

## DEVELOPING MANAGEMENT GUIDELINES OF ACADEMIC ADMINISTRATION TO ENHANCE SCHOLASTIC ACHIEVEMENT OF COLLEGE STUDENTS IN ETHNIC MINORITY AREAS OF X M NORMAL COLLEGE IN SICHUAN PROVINCE, CHINA

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### Abstract

The objectives of this research were: 1) to investigate the problems and needs of enhance scholastic achievement of college students in ethnic minority areas at Xichang X M Normal College in Sichuan Province, China, 2) to construct developing management guidelines of academic administration to enhance scholastic achievement of college students in ethnic minority areas at Xichang X M Normal College in Sichuan Province, China. The population was divided into 2 groups, namely: 1) 7,000 students, and 2) 260 teachers. The sample groups for the investigation of problems and needs were divided into 2 groups, namely: 1) 378 students, who study in college; and 2) 158 teachers in college. Moreover, the 5 specialists were used for the focus group discussion meeting. The research instruments employed in this study were questionnaires and a set of questions for the focus group discussion meetings. The information and data collected were analyzed through the content analysis method and presented in terms of frequency count, mean value, standard deviation. The findings indicated that: 1) problems and needs of student learning management in ethnic minority areas by Xichang X M Normal College were all in the “Highest” level, and 2) guideline of academic administration for improving college students' learning management in ethnic minority areas. Through the 3 specialists to evaluate the competence and correctness of the questionnaire and guidelines. Comprises of 3 dimensions, namely: 1) learning management, 2) learning training, and 3) learning planning.

**Keywords:** Academic Administration, Management Guidelines, Scholastic Achievement, Ethnic Minorities

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## Introduction

Academic administration is an important issue in higher education, especially for college students in ethnic minority areas. In recent years, the Chinese government has been committed to strengthening the development of education in ethnic minority areas, including providing high-quality educational resources and improving the learning environment for students. Yang (2021, pp. 1-299) mentioned in the book "The Ideal and Reality of Educational Equity in China" that China's higher education system is divided into different types: ordinary colleges and universities, higher vocational schools, private colleges and universities, adult higher education, self-study examination and other types, and ordinary colleges and universities are divided into key universities and ordinary universities. At the same time, the great differences in economic and cultural development between different regions and the reality of unbalanced development have formed significant differences in education between urban and rural areas, regions, genders, and nationalities. Educational difference is the external manifestation of educational opportunity inequality. In addition, more than three-quarters of China's illiterate and semi-illiterate population is concentrated in western rural areas, ethnic minority areas and ethnic poverty-stricken areas. Lin (2018, pp. 399-403) found that there are many problems related to education of remote areas. Take China as an example: the coastal area and inner land area, East and West part of the land, and modern city and rural area have got different difficulties. Yang (2022, pp. 106-114) found that rural students can hardly go to urban areas to receive education, because both the living costs in the city and the permission of the local schools require a large amount of money and the household registration regulations create additional barriers. Qu (2018, pp. 103-112) mentioned in a study entitled "Research on the Construction of Performance Evaluation Index System of Education Poverty Alleviation Policy in Western Minority Areas: A Case Study of Meigu county, Liangshan Yi Autonomous Prefecture" that China's educational poverty alleviation strategy is influenced by the theoretical understanding of human capital and classical modern educational theories. The main target of educational measures is the western region, especially the minority areas.

Wang and Wang (2021, pp. 80-88) mentioned that based on the needs of The Times, the policy of education for ethnic minorities constantly adjusts and optimizes the educational policy for ethnic minorities, adopts various measures at the same time to support the reform and development of ethnic education, adopts educational forms suitable for ethnic characteristics according to local conditions, and effectively promotes the leap-forward development of ethnic education and constantly opens a new chapter in the development of ethnic education. Entering the new era, the reform and development of ethnic education have both opportunities and challenges. The trend of education modernization, education internationalization and education democratization require the active integration of ethnic education, the implementation of new development concepts, the construction of high-quality education system, and the initiative of ethnic education to carry forward the fine tradition of self-revolution, and realize the leapfrog development of ethnic education with an open and inclusive attitude.

Liu (2012, pp. 3-9) in an article titled “Deepen the reform of higher education and take an intensive development mode to improve the quality of the core”, the indicated that, Talent cultivation is the essential requirement and fundamental mission of higher education. The first standard for measuring the quality of higher education is to assess the level of talent cultivation, with the core being to solve the major problems of who to cultivate and how to cultivate people. We must firmly establish the central position of talent cultivation in the work of universities, and all work must be subject to and serve the growth and development of students. We must resolutely reverse the phenomenon of valuing scientific research over teaching and valuing disciplines over education, and focus on improving students' sense of social responsibility in innovative spirit of exploration, and practical ability to solve problems.

In this context, it is crucial to improve the guidelines for academic administration of college students in ethnic minority areas. This not only helps to comprehensively improve the academic performance and level of ethnic minority students, but also helps them better adapt to the educational environment, enhance their own development abilities, and make contributions to the social and economic development of ethnic minority areas. The high-quality development of education in ethnic areas is not only a way to promote local economic development through education, but also an important factor affecting national unity, harmony and stability. (Luo, 2020, pp. 46-49)

Therefore, by taking Xichang X M Normal College in Sichuan Province as an example for research, it is possible to better understand and summarize the actual situation, existing problems, and challenges of student academic management in universities in ethnic minority areas, and propose corresponding guidelines and solutions. This will be of great significance for promoting the comprehensive development of students in ethnic minority universities and the sustainable development of education in ethnic minority areas.

### **Research Objectives**

1. To investigate the problems and needs to enhance scholastic achievement of college students in ethnic minority areas at Xichang X M Normal College in Sichuan Province, China.
2. To construct developing management guidelines of academic administration to enhance scholastic achievement of college students in ethnic minority areas at Xichang X M Normal College in Sichuan Province, China.

### **Research Method**

#### **Population and Samples**

**Population** For the investigation of problems and needs, the population were divided into 2 groups, namely; 1) 7000 students, and 2) 260 teachers.

**Samples** In this research project the sample groups were divided into 2 groups, namely; 1) 378 students, who study in college; and 2) 158 teachers in college. The samples will come from the Taro Yamane formula (Yamane, 1973, p.887). The respondents were obtained through the stratified random sampling technique.

**Area of study** This research project was conducted using Xichang X M Normal College a case study. The main reasons for using this college as a case study are: (1) the researcher is an employee of Xichang X M Normal College in Sichuan, who has been working for 3 years and is familiar with the college's situation, making it easy to collect relevant data for research; (2) Xichang X M Normal College has distinct ethnic characteristics. Firstly, its address is located in Xichang City, Liangshan Yi Autonomous Prefecture, Sichuan Province, and secondly, most students have ethnic characteristics.

### **Research Instrument**

**Questionnaire** In this research project, a questionnaire survey was used for data collection. And the research used two questionnaires for teachers and students as its research instruments. The questionnaire is divided into two groups, namely: 1) to investigate the problems and needs of teachers in Xichang X M Normal College regarding teachers in the management and training of students' learning, and 2) to investigate the problems and needs of students in Xichang X M Normal College regarding student's learning planning and management.

The questionnaire 1 consists of three sections: general information in the first part, problems of teachers in the management and training of students' learning in Xichang X M Normal College in the second, and needs of teachers in the management and training of students' learning in Xichang X M Normal College in the third section. These sections are structured based on three dimensions: (1) learning management, (2) learning training, and (3) learning planning.

The questionnaire 2 comprises three sections: general Information in the first part, problems of students learning planning and management in Xichang X M Normal College in the second, and needs of students learning planning and management in Xichang X M Normal College in the third section, formulated based on the three dimensions (1) learning management, (2) learning training, and (3) learning planning.

For this part the questionnaire was evaluated for the Index of Congruence scores (IOC scores) by the three specialists. Each question in the questionnaire evaluated with the range of IOC 0.67 to 1.00 was employed meeting for this research. The reliability coefficient of the questionnaire was 0.93 that evaluated with Cronbach' Alpha coefficient. (Cronbach, 1951, pp.297-334)

**A focus group for this discussion** The guideline was evaluated by the five specialists (three teachers and two administrators), and the five specialists were invited for three focus group discussion meeting, the results were presented in terms of IOC (Index of Congruence).

### **Data Collection**

1. For the investigation of problems and needs, the researcher collected the data and information from the sample groups online WeChat software "Questionnaire Star" to collect research data for questionnaire distribution. Moreover, the three focus group discussion meetings were conducted to recruit the comments, ideas and suggestions for the correctness and improvement of the enhance scholastic achievement of college students in ethnic minority areas guidelines academic administration.

2. In order to construct and improve the developing management guideline of academic administration guidelines of academic administration to enhance scholastic achievement of college students in ethnic minority areas of Xichang X M Normal College, three focus group discussions were held, five experts in the field of education management were invited to attend the meeting, and opinions and suggestions were put forward on the guidelines. Finally, the target Guide was evaluated by an IOC score, with each section having an IOC score ranging from 0.67 - 1.00

### Data Analysis

1. For the investigation of problems and needs, the Data and information collected were analyzed, interpreted and then presented in terms of frequency count, percentage, mean, standard deviation (S.D.). The Five Point Likert Rating Scale were used to evaluate the level or degree of the respondents' needs and problems. For the rating reference table of The Five Point Likert Rating Scale, see table 3.2. (Srisa-ard, 2002, p. 103)

2. For the correctness and improvement of the guidelines, the ideas, suggestions and comments of the 5 specialists obtained from the 3 focus group discussion meetings, were analyzed and then used to correct and improve the contents of the guidelines.

**Table 1** Rating reference

weight/Scale	Mean Range	Verbal Interpretation
5	4.51-5.00	Highest
4	3.51-4.50	High
3	2.51-3.50	Moderate
2	1.51-2.50	Low
1	1.00-1.50	Lowest

### Conclusions

The study aims to: 1) investigate problems and needs of student learning management in ethnic minority areas. 2) construct a guideline of academic administration for improving college students' learning management in ethnic minority areas. In this study, a stratified random sampling method was used to select 378 students and 158 teachers from Xichang X M Normal College. In addition, through the analysis of the results of the questionnaire survey on the problems and needs of students' learning management in minority areas, 5 experts, 3 teachers and 2 leaders of Xichang X M Normal College were interviewed. This study finds that Xichang X M Normal College students have the following problems and needs in learning management. In order to achieve goal the researchers conducted a questionnaire survey on 378 students and 158 teachers in Xichang X M Normal College to analyze the problems and needs of college students' learning management in ethnic areas. Then, the author puts forward the guiding opinions to improve the

study management of Xichang X M Normal College students, so as to promote the development of the study management of college students in minority areas.

#### 1. Problems of student learning management in ethnic minority areas.

There are four questions about "learning management" in the student questionnaire. namely, "There are problems with learning style", "the school's teaching schedule", "the degree of understanding of graduation requirements", "the degree of self-control of self-emotion in learning", and the average scores of these four questions are "high" or "highest". It shows that students need to improve their learning management, especially the majority of students think that there are problems in their learning style.

In the focus group, we discussed the problems existing in the learning management of students in ethnic minority areas with school experts. It can be learned that the main problems existing in the learning management of students in junior colleges in ethnic minority areas are as follows:

1) Students' awareness of learning is not weak enough: many students do not know enough about the importance of learning, and lack the awareness and enthusiasm of active learning.

2) Insufficient self-discipline of students: Due to the long-term influence of social, cultural, economic and other factors, students in minority areas of Liangshan Prefecture have relatively poor self-discipline and unstable learning attitude.

3.) The learning method is not scientific enough: some students lack scientific learning methods, low learning efficiency, and easy to have learning difficulties.

4) Insufficient learning atmosphere: The learning environment of students in the minority areas of Liangshan Prefecture is relatively simple, and the learning atmosphere is not strong enough.

5) Students lack practical opportunities: Due to various reasons, students in minority areas of Liangshan Prefecture lack practical opportunities, practical experience and practical opportunities related to learning content.

#### 2. Needs of student learning management in ethnic minority areas.

In the survey of students' needs, there are four needs about "learning management". That is, "improve the way of learning", "improve the school's teaching schedule, need more time for independent learning", "need to know more information about graduation requirements", "need to control their emotions and complete their learning tasks". Among the four needs surveyed, students most need to improve their learning style. Secondly, students need to know more information about graduation requirements and need to control my emotions to complete the learning tasks. Finally, students need to improve the school's teaching schedule and rest schedule, and students need more time for independent learning. The average score of these requirements is 4.52 or above.

In focus groups, we explored the learning management needs of students in minority areas with school experts. It can be seen that the main needs of college students in minority areas in

learning management are:

1) Strengthen students' understanding of the importance of learning: students need to have a deeper understanding of the significance and importance of learning for their own development, and build up their confidence and determination to learn.

2) Develop a more strict and scientific learning management system: students need a more scientific and strict learning management system to standardize students' learning behaviors and habits, and improve learning efficiency and effect.

3) Provide more learning resources and opportunities: Students need more learning resources and opportunities, including learning materials and learning resources, as well as more practical opportunities and learning opportunities.

4) Strengthen students' self-discipline management: students need more self-discipline management, including time management, task management, grade management, etc., to improve students' learning enthusiasm and self-restraint.

5) Promote the connection between students and the society: students need more opportunities to contact with the society in the minority areas of Liangshan Prefecture, understand the needs of the society for talents, and improve the comprehensive quality and social adaptability of students.

To sum up, the needs of students' learning management in junior colleges in minority areas of Liangshan Prefecture include strengthening students' awareness of the importance of learning, formulating a more strict and scientific learning management system, providing more learning resources and opportunities, strengthening students' self-discipline management, and promoting the contact between students and society.

3. Guideline of academic administration for improving college students' learning management in ethnic minority areas.

The purpose of finding problems and analyzing the reasons is to improve and innovate the academic management of colleges in ethnic minority areas, promote the management of colleges in ethnic minority areas to a higher level, and promote the development of colleges in ethnic minority areas. The key to innovation is to conform to the actual management of colleges, examine and analyze the main problems of teachers and students in the academic management of colleges, and objectively analyze the problems and needs. Find out the management innovation strategy suitable for colleges in minority areas to gradually get closer to the modern management system. Therefore, strengthening the academic administration guide for college students' learning management in minority areas can be carried out from the following three dimensions:

1) Learning Management

Care for students: Teachers fully understand the learning characteristics and needs of students in ethnic areas, and adopt corresponding teaching methods and strategies, patiently pay attention to every student, so that they can feel the love and support of teachers in the process of learning.

Strengthen the cultivation of students' learning consciousness: schools should strengthen students' awareness and understanding of the importance of learning through various forms and ways, and improve students' learning enthusiasm and initiative.

Strengthen class management, provide more career guidance and career planning services for students, strengthen attention to and support for students in ethnic minority areas, provide more independent learning resources for students, and strengthen understanding and research on teaching content.

Improve the learning atmosphere: College should create a good learning atmosphere, provide students with a more comfortable and quiet learning environment, and promote students to better engage in learning.

## 2) Learning Training

Build a platform for teacher-student communication: Teachers need to fully understand the learning situation and needs of students, encourage students to take the initiative to learn, set reasonable learning requirements, provide learning feedback and resource support, and promote cross-cultural communication.

Create more platforms for the use of learning resources: College students in ethnic minority areas can improve their learning efficiency and knowledge acquisition by using online resources, strengthening classroom interaction, combining actual teaching, using tutors' guidance and self-learning.

Improve students' self-discipline: schools should develop a more rigorous and scientific learning management system, guide students to establish self-disciplined learning habits, and provide students with a better learning environment.

Promote scientific learning methods: Schools should provide more learning methods and skills to guide students to adopt scientific learning methods to improve learning efficiency and learning effect.

Promote the improvement of students' practical ability: schools should provide more practical opportunities for students, encourage students to participate in various practical activities, promote the improvement of students' practical ability, so that students can better combine learning content with real life.

## 3) Learning Planning

Create a classroom teacher-student learning exchange center: teachers' pay full attention to the specific situation of students, understand the needs and problems of students. Teachers can help students develop appropriate learning plans in a variety of ways. During the implementation of the plan, teachers should pay attention to students' learning progress, adjust the plan in time, and encourage students to conduct self-management and self-assessment. Students should pay attention to communication with others and share their learning puzzles and perplexities. Only in this way can we complete the learning task better and improve the learning effect.



## Discussion

### 1. Problems of student learning management in ethnic minority areas.

There are four questions about "learning management" in the student questionnaire. namely, "There are problems with learning style", "the school's teaching schedule", "the degree of understanding of graduation requirements", "the degree of self-control of self-emotion in learning", and the average scores of these four questions are "high" or "highest". It shows that students need to improve their learning management, especially the majority of students think that there are problems in their learning style. Seli (2019, pp. 1-289) mentioned in the book "Motivation and learning strategies for college success: A focus on self-regulated learning" provides a framework organized around motivation, methods of learning, time management, control of the physical and social environment, and monitoring performance that makes it easy for students to recognize what they need to do to become academically successful. Learning management is a set of methods and strategies aimed at helping learners effectively organize, plan, and manage their learning processes. The goal of learning management is to improve learning outcomes and cultivate learners' self-directed learning abilities. It plays a crucial role in the learning process, encompassing several key aspects: Firstly goal-setting: Learning management emphasizes learners setting clear learning objectives during the learning process. These objectives should be specific, measurable, and attainable, aiding learners in clarifying the direction and expected outcomes of their learning.

### 2. Needs of student learning management in ethnic minority areas.

In the survey of students' needs, there are four needs about "learning management". That is, "improve the way of learning", "improve the school's teaching schedule, need more time for independent learning", "need to know more information about graduation requirements", "need to control their emotions and complete their learning tasks". Among the four needs surveyed, students most need to improve their learning style. Secondly, students need to know more information about graduation requirements and need to control my emotions to complete the learning tasks. Finally, students need to improve the school's teaching schedule and rest schedule, and students need more time for independent learning. Bradley (2021, pp.68-92) conducted a research project titled "Learning Management System (LMS) use with online instruction. International Journal of Technology in Education", the result indicated that the learning management system enhances the learning process through an online classroom environment. The standard learning management system supports the establishment of an inclusive learning environment for academic advancement through an intermediary structure that facilitates online collaborative groups, professional training, discussions, and other communication among users of the learning management system. Learning management systems enable faculty to facilitate and model discussions, plan online activities, set learning expectations, provide learners with options, and assist in solving problems in the decision-making process. The presence of faculty in the LMS creates a fascinating learning environment. Students can maintain their autonomy, motivation and positivity. Fang (2022, pp. 44-46) conducted a research project titled

“Opportunities and challenges of cultivating the consciousness of Chinese National community among minority college students”, the result indicated that College students of ethnic minorities bear the heavy responsibility of economic and cultural construction in ethnic minority areas. Adequate communication and exchange is an important way to promote cultural identity. However, in colleges and universities, due to the particularity of language in ethnic areas, there are some obstacles in language expression and communication. Non-minority teachers and students have little communication with minority students, which not only brings problems to daily education management, but also is not conducive to the development of education.

### **3. Guideline of academic administration for improving college students' learning management in ethnic minority areas.**

This research investigates the problems and needs of teachers and students respectively, analyzes the reasons, and aims to improve and innovate the academic management of colleges and universities in ethnic minority areas, promote the management of colleges and universities in ethnic minority areas to a higher level, and promote the development of colleges and universities in ethnic minority areas. The key to innovation is to conform to the actual management of colleges and universities, to investigate and analyze the main problems existing in the management of educational affairs in colleges and universities, and to objectively analyze the problems and needs. Find out the management innovation strategy suitable for the minority area colleges and universities, and gradually get closer to the modern management system. Therefore, strengthening the teaching administration guidance of college students' learning management in minority areas can be carried out from three dimensions: learning management, learning training and learning planning. First of all, in the learning management, we should care for students, strengthen the cultivation of students' learning consciousness, strengthen class management, and improve the learning atmosphere. Secondly, in learning and training, we can build communication platforms between teachers and students and create more platforms to meet the needs of teachers and students' use of learning resources, promote scientific learning methods, improve students' self-discipline, and promote the improvement of students' practical ability. Finally, in the learning plan, you can create a classroom learning exchange center for teachers and students. Barrett (2018, pp. 93–104) mentioned that promote the intercultural competence of young people that various actions include: encouraging intercultural friendships; arranging for students to have Internet-based intercultural contact; setting up school-community links and partnerships; encouraging and supporting students' critical reflection on their intercultural experiences and on their own cultural affiliations; using pedagogical approaches such as cooperative learning and project-based learning; using pedagogical activities that enhance the development of some of the specific components of intercultural competence (such as role plays and simulations, the analysis of texts, films, and plays, and ethnographic tasks); using a culturally inclusive curriculum; and adopting a whole school approach to valuing diversity.

Academic administration guideline of mental health education for left-behind children, the content planning of the four units focuses on solving the needs of students and teachers,

which is mainly reflected in innovative teaching methods, strengthening professional fields, learning and life guidance, and cooperation between families and schools. The citations and data references listed in the "Guidelines for the Academic Management of Mental Health of Left-behind Children in Xiangzhou Junior High School" are all from cutting-edge methods in the third field of mental health education. Some left-behind children face mental health problems due to their growing environment and lack of parental companionship. The absence of parents will have a temporal and quantitative "cumulative effect" on left-behind children (Chen & Wei, 2022, pp.105-109), which is not conducive to the current and future development of left-behind children. They have more mental health problems due to various factors such as lack of companionship or difficult to adapt to lifestyle. Just as the research conclusion of researcher Liu (2023, p.10) is the same. Children are the hope of the country. Children's mental health not only affects students' learning, but also has a profound impact on their future life development. Carrying out mental health education can not only ensure the healthy growth of children but also promote the cultivation of students' core competencies. The mental health education of left-behind children is a long-term and complex task, which requires the joint efforts of families, schools and society to create a good environment for the healthy growth of left-behind children. The school needs to become an educational organization and develop special mental health education and management guidelines for left-behind children in order to better manage students and promote their mental health growth.

## **Suggestion**

### **1. Recommendations based on research findings**

Based on the survey results of this study, we found that the students in the junior college in the minority area of Liangshan Prefecture had some deficiencies in their cognition of learning content and methods, and also needed to improve the construction of learning training and learning plans. Therefore, suggestions are put forward from the following three dimensions:

#### **1) Learning management:**

- Establish a sound student management system, including student registration, grade management, course inquiry and other functions, so that students can manage and query grades independently.

- Formulate reasonable course arrangements, strengthen the review of course content and teaching materials, ensure that the course is full and interesting, and improve students' learning interest and effect.

- Strengthen the supervision of students' examination and evaluation, ensure the fairness and accuracy of the examination and evaluation, and improve the learning effect of students.

#### **2) Learning training:**

- Strengthen the cultivation of students' practical ability and comprehensive quality, and improve students' practical operation ability and problem-solving ability by participating in internships and practical projects.

- Make practical study plans and arrange study time reasonably to avoid students delaying study and forming bad study habits.

- Strengthen the use of learning resources and learning tools, such as library, network resources, laboratories, etc., to improve students' learning efficiency and utilization rate of learning resources.

3) Learning planning:

- Make a reasonable teaching plan, arrange the course time and tasks reasonably, and ensure that students have enough time to learn and master the course content.

- Strengthen the implementation and supervision of students' learning plan, ensure that students can complete the learning tasks according to the plan, and improve the learning effect of students.

- Establish student learning files to record students' learning progress and academic achievements, so as to facilitate students' self-management and improve their self-learning ability.

**2. Recommendations for further study** This research has made some achievements, but there are still many shortcomings, which need to be further studied and discussed in the future research. Shortcomings of this study: the topic has a high idea, involves a wide dimension, and in the process of discussion, there is more than enough consideration but insufficient depth. The analysis of the current situation of learning management in Xichang X M Normal College is mainly carried out by questionnaire survey and expert interview, which is slightly thin. The research means are only simple mathematical statistics and analysis such as mean value, standard deviation and percentage, which is relatively simple. Because of the lack of practice, the discussion of innovation strategy is also a little vague.

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