

School Adaptability and Influencing Factors of Minority College Students in China

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Abstract

As a crucial medium for promoting human development, university education not only bears the responsibility of knowledge transmission but also encompasses essential value issues related to individual survival and growth. With the improvement of education levels in Chinese minority regions, the school adaptability of minority college students has become a significant focus in higher education management. Utilizing the interactive concepts of triadic reciprocity theory, this paper delves into the unique characteristics and underlying factors influencing the school adaptability of minority college students. The study employs regression analysis, taking into account learning adaptation, psychological adaptation, and life adaptation. Based on the results of data analysis, the paper puts forward several strategic suggestions to assist in the construction of a diverse campus culture, promoting ethnic harmony, and fostering common progress.

Keywords: multicultural education; minority college students; school adaptability; school environment; higher education student management; cognitive regulation

1. Introduction

The school adaptability of college students not only affects their campus life but also relates to their future development points. Guinee (1998) contends that the university stage is a crucial period in individual life development, serving as a preparatory phase for gradual socialization and an unstable period for psychological development. During this process, significant changes occur in the learning environment, living conditions, and social interactions of college students, leading to the comprehensive maturity of their physical and mental well-being, knowledge, personality, and worldview (Atkinson & Delamont, 1985). However, some individuals may experience psychological disorders or mental illnesses, and in extreme cases, extreme events may occur due to an inability to effectively reconcile the contradictions between ideal and real university life (Clarke, 2016).

University education, as a vital medium for promoting human development, bears the responsibility not only of transmitting knowledge but also encompasses essential value issues related to individual survival and growth. Scholars widely recognize that implementing school adaptation education can help college students quickly adapt to new environments, facilitate rapid progress on their existing foundations, and assist them in discovering and developing their developmental potential (Chen et al., 2000).

With the improvement of education levels in minority regions, the ethnic composition of students in ordinary universities in various provinces along the southeast coast of China is becoming increasingly diverse. Most minority college students come from ethnically concentrated areas, and their primary task upon entering university with their ethnic cultural patterns is to quickly address the psychological and behavioural issues arising from "cultural shock." The entire process of ethnic higher education is essentially guiding minority college students in adapting psychologically to the new social environment and cultural atmosphere, aiming to achieve a new state of harmony (Canen & Peters, 2005). Against this backdrop, the school adaptability of minority college students has become a significant theoretical and practical issue in the current management of higher education institutions. Based on this, the present study focuses on minority college students from two universities in Zhejiang Province, employing survey research and semi-structured interviews. The influencing factors of their school adaptability (learning adaptation, psychological adaptation, and life adaptation) are categorized into external

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environmental factors and internal personal factors. Through analysing the universality characteristics and underlying influencing factors of their school adaptability, the study aims to provide insights for the construction of a diverse campus culture and promote ethnic harmony and common progress.

2. Literature Review

While definitions of school adaptation in academic circles vary, they generally emphasize a social adaptation perspective within the context of the "school" environment. For instance, Corsini & Uehling (1954) defined school adaptation as the degree to which students utilize their skills to solve problems and meet self-needs in the school setting. Research in this field typically explores two main perspectives. Firstly, from an outcome state perspective, school adaptation is considered the sum of content such as learning adaptation, life adaptation, and psychological adaptation. Baker & Siryk (1999) deconstructed college students' school adaptation into four dimensions: learning adaptation, social adaptation, emotional adaptation, and school identity. Merker et al. (2001) further deconstructed school adaptation into ten dimensions, including hypochondria, depression, hysteria, mental pathology, temperament, paranoia, mental weakness, schizophrenia, mania, and social introversion. In comparison, Baker's research is closely related to the relationship with the university campus environment, while Merker's research is closely associated with the psychological and emotional aspects of college students. Secondly, from a perspective of influencing factors, school adaptation is viewed as the process of interaction between learners' own resources and the environment within a specific social context. The study by Walker & Graham (2021) indicates that college students' school adaptation issues are multifaceted, with students experiencing school adaptation problems often exhibiting low self-identity and psychological health issues such as neuroticism. Stanley et al. (2008) found that the school adaptation level of rural college students is significantly lower than that of urban college students. Cooper et al.'s (2022) research suggests that factors such as personality, gender, teacher assistance, peer interaction, and school culture environment significantly impact college students' school adaptation. These studies provide important insights into the research perspective and cause analysis dimensions for the study of college students' school adaptation.

In recent decades, academia has started to focus on the school adaptation issues of special groups. Makarova's (2021) research indicates that ethnic minority students often lack professional interest, and negative self-concepts inhibit their academic success. Bayram's (2021) study also shows that ethnic minority students may face more discrimination and prejudice, and they lack external support, especially peer support. Regarding the school adaptation of domestic minority college students, Bai Liang (2006) suggests that minority college students have a strong cultural awareness, and the challenges of cultural adaptation are particularly prominent, leading to psychological problems during the cultural adaptation process. Zhou Pengsheng (2007) found that minority college students experience interpersonal disturbances, exhibiting a general lack of trust in interpersonal relationships and a certain degree of interpersonal sensitivity. The research by Liu Xiaohua and Liu Xiaoying (2016) indicates that minority college students may resist their ethnic identity during the campus adaptation process, affecting their social and psychological development. In terms of influencing factors, Chang Yongcai (2004) found that life events, academic difficulties, employment concerns, misunderstanding by others, and economic difficulties are the main factors affecting the psychological adaptation of minority college students. Zuo Xuelin's (2014) research found that Chinese language proficiency, primary and secondary education background, cultural differences between ethnic groups, learning atmosphere, and school education system are the main factors influencing the learning adaptation of minority college students. Relevant research indicates that the school adaptation issues of ethnic minority college students may show more diversity due to their ethnic characteristics, and their school adaptation issues are a complex process of social construction, with no simple linear relationship between various influencing factors.

Through literature review, it is observed that mainstream research on school adaptation in China primarily focuses on Han ethnicity college students, with insufficient attention to minority college students, especially those studying in universities away from their hometowns. Moreover, previous studies on the school adaptation issues of minority college students did not fully consider the roles of external environmental factors and internal cognitive factors in school adaptation, thus failing to adequately reveal the uniqueness and complexity of their school adaptation experiences. In summary, the main research questions of this study are as follows:

1. What are the characteristics of school adaptability in minority college students?
2. What is the relationship between external educational environments, internal individual adjustments, and their school adaptability?

3. Research Design

3.1 Participants

The study surveyed a total of 292 ethnic minority college students from two regular universities in Zhejiang Province, China. Among all participants, there were 100 males and 192 females. Additionally, 186 students originated from rural areas, while 104 came from urban areas. Regarding academic levels, there were 88 freshmen, 104 sophomores, and 100 juniors among the participants.

3.2 Research Tools

The survey questionnaire was adapted from the research conducted by Zuo Xueling (2014). The adaptation involved the deletion of certain items and revisions to the wording of individual sentences in the original questionnaire. After content judgment by two professors and a small-scale pilot test, the formal version of the 'School Adaptation Questionnaire' consists of five sections: Learning Adaptation (3 dimensions with 9 items), Life Adaptation (3 dimensions with 9 items), Psychological Adaptation (3 dimensions with 9 items), School Environmental Factors (1 dimension with 4 items), and Individual Cognitive Regulation (1 dimension with 2 items). The entire questionnaire used a Likert five-point scale. The number '1' indicates 'strongly disagree,' while the number '5' indicates 'strongly agree.' In the questionnaire, the Academic Pressure dimension in Learning Adaptation and the three dimensions in Psychological Adaptation are negatively scored, while the other dimensions are positively scored. The dimensional composition and assessment points of the questionnaire are detailed in Table 1.

Table 1: Dimensional Structure and Assessment Points of the Questionnaire

	Primary Dimension	Secondary Dimension	Assessment Criteria
Campus adaptability	Learning Engagement	Learning Engagement	attendance, homework completion, and proactive learning
		Study-related Stress (negative)	academic workload, exam stress, and graduation anxiety
		Academic Satisfaction	school environment, teaching methods, and assessment approaches
	Psychological Adaptation	Psychological Depression (negative)	individual mental well-being
		Psychological Imbalance (negative)	evaluation of others' academic achievements
		Emotional Imbalance (negative)	self-regulation of mental state
	Life Adaptation	Peer Interactions	peer relationships, interactions, and social initiative
		Teacher-student Relationship	teacher-student relationships and social initiative
		Self-care Skills	daily routine, conflicts between study and recreation, and independent abilities
Influencing Factors	School Environmental Factors	Information Services	visibility in official school reports
		Learning Services	after-school specialized tutoring
		Daily Life Services	fulfillment of special life requirements
		Cultural Services	visibility in cultural activities
	Individual Cognitive Regulation	Self-regulation	relying on self-regulation
External Regulation		relying on external regulation	

The questionnaires were distributed in paper form, with a total of 300 questionnaires distributed. After excluding invalid questionnaires with missing answers to individual items or consistent answers to all items, a total

of 292 valid questionnaires were obtained, resulting in an effective questionnaire rate of 91.25%. Reliability analysis indicated that the Cronbach's α coefficient for the School Adaptation section was 0.842, and for the Influencing Factors section, it was 0.636. Content correlation analysis revealed that the correlation coefficients between each subscale and the total scale ranged from 0.303 to 0.784, all showing significant characteristics. This suggests good internal consistency, reliability, and validity of the questionnaire.

3.3 Analysis

The data analysis was conducted in SPSS 19.0, with the following main applications: 1. Descriptive statistics were employed to provide a descriptive analysis of school adaptation and influencing factors for all participants. 2. Factorial ANOVA was used to examine the interaction effects of gender, rural-urban background, and grade on various dimensions of school adaptation. 3. Regression analysis was employed to explore the predictive effects of school environmental factors and individual cognitive regulation on different dimensions of school adaptation.

4. Findings

4.1 Descriptive Statistics of School Adaptation and Influencing Factors

Through the processing of reverse-scored items in the School Adaptation Questionnaire, converting them into positive-scored data, each participant ultimately obtained 13 scores, including the overall score of campus adaptability and scores for three sub-dimensions: learning adaptation, psychological adaptation, and life adaptation. Table 2 presents the average scores and standard deviations for school adaptability and the three dimensions. Table 3 displays the average scores and standard deviations for the two dimensions of school educational environment and individual cognitive regulation, which are influencing factors. The data in each group generally exhibit a normal distribution, indicating that the participant selection in this study is reasonable and can effectively represent the current status of school adaptability among ethnic minority university students.

Table 2: Comprehensive Analysis of School Adaptability

	N	Minimum Value	Maximum Value	Mean Value	Standard Deviation
Campus adaptability	292	8.86	43.33	27.55	5.73
Learning Adaptation	292	3.00	14.00	10.14	1.77
Learning Engagement	292	1.00	5.00	3.93	0.81
Study-related Stress	292	0.66	4.00	2.40	0.83
Academic Satisfaction	292	1.00	5.00	3.81	0.93
Psychological Adaptation	292	3.33	12.00	9.07	2.33
Psychological Depression	292	0.33	4.00	2.92	0.95
Psychological Imbalance	292	0.33	4.00	2.92	0.95
Emotional Imbalance	292	1.00	4.00	3.22	0.82
Life Adaptation	292	3.00	11.00	8.34	1.40
Peer Interactions	292	1.00	3.00	2.37	0.44
Teacher-student Relationship	292	1.00	5.00	3.48	0.81
Self-care Skills	292	1.00	3.00	2.49	0.52

Table 2 reveals that, based on a maximum score of 45 for overall school adaptability, the mean is 27.55. Consequently, the overall school adaptability of the participants is generally satisfactory, slightly exceeding the critical value of 27. Regarding individual subdomains, their performance is highest in learning adaptation ($M=10.14$), followed by psychological adaptation ($M=9.07$), and somewhat lower in life adaptation ($M=8.34$). In terms of standard deviation, the overall perception of participants and the perception of each subdomain fluctuate between 0.44 and 0.95, indicating a noticeable internal variability. The least apparent internal variability is in life adaptation ($SD=1.40$), while psychological adaptation exhibits the most significant variability ($SD=2.33$). In learning adaptation, participants perform well in learning engagement ($M=3.93$) and academic satisfaction ($M=3.81$), with a relatively low perception of academic stress ($M=2.40$). This suggests that participants are generally satisfied with their current university education and do not experience excessive academic stress. In psychological adaptation, participants fare well in emotional adjustment ($M=3.22$). However, they face challenges

in terms of psychological depression and imbalance, as the mean values for both do not exceed the critical value of 3. This indicates that participants have a clear awareness of their psychological state but also experience certain mental health issues. In life adaptation, participants excel in teacher-student relationships ($M=3.48$) but encounter challenges in peer relationships and self-management skills, as the mean values for both do not exceed 2.5. This implies that participants face difficulties in daily interpersonal interactions and managing their daily lives. In summary, the typical characteristics of school adaptability among minority university students in this study can be summarized as learning adaptation > psychological adaptation > life adaptation.

Table 3 Comprehensive Analysis of the Influencing Factors

	N	Minimum Value	Maximum Value	Mean Value	Standard Deviation
Daily Life Services	292	1	5	2.78	1.212
Information Services	292	1	5	3.21	2.804
Learning Services	292	1	5	3.12	0.909
Cultural Services	292	1	5	3.18	1.028
Self-regulation	292	1	5	3.60	0.936
External Regulation	292	1	5	3.44	1.076

Table 3 indicates that, regarding the six sub-dimensions of influencing factors, participants perceive self-regulation most favourably ($M=3.60$), followed by other-regulation ($M=3.44$). Slightly lower perceptions are observed for information services ($M=3.21$), cultural services ($M=3.18$), and cultural services ($M=3.12$), while the perception of life services is the lowest ($M=2.78$). Examining the standard deviations, the numerical fluctuations for the six influencing factors are considerable, with a standard deviation range of 0.909-2.804. The analysis above suggests that participants exhibit a favourable perception of individual cognitive regulation in school adaptability, indicating room for improvement in their perception of school education services. Additionally, internal indicator development imbalances and pronounced individual differences are apparent within the influencing factors.

4.2 Analysis of Factors Influencing School Adaptation

To further confirm the relationship between school adaptation and influencing factors, the researcher conducted multiple linear regression analyses, with the six influencing factors as independent variables and the three sub-dimensions of school adaptation as dependent variables. The purpose was to examine the individual impact and contribution of school environmental factors and individual cognitive factors on each sub-dimension of school adaptation. Regression results indicate that the model's R square value for learning adaptation and influencing factors is 0.224, $F= 6.682$, $p < 0.001$. This suggests that the model has predictive significance, with the six influencing factors having a good predictive effect on learning adaptation, explaining 22.4% of its variation. In this model, learning services (Beta=0.241) and self-regulation (Beta=0.235) can influence learning adaptation, with the regression effect of learning services being greater than that of self-regulation. The regression model for psychological adaptation and influencing factors is not statistically significant, its R square value is 0.020, $F = 0.475$, $p = 0.826$. This indicates that there is no predictive effect of the six influencing factors on psychological adaptation in this modal. The regression model for life adaptation and influencing factors is statistically significant, with its R square value is 0.178, $F = 3.955$, $p < 0.001$. This suggests that the six influencing factors also have a certain predictive effect on life adaptation, but explaining only 17.8% of its variation. In this model, daily life services have the greatest impact (Beta=0.247), followed by external-regulation (Beta=0.221). Comparatively, the variance fit of the learning adaptation model is better than that of the life adaptation model. See Table 4 for the relevant regression coefficients.

Table 4 Regression Analysis of School Adaptation and Influencing Factors

Model		Unstandardized Coefficient		Standardized Coefficient	t	Significance
		B	Standard Error	Beta		
Learning Adaptation	(Constant)	6.508	0.706		9.218	0.000
	Daily Life Services	0.162	0.145	0.111	1.121	0.264
	Information Services	0.012	0.052	0.019	0.240	0.811
	Learning Services	0.417	0.173	0.241	2.405*	0.017
	Cultural Services	0.127	0.203	0.065	0.627	0.532
	Self-regulation	0.447	0.153	0.235	2.926*	0.004
	External Regulation	-0.052	0.149	-0.032	-0.352	0.725
Psychological Adaptation	(Constant)	8.011	1.043		7.681	0.000
	Daily Life Services	0.112	0.214	0.058	0.525	0.600
	Information Services	0.012	0.076	0.015	0.162	0.872
	Learning Services	0.315	0.300	0.123	1.051	0.295
	Cultural Services	-0.101	0.256	-0.044	-0.393	0.695
	Self-regulation	0.103	0.226	0.041	0.455	0.650
	External Regulation	-0.094	0.220	-0.043	-0.427	0.670
Life Adaptation	(Constant)	11.468	1.204		9.526	0.000
	Daily Life Services	0.109	0.247	0.247	2.440*	0.011
	Information Services	0.000	0.088	0.000	0.003	0.998
	Learning Services	0.638	0.346	0.208	1.843	0.068
	Cultural Services	0.016	0.296	0.006	0.055	0.956
	Self-regulation	0.257	0.260	0.087	0.987	0.325
	External Regulation	0.054	0.254	0.221	2.213*	0.031

* $p < 0.05$

5 Discussion

5.1 An Analysis of the Characteristics of School Adaptation

From the research results, the school adaptation of ethnic minority university students exhibits both universality and comprehensiveness, as well as the unity of stability and variability. Universality implies that the school adaptation issues they encounter are widespread among other student populations. All university students may face one or several adaptive barriers identified in this study, but the intensity of manifestation varies at different times. Comprehensiveness indicates that their school adaptation issues often result from the combined effects of multiple factors. On one hand, the complexity and rapid changes in society have an impact on modern campus life. On the other hand, the openness of schools and the increase in information also influence the adaptation to university environments. Stability suggests that their overall school adaptation performance is average, and there is significant room for improvement compared to Han ethnicity university students. Variability indicates that there are notable differences within the internal dimensions of their school adaptation, with uneven development across various dimensions. Overall, the school adaptation of ethnic minority university students in this study manifests as a relatively independent yet interconnected hierarchical system, characterized by learning adaptation > psychological adaptation > living adaptation—a complex system where learning adaptation is the core, psychological adaptation serves as a transition, and living adaptation is on the periphery.

Regarding learning adaptation, ethnic minority university students exhibit the best performance, with an average score of 10.11. This aligns with findings from other relevant studies on Han ethnicity university students.

The reasons for this may be twofold. On one hand, it is related to the characteristics of university students themselves. As university students, they have undergone the baptism of the college entrance examination and developed the ability for autonomous learning and self-management throughout their previous academic journey. They can effectively engage in personalized learning. On the other hand, effective management in the teaching process contributes to their positive performance. In the context of a declining population, each university emphasizes teaching management to enhance teaching quality and attract more high-quality students. Many teachers also provide quality and diverse learning resources through hybrid teaching methods to assist learners.

In terms of psychological adaptation, ethnic minority university students' performance is slightly lower, with an average score of 9.07, just exceeding the critical value. This indicates that mental health is not the primary concern for ethnic minority university students in school adaptation. However, it cannot be denied that psychological depression and imbalance also exist among them. From the interview results, their psychological depression mainly stems from missing family members and concerns about the future. On one hand, many ethnic minority university students are leaving their hometowns for the first time, and some are experiencing communal living for the first time. As they enter the relatively socialized campus life and navigate subtle interpersonal relationships, they naturally exhibit a certain degree of psychological anxiety. On the other hand, many ethnic minority university students did not score high on the college entrance examination, often choosing a major they dislike. When facing the lack of confidence in the development of their chosen career path, this anxiety tends to intensify. Psychological imbalance is evident in the disparity between their self-psychological expectations and the reality of their environment. Ethnic minority university students often excel in local academic studies, displaying high self-esteem and expectations. When their performance in student club competitions or academic achievements is not as good as other students', psychological imbalance is likely to occur. It is worth mentioning that the economic conditions of some ethnic minority university students are not favourable, making them precise targets for assistance. When facing students from coastal areas with better family conditions, negative emotions may arise.

Regarding living adaptation, ethnic minority university students show poor performance, with an average score of only 8.34. This indicates that living adaptation is their primary concern. In terms of the three sub-items, there are no issues in teacher-student relationships, but problems exist in peer relationships and self-care. Unlike the serious and rigid demeanor of primary and secondary school teachers, university teachers are often warm and friendly, preferring to interact with students on an equal footing. In daily teaching, they consciously or unconsciously provide special care to ethnic minority university students, thereby inadvertently reducing the distance between teachers and students. Moreover, daily management in universities is not only carried out by full-time teachers but also by many counsellors, who can meet students' life needs from multiple perspectives. However, they perform poorly in peer relationships. According to social learning theory, the process of cultural adaptation is a continuous learning process. When individuals leave a familiar environment and enter an unfamiliar one, they feel uncertain about the attitudes, feelings, beliefs, values, and behaviours of the local people. In the context of this study, ethnic minority university students lack awareness of active involvement when interacting with other students and demonstrate significant defensive attitudes. Some ethnic minority university students mentioned in interviews that interpersonal interactions with some Han ethnicity university students are too utilitarian and secular, making them feel psychologically uncomfortable. Other ethnic minority university students expressed sensitivity in interpersonal interactions, deliberately paying attention to others' facial expressions and language expressions to determine others' evaluations and attitudes towards them. As for weak self-care abilities, this may be related to their current life stage. As young people, they sometimes indulge in games or have irregular schedules, which is natural and not surprising.

5.3 School Adaptation and Influencing Factors

The study found that the six influencing factors of external educational environment and internal individual regulation have a certain predictive effect on the school adaptation of ethnic minority university students. This indicates that the school adaptation of ethnic minority university students is adjustable, and individuals need to fully utilize the combined effects of internal and external environmental conditions to achieve their own campus adaptation development. At the same time, the six influencing factors have a positive impact on learning adaptation and living adaptation, but no impact on psychological adaptation. This suggests that the positive, negative, and non-effects of internal and external factors on the school adaptation of ethnic minority university students are complex and variable.

Specifically, learning services and self-regulation significantly predict the learning adaptation of ethnic minority university students. The campus learning environment is a major factor influencing the learning adaptation of ethnic minority university students. From the interview results, ethnic minority university students

are generally satisfied with the current campus learning services. On one hand, teachers conduct classroom teaching activities purposefully according to the curriculum, helping students construct the framework of foundational theories and professional knowledge. On the other hand, extracurricular tutoring and lectures serve as the expansion and extension of in-class knowledge, providing essential means for students to consolidate knowledge, cultivate sentiment, and enhance skills. Self-regulation is when ethnic minority university students, during the learning process, fully exert their initiative and autonomy, relying on self-reflection and adjustment to optimize their learning states. Previous research indicates that learners' levels of learning regulation significantly predict their learning performance. From the interview results, ethnic minority university students with strong self-regulation skills can actively take effective measures to regulate their own cognition and emotions, thereby reducing procrastination behaviour and enhancing learning effectiveness. It is worth noting that in this study, the learning regulation of ethnic minority university students mainly manifests as self-regulation. This may be related to the specificity of learning adaptation, as learning itself is a task relatively centered on the self.

Living services and peer regulation can significantly predict the living adaptation of ethnic minority university students. In this study, living services primarily focus on the material and cultural environment of the school. Cemalcilar's (2010) research indicates that the material and cultural environment in university campuses serves as the second classroom of university education, and life services based on optimizing material and cultural environments can subtly influence the growth of university students. The findings of this study support the aforementioned viewpoint. From the interview results, ethnic minority university students mention the halal canteen in the material environment more frequently, believing that it adequately considers the dietary needs of certain groups. However, regarding the multicultural campus construction in the cultural environment, interviewees express certain expectations, stating that the current campus cultural construction does not fully consider and showcase the diversity of ethnic minority university students. Unlike learning adaptation, living adaptation is more about the interaction between individuals and others, making the impact of peer regulation more prominent in living adaptation.

6. Conclusion and suggestion

The purpose of this study is to examine the school adaptation issues and influencing factors among minority college students in the process of studying at universities away from their hometowns. The results of the study indicate: (1) Overall, the school adaptability of minority college students is moderate, but there are significant internal differences and uneven development. They perform well in learning adaptation and psychological adaptation but face significant challenges in life adaptation. (2) Six influencing factors have varying degrees of predictive effects on the school adaptation of minority college students. Learning services and self-regulation significantly predict learning adaptation, while life services and others' regulation significantly predict life adaptation. The results suggest that the interaction between minority college students and the school educational environment is a dynamic developmental process. They collaboratively engage with the educational environment, utilizing their subjective initiative, ultimately leading to different outcomes in school adaptation.

Based on these conclusions, the following policy recommendations are proposed: (1) Enhance learning adaptation of minority college students through optimizing the education system. The education system serves as the foundation for improving the learning adaptation of minority college students and establishing a favourable learning environment. According to the study results, optimizing the education system should focus on strengthening students' self-education. Innovations in educational approaches should consider the unique characteristics of minority college students, helping them transform external pressures induced by educational requirements into intrinsic motivation for active learning. It is essential to overcome negative thoughts and behaviors consciously. In the specific implementation of the education system, bidirectional communication and targeted education should be emphasized. The concept of respecting, understanding, and serving students should be instilled, tailoring teaching methods, educational models, and training programs to match the learning foundation of minority college students. (2) Facilitate psychological adaptation of minority college students through intervention in psychological counselling. Psychological health is a prerequisite for minority college students to successfully complete their studies and adapt to society. It is also a key focus of current school cultural construction. While the study indicates that minority college students do not exhibit severe psychological obstacles, certain symptoms are evident. Psychological counselling teachers play an irreplaceable role in assisting and improving the psychological health of college students. Their active involvement in the daily life management of minority college students is crucial to help establish positive cognitive approaches and enhance psychological well-being. Additionally, considering the specific characteristics of minority college students' backgrounds and psychology, psychological counselling teachers should understand and learn about minority cultures and related customs. This knowledge can contribute to more targeted psychological counselling, fostering the establishment and optimization of a long-term mechanism for the psychological health education of minority college students. (3)

Promote life adaptation of minority college students through the construction of a diverse campus environment. The construction of a diverse campus culture is a key focus for optimizing the social environment adaptation of minority college students and is an important aspect of the overall cultural construction of universities. By creating a diverse cultural campus environment, minority college students can fully leverage their unique personality strengths, develop independent personalities, and seamlessly integrate into the university campus life. In the construction of a diverse cultural campus, it is essential to combine the development of distinctive cultural environments with the enhancement of minority college students' subject awareness. This involves strengthening their awareness of the common identity of the Chinese nation while fostering their conscious participation in campus cultural construction. In the implementation process, the concept of diverse cultures should permeate institutional cultures and daily activities, ensuring that intrinsic values such as multi-ethnic harmony and unity effectively transmit to both minority and Han college students.

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