targeted guidance and weak ideological and political education in the management of ethnic minority students. (Ge, 2015) [6], with ethnic minority students in Inner Mongolia vocational colleges as the main body, analyzed the problems of poor educational foundation, blurred life values, strong ethnic emotions, and dependence on ethnic teachers among ethnic minority students. This has led to difficulties in the management of education for ethnic minority students. The second is to explore the management mode of ethnic minority students. (Liang, 2019)[7] combined the five cognitive factors of student success from the perspective of Australian psychologists, and believes that the management model should be optimized from five aspects: life, learning, culture, ideology, and system. Scholars have also mentioned the need to strengthen political care for ethnic minority students and enrich ethnic minority activities to improve management efficiency (Li, 2019) [2]. The third is to study the role that

counselors should play in the management process of ethnic minorities. According to (He,2020)[8] , counselors should enhance their cultural and educational abilities and promote ethnic unity. (Lin, 2021)[1] proposed that the "Three Comprehensive Education" concept should be used as a guide to optimize the path of ideological and political work for ethnic minorities.

In summary, the academic research on the management of ethnic minority students is relatively comprehensive, but there are still the following shortcomings: firstly, in terms of research objects, although there are many studies on student management in vocational colleges, there is a lack of separate research on ethnic minority students and differentiated research; Secondly, there is a lack of research on the management mechanism of ethnic minority students in a specific vocational college in terms of research content.

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