An Analysis on the Management of Tibetan Students in the Coastal Areas—Based on the Investigation of New Students in Jiangsu Vocational College of Business

Jian-Hua WANG
Jiangsu Vocational College of Business, China
512645276@qq.com

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Abstract. Because of the government’s support for minority education, more and more Tibetan students choose to study in coastal areas. The various maladjustments of Tibetan students have manifested at the beginning of their enrollment. This inadaptability will affect their study life. We should take various effective measures to help them overcome the maladjustment in this period.

Introduction
There are 56 ethnic groups in China, and Tibet is a member of our big national family. Now more and more Tibetan students choose to study in coastal areas every year. This is not only an important measure to enhance ethnic cohesion, but also conducive improvement for the population quality and development of the Tibet. It is also a challenge to education and teaching management in the coastal areas.

Since 2016 some Tibetan students have enrolled in Jiangsu Vocational College of Business. Unlike the ordinary Tibetan classes in the Mainland, Most of them come from the secondary vocational schools. And the class is composed of Han and Tibetan students, rather than all Tibetan students. Due to cultural differences, there are certain obstacles in communication. So higher requirements for our education and teaching management are put forward.

The author surveyed 118 students from Tibet in the 2018 and 110 students answered my questions.

The Basic Situation of Tibetan Students

General Information

Of the total 110 respondents who submitted questionnaires, 44% of them are male and 56% of them are female. They mainly come from the secondary vocational schools.

Education of Family Members (Figures 1, 2)

![Figure 1. Guardian Education Level.](image-url)
Among the respondents, 63.75% of guardians have an education level of primary or below primary school, and only 12.5% have a college or higher education. However, the parents attitude to their children's education is democratic and positive. When I contacted with some parents I found that more than 75% of the guardians could not understand Putonghua. Parents believe that there is a better learning condition in the coastal areas. After graduation, their children will be more competitive when they return home, They will have more opportunities to find a good job and will have a prosperous future. At the same time, the author found that the local governments have a great deal of support for these students. The support for these students studying in the coastal area is different in different regions. For example, in Shannan District, government’s support for each university student ranges from $8,000 to $10,000.

Psychological Feelings in Different Cultures

Due to the development of information technology, Tibetan students have learned more or less about the coastal areas through various channels. Because of their strong curiosity and desire for effective cross-cultural exchanges they come here. Due to the different cultural backgrounds and ways of life, they often showed more conflicts and incommensurate in coastal areas.

Feelings of Their Campus (Figures 3, 4,5)

Figure 3. Their Impression of This School.

Figure 4. School Management.
51.25% of Tibetan students thought that the school life and environment were different from what they had imagined. Through further inquiries, most of them have not been to Jiangsu Province. Their impression of Jiangsu Province are mainly from television and online pictures. There is a huge difference between the ideal and the reality about the college life. In the incommensurate with the school, the main manifestations are time for work, learning habits and local climate. Tibet is located on the roof of the Qinghai-Tibet Plateau in the southwest of China. It is cold and the air is fresh. They are used to sleeping late and waking up late. They showed great discomfort with the school's strict regulations. Most Tibetan students think that the school's management system is strict or too strict. And College life is not as comfortable as they imagine.

**About Learning (Figures 6, 7, 8)**

![Figure 6. About Learning.](chart1)

![Figure 7. Difficult Performance.](chart2)
According to the survey data, 88.75% of students have more or less learning difficulties. These difficulties are mainly in the Chinese and learning methods. 51.75% of students can listen or speak Chinese but can’t write it.

Some students are eager to speak Chinese. However, due to the lack of self-confidence and psychological inferiority, they dare not speak Mandarin aloud in public places.

**Interpersonal Relationships (Figures 9, 10, 11)**

They come here without their parents and friends, and they are very lonely and homesick. Every student miss their relatives, friends and living environment so much. There is a boy who want to eat tsamba every day to ease his homesickness.

At the same time, they are also eager to fit the life in the coastal area and make new friends. 93.75% of the students expressed their desire to meet non-native friends. However, 37.5% of students said that they currently haven’t a friend of Han nationality. The author interviewed some Tibetan boys and girls and found that the main reason is still cultural differences and psychological inferiority. They are eager to communicate with classmates of Han Nationality, but they are afraid that they will be laughed because of their poor Chinese.
Dreams After Graduation (Figure 11)

After graduation, 80% of the students want to return to Tibet, and 15% of the students said that they had not yet decided. Only 2.5% of students want to continue their studies, which is far lower than the proportion of Han students who want to pursue further studies. This shows that the Tibetan higher vocational students do not have a strong desire to learn, and they miss hometown very much. But why will they go back to Tibet? More students said they didn't have a specific goal. They believe that the conditions for learning in the coastal area are better, the teaching level is higher, and they will be more competitive when they return. And after returning, the environment is more familiar, relatives are closer, and psychological sense of belonging is better.

Management Exploration from the Perspective of Cultural Differences

To help Tibetan students adapt to the changes in their environment and psychology from Tibetan to Han cultures, we should take various effective measures to alleviate the cultural maladjustment they have experienced in the process, and increase their awareness, choice, and acceptance of different cultures.

One-to-one Help

The Tibetan and Han people have their own unique language and thinking habits. We should formulate a teaching plan suitable for the study and development of Tibetan students. There should also be many channels to help them improve their Chinese. Due to the influence of Tibetan pronunciation and the restrictions of the circle of friends, Tibetan classmates always speak more Tibetan. We should create every opportunity for him to practice Chinese. [1] We want them to read the text in Chinese in the class, and must speak Chinese in the class.

Respect for National Customs and Enhance National Identity

The Tibetan people have their own language, history, culture and religious beliefs, which make them have a very strong sense of national identity, especially in some pastoral areas where information is relatively limited. The new environment is particularly obvious for their cultural impact. Most Tibetan students believe in Tibetan Buddhism and have their own ethnic festivals. We should fully respect it. At the same time, we should let them know more through various ways, such as online media, community activities, theme classes, etc, so that they can understand Chinese history and cultural knowledge and a unified multi-ethnic concept of equality.

Create a Campus Atmosphere with Humanistic Care

We should encourage our teachers to carry out various teaching activities, create a good teaching environment and atmosphere. We should improve more opportunities for exchanging and cooperation between Chinese and Tibetan students. Some Tibetan students have relatively poorer learning foundation. Some of them are lack of motivation. Their learning objectives are not clear and their learning methods are not appropriate. Study interest is not strong. We must encourage them. Life teachers, class teachers and dormitory management teachers often communicate and find problems and solve them. [2] We should pay more attention to students who have shown great inadaptability.
Improving the Ability of Tibetan Students to Adapt to the Different Cultures

In areas where Han culture is concentrated, it is also very important to improve the individual cultural adaptability of Tibetan students. We should let them correctly understand the differences, make appropriate adjustments in an open attitude, and realize their self-worth. Tibetan students are simple, enthusiastic and sometimes direct in their way of thinking. While we accept this difference, we must also change them appropriately, improve his ability to adapt to this culture. [3]

Conclusion

With the state's educational support for minority areas, the number of Tibetan students choosing to study in the mainland is on the rise. In this process of cross-cultural education, the objective existence of cultural differences between the Han and Tibetan cultures has affected the study and life of Tibetan students in the coastal area. We need to understand them and guide them correctly. The school, society and family are linked together and Make my campus as conducive to study as possible for them. This will allow them to integrate more quickly into our national family and pass this period of adjustment.

References

