

Needs for Educational Management Policy of the YI People in Liang sham Area, Sichuan Province

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Abstract

The Yi people in Liang Shan area in Sichuan province were one of target group for educational reform for ethnic group, and the appropriated educational policy needs to be investigated. The objective of this study were, (1) to survey data of the needs for educational management policy in Liang Shan area, (2) to identify the components of the needs for educational management policy in Liang Shan area, (3) to find the needs for educational management policy in Liang Shan area, and (4) to prioritize the needs for educational management policy in Liang Shan area.

Mixed method research design were employed to achieve those objectives. The first part was the qualitative employing the focus group with expert who concerned the educational management in Liang Shan Yi people area to achieve objective 1, and 2. The second part was quantitative survey method, population were Yi people who were living in Liang Shan area. Data analysis was descriptive statistic, pair t-test the different means between the expected situation and current situation, as well as the Priority Needs Index (PNI) statistics.

The findings were (1) data of the needs for educational management policy in Liang Shan area were composed of 5 dimensions namely satisfaction, development, reform, target, and resources and in each dimension, there were some items of educational policy. (2) The four dimensions of the needs for educational management policy in Liang Shan area were at high level (PNI > 0.2), found that educational reform policy was the highest priority follow by educational development policy, and the last was educational resources policy. (3) The means different between expected situation and current situation of items for educational management policies were statistically significant different all items showed that people want to improve the situation policy in Yi people area in Liang Shan. (4) The needs for educational management policy in Liang Shan area for all item were very high, for the PNI ranged from 0.67-0.72, 0.67-1.03, 0.94-1.09, 0.60-1.02, and 0.59-0.78 in dimension, educational satisfaction, educational development, educational reform, educational target, and educational resources respectively (cutting point PNI >.02).

Keywords: Educational Management Policy; Needs for Education Policy; Yi people; PNI.

Introduction

Geographically, Liangshan Yi Autonomous Prefecture is located in the southwest of Sichuan Province, covering an area of more than 60,000 square kilometers. Since its development (Wang, J., Seyler, B. C., Ticktin, T., Zeng, Y., & Ayu, K., 2020), the quantity and quality of the Yi population in Liangshan have been increasing. According to the Main Data Bulletin of the Seventh National Census (Phase 1), as of 0:00 on November 1, 2020, the permanent population of Liangshan Prefecture was more than 4.85 million (Cheng, M., & Duan, C., 2021).

In terms of economic and social development, facing the severe external environment and arduous reform and development tasks, Liangshan Prefecture calmly responded to the impact of various complex and unexpected factors, went all out to build the economy, quickly released a package of economic stabilization policies, and made overall efforts. The macroeconomic market has been stabilized, the state's economy has continued to develop, and the overall social situation has remained stable. "In 2022, the annual gross domestic product (GDP) will reach 208.14 billion Yuan, an increase of 6.0% over the previous year. (NBoSo, C., 2016). Liangshan's social economy has achieved leapfrog development.

According to the 2022 National Economic and Social Development Statistical Bulletin of Liangshan Prefecture issued by the Liangshan Prefecture Statistics Bureau, at the end of 2022, there are 898 schools of all levels and types in the prefecture, with 1.024 million students, including 759,500 (NBoSo, C., 2016) . There are 53,600 full-time teachers in schools. The data seems pale, but the data is also the most convincing evidence. According to the education development data of Liangshan Prefecture in 2021 and 2022 (NBoSo, C., 2016), it is found that Liangshan education has developed greatly in terms of quantity and quality. In particular, the educational undertakings in Puge, Zhaojue and Butuo counties have achieved very good results (Wang, J., Seyler, B. C., Ticktin, T., Zeng, Y., & Ayu, K., 2020).

Research objectives

The objective of this research were:

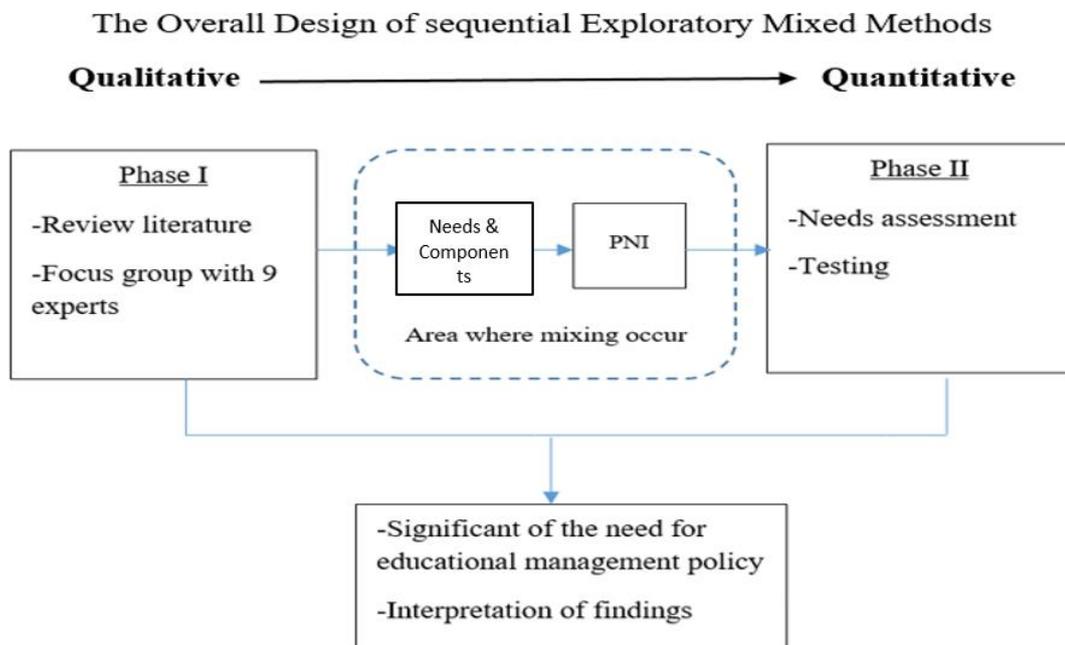
- (1) To survey data of the needs for educational management policy in Liangshan Yi people area,
- (2) To identify the components of the needs for educational management policy in Liangshan Yi people area,
- (3) To find the needs for educational management policy in Liangshan Yi people area,
- (4) To prioritize the needs for educational management policy in Liangshan Yi people area.

Research Methodology

The Mixed method research design were employed to achieve those objectives. The first part was the qualitative employing the focus group with experts who concerned the educational management in Liangshan Yi people area to achieve objective 1, and 2. The second part was quantitative survey method, population were Yi people who were living in Liangshan Yi people area. Data analysis was descriptive statistic, pair t-test the different means between the expected situation and current situation, as well as the Priority Needs Index (PNI) statistics. The specific situation was shown in Figure.

Figure 1: Conceptual framework

Population and sample



Target population in this research were people who were living in Liangshan Yi people area in year 2023. The population frame of this research were residents of Puge County, Zhaojue County and Butuo County in Liangshan Prefecture.

Sample in this research were selected from people who were living in Liangshan Yi people area in year 2023 by using a multi-stage random sampling technique. Number of sample were 383 people which was calculated by using Krecie & Morgan’s table. (Chuan, C. L., & Penyelidikan, J. , 2006)

Qualitative method

When conducting qualitative methods, the researcher will follow the following steps (Onya, H. E., & Flisher, A. J., 2004):

Step 1: Find relevant variables through the literature

Step 2: Identify relevant variables through focus group discussions

The researcher conducted a comprehensive analysis based on 51 variables in the literature and 51 variables in focus group discussions, and finally formed 5 main dimensions and 51 item of variables of the people's needs for education management policies in the

Liangshan Yi people area. The five main variables are educational satisfaction, educational development, educational reform, educational goals and educational resources. These 5 main variables include 51 sub-variables. The 51 independent variables are specifically 6 for educational satisfaction, 7 for educational development, 16 for educational reform, 11 for educational goals, and 12 for educational resources.

Quantitative method

Quantitative survey research will be employed in research. The researchers used the effectiveness variables discussed in the focus group in "the perception of the needs for educational management policy of the people in the Liangshan Yi people area to compile a questionnaire and use the method of sample data collection.

The purpose is to understand the composition of people's needs towards education management policy in Liangshan Yi people area the needs assessment: The researcher will identify the needs for educational management policy by using the PNI statistics. Priority Needs Index Modified (PNI Modified) has its formula as follow (Wongwanich, 2007)

$$PNI \text{ modified} = (D - I) / D,$$

Where: I=Actual situation,
D= Expected situation.

The criteria to identify the needs for educational management policy is 0.20. (Wongwanich, 2007)

Research Results

Finding from qualitative research

There were 51 educational policy items needed to be operated in Liangshan Yi people area, that were categorized into 5 components as summarized in table 1

Table 1 items of needs of educational policy in Liangshan Yi people area

Educational policies	No. of expert's agreements
Component Educational satisfaction	5
A1:High level of educational quality.	7
A2:Adequate educational resources	4
A3:Perfect educational results	4
A4:Scientific school management	5
A5:Harmonious learning environment	5
A6:Perfect service system	5
Component Educational Development	5
B7:Scientific education policies and regulations	5
B8:Perfect education system	5
B9:Scientific education management system	5
B10:Adequate investment in education	5
B11:Ensure education quality	5

Table 1 items of needs of educational policy in Liangshan Yi people area

Educational policies	No. of expert's agreements
B12:Equity and Inclusion in Education	5
Component Educational Reform	5
C13:scientific education policy	5
C14:Scientific allocation of educational resources	5
C15:Innovative teaching methods	6
C16:Scientific courses	5
C17:Innovation evaluation mechanism	5
C18:Promote educational equity	5
C19:Proper use of science and technology	6
C20:Teacher Development Policy	5
C21:Strengthen teacher training	5
C22:Focus on professional development	5
C23:Management system reform	5
C24:Streamlining management levels	5
C25:Organizational structure optimization	4
C26:Carry out quality education	5
C27:Cultivate a sound worldview among students	4
C28:Improve students' problem-solving abilities	7
Component Educational Goals	5
D29::Comprehensive development of the school	5
D30:All-round development of students	6
D31:Teacher development	5
D32:Student knowledge growth	9
D33:Student skill development	5
D34:Improvement of student abilities	5
D35:Student emotional health	4
D36:Improve learning ability	6
D37:Cultivate innovation capabilities	5
D38:Good interpersonal relationships	4
D39:Improve problem-solving skills	5
Component Educational Resources	6
E40:Sufficient teachers	5
E41:Education administrator	5

Table 1 items of needs of educational policy in Liangshan Yi people area

Educational policies	No. of expert's agreements
E42:Education researcher	9
E43:Student	5
E44:Education administrator	6
E45:Teaching facilities	5
E46:Teaching Equipment	5
E47:Teaching room	5
E48:Government funding	5
E49:Financial budget	5
E50:Teacher salary	9
E51:Resource allocation	7

Findings from quantitative research

Data analysis from survey data both expected situation and current situation were tested the different, analyzed the PNI, and the needs priorities, to identify the needs for educational policy in Liangshan Yi people area, and their priorities, findings were summarized as in table 2.

Table 2. Mean expected, current, t-test, PNI, and priority of policy component

Policy Component	No. of items	expected (\bar{X}_1)	current (\bar{X}_2)	t-test	P-value	PNI	Priority
1.Satisfaction (A)	6	4.00	2.37	60.01	<.001	0.688	4
2.Development (B)	6	4.00	2.31	61.49	<.001	0.732	2
3.Reform (C)	16	4.00	2.01	143.18	<.001	0.990	1
4.Target (D)	11	4.00	2.36	72.83	<.001	0.695	3
5.Resources (E)	12	3.99	2.43	78.01	<.001	0.642	5

Data analysis in table 2 showed the average value of expected value and current value of policy demand for Yi education policy, t-test, PNI and priorities in Liangshan Yi people area. The results showed that all educational policies component and their items were statistically significant identified the all components were needed for educational policies in Liangshan Yi people area. Details were as followed:

The first priority of the needs for educational policy in Liangshan Yi people area was educational reform policy which compose of 16 item policies the PNI = 0.990 the different means between the expected situation and the current situation was statistically significant ($P<.001$) and all item policy also significant with high level of PNI (ranged from 0.91 to 1.09) followed by educational development policy which composed of 6 items of policy, had the different means between expected situation and current situation ($P<.001$) and also the every

item policy was significant. The component policy index was at high level (PNI=0.732) and the item policy index ranged from 0.62-1.03 showed that this component and its items were needed at high level. The last priority was educational resources policy which composed of 12 item policies which found that the different means between expected and current situation were statistically significant both component and its policies. The policy component index had at high level (PNI=0.624) as well as its item policies were at high level (PNI ranged 0.59-0.78) which pointed that the needs of this policy still be at high level both in term of component and its item even though it was at the last priority.

Discussions

The research found that:

(1) Based on the results of table2 PNI, the priority needs of mass education management policies in the Liangshan Yi people area are as follows:

- The first highest priority is “Reform(C)”
- The second highest priority is “Development (B)”
- The third highest priority is “Target (D)”
- The fourth highest priority is “Satisfaction (A)”
- The fifth highest priority is “Resources (E)”

(2) The first highest priority is “Reform(C)”d reason:

This shows that the people in the Liangshan Yi people area have an urgent need for educational reform.

For a long time, due to historical and cultural factors as well as many subjective and objective factors, there has been a certain gap between the educational level of the Yi ethnic minority areas in Liangshan and other places (Heberer, T., 2014), especially areas with relatively high economic and social development such as Chengdu City and Mianyang City in Sichuan Province. It is necessary to narrow the gap with other places. The only way to improve the educational level is through educational reform. Reform can release the vitality of education and continuously improve the educational level.

Educational reform has a positive effect on the Liangshan Yi people area: first, it improves the quality of education. Educational reform helps to improve the quality of the education system in the Liangshan Yi people area (Ying, Z., & Xing, L. , 2019), including improvements in teaching methods, curriculum content, teacher training, etc., and the introduction of advanced education Concepts, methods and technologies, and high-quality education can cultivate students' comprehensive abilities and lay a solid foundation for their future careers and lives (Ying, Z., & Xing, L. , 2019). Secondly, it is to promote innovation and creativity. Educational reform can introduce a more flexible and open education model to the Liangshan Yi people area, encourage students to think independently, innovate and solve problems, thereby cultivating creative talents for the Liangshan Yi people area and provide a better environment for the Liangshan Yi people area. The Liangshan Yi region contributes talents and intelligence to the sustainable development and progress of society (Wang, J., Seyler, B. C., Ticktin, T., Zeng, Y., & Ayu, K., 2020). The third is to reduce educational inequality. Educational reform can help adjust the education system to adapt to the changing social and economic environment, and reduce inequalities within and outside the education system in Liangshan Yi people areas, including socioeconomic status (Heberer, T., 2014), gender, race, etc. differences, and thus by providing equal opportunities for learning, education

reform helps create a more equitable society. The fourth is cultural protection and inheritance (Heberer, T., 2014). Educational reform can better consider the cultural differences in ethnic minority areas, design courses and educational content that are more in line with local cultural characteristics, and help protect and inherit the languages, customs and traditional cultures of ethnic minorities. At the same time, educational reform also promotes mutual understanding and integration among various ethnic groups, helps build harmonious social relations, reduces ethnic conflicts, and improves social stability. The fifth is to develop the education management system (Heberer, T., 2014). By reforming the education management system, we can better adapt to the special conditions of minority areas, improve local education management capabilities, ensure the rational allocation of resources, and better meet local education needs.

Generally speaking, the effect of educational reform on education in the Liangshan Yi people area is to make it more flexible, closer to the needs of students, and more in line with social development trends, so as to better cultivate a new generation of citizens with comprehensive qualities.

Therefore, educational reform has become the first priority educational management policy demanded by the people in the Liangshan Yi people area.

(3) The second highest priority is “Development (B)”:

This illustrates the desire of the people in the Liangshan Yi people area for educational development, hoping to learn more knowledge through education and change their destiny through knowledge.

Educational development has many positive effects on the Liangshan Yi region (Ying, Z., & Xing, L., 2019) and is of great significance to the development of individuals and the entire region. First, improve the quality of talents in the Liangshan Yi people area (Wang, J., Seyler, B. C., Ticktin, T., Zeng, Y., & Ayu, K., 2020). Education provides individuals with opportunities to acquire knowledge, skills and thinking abilities, promotes the all-round development of individuals, and improves overall quality. Educational development helps to cultivate higher-quality talents in the Liangshan Yi people area and improve their comprehensive quality and professional competitiveness enable them to better integrate into the overall development of the country and better make positive contributions to the positive development of regional society (Ying, Z., & Xing, L., 2019). The second is to promote local economic development. By improving the education level in the Liangshan Yi people area and cultivating more professional talents, it will help promote the development of the local economy, because talents with good education and more science and technology can better participate in and drive innovation and growth in the local economy (Ying, Z., & Xing, L., 2019). In addition, educational development is usually accompanied by the improvement of infrastructure, such as school construction, transportation improvements, etc., which helps to improve the quality of life and promote the overall development of the Liangshan Yi region. The third is to improve employment opportunities (Wang, J., Seyler, B. C., Ticktin, T., Zeng, Y., & Ayu, K., 2020). Educated people are usually more likely to find better job opportunities. Educational development helps to improve the employment competitiveness of individuals, breaks the restrictions of social class, and gives individuals the opportunity to improve themselves through learning and development. Social status, this will help break the vicious cycle of poverty in the Liangshan Yi people area and improve the socioeconomic status of individuals, thereby alleviating the poverty problem in the Liangshan Yi people area (Heberer,

T., 2014), thereby promoting economic growth and improving the overall quality of life. The fourth is to promote social and cultural progress. Well-educated individuals are more likely to have innovative thinking and problem-solving abilities, which is crucial to the development of science and technology and society in the Liangshan Yi people area (Cheng, M., & Duan, C., 2021), because educational development is an important engine for social and cultural progress and promotes The development of literature, art, science and other fields helps to create a more enlightened and rich cultural atmosphere.

Generally speaking, educational development is the cornerstone of social progress and has a profound positive impact on the development of individuals and society in the Liangshan Yi people area (Ying, Z., & Xing, L. , 2019).

(4) The fifth highest priority is “Resources (E)”:

This shows that educational resources are the lowest expected demand for education management policies among the people in the Liangshan Yi people area, which means they are least needed.

From this we can get: First, the educational resources in the Liangshan Yi people area have been greatly improved, which is enough to meet the needs of the masses (Ying, Z., & Xing, L. , 2019). Second, the allocation of educational resources in the Liangshan Yi people area is scientific and reasonable, and can meet the needs of the local people and society for active development. Third, the people in Liangshan Yi people area are satisfied with the government’s investment in educational resources, and believe that the government will continue to increase investment in education and provide education that satisfies the people.

Recommendations

1. Policy formulation suggestions

Based on the actual situation and historical and cultural factors of the current socio-economic development, educational development and educational management policy needs in the Liangshan Yi people area, and based on current policies and socialist values, the suggestions for the formulation and implementation of education management policies and education development in the Liangshan Yi people area are as follows:

(1). Adhere to the correct political direction

Education in the Baoliang Mountain Yi people area has always followed the direction of socialist school running, strengthened the party's leadership, deeply implemented the party and the country's educational guidelines and ethnic policies, and strengthened the education of patriotism, collectivism and socialist core values.

Through these measures, we can ensure the correct direction of education management policies in Liangshan Yi people area, promote the development of education in ethnic minority areas, and lay a solid talent foundation for the overall economic and social progress of ethnic minority areas.

(2). Increase resource investment guarantee

Increasing investment is the key to ensuring the continued vigorous development of education in Liangshan Yi people areas. Continue to ensure funding investment, continue to increase financial support for education in ethnic minority areas, especially investment in boarding schools, improve educational facilities and living conditions, and ensure a balanced distribution of educational resources. Increasing investment in education in Liangshan Yi people areas can be achieved through the following measures:

The first is to increase government financial investment; The second is to establish special funds; The third is to strengthen the connection with social resources; The fourth is to integrate and optimize the allocation of resources: by integrating various educational resources, rationally planning and optimizing the allocation of educational resources, improving the efficiency of educational resource utilization, and ensuring the effective use of education funds in the Liangshan Yi people area.

(3). Implement quality education

The development of quality education in the Liangshan Yi people area can be strengthened from the following aspects: First, enrich the curriculum system: integrate national culture, national skills and other contents into the curriculum system, develop school-based courses with national characteristics, so that students can understand and become familiar with the culture of their own nation tradition and enhance cultural confidence. The second is to strengthen teacher training: by training teachers in the Yi ethnic area in Liangshan, we will improve their education and teaching standards so that they can better implement quality education. The third is innovative teaching models: teachers are encouraged to explore teaching models suitable for students in Liangshan Yi people area, such as inquiry-based, project-based, cooperative, etc., to stimulate students' learning interest and creativity. The fourth is to focus on the all-round development of students: quality education is not only knowledge education, but also pays attention to the all-round development of students' physical, psychological, moral and other aspects, and cultivates students' good moral character, innovative spirit and practical ability. Fifth, make full use of local resources: Liangshan Yi people area is rich in ethnic culture, natural resources, traditional skills and other resources. The education department should actively develop and utilize these resources to provide richer teaching content and practice opportunities for quality education.

2. Recommendations for further research

After investigation and research, this research obtained scientific data about the needs of the people in the Liangshan Yi people area for education management policies. Based on scientific data analysis, it obtained the structural equation model (ESM) and the people's needs for education management policies in the Liangshan Yi people area. Priority needs.

In the future, researchers can further expand the research population and conduct surveys in more detailed categories such as different age groups, different educational experiences, different occupational groups, different genders, families with different economic conditions, etc., so as to obtain a clearer picture of the characteristics of different age groups and different educational experiences. , the needs of people from different occupational groups, different genders, and families with different economic conditions for education management policies, so as to obtain the public's demand for education management policies and also obtain the different needs for education and education management policies of different groups, classes, and regions of different needs. This can better provide the basis for the needs of the masses for the formulation of education management policies, and can also better point out clear goals for the implementers of education management policies.

Future research can further expand the scope of research, select areas with different regional characteristics and ethnic groups as research objects, and investigate the masses' needs for education management policies more comprehensively and systematically.

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