

Strategy to Develop Ethnic Culture Inheritance Mechanism in Education Management
of Yunnan Local University

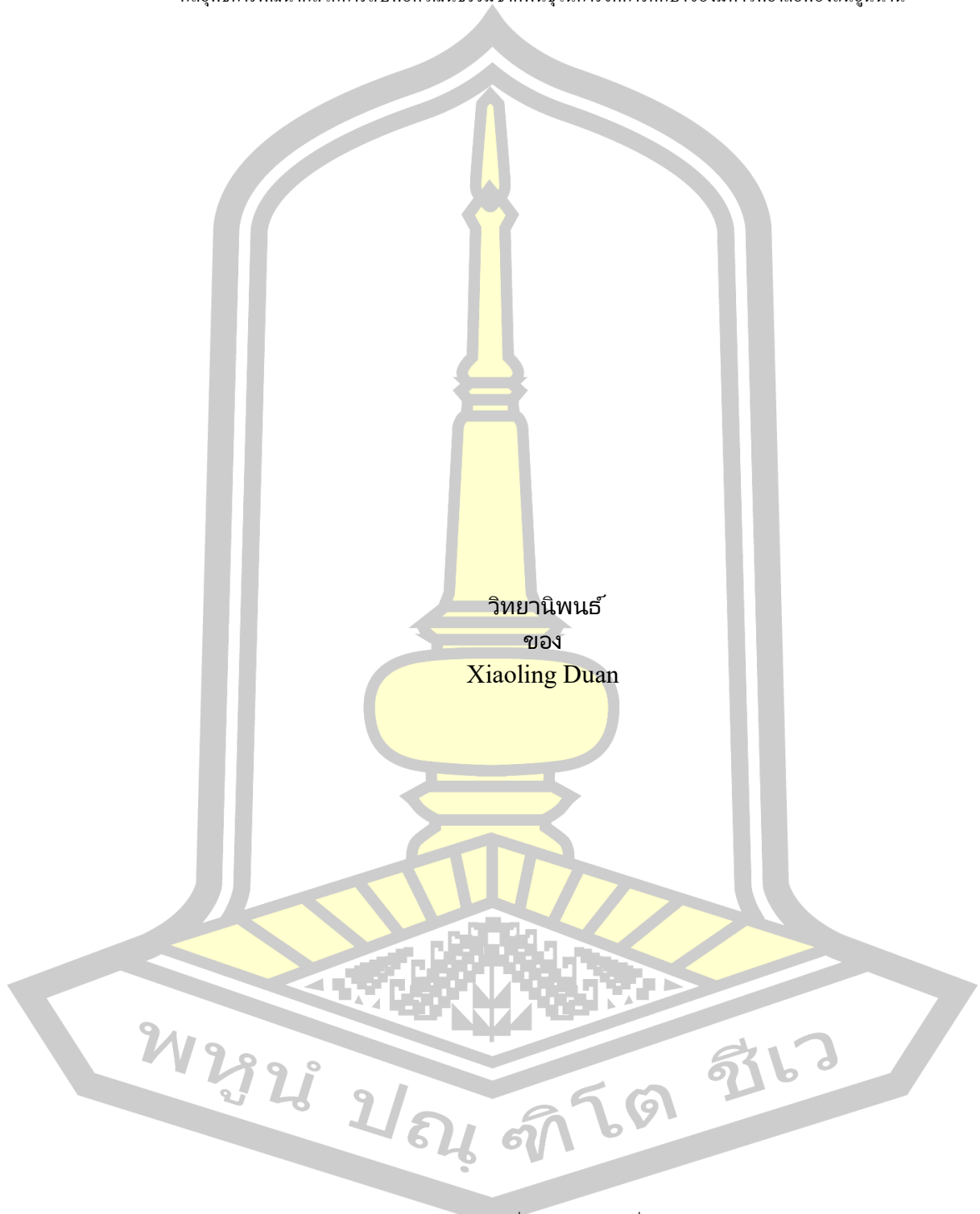
Xiaoling Duan

A Thesis Submitted in Partial Fulfillment of Requirements for
degree of Doctor of Education in Educational Administration and Development

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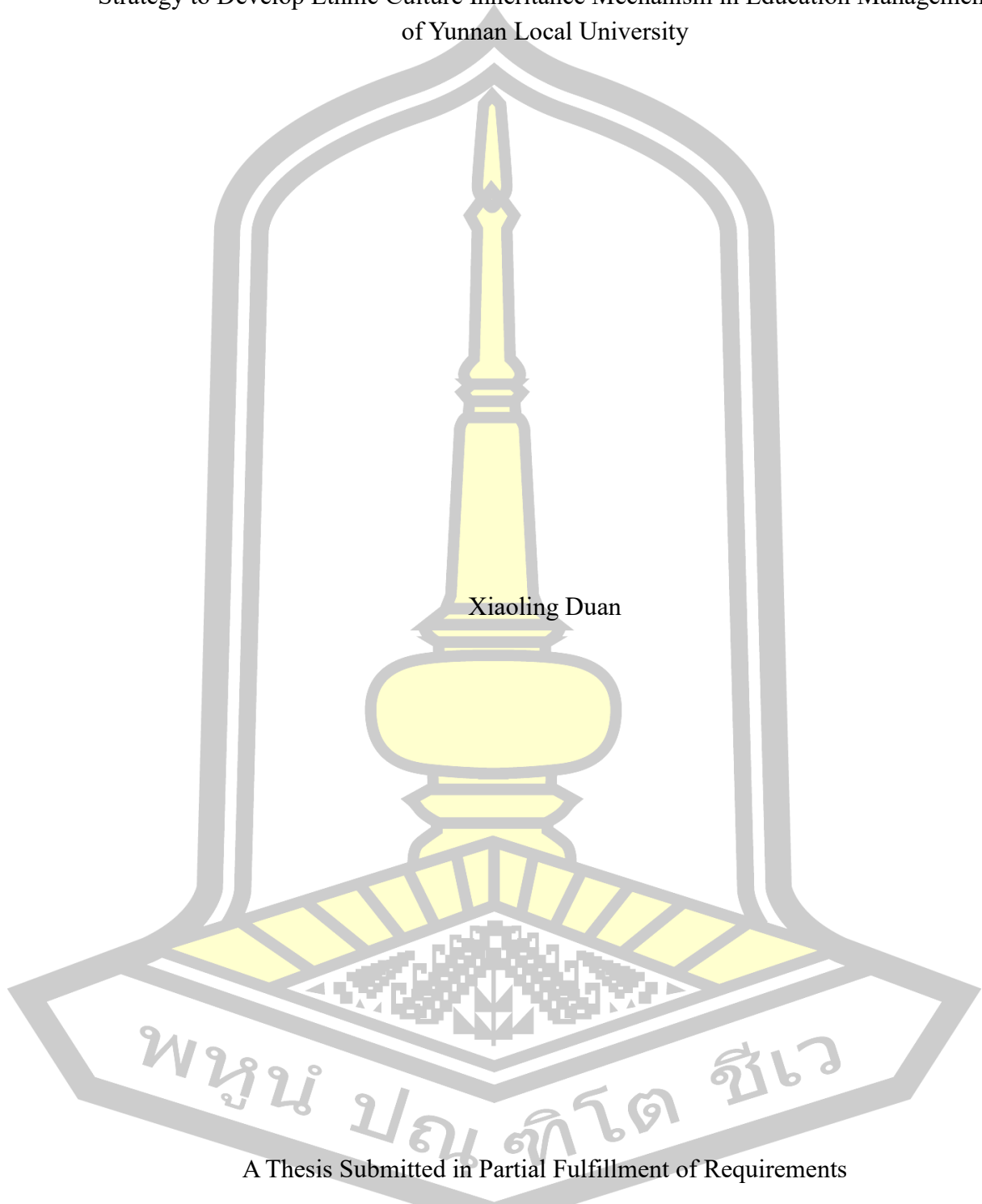
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Xiaoling Duan



A Thesis Submitted in Partial Fulfillment of Requirements
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March 2024

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The examining committee has unanimously approved this Thesis, submitted by Ms. Xiaoling Duan , as a partial fulfillment of the requirements for the Doctor of Education Educational Administration and Development at Mahasarakham University

Examining Committee

Chairman

(Prof. Kanokorn Somprach , Ed.D.)

Advisor

(Surachet Noirid , Ed.D.)

Committee

(Assoc. Prof. Pacharawit
Chansirisira , Ed.D.)

Committee

(Assoc. Prof. Suwat Junsuwan , Ed.D.)

Committee

(Assoc. Prof. Tharinthorn Namwan ,
Ed.D.)

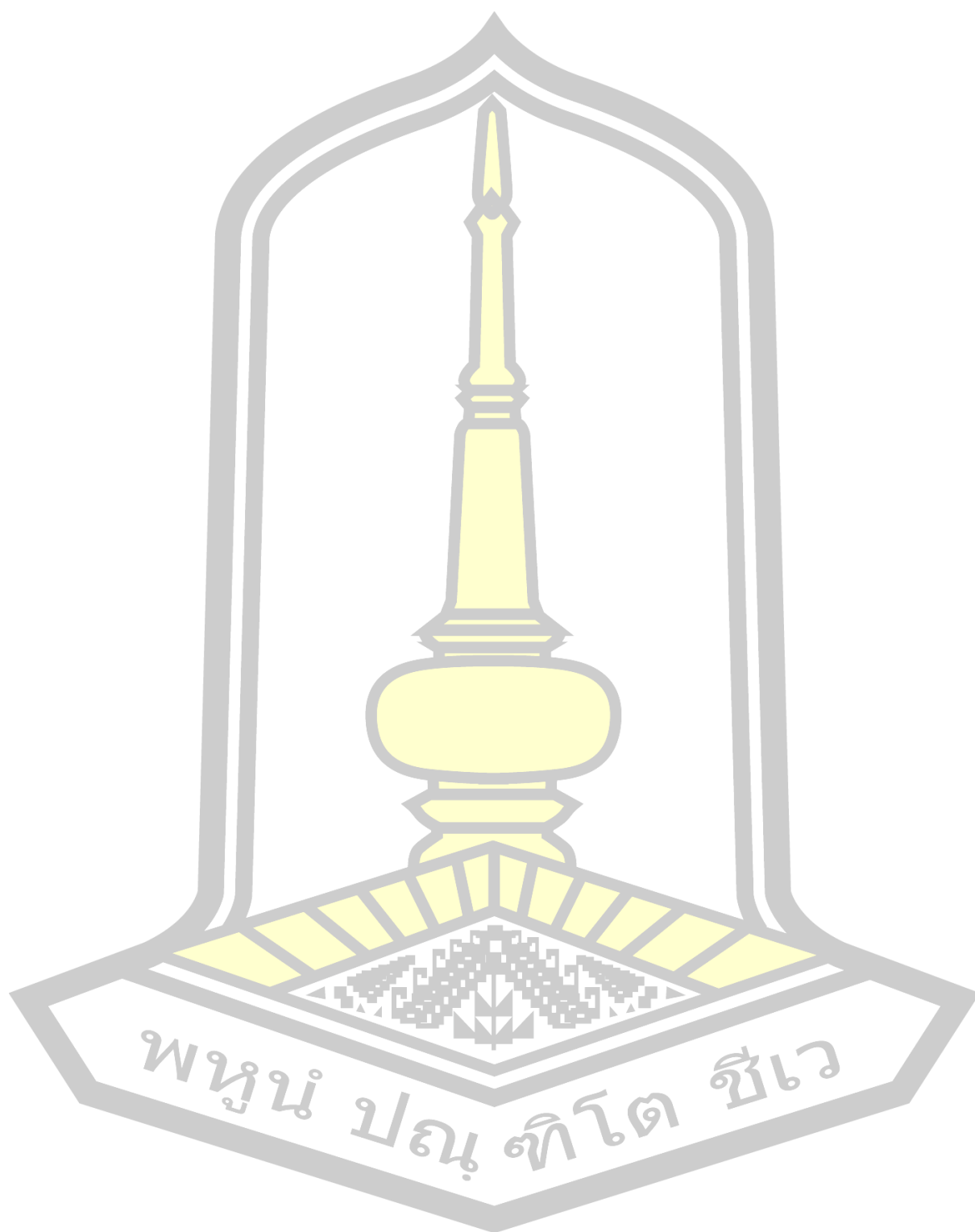
Mahasarakham University has granted approval to accept this Thesis as a partial fulfillment of the requirements for the Doctor of Education Educational Administration and Development

(Assoc. Prof. Chowwalit
Chookhampaeng , Ed.D.)

Dean of The Faculty of Education

(Assoc. Prof. Krit Chaimoon , Ph.D.)

Dean of Graduate School



TITLE	Strategy to Develop Ethnic Culture Inheritance Mechanism in Education Management of Yunnan Local University		
AUTHOR	Xiaoling Duan		
ADVISORS	Surachet Noirid , Ed.D.		
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ABSTRACT

The purpose of this study is as follows: 1. To study the components and indicators of the development strategy of the ethnic culture inheritance mechanism in the education administration of local universities in Yunnan. 2. To explore the current situation, ideal situation and priority needs of the development strategy of ethnic culture inheritance mechanism in the education management of local universities in Yunnan. 3. To formulate and evaluate development strategies, so as to better operate the ethnic culture inheritance mechanism in the education management of local universities in Yunnan. This study adopts three stages: 1. To study the components and indicators of the ethnic culture inheritance mechanism in Yunnan local universities. 2. Analyze the current situation and expectation of the operation of ethnic culture inheritance mechanism in local universities in Yunnan. 3. To formulate and evaluate the development strategy of ethnic culture inheritance mechanism in local universities in Yunnan. The sample included 409 students and 399 teachers from 3 local universities in Yunnan Province. The research tools used to collect the data included interview outline, questionnaire and evaluation form. The statistics used in the data analysis were percentage (%), mean (\bar{X}), standard deviation (S.D.) and priority Needs index correction (PNI_{modified}).

The research results:

1. The development strategy of ethnic culture inheritance mechanism in Yunnan local universities consists of six components, including 1) Curriculum. 2) Teaching. 3) Teachers. 4) Cooperation and Communication. 5) Campus Culture. 6)

Management and Evaluation. The likelihood level assessment is very appropriate and the adequacy level is very appropriate.

2. The current states and desired states of the inheritance mechanism of national culture. Through the data analysis of the questionnaire, the current states is in the medium level, with the highest average value being management and evaluation, followed by teachers, cooperation and communication, teaching, campus culture and curriculum. The desired states is at a high level, and the average value is the highest for teachers, followed by teaching, curriculum, cooperation and communication, campus culture, management and evaluation. After modifying the Priority Demand Index (PNI_{modified}), the total average of the six components is obtained ($PNI=0.331$).

3. The average value of national culture inheritance mechanism strategies in order from high to low is as follows: 1) Clarify the significance and value of national culture inheritance mechanism in the development of local universities. 2) The construction of university campus culture focuses on highlighting national cultural characteristics. 3) Pay attention to rationality and scientificity in the management and evaluation of the national culture inheritance mechanism. 4) The university conducts training in national culture for teachers and students. 5) The university should strengthen internal communication and external cooperation. 6) All functional departments of the university make decisions on all aspects of the national culture inheritance mechanism. Through the expert evaluation, it is found that the average appropriateness of the strategy scheme is equal, which is at a high level; The mean of accuracy is equal, at a relatively high level, and the mean of feasibility is equal, at a relatively high level.

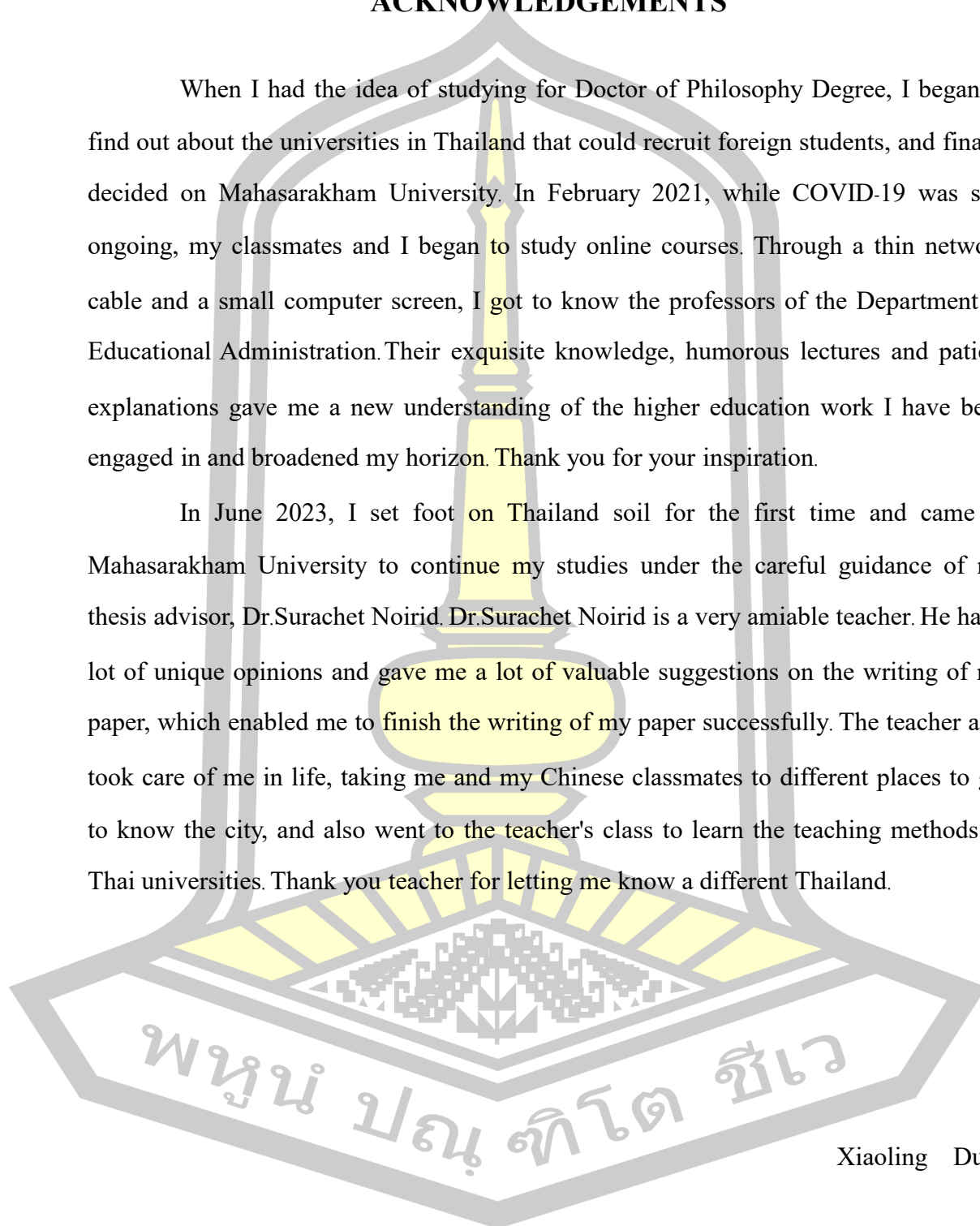
To sum up, the development strategy of the ethnic culture inheritance mechanism in the education management of local universities in Yunnan is suitable, because 1) it is formulated according to the development needs of local universities, and the content covers all aspects of university management and teaching. 2) Reasonable measures can be used to implement the strategy scientifically and reasonably. 3) The strategy will gain more experience in practice and can be promoted and implemented in various local universities in Yunnan. So that the Chinese excellent national culture can be better protected and inherited.

Keyword : National Culture Inheritance Mechanism, Curriculum, Teaching, Teachers, Campus Culture, Cooperation and Communication, Management and Evaluation

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When I had the idea of studying for Doctor of Philosophy Degree, I began to find out about the universities in Thailand that could recruit foreign students, and finally decided on Mahasarakham University. In February 2021, while COVID-19 was still ongoing, my classmates and I began to study online courses. Through a thin network cable and a small computer screen, I got to know the professors of the Department of Educational Administration. Their exquisite knowledge, humorous lectures and patient explanations gave me a new understanding of the higher education work I have been engaged in and broadened my horizon. Thank you for your inspiration.

In June 2023, I set foot on Thailand soil for the first time and came to Mahasarakham University to continue my studies under the careful guidance of my thesis advisor, Dr. Surachet Noirid. Dr. Surachet Noirid is a very amiable teacher. He has a lot of unique opinions and gave me a lot of valuable suggestions on the writing of my paper, which enabled me to finish the writing of my paper successfully. The teacher also took care of me in life, taking me and my Chinese classmates to different places to get to know the city, and also went to the teacher's class to learn the teaching methods of Thai universities. Thank you teacher for letting me know a different Thailand.



Xiaoling Duan

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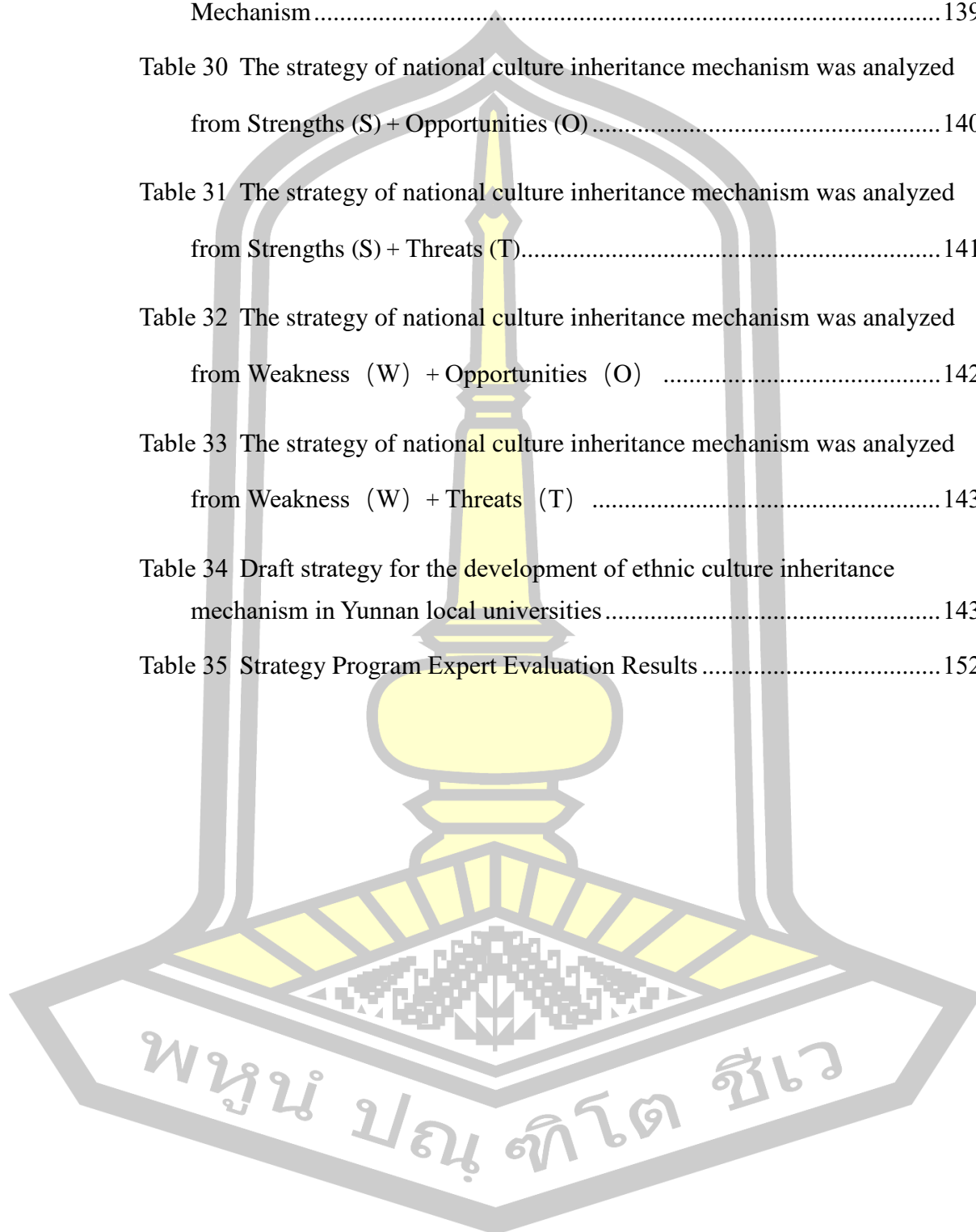
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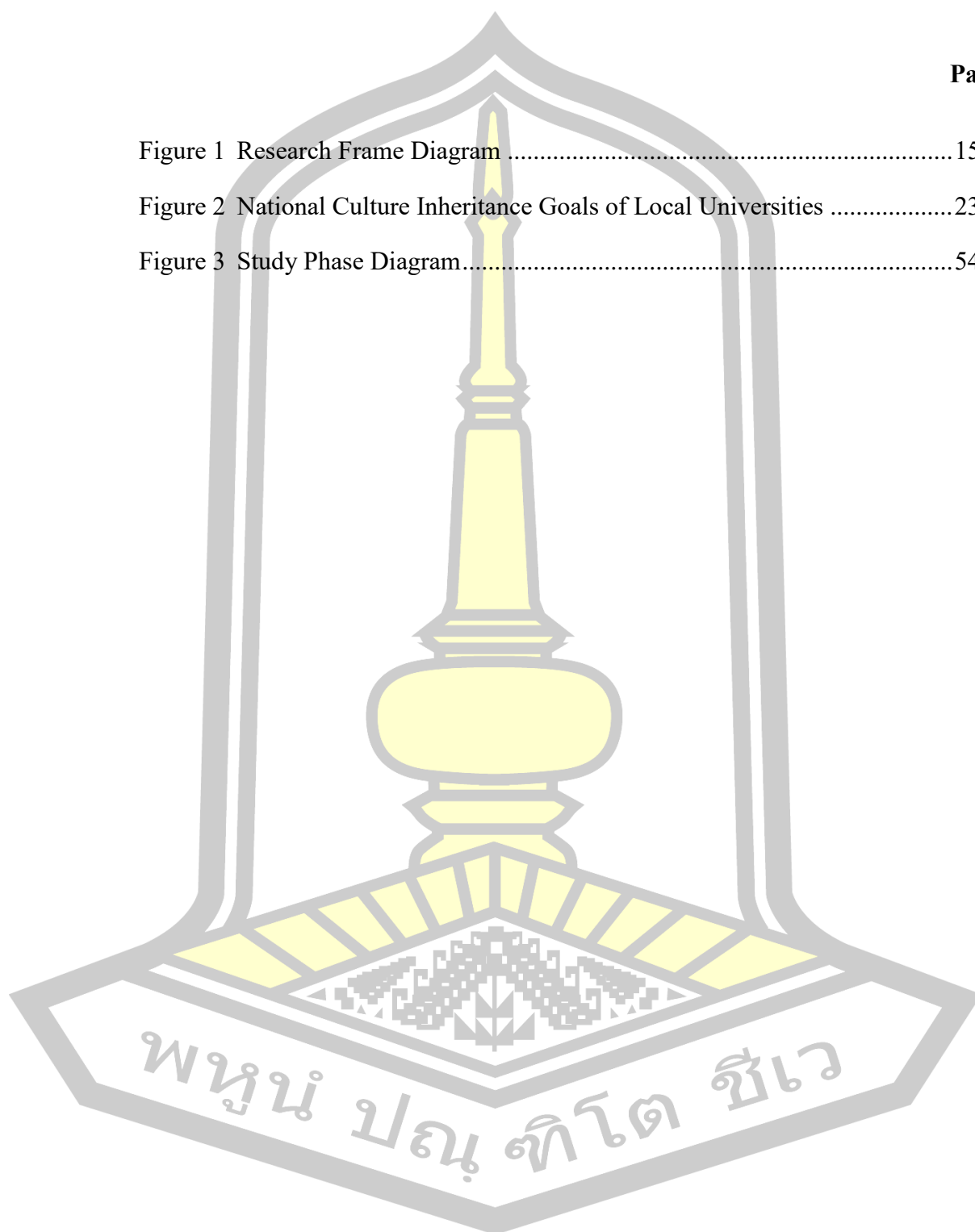
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CHAPTER I

INTRODUCTION

Background

1. Education and inheritance of national culture

According to educational anthropologists Sperpell and Hatano, culture is an interpretive process to explain human nature. (Sperpell, R.&G Hatano, 1997) Humans acquire normative behavioral knowledge in their own unique way and pass this knowledge on to the next generation through socialization. Human culture can continue to multiply and develop, precisely because of such a cultural survival mode. Hegel said, "History is always of great importance to a people; Because they rely on history, they are able to realize the development of their own 'spirit' in the form of 'laws,' 'manners,' 'customs,' and 'achievements.' The customs and devices expressed by 'law' are essentially permanent for the existence of the nation, but 'history' gives a nation its own image...". (Hegel, 1963) Every nation has its own unique culture, although they vary greatly in form and content. From the Mongolian wrestling to the dance of the Dai, from the Korean swinging to the Dong wind and rain bridge and song, from the Scottish tartan skirt and bagpipes to the Japanese Kendo and flower path, from the Brazilian samba to the gypsy caravan, there are all kinds of people. These seemingly unrelated national cultures and heritages all have a common function: that is, to pass on the ancient culture of the nation and shape a new generation. In this sense, cultural inheritance is a social phenomenon of cultural transmission. As a necessary means for the survival and maintenance of human beings, cultural inheritance carries the historical responsibility of passing on all the cultural wealth and experience created and accumulated by ancestors to future generations. However, cultural inheritance can only be realized through the study and practice of

culture, so cultural inheritance bears the educational responsibility that profoundly affects the physical and mental development of the next generation, and education can enable the continuous development of culture.

2. Current states of educational inheritance of ethnic culture in Yunnan

A nation's culture is a symbol of consensus passed down from generation to generation by its members, and a symbol of national cohesion and integration. As a kind of historical accumulation, Yunnan's ethnic culture has a long history in the folk, which is an important foundation for the formation and development of Yunnan's ethnic groups. This thesis is based on the comprehensive understanding of Yunnan national culture. There are 25 ethnic minorities in Yunnan except Han nationality, which is the province with the most ethnic minorities in China. The ethnic culture involved in this paper mainly refers to the culture of ethnic minorities. In these 25 ethnic minorities, Bai, Hani, Dai, Jingpo, Lisu, Naxi and other 15 ethnic groups are unique to Yunnan. Although the various ethnic groups in Yunnan have different levels of development and different populations, each has its own different history. After a long history of change, there have been a lot of differentiation, integration and reorganization among nations, and finally each independent nation has formed, forming its own culture different from other nations. Different nations have different languages, different customs, different costumes, different religious beliefs, different ancestor worship, different festival sacrifices, different myths and legends, different houses and buildings, different living patterns and so on. Some ethnic groups, such as the Yi and Hani, also have many different branches, and these branches also have different cultures. The development of Yunnan's rich national culture requires continuous inheritance, which is largely achieved through various educational means.

At present, the main ways of Yunnan national culture inheritance are (Zhao Shilin, 2011): 1) family inheritance. Family education is one of the important carriers of

ethnic culture education and inheritance in the continuation of ethnic culture of all ethnic minorities in Yunnan. The main activity area of children in preschool is the family, and the elders in the family are the enlightenment teachers for children's study, and the contact with their own ethnic language begins at this stage. In the teaching of words and deeds, it has completed the cultivation education of ideology and morality and good quality in national culture, the cognition education of production and life, the education of national art and aesthetics, and the education of national customs and habits, so as to realize the inheritance of national culture in the initial stage. 2) Community inheritance. Community inheritance is aimed at all members of the community, carried out in the form of collective organization, and inheritance activities are more comprehensive. The inheritance mode of modern community has its own characteristics, integrity and unity, and the correlation between education, life and development. Community inheritance is closely related to production, life and development, and its cultural content is rich and diverse, which has more advantages for the integration and utilization of resources, and plays an important role in the inheritance of excellent traditional culture. 3) School inheritance. School inheritance is a very effective way to pass on the essence of national culture through the process of students' learning and growth through systematic, scientific and reasonable means of education and teaching management. The inheritance education of ethnic culture in Yunnan began to progress from kindergartens, primary and secondary schools to universities, reflecting the role of school inheritance in the inheritance of ethnic culture is constantly prominent.

3. Local universities and ethnic inheritance

With the development of contemporary society and culture, the functions and tasks of schools are becoming more and more diversified, and they have become the places of cross-cultural conflict and competition for performing cultural functions.

To carry out the dissemination and acceptance of excellent national culture in schools is related to the sustainable protection and long-term development of national culture, and is the need of inheriting our excellent traditional national culture. In school education, most of the national culture inheritance work in primary and secondary schools is based on the comprehensive implementation and promotion of quality education, relying on the carrier of rich and colorful and positive national cultural activities. The inheritance of national culture in universities is not only the deepening, diversification and science and chemistry of primary and secondary school practices, but also the formation of systematic educational management and research, so that college students can accept the transmission of culture in a systematic way of inheritance (Jing Xianggui,2015). College students can not only become the recipients of national culture, but also become the inheritors of national culture in various professions in the future society after mastering relevant knowledge and theories through systematic learning, and continue to pass on culture at the social level, so as to maintain the inheritance vitality of national culture.

Under the strong impact of the rapid development of the global economic integration and modernization process, the cultural heritage created by different cultures, different religions, different customs and different regions is partly being challenged and endangered. Protecting and inheriting national culture has become one of the important topics in the development of human society. More and more people begin to pay attention to the localization of national culture (Xie Hongyu,2018). As an important base of cultural inheritance and innovation in China, local universities shoulder the heavy responsibility of training high-quality and innovative talents to serve local economy and culture. For the localization of national culture inheritance, local universities have natural advantages and should consciously shoulder the important mission of inheritance. Taking this as the starting point, this paper focuses on how to use effective education promotion strategies to develop the national culture

inheritance mechanism in the process of education management in local universities.

Research Problems

1. Problems in the inheritance of ethnic culture in the education management of local universities in Yunnan

The purpose of education inheritance is to spread the form, content, values and aesthetic mode of national folk culture, and feel the long-term vitality of folk culture injected into the national spirit. This is a very meaningful reflection of the value of national culture, and it is also a responsibility that every educator and recipient of education should consciously assume. In view of the ethnic culture inheritance mechanism of local universities in Yunnan, the object of this paper, there are currently the following problems:

1) Unclear inheritance goals. At present, various universities in Yunnan have carried out a lot of national culture inheritance work in all aspects of education management, and have made certain achievements, such as the author's university – Baoshan University in 2022 was rated as "national unity demonstration school", but in the development of national culture inheritance work, what is the purpose of inheritance? What is the goal of succession to be successful? Not all teachers and students are fully aware of it, including when the school designs the management mechanism of inheritance work at the top level, the target positioning is relatively vague, and the overall goal of inheriting national culture in local universities cannot be clearly conveyed. This paper should be based on the inheritance of the excellent culture of the main ethnic group and other ethnic groups, and the local universities should inherit the excellent culture of the local minority ethnic groups, so that students can understand and master the excellent cultural achievements of the ethnic group while forming feelings, attitudes and values of the ethnic culture, so as to

improve the quality of higher education. This goal can be divided into the following four levels: First, teachers and students jointly form the concept of multi-cultural coexistence and symbiosis; The second is to enable students to learn and master the knowledge and ability of national excellent culture; The third is to promote students to form a sense of identity of national culture; The fourth is to cultivate students' ability to reflect on national culture and innovative consciousness. Among them, the goal of the first level is the foundation, the goal of the second and third levels is the core, and the goal of the fourth level is the improvement on the basis of the first three goals. This goal needs to be clear and agreed upon in the whole university, and needs to be considered and implemented by university administrators.

2) Lack of systematization of inheritance. At present, the dissemination and acceptance of national culture in some local universities mostly stay in the activities of the second classroom, and it is relatively arbitrary, lacking of systematic, purposeful and sustainable overall construction. Some universities have established cultural study halls or inheritance bases, but in the specific implementation process, they have not fully designed this content as an important part of talent training, that is, the implementation of cultural inheritance is not really effective. Most of the cultural inheritance process also stays in the university, less communication with the outside world, and the content of the inheritance mechanism is relatively thin. In the process of inheritance, teachers still occupy the main position, and do not fully consider the needs of another subject, namely students, and adopt corresponding methods, ignoring the development of human personality. Let's wait. Macgregor, an American scholar who was an early founder of management, said that "every management decision or management behavior is backed by assumptions about human nature and human behavior and human behavior" (Douglas M·Mc Gregor, 2017). In the process of inheriting national culture, educational administrators need to think about how to combine the maximum benefit of national culture with the cultivation of talents. It is

necessary to think from the main body of teachers how to improve the comprehensive quality, give play to the professional strengths of the design of inheritance content; It is necessary to think about how to arouse the enthusiasm to participate in the inheritance process from the main body of students. It is necessary to think about how to achieve the goal of cultural inheritance more effectively from various management departments. Only by integrating various education and management forces, involving a scientific and reasonable inheritance system, and using diversified inheritance channels can the purpose of inheritance be realized.

3) Unreasonable inheritance mechanism. University education and teaching is a complex comprehensive system, which requires scientific and reasonable management methods to achieve educational goals. Due to the lack of in-depth understanding of education management, some universities simply apply the management methods of local administrative departments equally to university education management. Most of the management of local administrative departments learn from enterprise management, requiring standardization, stylization and quantification, focusing on results rather than processes, which is a passively accepted incentive method. In the long run, the function of education will expand, leading to the existence of a situation that emphasizes the form and ignores the development of deep connotation, including the current status quo of national culture inheritance in some universities. Most of the administrative instructions are from the top down, or the departments that make specific policies are mostly administrative departments, and the results of the work are also used to use mechanical numerical indicators. In the process of education, the pursuit of efficiency is the goal of all walks of life in society, but ignoring individual differences and the degree of achievement of the goal of work content, education and management fail to effectively combine and promote each other, resulting in demand deviation and incoordination between the two, leading to intensified contradictions. Compared with other industries in the society, university

education is special in cultivating thoughtful, innovative and dynamic talents in various educational activities. If the process of inheriting national culture is only simplified and mechanized, and the national culture is understood as a carrier to realize interests, rather than being truly regarded as a part of the process of talent training, it is necessary to realize national culture. If it is one of the important contents of campus culture construction, it will become a mere formality and can not stimulate the passion of teachers and students to participate in the construction together. Therefore, de-utilitarianism is the key to the inheritance of local universities national culture, and de-administration is also the proper meaning of the topic.

It can be seen from the analysis that the above problems generally exist in the process of ethnic culture inheritance in local universities in Yunnan at present. The understanding of ethnic culture inheritance is relatively simple, the systematic operation mechanism has not been formed, and the personnel of all levels and types have not been fully inspired to participate in the cultural construction project. The educational strategy on how to better promote the inheritance mechanism needs to be improved.

2. Problems to be solved in the national culture inheritance mechanism in the education management of local universities in Yunnan

In the research of this paper, the author has repeatedly thought about: what kind of connotation of The Times should be given to the education management in the context of ethnic differences and cultural diversity for the national culture inheritance education in local universities? What special historical mission and value does the era give to the national cultural inheritance education management?

Universities located in the minority areas of Yunnan not only bear the heavy responsibility of inheriting, developing and innovating the minority culture, but also serve as the main force for cultivating the inheritance and education of ethnic culture

in the future. How to make them accept the inheritance of ethnic culture during their study at school requires a set of scientific and reasonable education strategies for the inheritance mechanism from the top level. The content learning of national culture runs through every link of talent training, so as to form an effective education process to run continuously, and to promote and implement in similar schools, including a series of complete education systems from top to bottom, including classroom teaching, teacher construction, second class activities, campus culture construction, scientific research, etc. It is a problem to be solved as a manager in the process of national culture inheritance in Yunnan local universities, and it is also the main content of this paper.

Research Objectives

The main purpose of this paper is to put forward the education promotion strategy to develop the national culture inheritance mechanism in the education management of local universities in Yunnan. The study had several goals:

1. To investigate the components and indicators of education promotion strategies for the development of ethnic culture inheritance mechanism in the education administration of local universities in Yunnan.
2. To explore the current states, desired states and priority needs of education promotion strategies for the development of ethnic culture inheritance mechanism in the education administration of local universities in Yunnan.
3. To develop and evaluate strategies of education promotion, so that the mechanism of ethnic culture inheritance in the education management of local universities in Yunnan can be better run.

Research Significance

On March 26, 2014, the Ministry of Education issued the Guiding Outline

for Improving the Education of Excellent Traditional Chinese Culture, which pointed out that "the education system of excellent traditional Chinese culture should be integrated into the curriculum and textbook system, and the education of excellent traditional Chinese culture should be promoted in an orderly manner in different sections." On June 2, 2023, Chinese state leaders delivered an important speech at the Symposium on cultural inheritance and Development, emphasizing that at a new historical starting point, to continue to promote cultural prosperity, build a strong cultural country, and build the modern civilization of the Chinese nation, we should strengthen cultural self-confidence, adhere to our own path, and realize spiritual independence. As early as June 2012, the Yunnan Provincial Party Committee and the provincial government issued the Opinions on Building a Demonstration Area of Prosperity and Stability in the Border Area of Ethnic Unity and Progress (Yun fa (2012) No.9), which listed the prosperity of ethnic culture as one of the "ten demonstrations" in the construction of demonstration areas in our province and promoted it as a strategic goal. The protection and inheritance of the excellent traditional culture of ethnic minorities is taken as an important goal of demonstration, highlighting the importance of the government's work on the construction of ethnic culture. In recent years, more efforts have been made to protect and inherit national culture. Yunnan has a large number of ethnic minorities, so it is necessary to find a set of scientific and reasonable inheritance mechanism for the excellent ethnic traditional culture. How to achieve this goal under the current states of ethnic culture education, local universities should actively seek ways to solve the problems. This paper discusses how to carry out the inheritance of ethnic culture in the local universities in Yunnan, and explores a set of stable, effective, sustainable operation and development of education promotion strategies, so as to highlight the important role of university education management in the inheritance of ethnic culture.

First of all, this is the national cultural inheritance mechanism to meet the

needs of modern education management. Under the conditions of modernity, education management attaches more and more importance to the return of essence, calls for attention to the irrational factors in human nature, pays attention to the overall development of education management, and forms an education community with strong consciousness of life ontology, life symbiosis consciousness and clear life ideal. Ethnic minority culture is also a living individual, and its reproduction and development is the leading role played by people. Without the continuous reproduction and renewal of national culture by people, the vitality of culture will gradually disappear. In 1982, the famous American scholar Terence Dill and Alan Kennedy put forward the hypothesis of "cultural man" (Terence Dill, Alan Kennedy, 2020), which believes that the main body of culture is people, and attaches great importance to the creation, dissemination and inheritance of people in the development of culture. This view just confirms that the mechanism of national cultural inheritance needs the participation of people. Today, in the context of highly modern civilization, how to make traditional culture gain new strength, the formulation of educational strategies needs to fully consider activating the enthusiasm of "people" to the greatest extent.

Secondly, it is the development need of local university education management. As mentioned above, the construction of national culture inheritance mechanism is a process of educational management implementation, and the quality and level of university education management play a key role in personnel training. Education promotion strategies are formulated and completed in the coordination and cooperation between different management departments of the university. Educational management in the new era needs to be in line with the development of The Times, and needs to use scientific and effective theoretical methods to meet the needs of various groups to the greatest extent (Min Weifang,2002). The formulation of educational strategies based on the actual situation of the school, scientific design and

effective implementation can achieve the purpose of realizing the vitality of campus culture construction, and effectively promote the development of school management.

Scope of Research

1. Scope of content

1) National culture inheritance mechanism

The inheritance of national culture in the university is the same as the general talent training process, covering both teaching and management aspects of the university. Teachers and students participate in all aspects to improve the quality of talent training and improve the effectiveness of university management, so as to achieve the goal and vision of cultural inheritance. Through the research on the components and indicators of the national culture inheritance mechanism, it is found that it includes the following contents: curriculum, teaching, teachers, cooperation and communication, campus culture, management and evaluation.

2) Development strategy of national culture inheritance mechanism

In order to make the inheritance mechanism of ethnic culture in universities more scientific and reasonable, and obtain greater results, the researchers analyzed the existing state and expected state of the inheritance mechanism of ethnic culture in detail, and found that there were significant differences between the two, so they carried out the priority demand of indicators, and designed targeted strategies accordingly.

2. Population and sample size

In this study, three local universities in western, southern and eastern Yunnan with relatively concentrated ethnic distribution were selected as the research objects: Baoshan University, Honghe University and West Yunnan University. The

three universities have a total of 1,807 teachers and 39,958 students. Through the survey method of random sampling, 808 people were obtained, including 409 students and 399 teachers. To achieve the purpose of the study, the researchers divided the study into three stages:

Phase1: The researchers summarized and extracted the components and indicators of the development strategy of the ethnic culture inheritance mechanism in the education management of local universities in Yunnan, and verified them by five experts.

Phase2: Explore the current states, desired states and priority needs of the development strategy of ethnic culture inheritance mechanism in the education management of local universities in Yunnan. The study involved 409 students and 399 teachers from three local universities in Yunnan.

Phase3: The researchers designed development strategies to make the ethnic culture inheritance mechanism in the education management of local universities in Yunnan better operate and were evaluated by nine experts.

Theoretical Framework

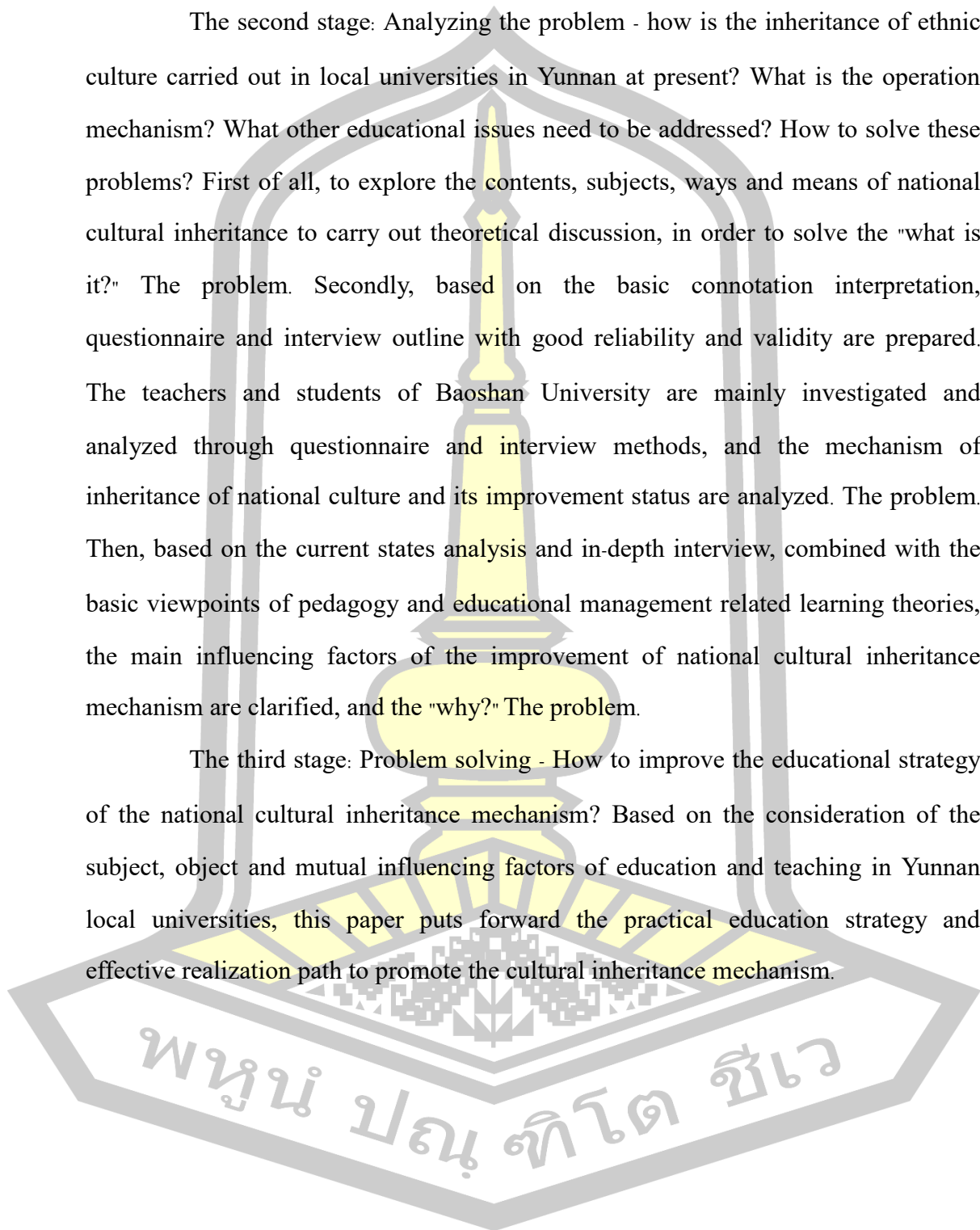
This paper is based on the basic logic chain of "finding problems - analyzing problems - solving problems". Specific research ideas are as follows:

The first stage: Identify the problem - focus on the research question and determine the topic of the paper. In the process of understanding the work of national culture inheritance in Baoshan University, the author found that the understanding of this work is not in place, resulting in the work is not deep enough and has not formed a system. At the same time, through the relevant literature reading and combing, it is found that this problem does exist and urgently needs to be solved. Based on this, this paper chooses the topic of "Education promotion strategies for the development of ethnic culture inheritance mechanism in the education management of local

universities in Yunnan" to carry out research.

The second stage: Analyzing the problem - how is the inheritance of ethnic culture carried out in local universities in Yunnan at present? What is the operation mechanism? What other educational issues need to be addressed? How to solve these problems? First of all, to explore the contents, subjects, ways and means of national cultural inheritance to carry out theoretical discussion, in order to solve the "what is it?" The problem. Secondly, based on the basic connotation interpretation, questionnaire and interview outline with good reliability and validity are prepared. The teachers and students of Baoshan University are mainly investigated and analyzed through questionnaire and interview methods, and the mechanism of inheritance of national culture and its improvement status are analyzed. The problem. Then, based on the current states analysis and in-depth interview, combined with the basic viewpoints of pedagogy and educational management related learning theories, the main influencing factors of the improvement of national cultural inheritance mechanism are clarified, and the "why?" The problem.

The third stage: Problem solving - How to improve the educational strategy of the national cultural inheritance mechanism? Based on the consideration of the subject, object and mutual influencing factors of education and teaching in Yunnan local universities, this paper puts forward the practical education strategy and effective realization path to promote the cultural inheritance mechanism.



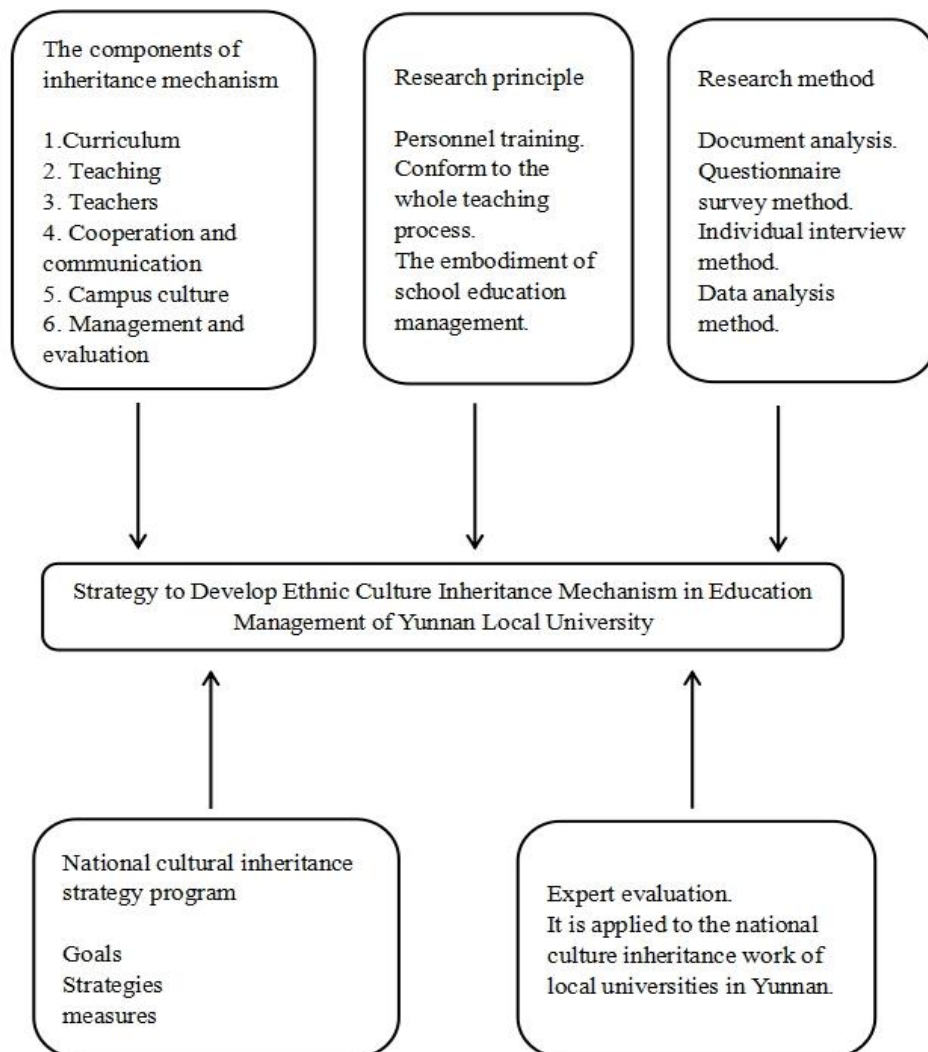


Figure 1 Research Frame Diagram

Definitions of Terms

1. National Culture

National culture mainly refers to a nation's long-term production practice, social practice, aesthetic practice formed and developed collection, is the nation's humanistic spirit, values, folk customs and customs, discourse system, cultural psychological structure; It reflects the fundamental value concept and value orientation of the nation itself, and is the carrier of the national spirit and emotion, the direct expression of national characteristics, and the place of national cohesion. It is

the sum total of material products and spiritual products accumulated in the long history and realistic production and living practice of each nation.

National culture is divided into broad sense and narrow sense. As far as China is concerned, the broad national culture refers to the culture of 56 ethnic groups. The narrow sense of national culture refers to 55 minority cultures in China. National culture can be the culture of a single nation, or it can refer to the culture of a compound nation. The "national culture" in this paper refers to the narrow sense of national culture, that is, the culture of 25 ethnic minorities in Yunnan except the Han nationality.

2. Cultural Inheritance

Cultural inheritance refers to the longitudinal transfer process of culture in the social members of the national community. Due to the constraints of living environment and cultural background, this process has mandatory and patterning requirements, and finally forms a cultural inheritance mechanism, which makes national culture have stability, integrity and continuity in the historical development. This paper holds that cultural inheritance includes two interrelated processes of "transmission" and "inheritance", which is the process of human education and re-education, so that generations of human offspring can have a common thinking mode, cultural psychological field, and accept and identify with their own national culture.

3. Mechanism

This paper needs to pay attention to the following aspects in the process of studying the mechanism: ① The properties of things and their functional goals; ② The internal elements of things; ③ External elements of things; ④ the interactive structure of the elements and their influencing modes; ⑤ Attribute realization of element structure and influence mode. The mechanism of national culture inheritance as

follows: "The coupling relationship of internal factors that trigger, promote and restrict the inheritance of traditional culture of various ethnic groups and the form and law of interaction between these factors".

The inheritance mechanism of national culture studied in this paper is mainly operated in colleges and universities, and the operation of any mechanism in universities cannot be separated from key factors such as curriculum, teaching and teachers. Therefore, "mechanism" also involves these related concepts:

1) Curriculum

Curriculum is the relevant arrangement for the educatees to implement the learning content and process in a planned way. In a narrow sense, curriculum is the content with teaching purpose that is carried out orderly in the classroom. Broadly speaking, all purposeful activities in school are curriculum; The courses included in the teaching plan are explicit courses; What is not included in the teaching plan, such as environment, system, idea, community activities, etc., are hidden courses. The curriculum of national culture is based on the curriculum model of teaching national culture content, so as to form a curriculum with unique national culture characteristics. "The American scholar Miller once divided the curriculum value orientation into seven types: behavioral orientation, disciplinary orientation, social orientation, development orientation, cognitive process orientation, humanistic orientation, superpersonal orientation; Pratt put forward five kinds of curriculum value orientation, namely academic rationalism orientation, cognitive process orientation, humanism orientation, social reconstruction orientation and technical orientation." The development and teaching of national culture courses can promote students' personalized development, strengthen students' sense of national cultural identity, enhance students' national cohesion, and cultivate students' national cultural accomplishment. School education in ethnic areas plays an important role in the

inheritance of ethnic culture, and ethnic culture courses also make the written inheritance of ethnic culture more possible, which will promote the inheritance and promotion of ethnic culture through two dimensions: explicit and invisible.

2) Teaching

Teaching is the main position to promote students' development. Students' mastery of knowledge and skills, cultivation of thinking ability and development of personality all depend on higher teaching objectives and teaching levels. Teaching level is the behavior of teaching and learning, including knowledge acquisition, knowledge application and teaching evaluation. Teachers' teaching ability determines the level of teaching and also determines the teaching quality of the course. The teaching ability of teachers teaching ethnic culture courses is consistent with that of general teachers, including teachers' teaching philosophy, understanding and grasp of teaching materials, diversification of teaching methods, concern for students, and ability to participate in scientific research.

3) Teachers

A teacher is a person who is competent for the post of teacher. Teachers are at the core of any school, which guarantees the orderly development of school education management. Teacher education in minority areas should reflect the idea of multi-culture education, take training cross-cultural teachers as an important part of the training goal, and implement it in curriculum setting and practical teaching. As teachers in ethnic minority areas, they should all become the subject of cross-cultural teaching and have corresponding cross-cultural knowledge and teaching ability. Therefore, as long as you work in ethnic areas, you should become a cross-cultural bicultural person, with multicultural knowledge and education and teaching ability, and need corresponding professional training. Only such teachers can adapt to the operation of the national culture inheritance mechanism system, and local universities need to fully consider and vigorously train them in this respect.

4) Cooperation and Communication

Cooperation refers to the way and process in which two or more entities coordinate their goals and actions to achieve a common goal. According to the American management professor Stephen. In Robbins' view, cooperation is a team organized according to certain ways and rules - a collective - to exert all their resources and talents, optimize resource allocation and save costs, and strive to maximize benefits, while a team is a formal group composed of individuals cooperating with each other to achieve a certain goal. Cooperation is a kind of team spirit and behavior that shows voluntary cooperation and concerted effort to achieve a set goal. Communication is essentially the exchange of information, convergence, in order to achieve a certain purpose (mutual learning, broadening horizons, completing tasks, emotional guidance, motivation, etc.), each other to provide what they have to each other; Communicate with each other. The operation of national culture inheritance mechanism needs full communication between internal and external.

5) Campus culture

University campus culture is a group culture with students as the main body, extra-curricular cultural activities as the main content, students as the main body, campus as the main space, including college leaders, faculty and staff, and campus spirit as the main feature, generally taken from the meaning of the school's spiritual culture. The characteristics of campus culture are interaction, penetration and inheritance. The construction of campus culture can enhance the school's cultural taste, its essence is a kind of humanistic environment and cultural atmosphere. In this humanistic environment and cultural atmosphere created by college students themselves as the main body, the interpersonal relationship and lifestyle with campus characteristics, the associations participated by college students, various scientific, cultural and sports activities and various cultural facilities will fill all aspects of the construction of the university campus as the main characteristics of campus culture,

so as to make the university campus more vibrant and energetic.

6) Management and Evaluation

Management refers to the activity process in which the manager integrates the resources of the organization to achieve the established goals of the organization by executing the functions of planning, organizing, leading and controlling in a specific environment. Frederick Winslow Taylor, the father of scientific management, said, "Management is knowing exactly what you want someone to do and getting them to do it in the best way possible." In Taylor's view, management is to determine the significance, worth, to determine the significance, worth, or condition of usually by careful appraisal and study. Or condition of usually by careful appraisal and study). Or condition of usually by careful appraisal and study). The fundamental feature of management and evaluation lies in the understanding of the management system or a specific management method, so as to discover its main "components" and their constituent characteristics, so as to make a fine and accurate evaluation of the management status quo. Or make judgments, decisions and plans on whether a certain management method is suitable for themselves, how much to introduce, how to introduce, introduce or implement progress.

4. Development Strategy

In essence, strategy is the plan, measures and actions made in order to achieve a certain goal, and it is gradually being generalized and applied to many fields.

Therefore, when the word "strategy" enters the vision of education, it naturally has "educational strategy". Some domestic scholars believe that educational strategy is the central link of the transformation of abstract upper goals into specific and lower planned actions, which is higher than specific educational methods and methods, and is a relatively systematic and art-like action implemented by the subject

under the guidance of clear intentions. International organizations frequently use the word "strategy" in their relevant reports, guidelines, declarations and other documents. UNESCO's Faure Report, for example, states that an education strategy is essentially the transformation of education policy into a set of conditionally-dependent decisions on actions to be taken in the light of different scenarios that may occur in the future. Although domestic and foreign scholars have different understandings of educational strategies, there are still some common points in their essence.

The Indian scholar and spiritual master Krishnamurti believes that "education is the liberation of the mind", and education allows people to obtain "spiritual bloom", "this bloom is the comprehensive development and cultivation of our intellect, emotion and sound body, that is, to live in complete harmony, without opposition or contradiction" (Krishnamurti, 2010). The view of "education is education", in the view of Chinese educator Mr. Zhang Chuting, also reveals the emotion and rationality of the theorist's understanding of education. (Zhang Chuting, 2006) Although this is not a complete explanation of the meaning of the "essence" of education, because the connotation of education is completely different in different individuals and different disciplinary contexts, it is a breakthrough to trigger people's thinking about education.

This chapter mainly expounds the background of the research question, and holds that Yunnan's rich ethnic culture lays the foundation for the inheritance mechanism of ethnic culture in local universities, and education can better promote the in-depth development of inheritance work, so that young college students can get a better "spiritual bloom" in the process of receiving higher education. The next chapter will elaborate the specific content of the research with the help of relevant theories.

CHAPTER II

LITERATURE REVIEW

The purpose of this study is to explore the educational strategies for the development of ethnic culture inheritance mechanism in the education management of local universities in Yunnan province by using the relevant theories of pedagogy and educational management, with the following topics specified:

Related concept:

1. Inheritance goals
2. Inheritance mechanism
3. Educational strategies

Relevant theories:

1. Modern Pedagogy
2. Education Management
3. Anthropology of education

National culture inheritance mechanism:

1. National culture inheritance and education management
2. Components and indicators of the national culture inheritance mechanism

Related Concepts

1. Inheritance Objectives

Clarify the objectives to be achieved by carrying out national cultural inheritance in local universities. The inheritance of ethnic culture in the university is mainly the expansion and in-depth expression of professional learning. In this process, students are guided to strengthen their love for ethnic culture and take the initiative to accept and learn, improve their humanistic quality, understand and accept ethnic culture, and consciously become the "living" inheritors of culture, tell the national story well, tell the story of China well, and build a strong community of shared future of the Chinese nation. For the education and teaching management of universities, it is also a process for educational administrators to improve educational concepts, use advanced teaching methods to improve the quality of university education and cultivate high-quality talents, so as to achieve the purpose of cultivating innovative talents in universities.

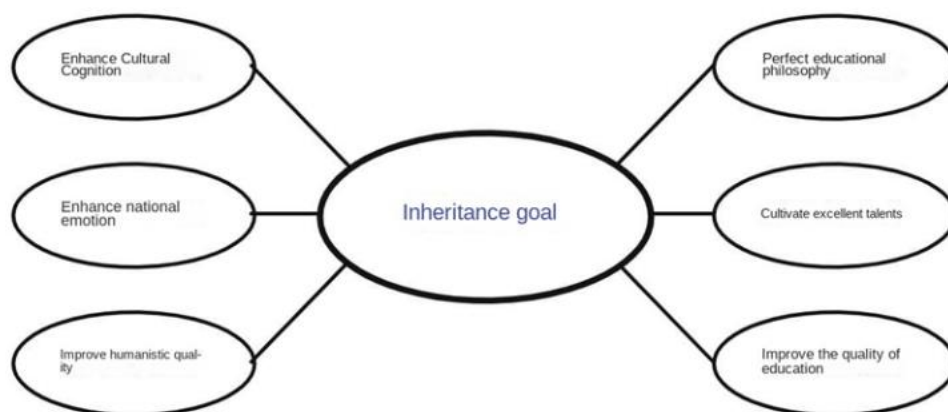


Figure 2 National Culture Inheritance Goals of Local Universities

2. Inheritance Mechanism

The inheritance mechanism of national culture is discussed from the following aspects: 1) driving mechanism. National culture is everywhere. Under the

original situation, national culture in universities mostly presents a kind of scattered and free, or more a spontaneous behavior of an individual or a certain group. When any individual participates in it, it is for the purpose of obtaining emotional energy, and it does not form an emotional energy recognized by the collective and the public. The various factors need to be integrated to form a force that can jointly promote the collective needs to promote more effective inheritance behavior.

2) Implementation mechanism. How to carry on the inheritance of national culture, how to promote the realization of the inheritance process, and what factors play a role in the process from "transmission" to "inheritance". The inheritance of national culture is carried out around the relationship between people, and cultural inheritance cannot happen without the main factor of people. Specifically, how does a culture that is both emotional and rational achieve its purpose between the transmitter and the giver? And how does this representation sublimates into the core of the important factors that constitute the national spirit? It is necessary to determine the implementation mechanism to maintain the inheritance of national culture on the basis of sorting out the context of national culture inheritance and combining the types of interpersonal relations formed in the process of inheritance.

3) Expression mechanism. It is the overall consideration of the inheritance process, that is, the implementers of the inheritance, the specific contents of the inheritance, the nature of the inheritance field, the media of information transmission in the inheritance and the environment on which the inheritance depends. It is the specific interaction between people in the process of national culture inheritance. In this process, the identity roles of the impostor and the recipient may be exchanged. In different environments, the mode of inheritance will change, the media of inheritance will be different, and the recipient's emotions will also be different.

4) Guarantee mechanism. The occurrence and progress of any behavioral event cannot be separated from the "double support" of the system and funds. As a local university, how to support the inheritance of national culture under

the circumstance of limited funds is a relatively difficult task, and also an important indicator to measure the leadership of a university. 5) Feedback mechanism. No matter from the theoretical level or the practical level, the feedback of inheritance effect is very necessary, because the feedback is a test of whether other inheritance activities play a role to some extent. Through the establishment of the feedback mechanism, it can better detect whether the inheritance content, inheritance mode and inheritance effect achieve the expected purpose, sum up experience, reflect on the shortcomings, and constantly improve the inheritance work.

3. Development Strategy

This chapter will discuss the concept of development strategy and strategy development in the context of promoting national cultural inheritance in educational management. Understanding these concepts is crucial because they provide a blueprint for how local universities in Yunnan can achieve their goals.

Part 1: Understanding the strategy

1) Concept of strategy

Strategy refers to a series of action plans and methods developed to achieve a goal, that is, the best action plan selected and implemented in the context of specific goals, conditions and resources. In the process of making education promotion strategies, people usually work out a series of targeted strategies according to the actual situation and goals to achieve the final success. Strategy development needs to consider a variety of factors, including internal and external environment, resources and capabilities, and so on.

2) The importance of strategy

The formulation of appropriate strategies is of great significance, mainly reflected in the following aspects: First, improve the efficiency of decision-making. A

well-formulated strategy can help decision-makers better understand the real environment and find the best plan to be implemented from it, thus improving the efficiency of decision-making. Second, set priorities. Reasonable strategy formulation can help decision makers to clarify goals, determine priorities, and formulate corresponding action plans, so as to make resource investment more efficient. Third, improve execution. Strategy making can help organizations or individuals better plan for the future, clarify tasks and goals, and develop corresponding action plans. This can help improve execution and avoid acting blindly. Fourth, promote development. The formulation of appropriate strategies can help organizations or individuals to better grasp opportunities, utilize resources, promote development and improve competitiveness.

Part 2: Elements of development strategy

A sound development strategy usually includes:

1) **Vision:** including the goals that Yunnan local universities want to achieve in the future in terms of national culture inheritance. To ensure that the national culture inheritance mechanism is successfully incorporated into all aspects of education management, cultural inheritance can be permeated throughout the whole process of personnel training, so that college students can learn more about Yunnan ethnic culture on the basis of professional curriculums, and become powerful propagandists or re-imparts of ethnic culture in the future.

2) **Goal:** This is a specific and measurable result that Yunnan local universities hope to achieve within a certain period of time. This paper expects to work out a set of effective development strategies through research, which can become a model for local universities in Yunnan to carry out ethnic culture inheritance mechanism, and can be implemented in more universities to better inherit and carry

forward the ethnic culture tradition.

3) Measures: These are specific steps or plans that the local University of Yunnan will implement to achieve its goals. **First, the curriculum.** Scientific and reasonable curriculum design is very important to promote the inheritance of national culture, and curriculum is the indirect experience for college students to learn national culture. Due to the different major Settings in universities, curriculums are also different. Curriculums related to ethnic culture can be set up in general elective curriculums and professional extension curriculums, such as ethnic language, art, folklore, history, etc., so that students can enhance their understanding of ethnic culture in classroom learning. According to the revised plan of the talent training program of the university, curriculums related to Yunnan ethnic culture will be added to the learning curriculum system of students in different majors. It is planned that the ethnic culture curriculum system covering students' four years of professional learning will be completed within two years. **Second, teacher training.** Universities should regularly organize special seminars, training curriculums, lectures or invite ethnic culture inheritors to guide universities, so that teachers can better understand the ethnic culture of Yunnan and the importance of protecting these cultures. At the same time, through some practical platforms to improve teachers' hands-on ability, feel the real national cultural heritage. Teachers should be equipped with the necessary teaching tools in order to effectively demonstrate and teach national culture in the classroom. According to the author's understanding, there is very little training for national culture inheritance teachers in local universities in Yunnan at present. Taking Baoshan University, the author's work unit, as an example, almost no teachers have received professional cultural inheritance training. This study can provide suggestions for university management leaders to strengthen teacher training, so that more teachers can learn about the concept, content and teaching methods of cultural inheritance in the next two

years, so as to better teach students in classroom teaching. **Third, cooperation projects and communication programs.** The University may develop cooperative programs and communication programs with other educational institutions locally and internationally to promote understanding and appreciation of Yunnan's ethnic culture. This can expose teachers and students to different perspectives and experiences and promote cross-cultural understanding. Actively cooperate with external institutions, and strive to have 2-3 projects every year, so that teachers and students can participate in, so that the ethnic culture of other regions and Yunnan ethnic culture can be appreciated and understood by more people in the exchange. **Fourth, campus national cultural activities.** University administrators should increase support for university cultural activities every year. They can choose festivals of representative ethnic groups in the region where local universities are located or activities of student associations, and the special departments of the university will organize teachers and students to jointly carry out the activities. Organize students to carry out various games with ethnic characteristics, ethnic song and dance performances, etc., organize corresponding campus activities in important festivals of ethnic minorities, attract more students to participate in activities through various forms, provide students with a more immersive experience and provide first-hand contact with different ethnic cultures. **Fifth, funding to support ethnic culture research.** The university can encourage students to actively apply for university student scientific research projects and university student innovation and entrepreneurship training projects, and use the financial support of the projects to enable students to carry out research on ethnic culture through scientific research projects, and stimulate students' strong interest in protecting and promoting the inheritance and development of Yunnan's rich ethnic cultural heritage. The scientific research department of the University adds special research projects related to the inheritance of national culture in the scientific research projects and innovation and

entrepreneurship training projects of college students, and can set up 10-15 projects every year, so that students can actively apply for research. **Sixth, Management and evaluation.** In order to better run the national culture inheritance mechanism, universities need to continuously optimize and strengthen management. They should have special departments and special personnel to manage the national culture courses, teachers, student activities and other projects, and form an evaluation system for these projects.

Part 3: Development strategy formulation process

The development strategy formulation process designed in this paper usually includes the following steps:

- 1) **Situation analysis:** It involves understanding the current states and external environment of development strategy. It can include a SWOT analysis (strengths, weaknesses, opportunities, and threats) to understand the internal and external factors affecting the organization.
- 2) **Strategy development:** involves developing a vision, setting goals, and outlining initiatives based on the results of the situation analysis.
- 3) **Strategy implementation:** involves implementing the initiatives outlined in the strategy and requires careful planning, resource allocation, and management of the initiative.
- 4) **Strategy evaluation:** This is the continuous process of monitoring and evaluating the implementation of the strategy to assess its effectiveness and make necessary adjustments.

Part 4: Strategic development challenges

While the development strategy process may seem simple, it is often fraught with challenges that can include a lack of resources, resistance to change, unclear goals, and poor communication. It is important to anticipate these challenges and plan how to deal with them.

In a word, the development strategy is very important for Yunnan local universities to promote the inheritance of national culture in education management. Designing scientific and rational development strategies can help universities achieve their goals. Despite the potential challenges, with careful planning and effective implementation, scientific, rational and effective development strategies can guide universities to achieve the desired results.

Relevant Theories

1. Modern Pedagogy

The main research of this paper is to actively integrate university education into the development of national culture, design and develop scientific and reasonable educational strategies of national culture inheritance mechanism, ensure the smooth implementation of national culture inheritance in education and teaching, form a unique campus culture, and promote the all-round development of students. Related to education and pedagogy, basic laws of education, educational purpose and educational system, teachers and students, curriculum, teaching, after-university education and other contents, we must make full use of relevant theories of pedagogy to develop educational strategies, fully consider the interactive relationship between educators and recipients, and carry out learning between adults. It is especially necessary to pay attention to the relationship between self-learning, active learning, extended learning and improved learning, and design a learning system for the good development of these relations. In this paper, Dewey's theory of modern education, Bruner's theory of

cognitive development and learning, and Tao Xingzhi's theory of "life and education" will be applied.

2. Management of Education

To promote the construction of the inheritance mechanism of national culture, the education strategy formulated involves the internal and external up-down linkage and mutual coordination. It is necessary to give full play to the leadership of people and fully mobilize the initiative, enthusiasm and creativity of the subject and object in the process of activities, so as to realize the effective inheritance of culture and achieve the self-realization of all individuals in the inheritance mechanism chain. In this sense, it is understood that the construction of national cultural inheritance mechanism in local universities is a process of implementing educational management activities, and it is necessary to think about the system construction from the standpoint of management development. This paper draws on the attention to "people" in educational management theory, and holds that the core of educational strategy system is "people". As decision-makers, executors, recipients and implementers, people's behavior plays an important role in the breadth, depth and strength of national cultural inheritance. The problem of "people" is the core problem of the development of educational science management, and "people" is the key object of educational management. From the perspective of "people", this paper considers the current problems in the process of ethnic culture inheritance in the education management of local universities in Yunnan Province, so as to pay attention to the important position of "people" in the construction of ethnic culture inheritance mechanism and the corresponding solutions, so as to determine the corresponding educational strategies.

3. Anthropology of Education

Anthropology, as "the science of studying people", and education, as "the activity of educating people", are closely related. As mentioned above, this paper fully

considers the "human" factor in the research, takes "human" as the core to formulate educational strategies to promote the transmission mechanism of ethnic culture in local universities in Yunnan, which needs to have a deep correlation with "human" and involves using the theory of educational anthropology to treat research problems. Educational anthropology emphasizes field participation in investigation and research, that is, field work, which requires researchers to give up their own inherent cultural views, go deep into a cultural unit, act as its member, and complete the in-depth understanding of the research object in the process of common contact with other members. It is a research method to investigate and examine the educational process, and it is also one of the main research methods adopted in this paper. In the research process of this paper, in order to understand the status quo of Yunnan local universities in the inheritance of ethnic culture, questionnaire survey and individual interview are widely used to enter the target university, and the interview objects are stratified and classified, so as to achieve the purpose of in-depth understanding of the research objects. At the same time, through specific cultural inheritance cases, the phenomenon presented in the process of specific work is deduced and summarized, which provides a theoretical basis for the formulation and implementation of the next educational strategy.

Relevant Domestic Research

1. The essence of national cultural inheritance and its related theories

The discussion on the essence of national culture inheritance is the basic point to carry out the research of national culture inheritance. At present, in terms of the understanding of the essence of national cultural inheritance, Yao Yan believes that national cultural inheritance is the process in which the elderly pass on culture to the younger ones, generation after generation, and constantly pass it on, so that culture can

be preserved. In this process, the mastery and teaching of culture by the elderly and the understanding, acceptance and application of culture by the young are the two key factors for the smooth transmission of culture. (Yao Yan, 2006) Zhao Shilin believes that cultural inheritance is an attribute of culture itself, and cultural subjects must transcend and innovate traditional culture with the development of society in the process of inheritance, and this process of inheritance is restricted by the living environment and patterns, and has the characteristics of compulsion, stability, integrity and continuity. Based on this understanding, Zhao Shilin believes that the essence of cultural inheritance is a cultural reproduction process, which is not the self-behavior of a single person, but the self-improvement of a national group. He also believes that national cultural inheritance is the deep accumulation of national consciousness, which constitutes the core of national identity and cohesion, and that such inheritance is a vertical copy of cultural genes, with the basic characteristics of pattern and blood type. (Zhao Shilin, 2002) The difference between the above two scholars is that Yao Yan believes that national cultural inheritance is only a process of inter-generational "transmission", that is, the mutual transmission of culture between different subjects; However, Zhao Shilin believes that cultural inheritance is not only "transmission", but also self-production in "inheritance", that is, cultural recipients absorb and self-process the accepted culture, so as to create a new cultural model suitable for social development. Another scholar Tan Shuling put forward a different point of view, holding that "the essence of the inheritance of minority culture is the process of mutual influence and mutual absorption between different cultures; Vertically is the process of vertical transmission through a specific way and path." (Tan Shuling, 2007)

On the basis of determining the essence of national culture inheritance, some scholars have conducted in-depth discussions on the relevant theories of national culture inheritance. On the basis of studying and studying the similar issues of foreign scholars, the famous anthropologist Fei Xiaotong combined with the actual situation of

China, conducted research from the perspective of diversification and integration, and put forward the theory of "the pluralistic and integrated pattern of the Chinese nation" (Fei Xiaotong, 2003). Mr. Fei Xiaotong believes that "pluralism" refers to the fact that each of our fraternal nations has its own history in terms of origin, formation and development, and that each nation's culture and society also has its own characteristics, thus distinguishing it from other nations. "Unity" means that although each nation has its own development history and national characteristics, all nations are interrelated and communicate with each other in the process of development, and have internal ties and common national interests with the whole nation. The "unity" of the Chinese nation means that there is an inseparable integrity among the "diverse" fraternal nations, which belong to the Chinese nation, and the characteristics of the Chinese nation are the historical, unique and common national characteristics formed by all ethnic groups in the curriculum of their long-term development. The brotherly ethnic groups of the Chinese nation have embraced each other, lived in harmony and learned from each other, thus moving forward together. The theory of "the pluralistic and integrated pattern of the Chinese nation" provides methodological guidance for the development research of all nationalities and the inheritance research of national culture in China.

2. Mode of national culture inheritance

The way of national culture inheritance, that is to say, what is the method or realization way of national culture inheritance? Some scholars point out that the way of inheritance and realization of national culture is closely connected with the national way of life, which has distinct national characteristics and a deep national brand. Scholars' research on the inheritance mode of national culture mainly focuses on the following aspects: 1) One-to-one inheritance mode of national culture. One to one, that is, a cultural imparted to a cultural recipient to carry on the inheritance of national culture. This mode of inheritance is mainly reflected in the daily family life of ethnic minorities,

where fathers teach their sons production, hunting, construction, handwork and some special skills, and mothers teach their daughters housework skills such as weaving, sewing, embroidery and cooking. The one-to-one inheritance of national culture in the family mainly focuses on the learning of national material culture. The one-to-one mode of national culture inheritance has definite object, clear goal and small scope, which is suitable for unconscious national culture inheritance with small family population. 2) One to many national cultural inheritance. One-to-many inheritance means that one cultural imparted national culture to multiple cultural learners at the same time. In ethnic areas, the teachers of this kind of inheritance are mostly village elders, wizards, magic princes and other groups who have more knowledge of national culture. Elders, sorcerers or magicians taught religious culture and national consciousness to the national masses through national festivals, sacrifices, rituals and witchcraft. With the development of modern universities, the mode of cultural inheritance in ethnic areas is also changing, and village elders, wizards, and magic princes are no longer seen. Instead, universities in ethnic areas are more responsible for the inheritance of ethnic culture. In universities, teachers with rich knowledge of ethnic culture teach students ethnic culture knowledge. Sometimes, in order to make up for the lack of ethnic culture education in universities, universities will also hire cultural inheritors from ethnic areas to teach in universities. Through this way of class teaching system, national culture can be passed on in a systematic, guaranteed, large-scale and efficient manner. 3) many-to-many mode of national cultural inheritance. It is commonly seen in ethnic festivals held in ethnic areas. At this time, every member of society is the carrier of national culture and an indispensable element in the inheritance of national culture. National customs and habits, festival etiquette and moral norms are invisibly regulated in national life, and objectively achieve the effect of cultural inheritance. At the same time, the rules and regulations of life in ethnic areas, that is, the restrictions of written and unwritten national conventions on the etiquette habits of social members in daily

life, also convey the unique cultural system of the nation. In modern society, the holding of community activities and the development of national cultural activities in universities enable a large number of social members and students to participate in activities and be infected and influenced by national culture, which also plays a role in the inheritance of national culture.

3. National culture inheritance and education

National culture and education depend on and promote each other. National culture is the source of education, and education is an important way to preserve and inherit national culture. How to play the important role of education in the inheritance of outstanding national culture? The research of many scholars on the inheritance of national culture and education mainly focuses on three aspects: family education, social education and university education.

1) Family education. Family education is one of the important ways to inherit and realize national culture, and it is also the enlightenment stage for children to grow up and receive education. It is one of the essential and important forms of education and a traditional means to continue and develop human civilization. Children are the inheritors of national cultural blood and the carriers of cultural genes. Children acquire knowledge of cultural inheritance first at home. Individuals begin the process of cultural inheritance and acquisition from birth. This relationship between family and cultural heritage is one of humanity's oldest and strongest. The influence and influence of the family environment make the literary family, musical family and dance family constantly emerge all over the country, which is the important role of family education in the inheritance of national culture and the best embodiment. Individual ideology, moral quality, behavior habits, moral education and so on have different degrees of family imprint. Family rules, family laws, social etiquette, ethical constraints, clothing, food, housing, behavior, marriage, funeral, morality, etiquette and other aspects of

national culture knowledge are all through family education. Therefore, family education is the basis of national cultural inheritance. 2) Social education. The inheritance of ethnic culture by social education is mainly manifested in the cultural activity places and markets in ethnic village communities. The community and other cultural activities are mainly in the temple in the ethnic village area, and the temple is the most important cultural concentration and distribution center in the ethnic area. In some areas of China, such as Xishuangbanna in Yunnan Province, temple education is the most common form of education. Because temples have fixed sites, fixed systems, and monks and wizards who specialize in teaching culture (which is mostly manifested as religious culture), temple education is the most complete and developed way of cultural inheritance in ethnic areas before there is no university education. The influence of temple education in Yunnan ethnic areas is more extensive. About the influence of Buddhism culture in Yunnan on ethnic areas, Professor Chen Yaoli of Yunnan Normal University and Professor Zhou Shangyi of Beijing Normal University have deep attainments in this respect. The two scholars have made a detailed, systematic and in-depth investigation into the ethnic areas in Yunnan for a long time, which provides a good blueprint for researchers to understand the impact of Buddhist culture in Yunnan on ethnic areas. Ethnic village family folk culture activities are also an important way to inherit ethnic culture. Cultural inheritance subjects participate in traditional folk cultural activities of village families such as religious sacrifices, weddings, funerals, house building, birth, divination, New Year festivals, folk songs and dances, etc. Through direct experience, they personally feel the unique national culture and charm, and truly realize that traditional culture is inseparable from their lives. As an important carrier for inheriting traditional national culture, national festivals carry rich historical and cultural connotations, and are a cultural space where people's spiritual beliefs, aesthetic tastes, ethical relations and consumption habits are concentrated to display and inherit, as well as an effective way to inherit traditional

national culture. In the festival, people regularly participate in or watch the performance of traditional culture, receive the education of traditional culture, so that the traditional culture can continue in the life of ethnic members; By holding festival ceremonies, telling legends, reviewing tradition and savoring tradition, people strengthen the memory of national traditional culture. Through festival activities, people consciously understand and accept national traditional culture in the ear and eye, so as to realize the transmission and inheritance of traditional culture. At the same time, the traditional festival of national culture is an important form to promote the inheritance of national dress culture, song and dance culture, and food culture, which is continued in the life of ethnic members participating in festival activities. By holding festival ceremonies, telling legends, reviewing tradition and savoring tradition, people strengthen the memory of national traditional culture. Through the festival activities, people consciously understand and accept the traditional national culture, so as to realize the transmission and inheritance of traditional culture. At the same time, traditional festivals of national culture are an important form to promote the inheritance of national dress culture, song and dance culture, and food culture. Ethnic members participating in festival activities can learn the rituals, procedures and taboos that they follow together, which creates a huge cohesive force and sense of identity for the ethnic people. In addition, with the development of modern society, cultural activity centers such as village committees, cultural stations and workshops set up by folk artists in ethnic areas also play an important role in the inheritance of ethnic culture. The market in ethnic areas is also an important place for the inheritance, dissemination, impact and integration of ethnic culture, and is a big stage for displaying various ethnic cultures. Various economic and cultural activities in the market not only carry out the cultural transmission of their own nation, but also carry out the cultural transmission of other nations. Various national cultures communicate, collide and merge with each other, and produce new cultural patterns. 3) University education. The establishment and

popularization of universities in ethnic areas plays a key role in the inheritance and dissemination of ethnic culture. Since the purpose, organization, planning, scale, system, system and directness of university education have an important impact on the inheritance of national culture, in modern society, university education in ethnic areas should and will become an important way to inherit traditional national culture. At present, the research on the status and role of universities in the inheritance of ethnic culture is not clear enough. The common suggestions are as follows: ethnic universities should play an important role in the inheritance of ethnic culture, and excellent ethnic and folk cultural resources should become an important part of quality education in primary and secondary universities; In the university curriculum, the national cultural resources into the minority curriculum system and integration; The university should become the secondary inheritance field of the effective inheritance of national culture. The implementation of multi-cultural education has become a world trend, and most of the world's national countries have carried out multi-ethnic cultural education many years ago. The inclusion of minority cultures in the national education system is conducive to the equal inheritance and dissemination of all ethnic cultures and to the equal social status of minority nationalities with the main ethnic groups. Therefore, under the university education system in modern society, university education is not only conducive to the spread of national culture, but also conducive to the realization of the concept of social equality of all nationalities.

As for the inheritance of national culture in universities, many scholars have put forward their own views and opinions. Through questionnaire survey and personal interview with more than 800 ethnic minority college students in various universities, Wang Jun has a more comprehensive understanding of the various problems that ethnic minority college students generally encounter in the rapid social changes. This paper analyzes the history and current education system on which the higher education of ethnic minorities develops, and explores the reasons for these problems. Further, from

the Angle of educational anthropology, this paper makes a systematic discussion on the basis and main cultural characteristics of the higher education of ethnic minorities in China. This paper presents some views on the category definition, system construction and future development direction of the higher education of national minorities in our country. (Wang Jun, 2007) Another scholar stressed the importance of inheriting national culture in the construction of university culture through the investigation of the connotation, significance of university culture construction and the core relationship between university culture construction and national culture, and proposed that the research and construction of university culture must absorb the essence of national culture and inherit the tradition of national culture. The view that one must devote oneself to the practice of national culture. (Zeng Yu, 2005) Some scholars have pointed out that the interactive development of tourism, education and culture has increasingly become an effective form and an important way to inherit and protect ethnic minority cultures. Starting from the excavation, rescue and protection of the cultural heritage of ethnic minorities, the construction of the tourism cultural discipline industry and the promotion of the interactive development of tourism, education and culture, so as to highlight the national cultural characteristics of tourism education, which is an important direction for the characteristic development of higher education tourism education and a breakthrough in the innovation of university strategy. (Zhang Bowen, 2008) Some other scholars have carried out research and discussion from the aspects of multicultural education and ethnic culture inheritance, ethnic culture curriculum construction, and multicultural teacher training. In short, all disciplines and fields of education are related to the inheritance of national culture, and should also play their due role in the inheritance of national culture.

4. Research on the inheritance mechanism of national culture

After a dynamic analysis of the operation mechanism of cultural inheritance

of ethnic minorities in Guizhou, Suo Xiaoxia came to the conclusion that the social coercion formed by institutions and regulations, the imperceptible influence in national social life, and the psychological constraints formed by morals and taboos are exactly the "invisible grammar" hidden behind various cultural inheritance phenomena (Suo Xiaoxia, 2000). Zhao Shilin summarized the social mechanism of national culture inheritance into the following six aspects: family-centered affinity coercion, villar-based social supervision, high-strength inheritance under special conditions (war), enhanced self-consciousness in inter-ethnic communication, ancestor worship, which means the continuation of obligations, and religious consciousness (Zhao Shilin, 2002). Yan Libo believes that the national culture inheritance mechanism should include the selection mechanism, the adaptation mechanism, the borrowing mechanism and the participation mechanism, so as to better carry out the cultural inheritance work. (Yan Libo, 2007)

Relevant Research Abroad

1. Research on multi-ethnic cultural identity

Today's world is a multi-ethnic world, strictly speaking, almost no country is made up of a single ethnic group, the United States has about 270 ethnic groups, Russia has 176 ethnic groups, the United Kingdom has about 140 ethnic groups, Canada has about 140 ethnic groups. Australia, France, Germany, Sweden, Switzerland, the Netherlands, etc., have immigrants from many countries in the world, thus forming many new minority groups. In China's first national population census in 1953, more than 400 ethnic groups were registered in the census. In 1990, 56 ethnic groups were officially confirmed in China. Almost every country is composed of different nationalities, large and small, and each nationality must have its own national characteristics, national habits, national way of life, especially the national culture that is different from other nationalities. However, what about so many ethnic cultures in

society? Different scholars have given different opinions. British scholar Watson believes that multiculturalism is the recognition of cultural diversity, equality and mutual influence between cultures. However, some scholars, such as the famous American scholar Huntington, have long regarded multiculturalism as a destabilizing factor in society, and regard the practice of multiculturalism in the United States as a conflict with Western civilization and the defenders of the American creed, in the words of James Coase, "a real conflict" within the American portion of Western civilization. And they see multiculturalists as ethnic separatists. (Samuel Huntington, 1981) Huntington held a negative attitude towards multiculturalism and regarded the conflict between cultures as absolute opposites and irreconcilable.

2. Research on multi-ethnic cultural processing methods

Multi-ethnic culture is an objective existence, which can neither discriminate against nor ignore the existence of minority culture. Properly handling and passing on the cultures of all ethnic groups is conducive to uniting the people of all ethnic groups, contributing to the stable development of society, enriching social culture, thriving the cultural life of the people, and promoting mutual understanding among all ethnic groups. Tolerate each other and jointly promote the construction of a harmonious society. The harmonious society is not only the ideal society that the Chinese people dream of, but also the ideal society pursued by most countries, the vast majority of nations and people in the world. In order to build an ideal society in which all ethnic groups live in harmony, the first thing is to correctly handle and inherit multi-ethnic culture, which has become a problem that many scholars, politicians and state administrators must face and discuss. New terms such as "multiculturalism" and "cultural pluralism" came into being in this context.

In the West, the term "multiculturalism" appeared in the 1920s. "Multiculturalism" and "multiculturalism", as an ideology, are political theories put

forward in order to solve national problems in the political field. In the mid-to-late 1960s, immigrants and aliens greatly increased the population of the United States, and the resulting demographic structure, residential areas, religious composition, and race relations caused concern. "Multiculturalism" was proposed in this period to deal with these problems. The proposal of "multiculturalism" provides a good idea to deal with the relationship between various subcultures and mainstream cultures in the United States, and to solve the political, economic, cultural and social equality issues between ethnic minorities such as Asians and Hispanics and whites. In order to solve the domestic racial and ethnic contradictions, the Canadian government took the lead in introducing multiculturalism into the country in 1971 and implementing multicultural policies. Australia's immigration minister also introduced "multiculturalism" to his country after visiting Canada in 1973. In 1975 Sweden also began to announce a policy of multiculturalism in the country. During this period, "multiculturalism" was gradually accepted, introduced and implemented by many other countries as a policy that could better solve domestic multi-ethnic problems.

Although different countries have different understandings of the specific meaning of "multiculturalism", as a policy theory to solve ethnic and cultural problems in multi-ethnic countries, "multiculturalism" has been understood and accepted by most countries, and its influence has continued to the present day, and it has a good reference significance for China to solve domestic ethnic problems and ethnic cultural inheritance.

3. Research on the protection and inheritance of national culture

The research on the protection and inheritance of ethnic culture is mainly reflected in the research on the economic, social and cultural protection rights of ethnic minorities. The main representative is the Curriculum on Economic, Social and Cultural Rights, edited by Norwegian scholar A. Eide and others, which discusses and analyzes

issues related to the cultural rights of ethnic minorities and explains the inherent way of life of ethnic minorities through the application of international human rights law. (A. Eide, 2003)

The influence of multiculturalism implemented in North America has spread rapidly all over the world, making people begin to think about and pay attention to the issues of cultural diversity and cultural identity in the process of globalization. Globalization is not only the globalization of economy and information, but also a problem of how cultural diversity integrates and coexists. Recognizing and inheriting the cultures of many nationalities is the key to solving this problem. One of the more famous classic works on Western multiculturalism in this period, *The Rights of the Minority: Nationalism, Multiculturalism and Citizenship*, written by Canadian scholar Will Ginrica, provides us with a broad vision and theoretical guidance for the study of national multiculturalism. (Will Ginrica, 2005) In their article *Multiculturalism and the Space of Civil Rights*, Alistair Rogers et al. made a profound analysis and consideration of how the influence of multiculturalism can protect the rights of vulnerable cultures and citizens in modern countries. (Arisdale Rogers, 1999) A large number of scholars also began to pay attention to the diversification of ethnic culture, and the protection and inheritance of existing ethnic culture became the consensus of everyone, and scholars put forward a large number of research theories and practical viewpoints. However, how to combine theory and practice to effectively promote the inheritance of national culture is worth thinking about.

4. National cultural inheritance and educational strategies

1. Educational Strategies

By referring to relevant literature at home and abroad, experts and scholars have a wealth of research on educational strategies. Combined with the research content

of this paper, the main representative viewpoints are listed as follows:

Table 1 Educational Strategies Represent Academic Perspectives

Author	Viewpoint
John Alli (2013)	SWOT is associated with Sun Tzu's Art of War: The Imaginary and the Real. "Sun Tzu's distinction between the virtual and the virtual, and the effect of attacking the virtual with the real, is the same as the effect of modern SWOT analysis," he points out. Can be used for educational research.
Yu Feng (2018)	The view in Sun Tzu's Art of War that "those who break water in a thousand-worthy stream will form also" is of enlightening significance to the wisdom of university organization and management. The point of view of "cultivating the way and preserving the law" and "making the order" is also of reference significance to the university system management.
Margret Bulow-Schramm (2014)	Based on the analysis of teacher training and continuing education in German universities, the author believes that the system of internal evaluation and external certification in higher education provides quality assurance for the training and further study of teaching methods in universities, and the scientific research basis of teaching methods should be strengthened in the quality assurance.
Tong Feixiao (1997)	"Cultural consciousness" means that people have formed a specific historical and cultural circle in a certain life circle, and have a high cultural identity and cultural cognition of future development. It has formed profound cultural reflection, sufficient cultural cognition, strong cultural identity and diverse cultural creation.
Mengchi Fang、 Beibei Liu (2021)	It is believed that the innovation of university teaching management under the background of big data should first innovate the teaching management concept. Administrators should pay attention to and learn the development of multimedia technology, and make full use of it in the management and implementation of education and teaching.

Elmira R. Vasilyeva, Ilgiz M. Sinagatullin(2018)	<p>The strategic task of the modern education system is to integrate traditional (folk, national, national) culture into the modern education system, ideas, technologies that create the educational environment, taking into account linguistic and psychological characteristics. Cross-cultural competence is the ability necessary to allow students to transcend their own culture without losing their own cultural identity.</p>
Xiaodong Yu (2021)	<p>Higher education should undertake the important task of imparting scientific and cultural knowledge to minority students, and it is necessary to promote the prosperity and development of national culture. From the perspective of the university, it is necessary to integrate multi-ethnic cultures to meet the requirements of the development of The Times. The use of Internet of Things technology can promote the integration of multi-ethnic cultures.</p>
Frederick Winslow Taylor (1911)	<p>Special emphasis is placed on studying the most general and universal things in management from the height of philosophy, and only after people have mastered the universal principles or methods can they have practical guiding significance for specific operations.</p>
Sun Tzu's Art of War (Spring and Autumn Period)	<p>The management philosophy of Sun Tzu's Art of War: take "Tao" as the key line and people-oriented. Management dialectics: The elements involved in management activities are in the process of interrelation and interaction.</p>
Rongreng He (2010)	<p>It advocates the establishment of the major of "intangible cultural heritage" inheritance, the selection of relevant curriculums, and the training of "intangible cultural heritage" specialized talents. At the same time, it also analyzes the problems existing in the process of intangible cultural heritage education in universities, and needs to strengthen understanding and improve laws and regulations to further promote the work of safeguarding intangible cultural heritage in universities.</p>
Hongyu Xie (2018)	<p>To develop national culture education, we should do the following five aspects in university education: First, the main body of curriculum development should reflect the diversity. Second, the curriculum content system should reflect openness. Third, the teaching process should reflect the</p>

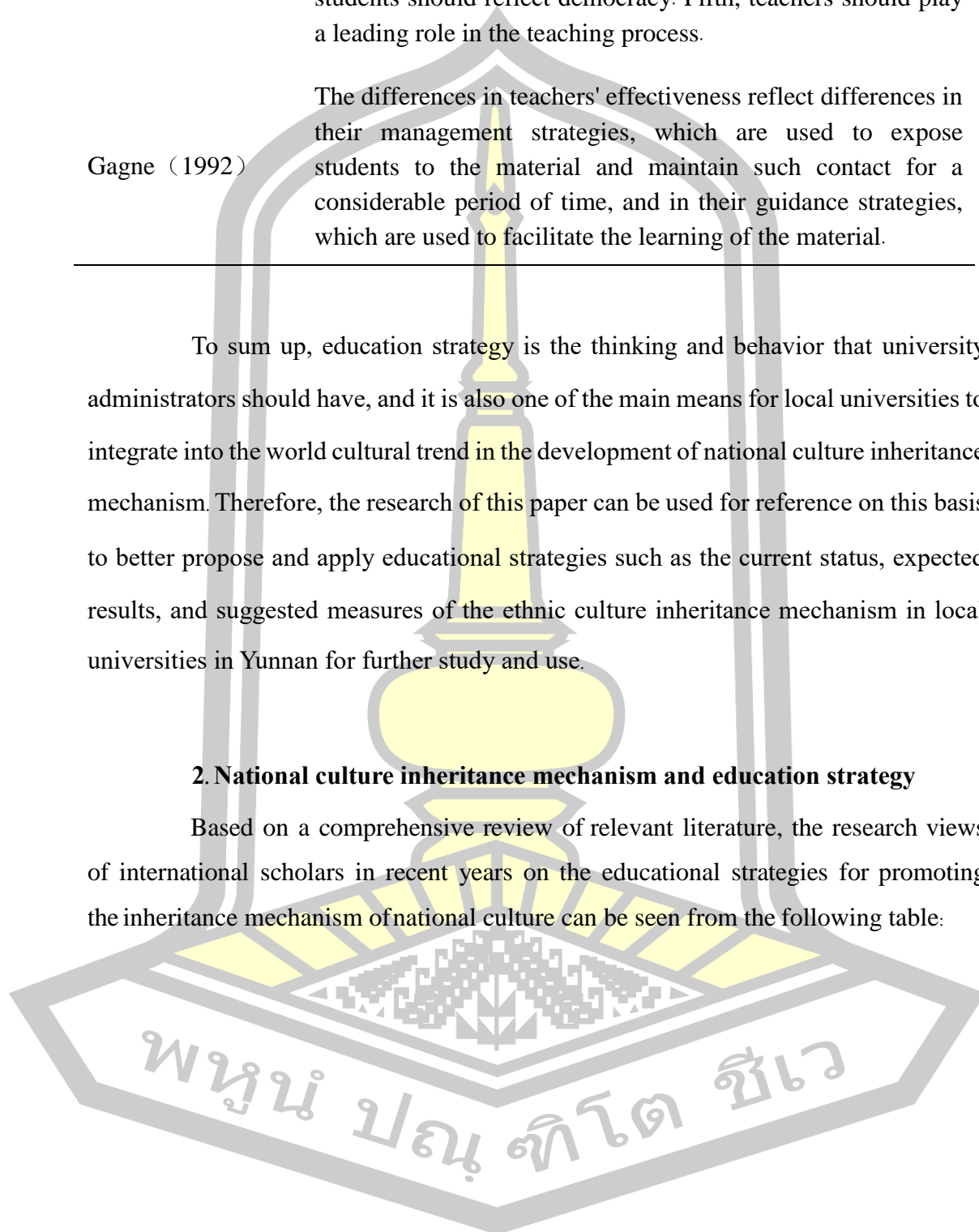
construction. Fourth, the relationship between teachers and students should reflect democracy. Fifth, teachers should play a leading role in the teaching process.

Gagne (1992) The differences in teachers' effectiveness reflect differences in their management strategies, which are used to expose students to the material and maintain such contact for a considerable period of time, and in their guidance strategies, which are used to facilitate the learning of the material.

To sum up, education strategy is the thinking and behavior that university administrators should have, and it is also one of the main means for local universities to integrate into the world cultural trend in the development of national culture inheritance mechanism. Therefore, the research of this paper can be used for reference on this basis to better propose and apply educational strategies such as the current status, expected results, and suggested measures of the ethnic culture inheritance mechanism in local universities in Yunnan for further study and use.

2. National culture inheritance mechanism and education strategy

Based on a comprehensive review of relevant literature, the research views of international scholars in recent years on the educational strategies for promoting the inheritance mechanism of national culture can be seen from the following table:



**Table 2 National Culture Inheritance Mechanism and Development Strategy
Research Representative View**

Author Component	Zhao Shiling (2009)	Jing Xiangui (2015)	Smith, J. (2018).	Xie Hongyu(2018)	Williams, L. (2019)	Elmira R. Vasilyeva, Ilgiz M. Sinagatullin (2018)	Wang Jianlan (2019)	Zhang Bowen (2008)	Wang Jun(2007)	Margret Bulow-Schramm (2014)	Yuan Liping Liu Xiaoyan (2018)	Frequency
1. National cultural inheritance goals	√			√	√		√	√			√	6
2. National culture inheritance system	√			√			√	√	√			5
3. Curriculum construction of cultural inheritance	√	√		√		√	√	√	√	√	√	9*
4. Teachers' cultural inheritance teaching ability	√	√	√	√		√	√	√		√	√	9*
5. Training of students' cultural inheritance skills	√	√		√	√	√	√	√	√	√	√	10*
6. Campus culture construction	√	√		√	√		√	√	√			7*
7.Cooperation and communication	√	√	√	√			√	√		√		7*
8.Management and evaluation system construction	√	√		√		√	√	√		√	√	8*

As can be seen from the statistical data in the table above, scholars generally believe that the inheritance of ethnic culture needs university education to implement, and the general teaching and management processes in universities can be used to implement the inheritance mechanism, while the curriculum, teaching, teachers, campus culture, cooperation and exchange, management and evaluation in the inheritance process are all effective means and approaches to realize ethnic inheritance. Therefore, the above contents can be identified as the main components of

the national culture inheritance mechanism in the education management of Yunnan local university, which is the research theme of this paper. According to the operation of each teaching and management link in the university needs to cover the part, sorted out the corresponding indicators of each component, a total of 27 indicators. The course include 3 indicators; Teaching include 6 indicators; Teachers include 4 indicators; Cooperation and communication include 6 indicators; Campus culture include 4 indicators; Management and evaluation include 4 indicators. As shown in the following table:

Table 3 National Cultural Inheritance Mechanism Components and Indicators
Table

Components	Indicators
1. Curriculum	<p>1.1 The curriculum is helpful to improve the quality of professional personnel training.</p> <p>1.2 There are various types of curriculum, including compulsory and elective curriculum on national culture.</p> <p>1.3 Students choose curriculum according to their own interests or research directions.</p>
2. Teaching	<p>2.1 Teachers choose different materials according to the nature of the curriculum.</p> <p>2.2 Teachers choose the content of teaching according to the ethnic culture of the region in which the school is located.</p> <p>2.3 The teaching content design is scientific and reasonable, which can show the national characteristics and culture.</p> <p>2.4 Teachers make reasonable choices in content according to students' learning needs.</p> <p>2.5 In teaching, teachers will cultivate students' sense of self-confidence and identity of national culture.</p> <p>2.6 Teachers guide students in teaching the theory study on the national culture.</p>

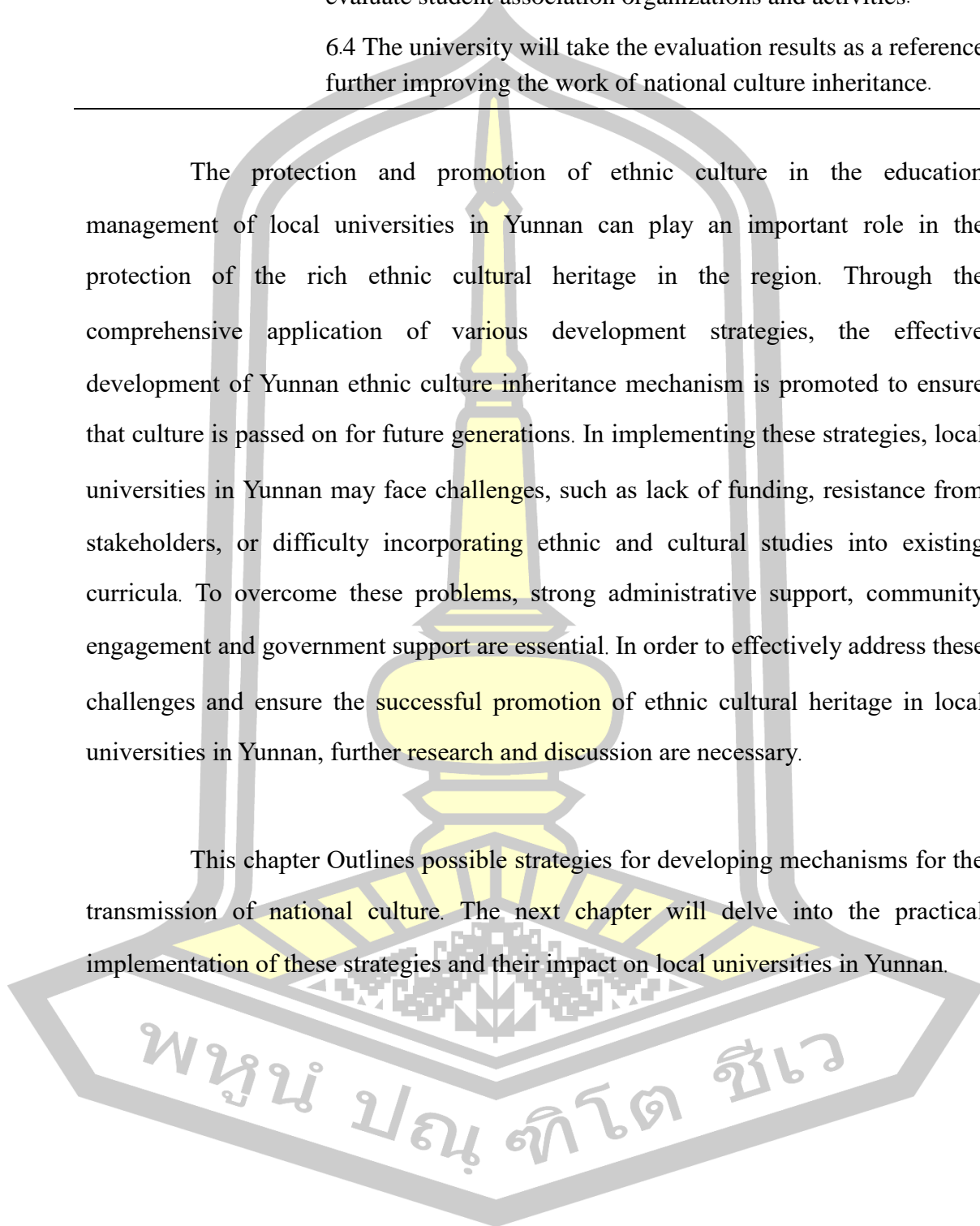
3. Teachers	3.1 The number of teachers can meet the teaching demand.
	3.2 Teachers have a profound knowledge of national culture.
	3.3 Teachers master certain national skills and display them appropriately in the teaching process.
	3.4 Teachers have the ability to carry out scientific research on national culture.
4. Cooperation and Communication	4.1 The university holds lectures on national culture.
	4.2 The university invites the inheritors of intangible culture to the school for teaching or technical training.
	4.3 The university organizes academic conferences related to national culture.
	4.4 The university has special funds for teachers and students to carry out research on national culture.
	4.5 The university develops cooperation and exchange programs with other educational institutions both locally and internationally.
	4.6 The university carries out training related to national culture according to the needs of teachers and students.
5. Campus Culture	5.1 The university the national culture as an important content of strengthening university culture construction.
	5.2 The university sets up exclusive associations related to national culture in the student associations.
	5.3 The university often carries out student association activities in national culture.
	5.4 The university constantly optimizes the organization and arrangement of campus cultural activities and creates conditions for students to participate in activities.
6. Management and Evaluation	6.1 The university establishes relevant systems to manage and evaluate the opening of national culture curriculum.
	6.2 The university has formulated relevant systems to manage and evaluate the teachers who teach national culture curriculum.

6.3 The university establishes relevant systems to manage and evaluate student association organizations and activities.

6.4 The university will take the evaluation results as a reference for further improving the work of national culture inheritance.

The protection and promotion of ethnic culture in the education management of local universities in Yunnan can play an important role in the protection of the rich ethnic cultural heritage in the region. Through the comprehensive application of various development strategies, the effective development of Yunnan ethnic culture inheritance mechanism is promoted to ensure that culture is passed on for future generations. In implementing these strategies, local universities in Yunnan may face challenges, such as lack of funding, resistance from stakeholders, or difficulty incorporating ethnic and cultural studies into existing curricula. To overcome these problems, strong administrative support, community engagement and government support are essential. In order to effectively address these challenges and ensure the successful promotion of ethnic cultural heritage in local universities in Yunnan, further research and discussion are necessary.

This chapter Outlines possible strategies for developing mechanisms for the transmission of national culture. The next chapter will delve into the practical implementation of these strategies and their impact on local universities in Yunnan.



CHAPTER III

RESEARCH METHODS

This chapter mainly involves the specific methods and steps in the process of investigation and research, and mainly provides a basis for the formulation of educational strategies for the national culture inheritance mechanism in local universities in Yunnan.

Research Design

The research goal of this paper is to consider the development strategy of ethnic culture inheritance mechanism in local university education management based on the status quo of ethnic culture inheritance in Yunnan. To explore the current states, desired states and priority needs of the development strategy, so as to formulate a scientific and reasonable development strategy system, so as to better operate the national culture inheritance mechanism in the education management of local universities in Yunnan.

The study is divided into three phases:

Phase 1: To investigate the components and indicators of education promotion strategies for the development of ethnic culture inheritance mechanism in the education administration of local universities in Yunnan.

Stage1: To review literature, summarizes the composition and indicators of the national culture inheritance mechanism.

Stage2: To evaluate the components and indicators of the national cultural inheritance mechanism.

Phase 2: To explore the current states, desired states and priority needs of education promotion strategies for the development of ethnic culture inheritance

mechanism in the education administration of local universities in Yunnan.

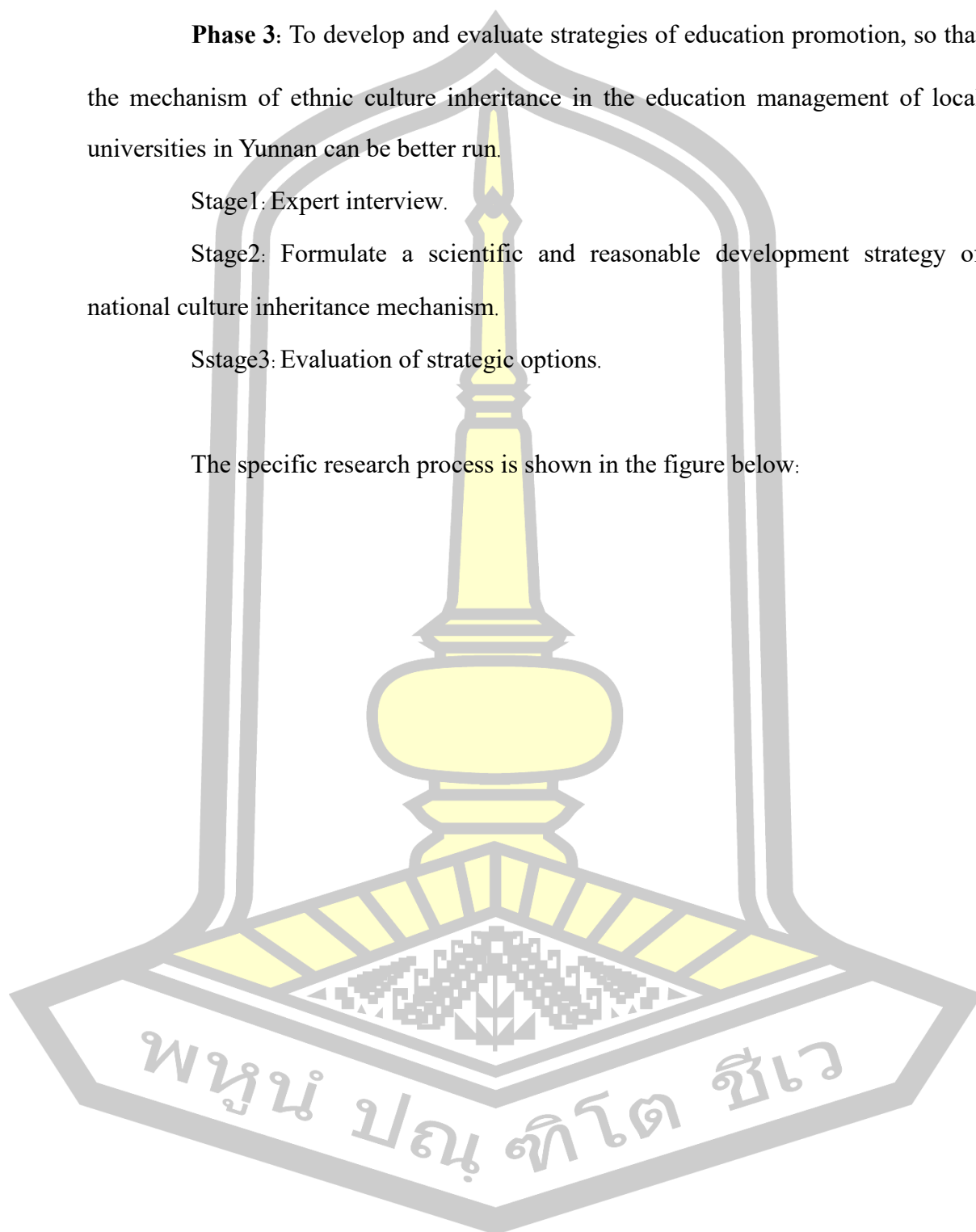
Phase 3: To develop and evaluate strategies of education promotion, so that the mechanism of ethnic culture inheritance in the education management of local universities in Yunnan can be better run.

Stage1: Expert interview.

Stage2: Formulate a scientific and reasonable development strategy of national culture inheritance mechanism.

Stage3: Evaluation of strategic options.

The specific research process is shown in the figure below:



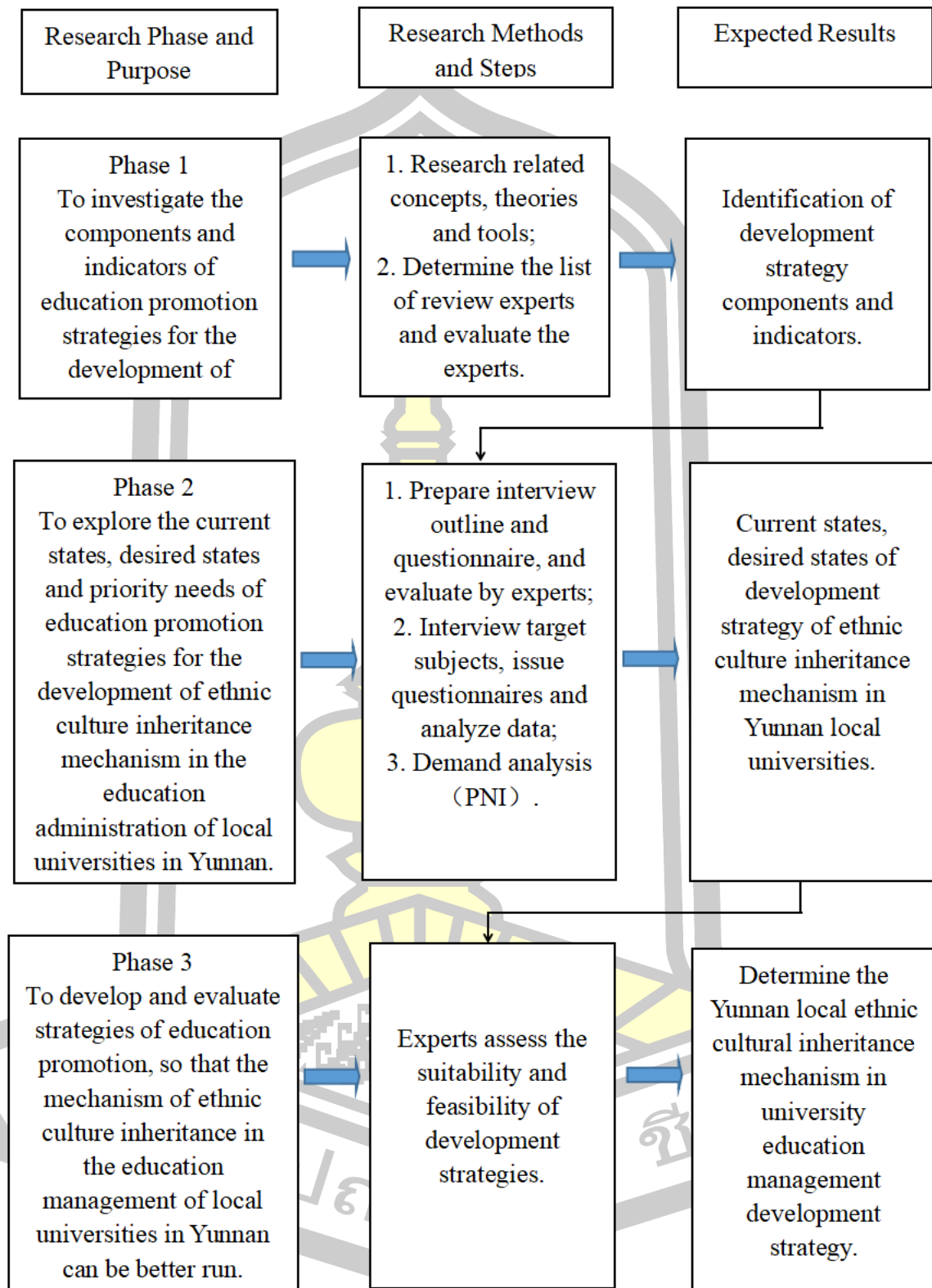


Figure 3 Study Phase Diagram

Research Procedures

Before formally collecting the data, the researchers received approval from the Ethics and Ethics Committee of Mahasarakham University on November 8, 2023. (Appendix A)

Phase 1:

To investigate the components and indicators of education promotion strategies for the development of ethnic culture inheritance mechanism in the education administration of local universities in Yunnan.

1. Data Source

The main use of university and local library literature, Mahasarakham University library and other Internet resources, such as eric.ed.gov, www.cnki.net, www.ebsco.com and Baidu academic, etc. To consult and understand the research literature and related materials on national culture, inheritance mechanism, education management, development strategy, etc. To summarize and sort out the views related to my own research content, and extract the six components of the development strategy of national culture inheritance mechanism, namely, curriculum, teaching, teachers, cooperation and communication, campus culture, management and evaluation. The indicators of 27 the development strategy of national culture inheritance mechanism are summarized. Curriculum includes 3 indicators; Teaching includes 6 indicators; Teachers include 4 indicators; Cooperation and communication include 6 indicators; Campus culture includes 4 indicators; Management and evaluation include 4 indicators.

2. Research Instrument

The list of development strategy components and indicators was recorded

and finally sorted out and submitted to five Chinese experts in different research fields for evaluation. The five experts were selected based on:

- 1) Doctoral degree;
- 2) Experienced educational administrators, university presidents, or people who have worked in the field of higher education for at least 5 years;
- 3) Professor, associate professor and other academic positions in the field of higher education;
- 4) Get the consent of experts.

The researchers called five experts and asked for their consent. The Faculty of Education Mahasarakham University was then asked to issue an invitation letter, which was sent to the five experts. (Appendix B)

Table 4 Indicator to Evaluate Five Expert Information Table

Name	Area	University	Professional Title
Zhonghan Deng	Educational Management	Baoshan University	Professor
Kui He	Minority Nationality	Baoshan University	Professor
Xuesheng Wang	Educational Management	Tonghua Normal University	Associate Professor
Xiaoji Bu	Minority Nationality	Honghe University	Professor
Xiaoliang Kui	Minority Nationality	West Yunnan University	Associate Professor

3. Data Collection

The list was evaluated and scored by five experts. The list is sent to the experts via email or WeChat.

The index evaluation form was scored using a five-point Likert scale. The index evaluation form was scored using a five-point Likert scale.

5 refers to the highest degree of recognition

4 refers to high degree of recognition

3 refers to the average degree of recognition

2 refers to low degree of recognition

1 refers to very low degree of recognition

4. Data Manipulation and Analysis

Five experts received the list of indicators, reviewed it, scored it, and then sent the results to the researchers via email or WeChat.

According to Likert scale score analysis, 3.5 points is in line with the standard. (Likert, Rensis, 1932) the next stage of research can then be carried out.

Phase 2:

To explore the current states, desired states and priority needs of education promotion strategies for the development of ethnic culture inheritance mechanism in the education administration of local universities in Yunnan.

The researchers used the survey research method to conduct the research, specifically as follows:

1. Population and Sample

Population

This paper discusses how to effectively promote the development strategy of the ethnic culture inheritance mechanism in the education management of local universities in Yunnan. It is necessary to select local universities in the main areas where ethnic minorities live in Yunnan, so as to organically integrate with local ethnic

culture, cultivate outstanding talents for local ethnic culture inheritance, and become the main place for local ethnic culture inheritance. The main research target university of this thesis is Baoshan University, a undergraduate university located in western Yunnan Province. Baoshan is located in the southwest of Yunnan Province, bordered by Dali Bai Autonomous Prefecture and Lincang City in the east, Nujiang Lisu Autonomous Prefecture in the north, Dehong Dai and Jingpo Autonomous Prefecture in the west, and Myanmar in the northwest and due south. Bao Shan is a gateway to South Asia and Southeast Asia. It has 12 ethnic minorities: The Yi, Bai, Miao, Dai, Hui, Wa, Man, Lisu, Jingpo, Achang, Blang, Deang, among which the Blang, Achang, Jingpo, etc. have a small population in Yunnan. National cultural resources are very rich, which can provide a variety of options for the inheritance of national culture in universities. The number of students in Baoshan University is 12,952, of which 4,522 are ethnic minority students, accounting for 34.9%. They are mainly Yi, Bai, Hani, Zhuang, Lisu, Hui and other 30 ethnic groups, which have a certain national cultural foundation. The number of teachers in Baoshan University is 648, and the number of ethnic minorities is 189, accounting for 29.2%, mainly Hui, Lisu, Dai, etc.

In order to better understand the status quo of ethnic culture inheritance in local universities in Yunnan, we plan to conduct a survey with the support of two undergraduate universities: 1) Hong He University, located in Hong He Hani and Yi Autonomous Prefecture in southeast Yunnan Province, has 13,310 students and 3609 minority students, accounting for 27.1%, involving 33 ethnic groups including Buyi, Tibetan, Daur, Dong, Gelao, Hani, Jino and Lahu. The number of teachers in Honghe University is 682, and the number of ethnic minorities is 237, accounting for %, mainly Hani, Yi and Miao. 2) West Yunnan University, located in Lincang City, southwest Yunnan Province, has a total student population of 13,696, of which 4,553 are ethnic minority students, accounting for 33.3%, including more than 20 ethnic groups such as Yi, Zhuang, Hani, Dai and Wa. The number of teachers in Western

Yunnan University is 477, and the number of ethnic minorities is 153, accounting for %, mainly Wa, Dai and Blang. The two universities are located in the geographical distribution of a large number of ethnic minorities, different, but distinct ethnic cultural characteristics, play the role of local universities, and actively carry out the inheritance of ethnic culture has a certain effect, is an auxiliary research object.

The final development strategy proposed in this paper is based on the current states and existing problems. Therefore, the research is carried out around the current states of ethnic culture inheritance in the education management of local universities in Yunnan, and the current states and expected state of ethnic culture inheritance are analyzed according to the research results. On this basis, appropriate development strategies are adjusted in combination with the laws of education, teaching and management. Taking these three universities as the research objects, we can take them as representatives of local universities in Yunnan, and the research conclusions can be typical to some extent.

Sample Size

1) Semi-structured interview

The interviewees are mainly university leaders, teachers and students with different identities and educational levels. A total of 10 people were interviewed, including 3 leaders, 3 teachers and 4 students. Conduct interviews online or offline.

Table 5 List of Interviewers

No	Name	Position/Title	Major	University
1	Zhonghan Deng	Vice-President/Professor	Chinese Language and Literature	Banshan University

2	Xiaoji Bu	Dean of Humanities/Professor	Management Science	Honghe University
3	Mingxu Duan	Deputy Secretary of Youth League Committee/Associate professor	Management Science	West Yunnan University
4	Min Zhu	Professor	History	West Yunnan University
5	Shuzi Liu	Associate professor	Ethnology	Honghe University
6	Yuming Yuan	Associate professor	Art Theory	Banshan University
7	Can Zhu	Student	Financial Management	Banshan University
8	Lihui Liu	Student	Music Education	Banshan University
9	Zhixian You	Student	Journalism and Communication	West Yunnan University
10	Baimiao Tang	Student	Physical Education	Honghe University

2) Questionnaire

Prediction (Try out): 30 students and 30 teachers from Baoshan University.

Formal survey: The subjects are mainly teachers and students of Baoshan University, Honghe University and West Yunnan University. Calculation formula based on sample size:

$$n = \frac{Z^2 \cdot p(1-p)}{e^2}$$

n: Represents the required sample size.

Z: The Z statistic for the confidence level is 1.96 for the 95% confidence level and 2.58 for the 99% confidence level.

p: Probability of choice, usually 0.5.

e: Sampling error, usually 5%.

The calculation result of the formula shows that at least 384 valid questionnaires are collected, which is the minimum sample size required to ensure the reliability of the survey results.

Therefore, each university selects at least 130 college students to participate in the question, and the sample size of the questionnaire is not less than 390. At least 130 teachers from each university were selected to take part in the question, and the sample size of the questionnaire was not less than 390.

Finally, according to the research method of this paper, the population and sample of the survey are determined and completed according to the following steps:

- 1) The population used in this research includes 1807 teachers and 39,958 students.
- 2) Determine the sample size Using the Krejcie and Morgan tables. The sample group consisted of 399 teachers and 409 The students.
- 3) Random sample using the method: Questionnaires will be distributed in three universities. The questionnaires answered by teachers will be randomly distributed, and the questionnaires answered by students will be randomly distributed among freshmen, sophomores, juniors and seniors in the three universities.

Table 6 Population and Sample

University	Population			Sample		
	Teachers	Students	Total	Teachers	Students	Total
Baoshan University	648	12952	13600	135	145	280
Honghe University	682	13310	13992	133	133	266
West Yunnan University	477	13696	14173	131	131	262
Total	1807	39958	41765	399	409	808

The researchers explain the procedure for sampling:

1) Semi-structured interview

The purpose of the interview was informed through a letter, and the work was carried out after obtaining the consent of the interviewees. Online or offline interviews were conducted. Before the interview, the researcher contacted the interviewees in advance to determine the time and place of the interview.

Before the formal interview begins, the interviewee is first introduced to the topic of this interview, and then informed that the interview content is only needed for this research paper. With the interviewee's consent, the interview content will be recorded, and the information about the interviewee in the paper will be processed anonymously. Finally, organize the interview content into words. In order to ensure the collection and analysis of interview data at the same time, the researcher directly sorted out the interview content and converted it into text after each interview, and retained the relevant interview data.

After the interview data collection and analysis, it provides the basis for the questionnaire questions.

2) Prediction (Try out)

The predicted (Try out) questionnaire was produced by the small program "Questionnaire Star", which was randomly distributed online. The purpose of the questionnaire is attached at the beginning of the questionnaire. Students and teachers can agree to do the questions. Click the questionnaire link or scan the QR code on WeChat to do the questions. Once the number of students answering the questionnaire and the number of teachers answering the questionnaire reaches 30 each, the distribution will be terminated.

3) Formal survey

Prediction (Try out) the results. After reaching the standard, complete the formal questionnaire, which is made by the small program "Questionnaire Star" and distributed randomly online. An explanation of the purpose of the questionnaire is attached at the beginning of the questionnaire. Students and teachers can agree to do the questions. Click on the questionnaire link or scan the QR code on WeChat to do the questions. If the number of students answering the questionnaire and the number of teachers answering the questionnaire reaches 384 or more, the distribution will be terminated.

2. Research Instrument

The research tools at this stage include interview outline and questionnaire.

1) Interview Outline

It is planned to conduct semi-structured interviews with some leaders, teachers and students of the universities studied. The outline of the interviews is about the specific situation of the national culture inheritance work in local universities in Yunnan, and the specific contents of the indicators are further sorted out from the answers of the respondents. It is divided into questions answered by leaders, questions answered by teachers and questions answered by students. The conclusions obtained from the interview provide strong support for the question raising of the questionnaire.

In order to ensure that the interview can obtain more objective and real data, the design principles of the interview outline are followed: First, the interview outline is based on literature review; Second, the interview outline to listen to the opinions of experts in education management, pedagogy and national culture; Thirdly, in the interview, flexible changes should be made according to the specific characteristics of

the interviewee to ensure that the entire interview revolves around the core theme of this research and improve the effectiveness of the interview.

The advisor put forward modification opinions on the research tools developed for the first time, requiring further improvement of expression, so as to make the questions conform to the research objectives, avoid the influence of the interviewer's personal subjective factors as much as possible, and ensure the depth and quality of the interview content. After compiling the interview outline for the second time, the number of questions answered by teachers increased from 7 to 8, and the number of questions answered by leaders and students remained unchanged.

The validity of the interview outline after the advisor's consent was evaluated by a five-member expert panel using the Index of Item-Objective Congruence (IOC). Five experts from different research fields evaluated the interview outline and made recommendations from different perspectives.

The interview outline was submitted to five experts for evaluation, prior to which invitation letters were sent to the five experts with the consent of the Faculty of Education Mahasarakham University. (Appendix B)

The five experts were selected based on:

- 1) Doctoral degree;
- 2) Experienced educational administrators, university presidents, or people who have worked in the field of higher education for at least 5 years;
- 3) Professor, associate professor and other academic positions in the field of higher education;
- 4) Get the consent of experts.

Table 7 Research Instrument Evaluation Expert Information Table

Name	Area	University	Professional Title
Pacharawit Chansirisira	Educational Management	Maharakham University	Associate Professor
Songsak Phusee-orn	Mathematical statistics	Maharakham University	Associate Professor
Yuanhui Chu	Educational Management	Baoshan University	Professor
Xiaoji Bu	Minority Nationality	Honghe University	Professor
Yunmei Zhao	Minority Nationality	Chongqing University of Education	Professor

The interview outline was evaluated and scored by five experts. Interview Outlines were sent to the experts via Facebook, email or WeChat.

The Group assessed the consistency of the objectives of this phase of the study with the question design. On the evaluation form, a score of "-1" means the problem is inconsistent with the purpose, "0" means uncertain, and "1" means consistent. Score by 5 experts, after calculation, when the IOC value is greater than or equal to 0.5(0.5 \geq), the project is valid. (Thongsanga Pongpaew2009)

Evaluation results. (Appendix D)

There are 10 questions in the interview outline for university leaders. The evaluation results of five experts show that Q7 scores are 0.8, the remaining questions score are 1, and the total score is 0.98. The interview questions are valid.

The interview outline for university teachers consists of 8 questions and the evaluation results of 5 experts. The score of all questions is 1, and the total score is 1. The interview questions are valid.

There are 5 questions in the interview outline for college students. The evaluation results of the five experts give a score of 1 for all questions, and the total score is 1. The interview questions are valid.

Interview outline of expert assessment (IOC) as a result, five experts for scoring average is greater than 0.5(0.5 \geq), effective research tool, can be used for research.

2) Questionnaire

In order to obtain the understanding of national culture inheritance from different angles, questionnaires were prepared and sent to students and teachers respectively to answer the questions. The questionnaire was revised twice. In the first time, the advisor suggested adding questions corresponding to the research objectives. In the final questionnaire, 64 questions were answered. The questionnaire compiled for the second time was approved by the advisor.

The questionnaire is divided into two parts. The first part collects basic information for students and teachers, including school name, grade, age and gender. There are 64 questions in the second part. Questions 1-6 are about the curriculum content in the national culture inheritance mechanism, questions 7-21 are about the teaching content in the national culture inheritance mechanism, questions 21-32 are about the teacher content in the national culture inheritance mechanism, and questions 33-45 are about the cooperation and exchange content in the national culture inheritance mechanism. Questions 46-55 are about the content of campus culture in the national culture inheritance mechanism, and questions 56-64 are about the content of management and evaluation in the national culture inheritance mechanism.

The questionnaires hope to investigate students and teachers from the six dimensions of integrating national culture into school education management.

The questionnaire also asked respondents to rate the status and expectations of all questions.

The questions to be answered in the second part of the questionnaire, the current states score is divided into 5 levels:

- 5 refers to the highest degree of recognition
- 4 refers to high degree of recognition
- 3 refers to the average degree of recognition
- 2 refers to low degree of recognition
- 1 refers to very low degree of recognition

The questions to be answered in the second part of the questionnaire. The desired states score is divided into five levels:

- 5 refers to very high expectations
- 4 refers to high expectations
- 3 refers to medium expectations
- 2 refers to low expectations
- 1 refers to very low expectations

The questionnaire was assessed by five experts after an invitation was sent to them with the consent of the Faculty of Education Mahasarakham University. Five experts were consistent with the interview outline evaluation experts.

The Group assessed the consistency of the objectives of this phase of the study with the question design. On the evaluation form, a score of "-1" means the problem is inconsistent with the purpose, "0" means uncertain, and "1" means consistent. Score by 5 experts, after calculation, when the IOC value is greater than or equal to 0.5 ($0.5 \geq$), the project is valid. (Thongsanga Pongpaew 2009)

Evaluation results. (Appendix D)

There are 64 questions in the questionnaire. In the evaluation results of the five experts, the scores of Q11, Q12, Q13, Q27 and Q32 are 0.8, and the scores of other questions are 1. The total score is 0.984, indicating that the questions in the questionnaire are valid.

According to the results of expert evaluation (IOC) of the questionnaire, the mean score given by five experts is greater than 0.5 ($0.5 \geq$), indicating that the research tool is valid and can be used for investigation and research.

3. Data Collection

1) The semi-structured interview content is sorted out in text, and the recording is converted into text. Based on the characteristics of Qualitative research, the qualitative Analysis software NVivo11.0 (Qualitative Analysis) is used to quickly analyze the common content of the interview data through classification of different topics, and the information is classified, sorted and processed. Format processing, coding and exploration analysis of the interview content were carried out to extract the conclusions needed for the research content of this paper. On this basis, the questionnaire questions were put forward and the questionnaire was completed.

2) Prediction (Try out) 33 questionnaires from students and 31 questionnaires from teachers one day after the questionnaires are sent out. If the questionnaires meet the requirements, the questionnaires should be stopped. The results of the test questionnaire will be automatically recovered through the "Questionnaire Star" online, and the data will be downloaded, copied and stored after obtaining the consent of the platform. The quantitative analysis software SPSS21.0 will be used for analysis.

3) One week after the formal questionnaire was issued, 409 questionnaires

answered by students and 399 questionnaires answered by teachers were collected, and the questionnaires were stopped after meeting the requirements. The results of the test questionnaire will be automatically recovered through the "Questionnaire Star" online, and the data will be downloaded, copied and stored after obtaining the consent of the platform. The quantitative analysis software SPSS21.0 will be used for analysis.

4. Data Manipulation and Analysis

1) Based on the semi-structured interview results of 10 interviewees, the index system content of the development strategy of national cultural inheritance mechanism is further sorted out.

From the responses of the respondents, it can be seen that the leaders, teachers and students recognize the current development strategy of the university in the process of the operation of the national culture inheritance mechanism.

Professor Zhonghan Deng, vice president of Baoshan University, pointed out that local universities should serve local social, economic and cultural development when carrying out national culture inheritance work, and fully integrate characteristic nationalities and ethnic cultures into all aspects of university education and management in order to form university running characteristics. Need to build a reasonable mechanism system, the indicators are clear and detailed, the work can be achieved.

Associate Professor Shuzi Liu, a teacher at Honghe University, said that the improvement of a teacher's individual comprehensive ability is very important for the training of talents, so universities should provide teachers with learning opportunities from multiple channels and aspects, and encourage teachers to actively carry out teaching innovation and scientific research in ethnic culture.

Zhixian You, a student at West Yunnan University, said that it is suggested

that the university should formulate targeted development strategies for the national culture inheritance mechanism, which should meet the learning needs of students and improve their comprehensive literacy. In the construction of campus culture, universities should listen to the opinions and suggestions of students, adjust their working ideas according to their willingness to learn and master, and design work plans from all aspects of talent training to better meet the learning needs of students.

Following are the key points and summaries of respondents' answers presented in tabular form by the researchers through the compilation of recorded texts and recordings:

Table 8 The Semi-structured Interview Results are Summarized

Summary of Interviews With University Leaders

No	Point	Summary
Q1	Interviewee 1: Local universities should take the initiative to inherit ethnic culture and let students know more about the excellent traditional culture of China's ethnic minorities.	Local universities should take on the work of teaching, research and investigation of national culture, train more outstanding talents, and continue to do a good job in the inheritance of national culture in all fields of society.
	Interviewee 2: By conducting various nationalities students happy national culture inheritance, can promote the improvement of the teaching effect.	
	Interviewee 3: It can cultivate more talents with strong comprehensive quality, so as to better promote the continuous inheritance of national culture.	
Q2	Interviewee 1: There are teaching, scientific research and social practice of students.	Local universities should carry out ethnic culture inheritance work in various forms, focusing on the quality of professional training of talents, from
	Interviewee 2: There are classroom teaching, student activities, external communication and so on.	

	Interviewee 3: It is important to strengthen the communication with other universities and local units in order to build more teaching platforms for talent training.	teaching, research, campus culture, foreign cooperation and exchanges.
Q3	Interviewee 1: Different ethnic cultures have different characteristics and advantages, and the integration of ethnic cultures also brings out the best in each other.	When carrying out the work of national culture inheritance, local universities should serve the local social, economic and cultural development, fully integrate the characteristic nationalities and ethnic cultures into all aspects of university education, and also form the characteristics of university running.
	Interviewee 2: The university area nationality and other ethnic culture have their respective characteristic, should have to consider.	
	Interviewee 3: Students and teachers should study all kinds of ethnic cultures in order to enhance the comprehensive quality of everyone.	
Q4	Interviewee 1: The teaching of ethnic culture courses is complementary to other courses in the whole university, which contributes to the quality of talent training.	Local universities should give full consideration to various types of courses when setting up national culture courses, so that students can enhance their knowledge and understanding of national culture in the teaching of different courses.
	Interviewee 2: After receiving more training of teachers teaching ethnic culture courses, their teaching level was greatly improved, and students benefited from their learning.	
	Interviewee 3: There are many kinds of new national culture courses in the professional talent training system of universities, such as compulsory major courses and elective general education courses.	
Q5	Interviewee 1: The team of teachers should be diversified. The key point is to pay attention to the professional quality of teachers.	Teachers teaching national culture courses can be a combination of internal and external teachers, strong teachers. In addition, it is necessary to fully provide the learning platform for teachers, give teachers more opportunities to communicate, improve their professional skills, and better
	Interviewee 2: More opportunities for teachers to study and communicate should be given to improve their professional skills in order to better train students.	
	Interviewee 3: It is important to strengthen the construction of teachers, increase the number of teachers, and provide teachers with multiple learning opportunities. The improvement of	

	teachers' quality should be long-term and continuous.	serve for teaching.
Q6	Interviewee 1: The activities of ethnic culture inheritance carried out in our university include teaching, students' second class and club activities, scientific research, ethnic sports and ethnic singing and dancing, Winter sports meeting and New Year music party.	Universities should think in terms of teaching, academics, exchange and cooperation, campus culture, etc., and adopt more comprehensive forms and richer activities to carry out the work of national culture inheritance.
	Interviewee 2: The activities carried out in our university are of various forms, including those targeting students, teachers and university culture.	
	Interviewee 3: All departments and colleges of our university are expanding the channels of ethnic culture inheritance.	
Q7	Interviewee 1: Our university carries out classified management for the inheritance of ethnic culture. There are special departments responsible for teaching, scientific research and student activities.	National culture inheritance work should be strengthened management, by different departments according to the actual development of the work, formulate a reasonable system to make all aspects of the work in a standardized and orderly way.
	Interviewee 2: Our university attaches great importance to the management of work. Different departments are involved in the management of the national culture inheritance mechanism.	
	Interviewee 3: The management of teaching and student activities in our university is quite standard. Other aspects need to be further strengthened.	
Q8	Interviewee 1: Our university uses a variety of methods to evaluate the inheritance of national culture, with emphasis on the process evaluation.	The evaluation of national cultural inheritance should improve the mechanism according to different types and ways of work, encourage teachers and students to participate in these work, and make the evaluation more reasonable.
	Interviewee 2: In my opinion, the evaluation of ethnic cultural inheritance in every university should pay more attention to the feedback of teachers and students.	
	Interviewee 3: The work of ethnic culture inheritance in our university was evaluated by the university leaders, peers and students.	

Q9	Interviewee 1: The number and quality of teachers are not high, with only a few teachers being professional and practical. Students' learning is based on interest, and there is a lack of deeper inheritance.	The inheritance of national culture in local universities should have its characteristics and highlights, and it is necessary to build a reasonable mechanism system and make the indicators clear and detailed, so that the work can achieve results.
	Interviewee 2: In my opinion, teachers are very important, because the professional quality of teachers is related to talent training, including the cultural construction of universities, which requires high-level talents to give advice and suggestions.	
	Interviewee 3: In my opinion, more attention should be paid to the management level of universities. Only when they formulate reasonable development strategies can inheritance work be carried out better.	
Q10	Interviewee 1: To improve the awareness of teachers, enhance the ability of teachers, and improve the quality of scientific research.	The first is to strengthen the construction of the university's current inheritance work and refine the advantages and characteristics; The second is to find problems and improve them in time; Third, we will continue to expand the depth and breadth of the inheritance mechanism.
	Interviewee 2: I mainly communicated with other universities to learn advanced management, and carried out work in accordance with the actual situation of my own university.	
	Interviewee 3: If the inheritance mechanism is considered from the perspective of talent training, a more reasonable strategy can be drawn up.	

(Continue Form)

Summary Of Interviews With Teachers

No	Point	Summary
Q1	Interviewee 1: In the process of inheriting national culture, local universities should not only respect and inherit traditional culture, but also innovate and develop national culture according to the needs of the development of The Times.	The inheritance of national culture plays a very important role in the development of local universities. Different strategies should be formulated according to the actual situation of universities to actively carry out the inheritance work.
	Interviewee 2: Local ethnic culture can provide characteristic and dynamic resources for college teaching, and the construction of campus culture of	

	colleges and universities can integrate into ethnic culture education.	
	Interviewee 3: Every college student should become a propagator, successor and promoter of national culture. Colleges and universities should undertake education for students.	
Q2	Interviewee 1: Our university has an institution specializing in ethnic culture. The secondary college offers various courses and activities according to the characteristics of our major.	Local universities carry out rich national culture inheritance work, offer many types of courses, students are very active in course selection, carry out many activities, and students have high participation. It is suggested to strengthen management and encourage innovation in content and form.
	Interviewee 2: In the teaching of ethnic culture inheritance, there are both compulsory courses and elective courses in universities, with a wide variety of course types.	
	Interviewee 3: Students agree very much about the courses of national culture, which are very helpful to improve the overall quality of a person.	
Q3	Interviewee 1: I participated in the national culture festival of my university, or related activities organized by student associations. However, the time and resources are limited, and the national culture displayed is not rich enough.	Teachers participate a lot in the inheritance of national culture in universities, involving teaching, activities, scientific research, etc. It is suggested that more attention be paid to teaching and scientific research, and teachers can also be encouraged to write textbooks according to the ethnic characteristics of the region in which the university is located.
	Interviewee 2: I undertook the teaching of the course, which the students liked very much, but because it was an elective course, there was not enough in-depth discussion.	
	Interviewee 3: There are a lot of textbooks for the course of ethnic culture, but there are only a few specialized textbooks for local universities.	
Q4	Interviewee 1: The improvement of teaching skills, research ability training, cooperation with other units or departments is very necessary to improve the overall quality of individuals.	The improvement of teachers' individual comprehensive ability is very important to the cultivation of talents, so universities should provide teachers with learning opportunities from multiple
	Interviewee 2: Teaching ability, scientific research level, skill training, cooperation and communication all need to be further improved.	

	Interviewee 3: It is recommended that universities conduct more learning opportunities for teachers engaged in the inheritance of ethnic culture.	channels and aspects.
Q5	Interviewee 1: The work of ethnic culture inheritance should be integrated into the curriculum system to strengthen the supervision and evaluation of ethnic culture inheritance.	The inheritance of national culture is an organic whole, which needs to develop a management system at the university level to standardize the development of all aspects of the work.
	Interviewee 2: The management of curriculum, teaching and student associations is relatively comprehensive and systematic, but other aspects need to be standardized.	
	Interviewee 3: Management is very important, which makes the inheritance of national culture carried out more smoothly, scientifically and rationally.	
Q6	Interviewee 1: Most of the students evaluated teachers' teaching and curriculum, as well as teaching evaluation among teachers.	Universities should establish a complete evaluation system for the inheritance of national culture, including curriculum construction, practical activities, academic research, social services and other aspects. Through the quantitative evaluation of various indicators, we can fully understand the actual situation of the national culture inheritance work and provide a basis for further improvement.
	Interviewee 2: The evaluation methods of interviewees are not diversified enough. There is a system of evaluation but it needs to be further refined.	
	Interviewee 3: The evaluation system was developed and carried out by a special department, which contributed to the conduct of work, but quantitative evaluation should be carried out.	
Q7	Interviewee 1: There are fewer class hours in the curriculum and insufficient extra-curricular practice activities, which could strengthen the organic combination of classroom teaching and extra-curricular practice.	The university can make the national culture inheritance index system clear and leave it to various departments to manage, and the university should give personnel and financial support to ensure the smooth development of the work.
	Interviewee 2: The capital investment, the construction of teaching staff, the diversity of curriculum and the conduct of student activities all need to be further improved.	

	Interviewee 3: university leaders should pay more attention to the inheritance of national culture, increase the active participation of teachers and students, and improve work efficiency.	
Q8	Interviewee 1: In my opinion, universities should strengthen external cooperation and communication to broaden the horizon of teachers and students and innovate their thinking.	It is suggested that the university should expand the work of national culture inheritance in the following aspects: academic research, international exchange, innovation and communication, cultural activities, and increase students' practical activities.
	Interviewee 2: In my opinion, universities should conduct more publicity to make the inheritance of national culture deeply rooted in the hearts of people, giving students and teachers more opportunities to learn, in order to become the inheritors of national culture.	
	Interviewee 3: In my opinion, the inheritance of ethnic culture in universities can also broaden the path, highlighting the advantages of local universities.	

(Continue Form)

Summary Of Interviews With Students

No	Point	Summary
Q1	Interviewee 1: The inheritance of ethnic culture carried out in local universities can lead minority college students to consciously undertake the inheritance and development of ethnic culture, which is of better service to the local area and has long-term sustainability.	It is very meaningful for local universities to do a good job in the inheritance of ethnic culture. As a strategy formulated by students to support university education management, it is also hoped that universities can make this work their own characteristics and highlights.
	Interviewee 2: University is a place of teaching and educating people. College students should inherit the Chinese national culture to enhance their national self-confidence and increase their sense of national cultural identity.	
	Interviewee 3: This job bears a heavy responsibility. If local universities do well in this job, it means that they should do a good job in cultural communication and open a new chapter of national confidence with students and	

	intellectuals.	
	Interviewee 4: The work of national culture inheritance carried out by local universities can not only integrate with local economy and culture, but also provide learning opportunities for students.	
Q2	Interviewee 1: I most want to study the history and unique culture of various ethnic groups, ethnic craftsmanship and non-genetic inheritance of different ethnic groups.	Universities should think about the development strategy of inheritance mechanism from the perspective of professional talent training, improve the comprehensive quality of students from different aspects, and let students master more national cultural skills.
	Interviewee 2: Chinese is a culturally compatible nation. I want to learn tie-dye of Bai nationality in Dali, shadow play of Baoshan, minority sports, beating and dancing of Lisu nationality, peacock dance of Dai nationality, and so on.	
	Interviewee 3: I hope that minority languages, minority costumes and minority intangible cultural heritages can be included in elective courses, which help me to master more ethnic cultural skills.	
	Interviewee 4: The university can enrich the types of national culture inheritance courses, enrich student activities, and carry out more training or lectures, in which I can learn more knowledge.	
Q3	Interviewee 1: I am the head of the Ethnic History and Culture Society, a student association. I led the members of the association to organize a social survey on ethnic culture, and carried out a photo exhibition of ethnic culture and various activities of ethnic festivals for my classmates.	In the construction of campus culture, universities should listen to students' opinions and suggestions, adjust their working ideas according to their willingness to learn and master, and design work plans from all aspects of talent training to better meet students' learning needs.
	Interviewee 2: I took the course of Minority Culture in Yunnan Province as an elective course, and I like the teacher's teaching very much. I hope the university will offer more courses in this field.	

	<p>Interviewee 3: I participated in a scientific research project led by a teacher, which was very enlightening. I hope the university will give students more opportunities of this kind.</p> <p>Interviewee 4: I have studied ethnic fitness exercises and ethnic martial arts from my teacher in class, and hope that the teacher can teach other ethnic sports more.</p>	
Q4	<p>Interviewee 1: Teachers talk with students and ask students to give suggestions. Sometimes the student office also asks students to fill in questionnaires to give feedback.</p> <p>Interviewee 2: I have evaluated teachers of ethnic culture courses.</p> <p>Interviewee 3: I scored the teacher in class on the system. I like the teacher's lectures very much, the score is very high.</p> <p>Interviewees 4: The university asked students to rate teachers systematically at the end of the semester, and college leaders also asked students to give their opinions.</p>	There are still few evaluation methods in universities and students' participation is not high. Suggestions should be taken from the perspective of students to improve the evaluation system and better improve the inheritance of national culture in universities.
Q5	<p>Interviewee 1: We should listen to the voice of college students, give full play to the role of young people in cultural inheritance, take advantage of the power of young people to inherit and carry forward traditional Chinese culture, and innovate in inheritance and inheritance in innovation.</p> <p>Interviewee 2: Students should be guided to establish national self-confidence. Formulate special minority college student talent training plan; Courses on intangible cultural heritage should be added to elective courses in universities.</p> <p>Interviewee 3: It is hoped that most of the activities carried out by universities go out of university to communicate with other universities to broaden students' horizons.</p>	It is suggested that universities should formulate targeted development strategies for the national culture inheritance mechanism to meet the learning needs of students, so that students' comprehensive literacy can be improved.

	Interviewee 4: Universities should organize academic lectures and training on national culture, because students can increase their interest in cultural research.	
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In short, through individual interviews and summary, leaders, teachers and students all believe that the indicators in the strategy need to be further detailed. In six aspects, including curriculum, teaching, teachers, cooperation and communication, campus culture, management and evaluation, the requirements for talent training, the needs of teachers and students, the external development of the school, system construction and extracurricular expansion activities are further detailed. It is provided to university management decision-makers to formulate corresponding strategies and implement them, so that the ethnic inheritance work can be better carried out.

2) Prediction (Try out) questionnaire reliability analysis

Table 9 Reliability Tables for Student and Teacher's Responses to Predictive Questionnaires

Sample Size	Items	Cronbach. α
33 (Student)	64	0.977
31 (Teacher)		

The prediction (Try out) questionnaire was analyzed by the software SPSS21.0, and the results were as follows: Cronbach's alpha of the questionnaire was 0.977, indicating high internal consistency of the questionnaire, reliable response results of the measurement samples, and high reliability quality of the questionnaire.

3) Reliability analysis of formal questionnaire

Table 10 Reliability Tables for Student and Teacher's responses to Formal Questionnaires

Sample Size	Items	Cronbach. α
409 (Student) 399 (Teacher)	64	0.963

The data of the questionnaire was analyzed by SPSS21.0 software, and the results were as follows: Cronbach's alpha of the questionnaire was 0.963, indicating high internal consistency of the questionnaire, reliable response results of the measured samples, and high reliability of the questionnaire.

The questionnaire data will be analyzed in detail in Chapter 4. Expected results: The operation status and expected status of the ethnic culture inheritance mechanism in the education management of local universities in Yunnan can be found, and data support basis can be provided for the conclusion analysis of the following step.

In order to explain the scores of the respondents on the existence state and expected state of the development strategy of the national cultural inheritance mechanism, the researchers made explanations based on the average scores proposed by Srisa-ard. (2020). Mean Score is explained as follows:

Rating of current states:

4.51-5.00 refers to the current states of the national cultural inheritance mechanism is very good.

3.51-4.50 refers to the current states of the national culture inheritance mechanism is good.

2.51-3.50 refers to the current states of the national culture inheritance mechanism is medium.

1.51-2.50 refers to the current states of the national culture inheritance mechanism is poor.

1.00-1.50 refers to the current states of the national culture inheritance mechanism is very poor.

Rating of desired states:

4.51-5.00 refers to a very high expectation on the national cultural inheritance mechanism.

3.51-4.50 refers to the high expectation of the national cultural inheritance mechanism.

2.51-3.50 refers to the medium expectation of the national cultural inheritance mechanism.

1.51-2.50 refers to the low expectation of the national cultural inheritance mechanism.

1.00-1.50 refers to very low expectations for the national cultural inheritance mechanism.

4) Indicator priority demand correction. According to the data obtained from the questionnaire, the demand for the development strategy of the national cultural inheritance mechanism was analyzed by modifying the priority demand index (modified PNI) for the index (Wongwanich, 2007). The revised PNI is calculated as follows:

$$\text{PNI}_{\text{modified}} = \frac{(I - D)}{D}$$

I: Current States

D: Desired States.

The revised PNI analysis can reflect that the development strategy of national cultural inheritance mechanism needs to be improved. The higher the index, the higher the demand. The higher the modified PNI value of the strategy element, the higher the priority of its development. For ease of interpretation, the modified PNI value is usually between 0.00 and 1.00. Strategies with PNI values above 0.30 or higher are considered critical (Wongwanich, 2005) and are in urgent need of improvement. When the revised PNI value is lower than 0.30, the self-improvement effort becomes smaller.

5) SWOT analysis was conducted according to the average value of PNI_{modified} to identify the strengths, weaknesses, threats and opportunities of the national cultural inheritance mechanism.

Phase 3:

To develop and evaluate strategies of education promotion, so that the mechanism of ethnic culture inheritance in the education management of local universities in Yunnan can be better run.

1. Procedures

1) Through the analysis of the internal and external environment of the ethnic culture inheritance mechanism, the TOWS matrix was created, and the draft of the development strategy of the ethnic culture inheritance mechanism of local universities in Yunnan was drafted on the basis of the descriptive analysis of the data in the previous stage.

2) The researchers held group meetings with 9 Chinese assessment experts. Because the researchers studied in Thailand, they reported to the experts by means of

online meeting, and interviewed the experts, and the experts put forward suggestions for modification of strategic measures.

3) Send the revised and improved strategy plan to experts to evaluate the appropriateness, accuracy and feasibility of the strategy plan of the national culture inheritance mechanism.

2. Evaluation Expert

The nine experts were selected based on:

- 1) Doctoral degree;
- 2) Experienced educational administrators, university presidents, or people who have worked in the field of higher education for at least 5 years;
- 3) Professor, associate professor and other academic positions in the field of higher education;
- 4) Get the consent of experts.

The researchers called nine experts and asked for their consent. The Faculty of Education Mahasarakham University was then asked to issue an invitation letter, which was sent to the nine experts. (Appendix B)

Table 11 Strategy Program Evaluate Nine Expert Information Table

Name	Area	University	Professional Title
Zhonghan Deng	Educational Management	Baoshan University	Professor
Yuanhui Chu	Educational Management	Baoshan University	Professor
Kui He	Minority Nationality	Baoshan University	Professor
Xuesheng Wang	Educational Management	Tonghua Normal University	Associate Professor
Yunmei Zhao	Minority Nationality	Chongqing University of Education	Professor

Xiaoji Bu	Minority Nationality	Honghe University	Professor
Xiaoliang Kui	Minority Nationality	West Yunnan University	Associate Professor
Qinghua Li	Ethnic Education	Yunnan Normal University	Associate Professor
Qianfang Shen	Ethnic Education	Qujing Normal University	Professor

3. Research Instrument

- 1) Design a draft strategy table, including major strategies, minor strategies and guidelines methods, and activities, and submit it to the thesis supervisor for review and improvement.
- 2) The researchers met with 9 Chinese experts to solicit expert opinions to revise the draft strategy and finally form a strategy plan.
- 3) Develop a complete evaluation form and submit it to the expert group for evaluation by email or WeChat.

4. Data Collection

After obtaining approval from the Faculty of Education Mahasarakham University, the researchers called the experts in advance and contacted each of the nine experts to determine the time and place of the talks.

Before the meeting, the researchers sent the development strategy system of the national culture inheritance mechanism to the experts by E-mail or WeChat. During the meeting, the design process of each indicator of the development strategy system was stated in writing. The evaluation experts scored the indicators one by one and gave suggestions. The scoring results were sent to the researchers by email or WeChat.

The rating is divided into three levels: level of appropriateness, level of accuracy, level of feasibility. Each level was scored using a five-point Likert scale.

5 refers to the highest degree of recognition

4 refers to high degree of recognition

3 refers to the average degree of recognition

2 refers to low degree of recognition

1 refers to very low degree of recognition

5. Data Manipulation and Analysis

The expert assessment score is calculated.

4.51-5.00 refers to very suitable with the components of strategy to develop ethnic culture inheritance mechanism.

3.51-4.50 refers to suitable with the components of strategy to develop ethnic culture inheritance mechanism.

2.51-3.50 refers to undecided with the components of strategy to develop ethnic culture inheritance mechanism.

1.51-2.50 refers to unsuitable with the components of strategy to develop ethnic culture inheritance mechanism.

1.00-1.50 refers to very unsuitable with the components of strategy to develop ethnic culture inheritance mechanism.

Through the detailed elaboration of the research methods in this chapter, detailed investigation and research data and results will be obtained, which will be further analyzed in the next chapter, providing strong support for the formulation of promoting strategies for the development of ethnic culture inheritance mechanism in the education management of local universities in Yunnan.

CHAPTER IV

RESULTS OF DATA ANALYSIS

In this chapter, the researchers ask the following questions:

1. Symbols used to display data analysis results;
2. Results of questionnaire data analysis;
3. Indicator priority demand analysis results;
4. Expert evaluation indicators.

Symbols Used to Display Data Analysis Results

The researchers used symbols to indicate different meanings:

N: Number of samples

\bar{X} : Average

S.D.: Standard Deviation

I: Current States

D: Desired States

$PNI_{modified}$: The priority Demand Index

Sequence of Steps for Presenting Data Analysis Results

Strategy to Develop Ethnic Culture Inheritance Mechanism in Education
Management of Yunnan Local University

The research steps are divided into the following three stages:

Phase 1: To investigate the components and indicators of education promotion strategies for the development of ethnic culture inheritance mechanism in the education administration of local universities in Yunnan.

Phase 2: To explore the current states, desired states and priority needs of

education promotion strategies for the development of ethnic culture inheritance mechanism in the education administration of local universities in Yunnan.

Phase 3: To develop and evaluate strategies of education promotion, so that the mechanism of ethnic culture inheritance in the education management of local universities in Yunnan can be better run.

Data Analysis Results

Phase 1: To investigate the components and indicators of education promotion strategies for the development of ethnic culture inheritance mechanism in the education administration of local universities in Yunnan.

By referring to the relevant literature at home and abroad and combining with the research problems, this paper sorts out the components and indicators of the development strategy of the national culture inheritance mechanism in the education management of local universities in Yunnan.

According to the literature summary and the current work carried out by local universities in Yunnan, the researchers concluded that the strategy of ethnic culture inheritance mechanism consists of six components: 1) Curriculum; 2) Teaching; 3) Teachers; 4) Cooperation and Communication; 5) Campus culture; 6) Management and evaluation. The strategy of ethnic culture inheritance mechanism in the education management of Yunnan local universities contains 27 indicators: 1) The curriculum contains 3 indicators; 2) Teaching includes 6 indicators; 3) Teachers include 4 indicators; 4) Cooperation and Communication include 6 indicators; 5) Campus Culture includes 4 indicators; 6) Management and Evaluation includes 4 indicators.

The above indicators were submitted to 5 Chinese experts for evaluation, and the scoring results are shown in:

Table 12 Indicator Expert Evaluation Results

No	Strategy to Develop Ethnic Culture Inheritance Mechanism Components and Indicators	Level of Possibility	Level of Appropriately
1. Curriculum		5	5
1.1	The curriculum is helpful to improve the quality of professional personnel training.	5	4.3
1.2	There are various types of curriculum, including compulsory and elective curriculum on national culture.	4.8	4.6
1.3	Students choose curriculum according to their own interests or research directions.	4.6	4.2
2. Teaching		5	5
2.1	Teachers choose different materials according to the nature of the curriculum.	5	4.4
2.2	Teachers choose the content of teaching according to the ethnic culture of the region in which the university is located.	4.4	4.5
2.3	The teaching content design is scientific and reasonable, which can show the national characteristics and culture.	5	4.3
2.4	Teachers make reasonable choices in content according to students' learning needs.	4	4.3
2.5	In teaching, teachers will cultivate students' sense of self-confidence and identity of national culture.	4.6	4.4
2.6	Teachers guide students in teaching the theory study on the national culture.	5	4.3
3. Teachers		5	5
3.1	The number of teachers can meet the needs of national culture inheritance.	4.4	5

3.2	Teachers have a profound knowledge of national culture.	4.2	4.3
3.3	Teachers master certain national skills and display them appropriately in the teaching process.	4.4	4.2
3.4	Teachers have the ability to carry out scientific research on national culture.	4.6	4.3
4. Cooperation and Communication		5	5
4.1	The university holds lectures on national culture.	4.8	4.3
4.2	The university invites the inheritors of intangible culture to the university for teaching or technical training.	5	4.5
4.3	The university organizes academic conferences related to national culture.	4.6	4.4
4.4	The university has special funds for teachers and students to carry out research on national culture.	4.2	4.3
4.5	The university develops cooperation and exchange programs with other educational institutions both locally and internationally.	4.4	4.2
4.6	The university carries out training related to national culture according to the needs of teachers and students.	4.8	4.5
5. Campus Culture		5	5
5.1	The university the national culture as an important content of strengthening university culture construction.	5	4.2
5.2	The university sets up exclusive associations related to national culture in the student associations.	4.2	4.3
5.3	The university often carries out student association activities in national culture.	5	4.4

5.4	The university constantly optimizes the organization and arrangement of campus cultural activities and creates conditions for students to participate in activities.	4.8	4.6
6. Management and Evaluation		5	5
6.1	The university establishes relevant systems to manage and evaluate the opening of national culture curriculum.	4.8	4.3
6.2	The university has formulated relevant systems to manage and evaluate the teachers who teach national culture curriculum.	5	4.5
6.3	The university establishes relevant systems to manage and evaluate student association organizations and activities.	4.4	4.8
6.4	The university will take the evaluation results as a reference for further improving the work of national culture inheritance.	5	4.6
Total		4.73	4.52

In the results of expert ratings, the highest score of the possibility level of indicators was 5, the lowest score was 4.2, and the total average score was 4.73. The highest appropriateness level of the indicators was 5, the lowest was 4.2, and the overall average score was 4.52. According to Likert scale score analysis, 3.5 points is in line with the standard. (Likert, Rensis, 1932) indicates that experts recognize the strategic components and indicators of the development of the national cultural inheritance mechanism.

Phase 2: To explore the current states, desired states and priority needs of education promotion strategies for the development of ethnic culture inheritance mechanism in the education administration of local universities in Yunnan.

Part 1: Questionnaire Data Analysis

The inheritance mechanism of national culture in university education and management needs the joint participation of students and teachers, and both can grow together in the process of "teaching" and "learning". The questionnaire in this study is designed and raised from the perspective of students and teachers, including questions about curriculum, teaching, teachers, cooperation and exchange, campus culture, management and evaluation. Therefore, the data of the questionnaire is analyzed first, the basic information of the students and teachers who answer the questionnaire.

1. Frequency Analysis of Basic Information

The basic information of the questionnaire is classified data, so the basic information of the questionnaire is described by frequency, percentage and cumulative percentage.

Table 13 Answer the Questionnaire of Students Basic Information Frequency Analysis

Variable	Options	Frequency	Percentage (%)	Cumulative Percentage(%)
Gender	Male	232	56.7	56.7
	Female	177	43.3	100
Age	18-20	136	33.2	32.9
	21-23	224	54.7	87.9
	Over 23 Years Old	49	11.9	100
University	Baoshan University	145	35.5	35.5
	Honghe University	133	32.5	68.0

	West Yunnan University	131	32.0	100
Grade	Freshman Year	63	15.4	15.4
	Sophomore Year	76	18.6	34.0
	Junior Year	159	38.9	72.9
	Senior Year	111	27.1	100

As can be seen from the frequency analysis table, the total sample number of middle school students in this survey is 409 (N=409). In terms of gender distribution, 232 males, accounting for 56.7% of the total number, and 177 females, accounting for 43.3% of the total number, the number of males slightly exceeds that of females. In terms of age distribution, the majority of people are between 21-23 years old, accounting for 224 people, accounting for 54.7% of the total number of people, followed by 18-20 years old, accounting for 136 people, accounting for 32.9%, and the least number of people over 23 years old, accounting for 11.9%. In terms of school distribution, Baoshan University has 145 students, Honghe University 133 students and West Yunnan University 131 students; In the grade distribution, the number of juniors is the largest, 159 people, accounting for 38.9%, followed by the number of seniors, 111 people, accounting for 27.1%, the number of sophomores is 76 people, the number of freshmen is the least, only 63 people, accounting for only 15.4%.

Table 14 Answer the Questionnaire of Teachers Basic Information Frequency Analysis

Variable	Options	Frequency	Percentage (%)	Cumulative Percentage(%)
Gender	Male	184	46.1	46.1

	Female	215	53.9	100
Age	Age 25 and Under	31	7.8	7.8
	26-35	152	38.1	45.9
	36-45	110	27.6	73.5
	46-50	74	18.5	92.0
	Age 50 and Older	32	8.0	100
University	Baoshan University	135	33.8	33.8
	Honghe University	133	33.3	67.1
	West Yunnan University	131	32.9	100

As can be seen from the frequency analysis table, the total sample number of teachers in this survey is 399 (N=399). In terms of gender distribution, the number of males is 184, accounting for 46.1% of the total number, and the number of females is 215, accounting for 53.9% of the total number. The number of females is slightly larger than that of males. In terms of age distribution, the majority of people are between 26 and 35 years old, accounting for 152 people, accounting for 38.1% of the total number, followed by 36 to 45 years old, accounting for 110 people, accounting for 27.6%, and 50 years old and above are the least, only 32 people, accounting for 8.0%. In terms of school distribution, the number of Baoshan University, Honghe University and West Yunnan University is not much different, with 135 people, 133 people and 131 people.

2. Priority need indicator modified (PNI_{modified})

Needs assessment is a necessary condition for the development strategy of

inheritance mechanism. In the educational management of the ethnic culture inheritance mechanism in local universities in Yunnan, the researchers conducted an assessment of needs to identify priorities and information. The result of the evaluation and analysis is to formulate the evaluation of the development strategy system of the national cultural inheritance mechanism according to the priority allocation method.

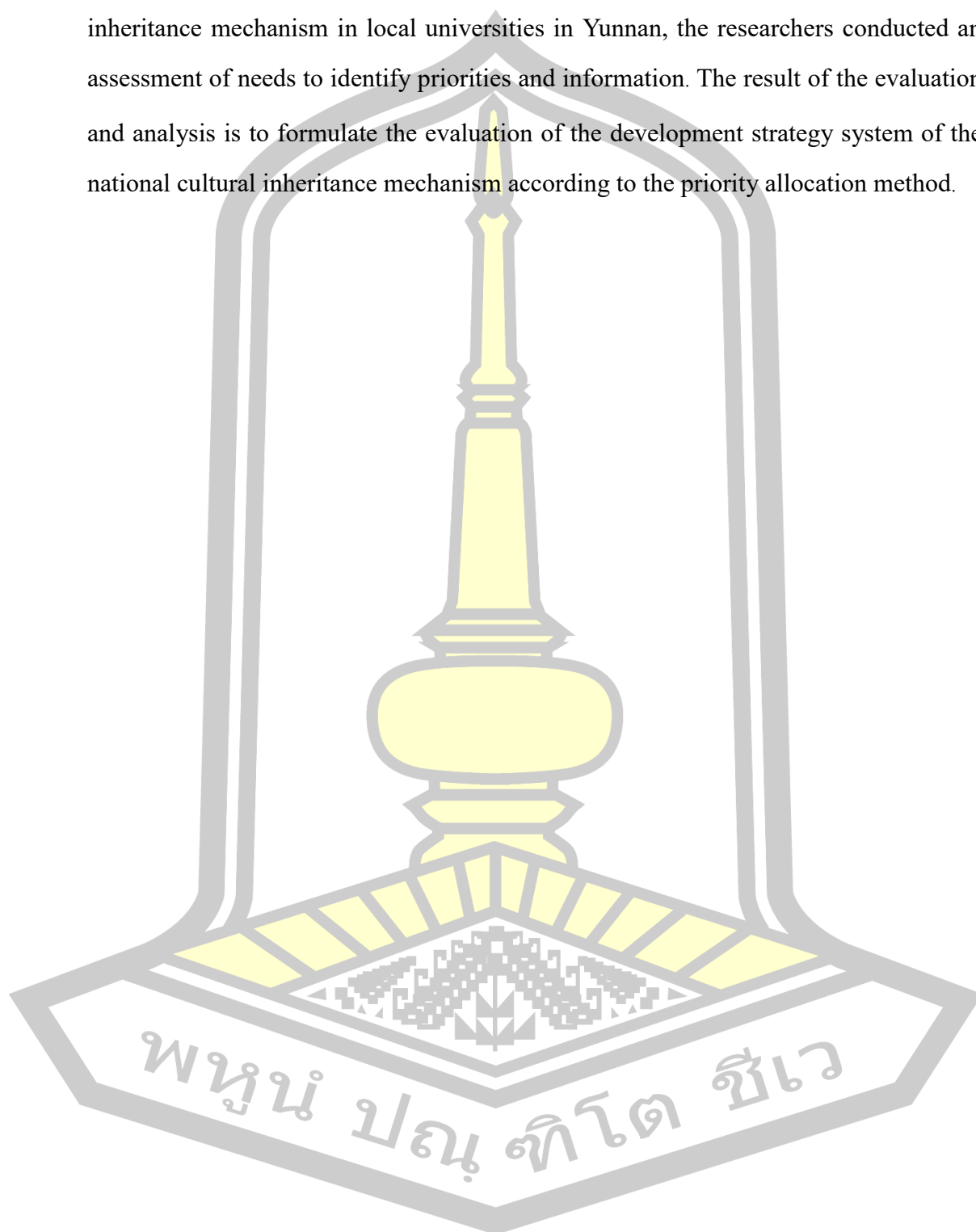


Table 15 Priority Demand Correction for The Current State and Desired State of Ethnic Culture Inheritance Mechanism

Components											
No	Ethnic Culture Inheritance Mechanism	Current States				Desired States				Priority Needs	
		\bar{X}	S.D.	Level	Rank	\bar{X}	S.D.	Level	Rank	PNI	Rank
1	Curriculum	3.06	1.23	Medium	6	4.22	1.08	High	3	0.379	1
2	Teaching	3.18	1.09	Medium	3	4.25	1.06	High	1	0.336	2
3	Teachers	3.17	1.17	Medium	4	4.23	1.07	High	2	0.335	3
4	Cooperation and Communication	3.18	1.13	Medium	2	4.20	1.09	High	4	0.322	5
5	Campus Culture	3.16	1.16	Medium	5	4.19	1.08	High	5	0.327	4
6	Management and Evaluation	3.25	1.09	Medium	1	4.13	1.05	High	6	0.280	6
Total		3.16	1.15	Medium		4.20	1.07	High		0.331	

As can be seen from the data listed in the above table, according to the answer results of 409 students and 399 teachers, the current states of the ethnic culture inheritance mechanism in the education management of local universities in Yunnan is at a medium level ($\bar{X}=3.16$, S.D.=1.15). The highest ranking is Management and Evaluation ($\bar{X}=3.25$, S.D.=1.09), followed by Cooperation and Communication ($\bar{X}=3.18$, S.D.=1.13). The third ranking is Teaching ($\bar{X}=3.18$, S.D.=1.09) and the lowest ranking is Curriculum ($\bar{X}=3.06$, S.D.=1.23).

The desired states of the national culture inheritance mechanism in the education management of local universities in Yunnan is at a relatively high level ($\bar{X}=4.20$, S.D.=1.07). The highest ranking is Teaching ($\bar{X}=4.25$, S.D.=1.06), followed by Teachers ($\bar{X}=4.23$, S.D.=1.07), and the third is Curriculum ($\bar{X}=4.22$, S.D.=1.08). The lowest ranking was Management and Evaluation ($\bar{X}=4.13$, S.D.=1.05).

After Priority need indicator modified, the highest demand is Curriculum ($PNI_{\text{modified}}=0.379$), followed by Teaching ($PNI_{\text{modified}}=0.336$). In third place was Teachers ($PNI_{\text{modified}}=0.335$) and in last place was Management and Evaluation ($PNI_{\text{modified}}=0.280$).

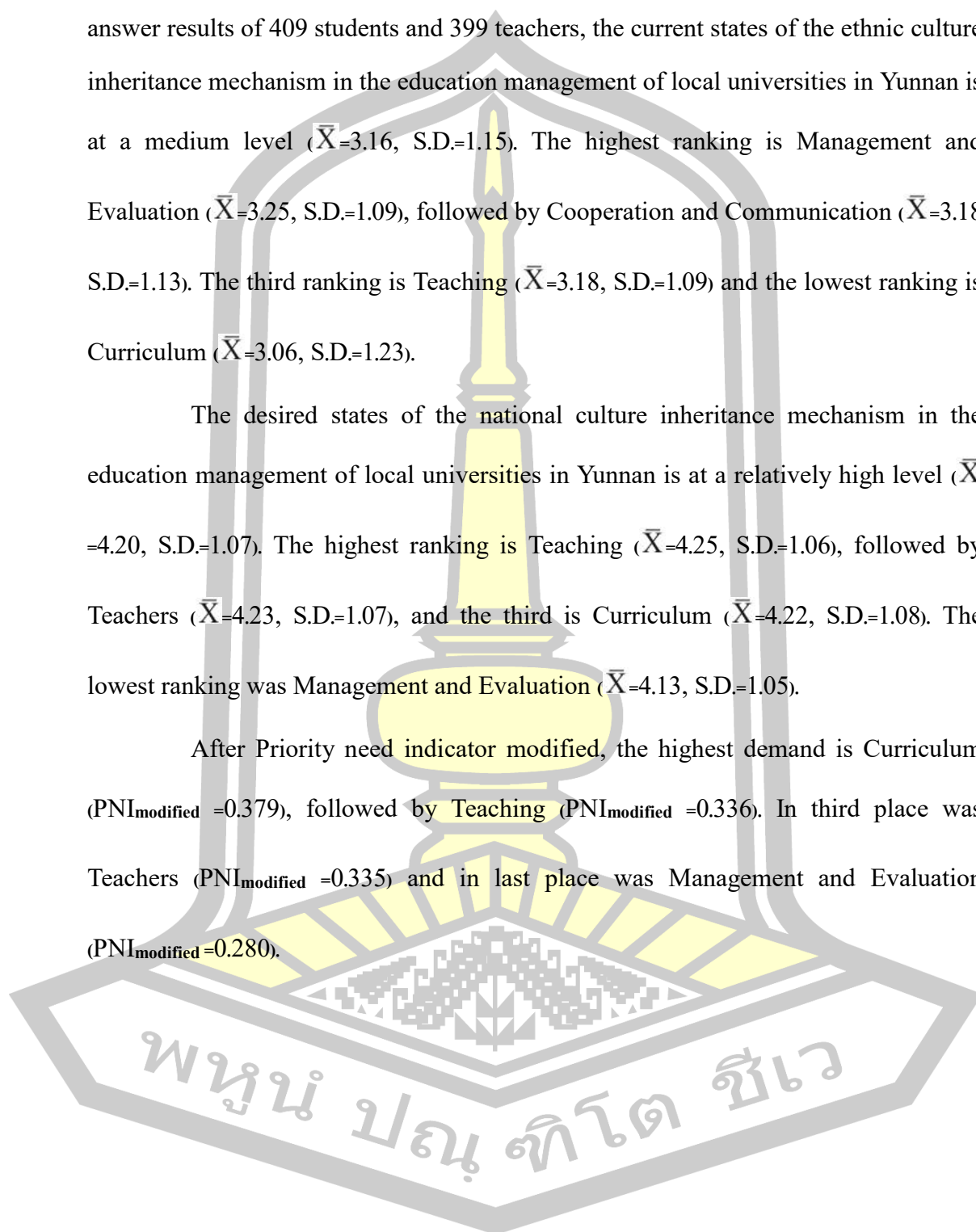


Table 16 Priority Demand Correction for The Current States and Desired States of The Curriculum Indicators

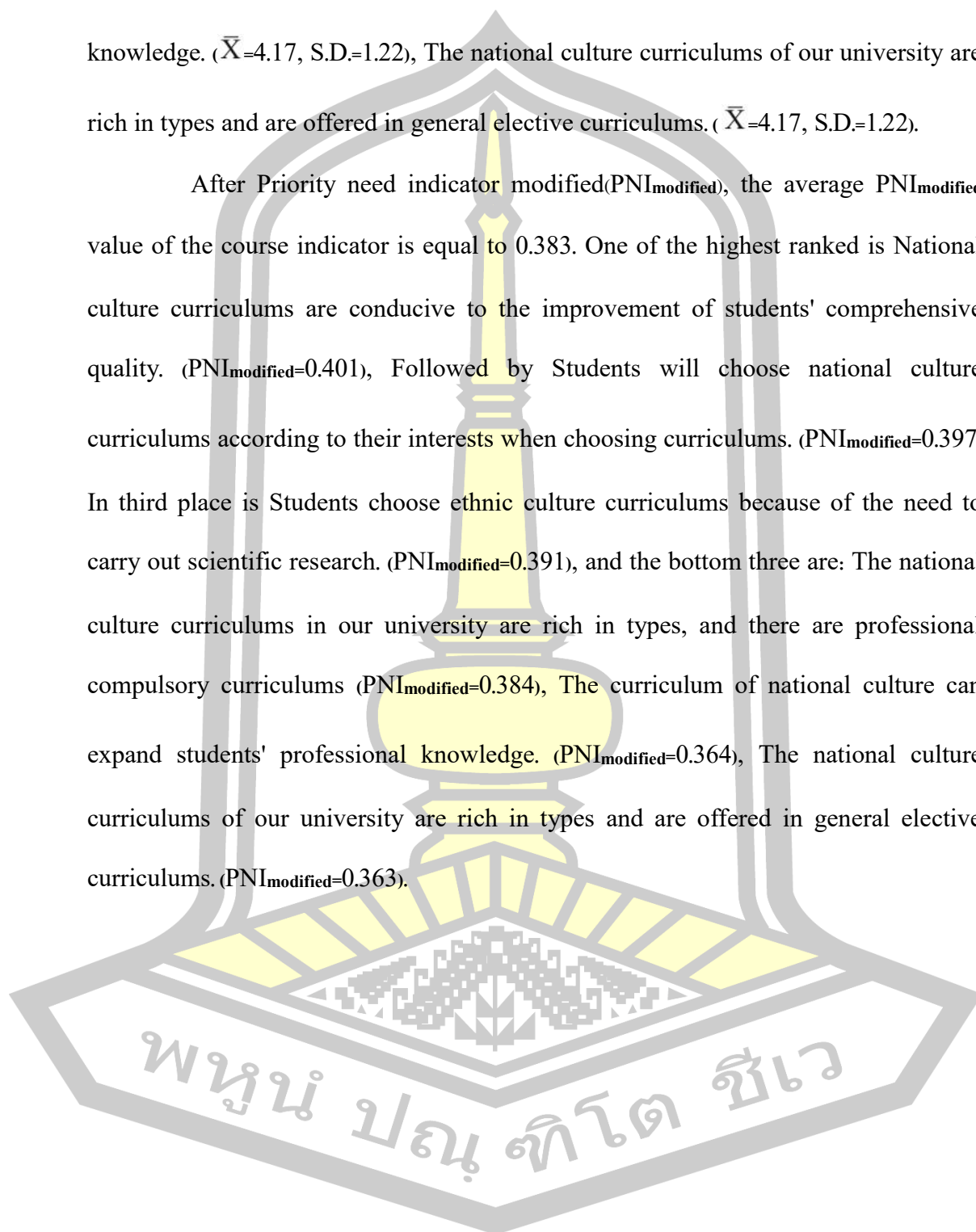
No	Ethnic Culture Inheritance Mechanism	Current States				Desired States				Priority Needs	
		\bar{X}	S.D.	Level	Rank	\bar{X}	S.D.	Level	Rank	PNI	Rank
1. Curriculum											
1.1	The curriculum of national culture can expand students' professional knowledge.	3.05	1.39	Medium	2	4.17	1.22	High	4	0.364	5
1.2	National culture curriculums are conducive to the improvement of students' comprehensive quality.	2.99	1.32	Medium	6	4.18	1.22	High	5	0.401	1
1.3	The national culture curriculums in our university are rich in types, and there are professional compulsory curriculums.	3.07	1.35	Medium	4	4.23	1.09	High	3	0.384	4
1.4	The national culture curriculums of our university are rich in types and are offered in general elective curriculums.	3.06	1.33	Medium	3	4.17	1.22	High	6	0.363	6
1.5	Students will choose national culture curriculums according to their interests when choosing curriculums.	3.05	1.36	Medium	5	4.26	1.09	High	2	0.397	2
1.6	Students choose ethnic culture curriculums because of the need to carry out scientific research.	3.07	1.39	Medium	1	4.28	1.07	High	1	0.391	3
Total		3.05	1.36	Medium		4.22	1.15	High		0.383	

As can be seen from the data listed in the table above, according to the results of the questionnaire, the current states of the curriculum indicators is in the medium level ($\bar{X}=3.05$, S.D.=1.36). Among the highest ranked were Students choose ethnic culture curriculums because of the need to carry out scientific research ($\bar{X}=3.07$, S.D.=1.39), followed by The curriculum of national culture can expand students' professional knowledge ($\bar{X}=3.07$, S.D.=1.39), in third place is The national culture curriculums of our university are rich in types and are offered in general elective "curriculums" ($\bar{X}=3.06$, S.D.=1.33). The bottom three were: The national culture curriculums in our university are rich in types, and there are professional compulsory curriculums ($\bar{X}=3.05$, S.D.=1.35), Students will choose national culture curriculums according to their interests when choosing curriculums ($\bar{X}=3.05$, S.D.=1.36), National culture curriculums are conducive to the improvement of students' comprehensive quality ($\bar{X}=2.99$, S.D.=1.32).

As can be seen from the data listed in the above table, according to the results of the questionnaire, the desired states of the curriculum index is at a relatively high level ($\bar{X}=4.22$, S.D.=1.15). Among the highest ranked were Students choose ethnic culture curriculums because of the need to carry out scientific research ($\bar{X}=4.28$, S.D.=1.07), Students will choose national culture curriculums according to their interests when choosing curriculums ($\bar{X}=4.26$, S.D.=1.09), in third place is The national culture curriculums in our university are rich in types, and there are professional compulsory curriculums ($\bar{X}=4.23$, S.D.=1.09). The bottom three were: National culture curriculums are conducive to the improvement of students' comprehensive quality. (\bar{X}

=4.18, S.D.=1.22), The curriculum of national culture can expand students' professional knowledge. (\bar{X} =4.17, S.D.=1.22), The national culture curriculums of our university are rich in types and are offered in general elective curriculums. (\bar{X} =4.17, S.D.=1.22).

After Priority need indicator modified(PNI_{modified}), the average PNI_{modified} value of the course indicator is equal to 0.383. One of the highest ranked is National culture curriculums are conducive to the improvement of students' comprehensive quality. (PNI_{modified}=0.401), Followed by Students will choose national culture curriculums according to their interests when choosing curriculums. (PNI_{modified}=0.397), In third place is Students choose ethnic culture curriculums because of the need to carry out scientific research. (PNI_{modified}=0.391), and the bottom three are: The national culture curriculums in our university are rich in types, and there are professional compulsory curriculums (PNI_{modified}=0.384), The curriculum of national culture can expand students' professional knowledge. (PNI_{modified}=0.364), The national culture curriculums of our university are rich in types and are offered in general elective curriculums. (PNI_{modified}=0.363).



2.8	When teachers teach the curriculum of national culture, the teaching content highlights practicality.	3.14	1.30	Medium	12	4.18	1.25	High	14	0.331	12
2.9	The teacher asks the students to learn some simple content by themselves.	3.12	1.30	Medium	13	4.24	1.22	High	8	0.356	2
2.10	The teacher will introduce the students to something other than the textbook.	3.21	1.30	Medium	4	4.17	1.24	High	15	0.300	15
2.11	Teachers will recommend more content to students with strong learning ability.	3.15	1.26	Medium	10	4.21	1.25	High	10	0.336	10
2.12	Teachers cultivate students' sense of self-confidence and identity in national culture in teaching.	3.14	1.36	Medium	11	4.20	1.24	High	12	0.337	9
2.13	Teachers guide students to conduct theoretical research on national culture in teaching.	3.20	1.31	Medium	6	4.18	1.21	High	13	0.308	14
2.14	When teaching national culture curriculums, teachers can have their own innovative ideas and influence students.	3.18	1.26	Medium	8	4.31	1.04	High	2	0.355	3
2.15	Teachers guide students to study national culture in a scientific way.	3.21	1.25	Medium	2	4.32	1.04	High	1	0.345	6
Total		3.17	1.290	Medium		4.24	1.163	High		0.338	

As can be seen from the data listed in the above table, according to the results of the questionnaire, the current states of the teaching indicators is in the medium level ($\bar{X}=3.17$, S.D.=1.29). The highest ranking among them is Teachers who teach national culture curriculums choose their own textbooks ($\bar{X}=3.22$, S.D.=1.28), Teachers guide students to study national culture in a scientific way ($\bar{X}=3.21$, S.D.=1.257), in third place was Teachers' choice of other ethnic cultures in the university area as teaching content ($\bar{X}=3.21$, S.D.=1.306). The bottom three were: The teacher asks the students to learn some simple content by themselves. ($\bar{X}=3.12$, S.D.=1.30), When teachers teach national culture curriculums, the teaching content focuses and difficulties are prominent ($\bar{X}=3.11$, S.D.=1.33), When teachers teach national culture curriculum teaching content design innovation ($\bar{X}=3.10$, S.D.=1.31).

As can be seen from the data listed in the above table, according to the results of the questionnaire, the desired states of the teaching index is at a relatively high level ($\bar{X}=4.24$, S.D.=1.16). The highest ranking is Teachers guide students to study national culture in a scientific way ($\bar{X}=4.32$, S.D.=1.04), Secondly, When teaching national culture curriculums, teachers can have their own innovative ideas and influence students. ($\bar{X}=4.31$, S.D.=1.04), In third place is Teachers choose the national culture of the main body of the university as the teaching content ($\bar{X}=4.30$, S.D.=1.09). The bottom three were: Teachers guide students to conduct theoretical research on national culture in teaching ($\bar{X}=4.18$, S.D.=1.219), When teachers teach the curriculum of national culture, the teaching content highlights practicality. ($\bar{X}=4.18$, S.D.=1.256),

The teacher will introduce the students to something other than the textbook.. (\bar{X} =4.17, S.D.=1.245).

After Priority need indicator modified(PNI_{modified}), the average PNI_{modified} value of the teaching index is equal to 0.338. The highest ranking is When teachers teach national culture curriculum teaching content design innovation (PNI_{modified}=0.358), The teacher asks the students to learn some simple content by themselves (PNI_{modified}=0.356), Number three: When teaching national culture curriculums, teachers can have their own innovative ideas and influence students (PNI_{modified}=0.355), and the bottom three were: Teachers who teach national culture curriculums choose their own textbooks (PNI_{modified}=0.324), Teachers guide students to conduct theoretical research on national culture in teaching. (PNI_{modified}=0.308), The teacher will introduce the students to something other than the textbook. (PNI_{modified}=0.300).

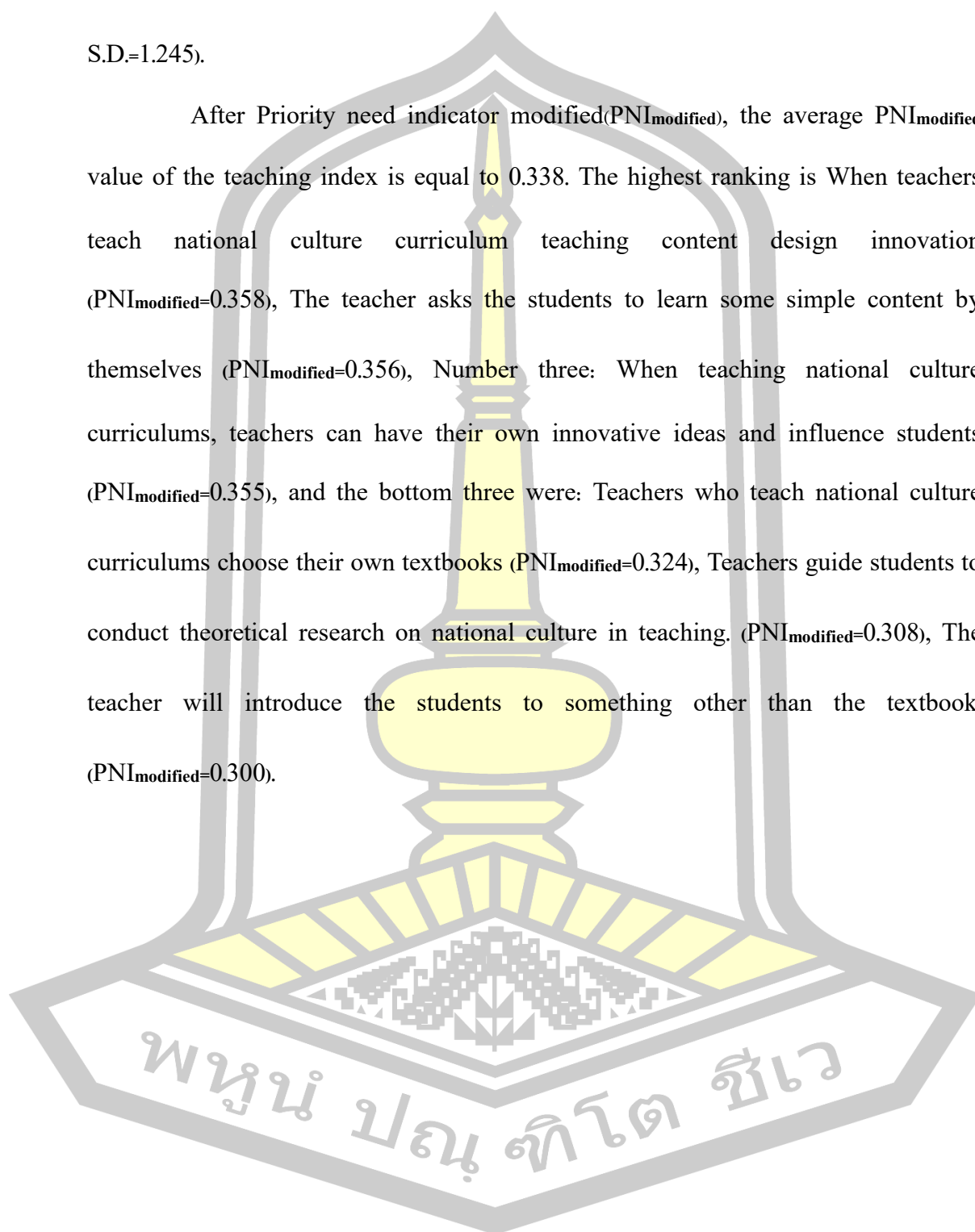


Table 18 Priority Demand Correction for The Current States and Desired States of The Teachers Indicators

No	Ethnic Culture Inheritance Mechanism	Current States					Desired States					Priority Needs		
		\bar{X}	S.D.	Level	Rank	\bar{X}	S.D.	Level	Rank	PNI	Rank	PNI	Rank	
3.Teachers														
3.1	There are full-time teachers teaching national culture curriculums in our university.	3.19	1.26	Medium	7	4.24	1.11	High	8	0.330		5		
3.2	The teachers who teach national culture curriculums in our university have external experts.	3.03	1.34	Medium	11	4.23	1.19	High	9	0.396		1		
3.3	The university has administrative staff involved in the inheritance of national culture.	3.27	1.26	Medium	4	4.26	1.13	High	7	0.304		9		
3.4	The teachers have a special study of national culture related experience.	3.27	1.32	Medium	5	4.28	1.03	High	6	0.309		7		
3.5	The university teachers take the initiative to learn the local ethnic culture.	3.29	1.29	Medium	2	4.29	1.10	High	2	0.303		10		
3.6	The university teacher has special national study skills relevant experience.	3.31	1.33	Medium	1	4.30	1.08	High	1	0.300		11		

3.7	Teachers of the university take the initiative to learn ethnic skills.	3.27	1.28	Medium	6	4.28	1.12	High	5	0.310	6
3.8	Teachers can properly display national skills in the classroom.	3.11	1.38	Medium	9	4.21	1.18	High	11	0.351	4
3.9	Teachers conduct research projects on national culture.	3.28	1.30	Medium	3	4.29	1.09	High	3	0.308	8
3.10	Teachers participate in other people's projects to study national culture.	3.16	1.25	Medium	8	4.28	1.11	High	4	0.355	3
3.11	The teacher leads the students to carry out scientific research on national culture.	3.11	1.38	Medium	10	4.22	1.23	High	10	0.357	2
Total		3.21	1.31	Medium		4.26	1.12	High		0.329	

As can be seen from the data listed in the above table, according to the results of the questionnaire, the current states of the teacher indicators is in the middle level (\bar{X} =3.21, S.D.=1.31). The university teacher has special national study skills relevant experience (\bar{X} =3.31, S.D.=1.33), The university teachers take the initiative to learn the local ethnic culture (\bar{X} =3.29, S.D.=1.29), In third place was Teachers conduct research projects on national culture. (\bar{X} =3.28, S.D.=1.30). The bottom three were: Teachers can properly display national skills in the classroom (\bar{X} =3.11, S.D.=1.38), The teacher leads the students to carry out scientific research on national culture. (\bar{X} =3.11, S.D.=1.38), The teachers who teach national culture curriculums in our university have external experts. (\bar{X} =3.03, S.D.=1.34).

As can be seen from the data listed in the above table, according to the results of the questionnaire, the desired states of the teacher index is at a relatively high level (\bar{X} =4.26, S.D.=1.12). The university teacher has special national study skills relevant experience (\bar{X} =4.30, S.D.=1.08), The university teachers take the initiative to learn the local ethnic culture (\bar{X} =4.29, S.D.=1.10), in third place is Teachers participate in other people's projects to study national culture (\bar{X} =4.29, S.D.=1.09). The bottom three were: The teachers who teach national culture curriculums in our university have external experts. (\bar{X} =4.23, S.D.=1.19), The teacher leads the students to carry out scientific research on national culture. (\bar{X} =4.22, S.D.=1.23), Teachers can properly display national skills in the classroom (\bar{X} =4.21, S.D.=1.18).

After Priority need indicator modified (PNI_{modified}), The average PNI_{modified}

value of the teacher index is equal to 0.329. The highest ranked among them is The teachers who teach national culture curriculums in our university have external experts ($PNI_{\text{modified}}=0.396$), The teacher leads the students to carry out scientific research on national culture ($PNI_{\text{modified}}=0.357$), Ranked third is Teachers participate in other people's projects to study national culture ($PNI_{\text{modified}}=0.355$), and the bottom three are: The university has administrative staff involved in the inheritance of national culture. ($PNI_{\text{modified}}=0.304$), The university teachers take the initiative to learn the local ethnic culture. ($PNI_{\text{modified}}=0.303$), The university teacher has special national study skills relevant experience. ($PNI_{\text{modified}}=0.300$).

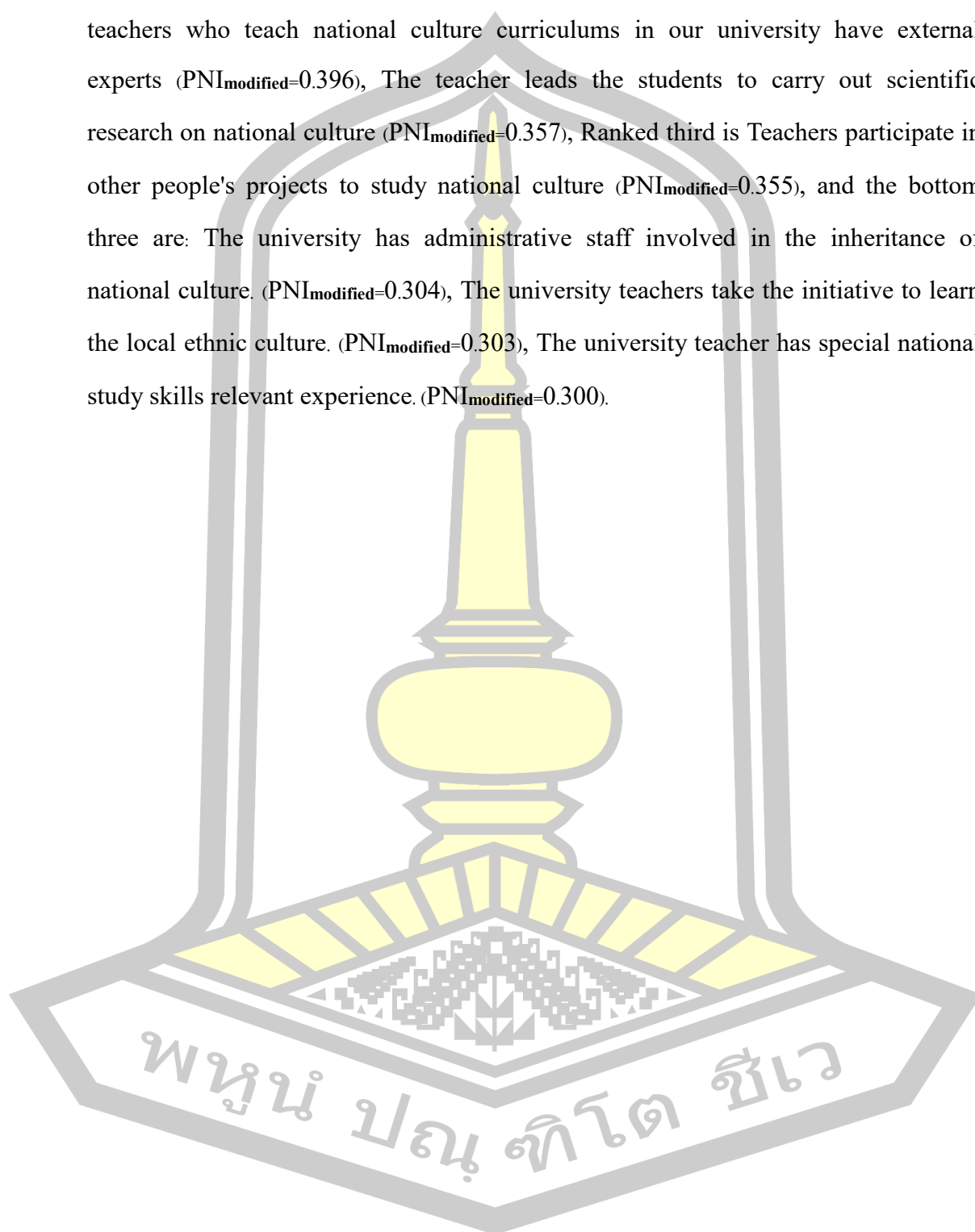


Table 19 Priority Demand Correction for The Current States and Desired States of The Cooperation and Communication

Indicators											
No	Ethnic Culture Inheritance Mechanism	Current States			Desired States			Priority Needs			
		\bar{X}	S.D.	Level	Rank	\bar{X}	S.D.	Level	Rank	PNI	Rank
4.Cooperation and Communication											
4.1	The university encourages its teachers to give lectures on national culture.	3.22	1.25	Medium	3	4.23	1.15	High	6	0.315	11
4.2	The university invited well-known experts to give lectures on national culture.	3.23	1.27	Medium	1	4.19	1.12	High	9	0.298	13
4.3	The university invited the inheritors of the intangible cultural heritage to the university to give lectures.	3.11	1.38	Medium	13	4.17	1.23	High	11	0.341	2
4.4	The university invites the inheritors of intangible cultural heritage to the university for technical training.	3.17	1.35	Medium	9	4.16	1.23	High	12	0.314	12
4.5	Academic conferences on national culture are held with in the university.	3.15	1.27	Medium	10	4.25	1.11	High	3	0.350	1
4.6	The university and relevant universities hold academic conferences on national culture.	3.23	1.27	Medium	2	4.26	1.13	High	2	0.318	10

4.7	The university and the relevant local administrative departments for academic conference of the national culture.	3.18	1.25	Medium	8	3.18	1.25	High	8	0.325	5
4.8	The university has special funds for teachers to carry out research on national culture.	3.21	1.30	Medium	5	3.21	1.30	High	4	0.322	6
4.9	The university has special funds for students to carry out research on national culture.	3.15	1.37	Medium	11	4.16	1.25	High	13	0.321	7
4.10	The university develops cooperation projects and communication programs with other local educational institutions.	3.19	1.27	Medium	6	4.21	1.11	High	7	0.320	8
4.11	The university develops cooperation projects and communication programs with other educational institutions internationally.	3.19	1.28	Medium	7	4.27	1.08	High	1	0.339	3
4.12	The university shall conduct training on national culture according to the needs of teachers.	3.21	1.30	Medium	4	4.24	1.11	High	5	0.319	9
4.13	The university carries out training related to national culture according to the needs of students.	3.14	1.35	Medium	12	4.19	1.21	High	10	0.333	4
Total		3.18	1.30	Medium		4.2	1.15	High		0.324	

As can be seen from the data listed in the above table, according to the results of the questionnaire, the current states of the cooperation and communication indicators is at a moderate level ($\bar{X}=3.18$, S.D.=1.30). The university invited well-known experts to give lectures on national culture ($\bar{X}=3.23$, S.D.=1.27), The university and relevant universities hold academic conferences on national culture ($\bar{X}=3.23$, S.D.=1.27), In third place is The university encourages its teachers to give lectures on national culture ($\bar{X}=3.22$, S.D.=1.25). The bottom three were: The university has special funds for students to carry out research on national culture. ($\bar{X}=3.15$, S.D.=1.37), The university carries out training related to national culture according to the needs of students. ($\bar{X}=3.14$, S.D.=1.35), The university invited the inheritors of the intangible cultural heritage to the university to give lectures ($\bar{X}=3.11$, S.D.=1.38).

As can be seen from the data listed in the above table, according to the results of the questionnaire, the desired states of the cooperation and communication index is at a high level ($\bar{X}=4.22$, S.D.=1.15). At The top of the list is The university develops cooperation projects and communication programme with other educational institutions internationally. ($\bar{X}=4.27$, S.D.=1.08), The university and relevant universities hold academic conferences on national culture. ($\bar{X}=4.26$, S.D.=1.13), Third on the list is Academic conferences on national culture are held with the university. ($\bar{X}=4.25$, S.D.=1.11). The bottom three were: The university invited the inheritors of the intangible cultural heritage to the university to give lectures ($\bar{X}=4.17$, S.D.=1.23), The university invites the inheritors of intangible cultural heritage to the university for technical training ($\bar{X}=4.16$, S.D.=1.23), The university has special funds for students to

carry out research on national culture ($\bar{X}=4.16$, S.D.=1.25).

After Priority need indicator modified (PNI_{modified}), The average PNI_{modified} value of the cooperation and communication index is equal to 0.324, Among the highest ranked is Academic conferences on national culture are held with the university ($PNI_{\text{modified}}=0.350$), The university invited the inheritors of the intangible cultural heritage to the university to give lectures ($PNI_{\text{modified}}=0.341$), Third on The list is The university develops cooperation projects and communication programme with other educational institutions internationally ($PNI_{\text{modified}}=0.339$), the last three are: The university encourages its teachers to give lectures on national culture. ($PNI_{\text{modified}}=0.315$), The university invites the inheritors of intangible cultural heritage to the university for technical training ($PNI_{\text{modified}}=0.314$), The university invited well-known experts to give lectures on national culture ($PNI_{\text{modified}}=0.298$).

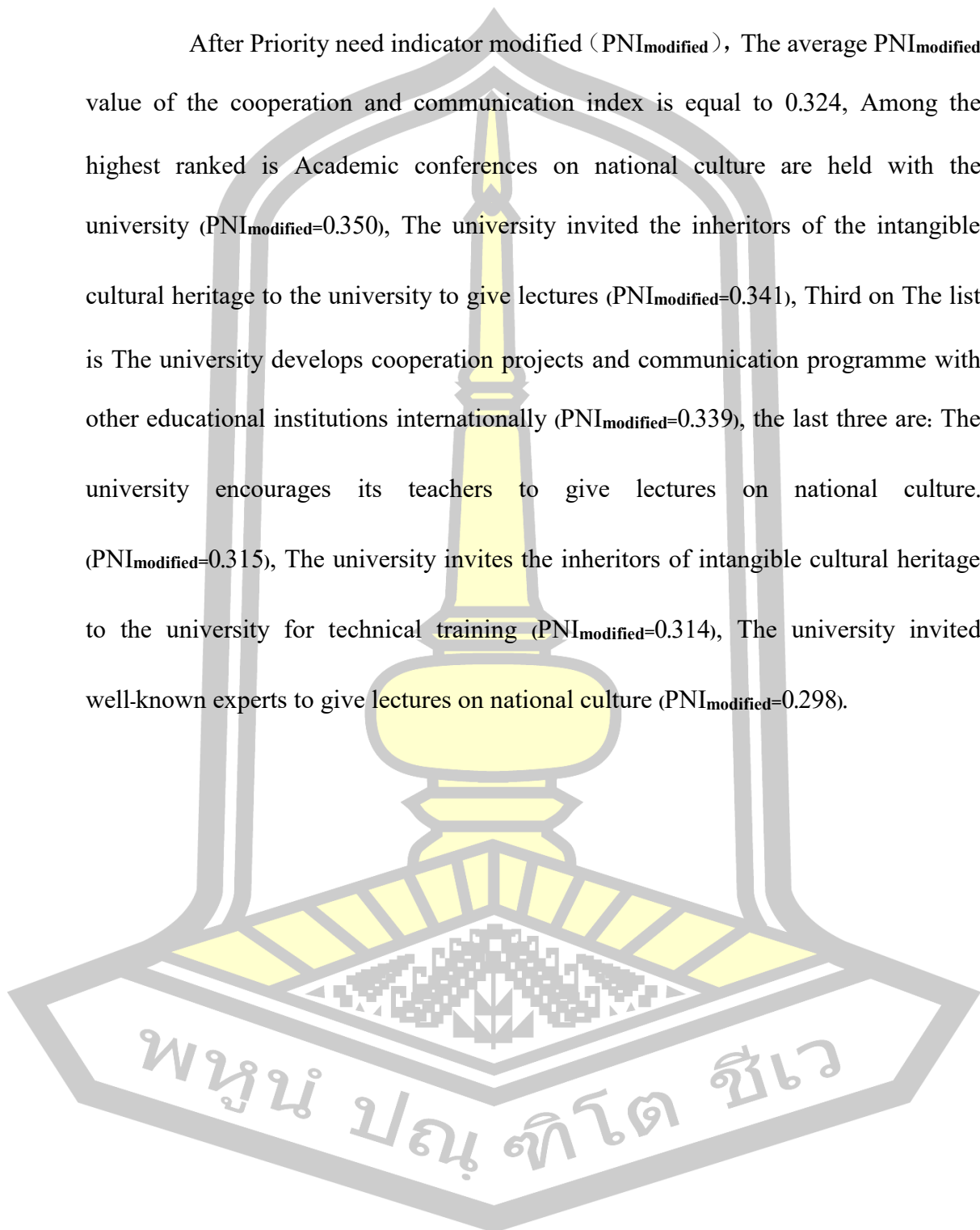


Table 20 Priority Demand Correction for The Current States and Desired States of The Campus Culture Indicators

No	Ethnic Culture Inheritance Mechanism	Current States					Desired States					Priority Needs	
		\bar{X}	S.D.	Level	Rank	\bar{X}	S.D.	Level	Rank	PNI	Rank		
5.Campus Culture													
5.1	National culture is reflected in the content of university culture.	3.18	1.37	Medium	2	4.25	1.07	High	2	0.336		5	
5.2	The university attaches great importance to creating a national culture atmosphere on campus.	3.14	1.33	Medium	7	4.25	1.10	High	3	0.352		1	
5.3	The frequency of activities carried out in universities by exclusive associations of students' associations related to national culture.	3.15	1.36	Medium	5	4.13	1.22	High	8	0.310		7	
5.4	The content of the activities carried out by the exclusive associations of students concerned with national culture.	3.16	1.29	Medium	4	4.12	1.24	High	9	0.302		10	
5.5	The university carries out student association activities on national festivals.	3.12	1.30	Medium	9	4.08	1.30	High	10	0.305		9	
5.6	The university arranges special links related to national culture in student activities.	3.17	1.30	Medium	3	4.14	1.25	High	7	0.306		8	

5.7	The university organizes special activities for minority students.	3.11	1.32	Medium	10	4.16	1.26	High	5	0.337	4
5.8	The university arranges students to investigate the national culture in the summer social practice activities.	3.13	1.30	Medium	8	4.19	1.22	High	6	0.338	3
5.9	The university has a special department responsible for the organization of campus cultural activities.	3.22	1.35	Medium	1	4.29	1.07	High	1	0.331	6
5.10	The university has a special staff responsible for the organization of campus cultural activities.	3.15	1.32	Medium	6	4.22	1.13	High	4	0.341	2
Total		3.15	1.32	Medium		4.18	1.19	High		0.326	

As can be seen from the data listed in the above table, according to the results of the questionnaire, the current states of the cooperation and communication indicators is at a moderate level ($\bar{X}=3.15$, S.D.=1.32). Among The highest ranked is The university has a special department responsible for the organization of campus cultural activities ($\bar{X}=3.22$, S.D.=1.35), followed by National culture is reflected in the content of university culture ($\bar{X}=3.18$, S.D.=1.37), in third place was The university arranges special links related to national culture in student activities ($\bar{X}=3.17$, S.D.=1.30). The bottom three were: The university arranges students to investigate the national culture in the summer social practice activities ($\bar{X}=3.13$, S.D.=1.30), The university carries out student association activities on national festivals ($\bar{X}=3.12$, S.D.=1.30), The university organizes special activities for minority students ($\bar{X}=3.11$, S.D.=1.32).

As can be seen from the data listed in the above table, according to the results of the questionnaire, the desired states of the cooperation and communication index is at a high level ($\bar{X}=4.18$, S.D.=1.19). Among them, The highest ranking is The university has a special department responsible for the organization of campus cultural activities ($\bar{X}=4.29$, S.D.=1.07), followed by National culture is reflected in the content of university culture ($\bar{X}=4.25$, S.D.=1.07), In third place is The university attaches great importance to creating a national culture atmosphere on campus ($\bar{X}=4.25$, S.D.=1.10). The bottom three were: The frequency of activities carried out in universities by exclusive associations of students' associations related to national culture ($\bar{X}=4.13$, S.D.=1.22), The content of the activities carried out by the exclusive

associations of students concerned with national culture (\bar{X} =4.12, S.D.=1.24), The university carries out student association activities on national festivals (\bar{X} =4.08, S.D.=1.30).

After Priority need indicator modified (PNI_{modified}), The average PNI_{modified} value of the cooperation and communication index is equal to 0.326. At The top of the list is The university attaches great importance to creating a national culture atmosphere on campus (PNI_{modified} =0.352), Second is The university has a special staff responsible for the organization of campus cultural activities (PNI_{modified} =0.341), Third on The list is The university arranges students to investigate the national culture in the summer social practice activities (PNI_{modified} =0.338), the last three are: The university arranges special links related to national culture in student activities (PNI_{modified} =0.306), The university carries out student association activities on national festivals (PNI_{modified} =0.305), The content of the activities carried out by the exclusive associations of students concerned with national culture (PNI_{modified} =0.302).

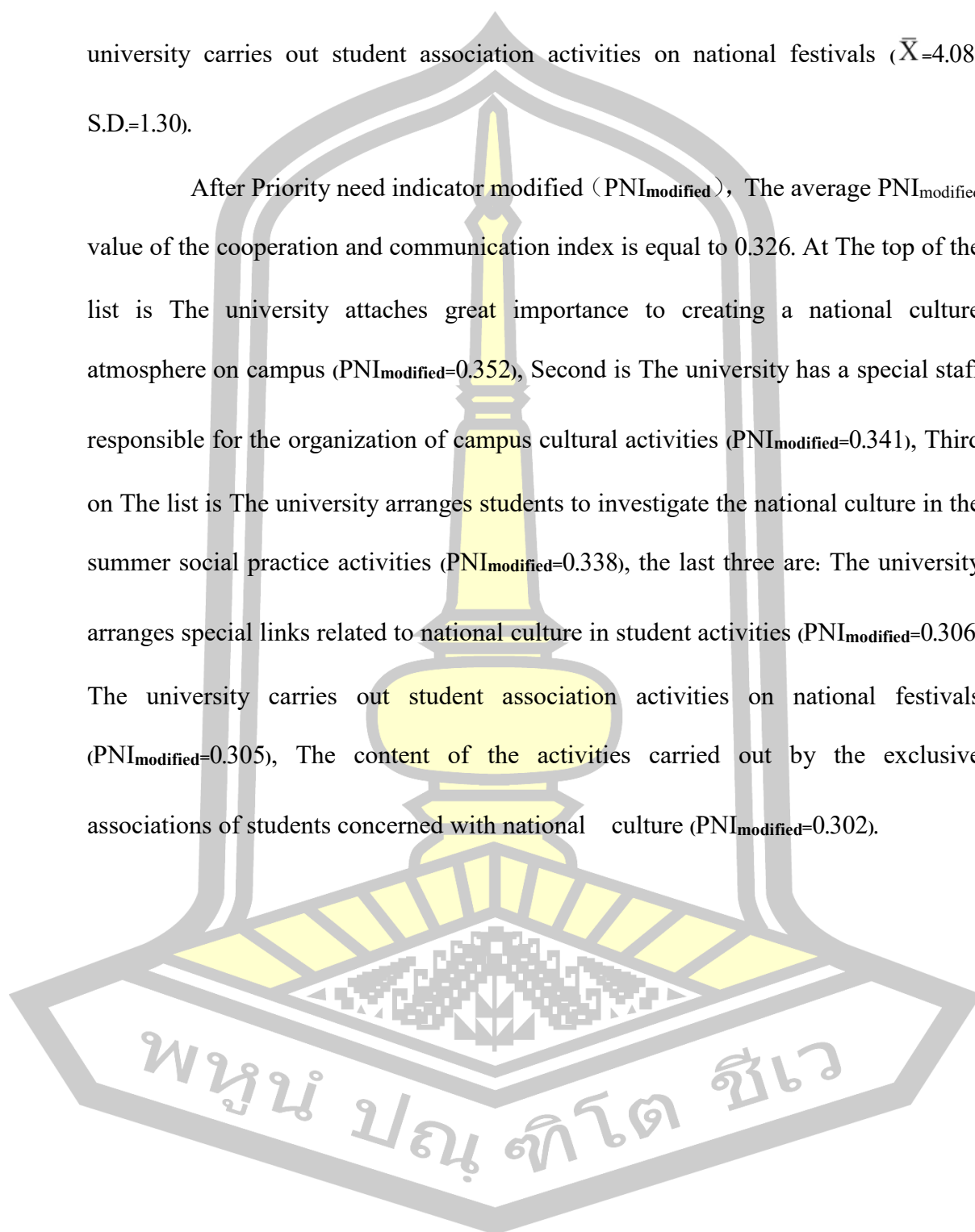


Table 21 Priority Demand Correction for The Current States and Desired States of The Management and Evaluation Indicators

No	Ethnic Culture Inheritance Mechanism	Current States					Desired States					Priority Needs	
		\bar{X}	S.D.	Level	Rank	\bar{X}	S.D.	Level	Rank	PNI	Rank		
6.Management and Evaluation													
6.1	The university has formulated relevant systems to manage the opening of national culture curriculums.	3.21	1.305	Medium	6	4.18	1.09	High	1	0.302		2	
6.2	The university establishes relevant systems to evaluate the opening of national culture curriculums.	3.20	1.252	Medium	7	4.14	1.21	High	5	0.295		3	
6.3	The university has established a system to control teachers who teach ethnic culture curriculums.	3.27	1.282	Medium	3	4.17	1.08	High	2	0.274		5	
6.4	The university has established relevant systems to evaluate teachers who teach ethnic culture curriculums.	3.18	1.285	Medium	9	4.10	1.21	High	8	0.291		4	
6.5	The university has formulated relevant systems to manage student association organizations and activities.	3.29	1.253	Medium	1	4.11	1.20	High	7	0.250		9	

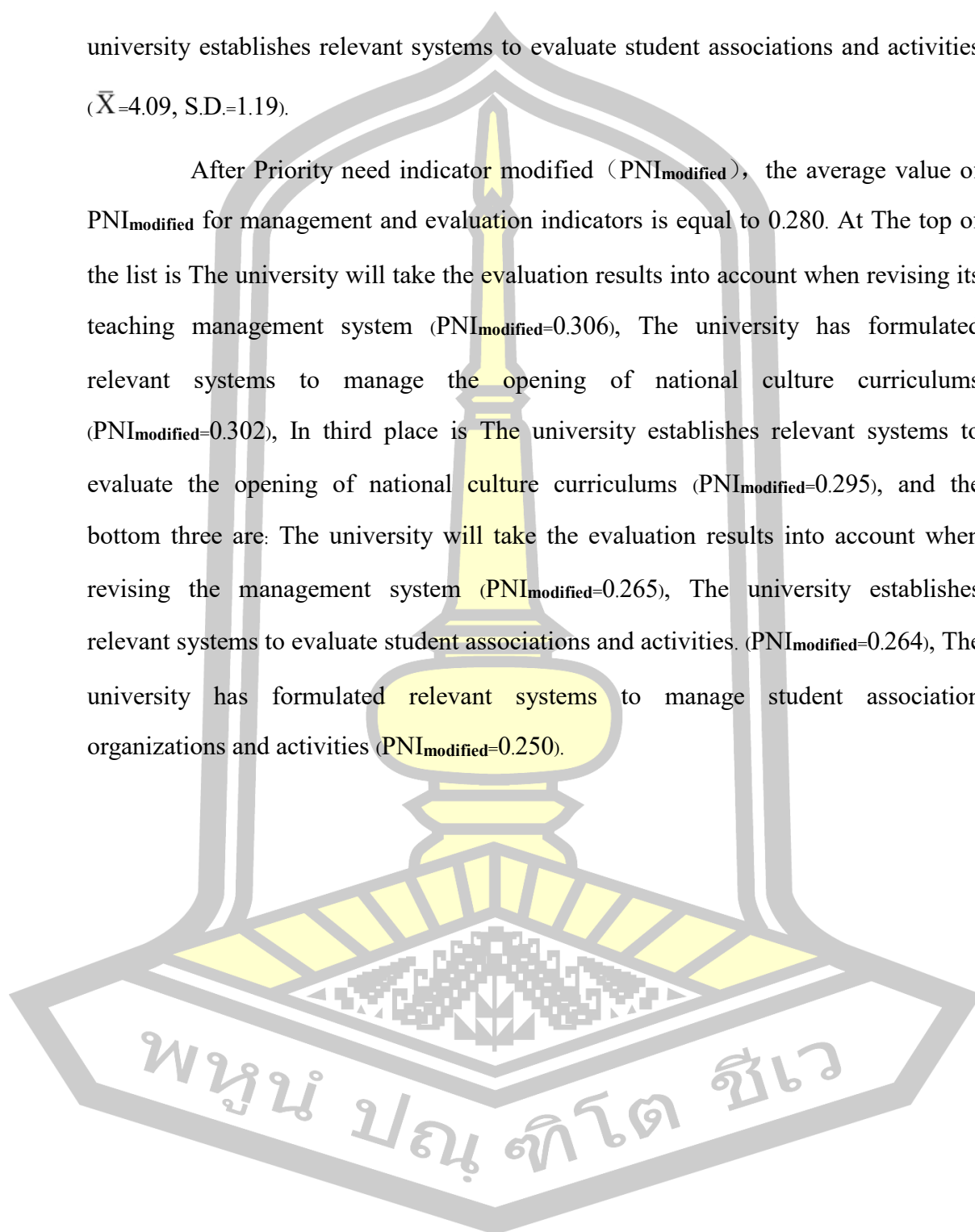
6.6	The university establishes relevant systems to evaluate student associations and activities.	3.23	1.26	Medium	5	4.09	1.19	High	9	0.264	8
6.7	The university will take the evaluation results into account when revising the management system.	3.28	1.28	Medium	2	4.15	1.10	High	4	0.265	7
6.8	The university will take the evaluation results into account when revising its teaching management system.	3.19	1.25	Medium	8	4.16	1.10	High	3	0.306	1
6.9	The university will take the evaluation results into account when revising the student association management system.	3.25	1.23	Medium	4	4.14	1.19	High	6	0.273	6
Total		3.23	1.27	Medium		4.14	1.15	High		0.280	

As can be seen from the data listed in the above table, according to the results of the questionnaire, the current states of management and evaluation indicators is at a medium level ($\bar{X}=3.23$, S.D.=1.27). At The top of the list is The university has formulated relevant systems to manage student association organizations and activities ($\bar{X}=3.29$, S.D.=1.25), The university will take the evaluation results into account when revising the management system ($\bar{X}=3.28$, S.D.=1.28), In third place was The university has established a system to control teachers who teach ethnic culture curriculums ($\bar{X}=3.27$, S.D.=1.28). The bottom three were: The university establishes relevant systems to evaluate the opening of national culture curriculums ($\bar{X}=3.20$, S.D.=1.25), The university will take the evaluation results into account when revising its teaching management system ($\bar{X}=3.19$, S.D.=1.25), The university has established relevant systems to evaluate teachers who teach ethnic culture curriculums ($\bar{X}=3.184$ S.D.=1.28).

As can be seen from the data listed in the above table, according to the results of the questionnaire, the desired states of management and evaluation indicators is at a relatively high level ($\bar{X}=4.14$, S.D.=1.15). The university has formulated relevant systems to manage the opening of national culture curriculums ($\bar{X}=4.18$, S.D.=1.09), followed by The university has established a system to control teachers who teach ethnic culture curriculums ($\bar{X}=4.17$, S.D.=1.08), In third place was The university will take the evaluation results into account when revising its teaching management system ($\bar{X}=4.16$, S.D.=1.10). The bottom three were: The university has formulated relevant systems to manage student association organizations and activities ($\bar{X}=4.11$, S.D.=1.20), The university has established relevant systems to

evaluate teachers who teach ethnic culture curriculums (\bar{X} =4.10, S.D.=1.21), The university establishes relevant systems to evaluate student associations and activities (\bar{X} =4.09, S.D.=1.19).

After Priority need indicator modified (PNI_{modified}), the average value of PNI_{modified} for management and evaluation indicators is equal to 0.280. At The top of the list is The university will take the evaluation results into account when revising its teaching management system (PNI_{modified}=0.306), The university has formulated relevant systems to manage the opening of national culture curriculums (PNI_{modified}=0.302), In third place is The university establishes relevant systems to evaluate the opening of national culture curriculums (PNI_{modified}=0.295), and the bottom three are: The university will take the evaluation results into account when revising the management system (PNI_{modified}=0.265), The university establishes relevant systems to evaluate student associations and activities. (PNI_{modified}=0.264), The university has formulated relevant systems to manage student association organizations and activities (PNI_{modified}=0.250).



Part 2: SWOT analysis of ethnic culture inheritance mechanism index system of Yunnan local university

The researchers separated the six components, using the PNI_{modified} average for each indicator in each component as the standard, below the PNI_{modified} average is strength (S) or opportunity (O), above the PNI_{modified} average is weakness (W) or threat (T), and then performed SWOT analysis.

The first is the SWOT analysis of the course index. The course consists of 6 indicators, and the PNI_{modified} values of all 6 indicators are added and divided by 6, resulting in an average of 0.383. On this basis, an indicator below 0.383 is strength (S) or opportunity (O), while an indicator above 0.383 is weakness (W) or threat (T).

Table 22 National Culture Inheritance Mechanism Index System SWOT Analysis

Table-Curriculum

No	Items	Priority Needs		SWOT Analysis	
		PNI	Level	Internal	External
1.Curriculum					
1.1	The curriculum of national culture can expand students' professional knowledge.	0.364	Low	S	N/A
1.2	National culture curriculums are conducive to the improvement of students' comprehensive quality.	0.401	High	W	N/A
1.3	The national culture curriculums in our university are rich in types, and there are professional compulsory curriculums.	0.384	High	W	N/A
1.4	The national culture curriculums of our university are rich in types and are offered in general elective curriculums.	0.363	Low	S	T

1.5	Students will choose national culture curriculums according to their interests when choosing curriculums.	0.397	High	W	N/A
1.6	Students choose ethnic culture curriculums because of the need to carry out scientific research.	0.391	High	W	N/A
		0.383			

According to The analysis of internal and external factors related to the curriculum. The curriculum of national culture can expand students' professional knowledge, which is an strength for the university internally, has nothing to do with external factors. The national culture curriculum of our university are rich in types and are offered in general elective curriculum is an strength to the university internally and a threat to the university externally. National culture curriculum are conducive to the improvement of students' comprehensive quality. The national culture curriculum in our university are rich in types, and there are professional compulsory curriculum. Students will choose national culture curriculum according to their interests when choosing curriculum. Students choose ethnic culture curriculum because of the need to carry out scientific research. These 4 indicators are perceived as weaknesses within the university and have nothing to do with external factors.

The second is SWOT analysis of teaching indicators. The teaching consists of 15 indicators, and the $PNI_{modified}$ values of all 15 indicators are added and divided by 15, resulting in an average of 0.338. On this basis, an indicator below 0.338 is strength (S) or opportunity (O), while an indicator above 0.338 is weakness (W) or threat (T).

Table 23 National Culture Inheritance Mechanism Index System SWOT Analysis

Table-Teaching					
No	Items	Priority Needs		SWOT Analysis	
		PNI	Level	Internal	External
2.Teaching					
2.1	Teachers who teach compulsory curriculums for ethnic culture majors choose authoritative teaching materials.	0.340	High	N/A	T
2.2	Teachers who teach elective curriculums of national culture choose materials that are easily accepted by students.	0.346	High	W	N/A
2.3	Teachers who teach national culture curriculums choose their own textbooks.	0.324	Low	S	N/A
2.4	Teachers choose the national culture of the main body of the university as the teaching content.	0.344	High	W	N/A
2.5	Teachers choose other ethnic cultures in the university area as teaching content.	0.332	Low	S	N/A
2.6	When teachers teach national culture curriculums, the teaching content focuses and difficulties are prominent.	0.353	High	W	N/A
2.7	When teachers teach national culture curriculum teaching content design innovation.	0.358	High	W	N/A
2.8	When teachers teach the curriculum of national culture, the teaching content highlights practicality.	0.331	Low	S	N/A
2.9	The teacher asks the students to learn some simple content by themselves.	0.356	High	W	N/A
2.10	The teacher will introduce the students to something other than the textbook.	0.300	Low	S	N/A
2.11	Teachers will recommend more content to students with strong learning ability.	0.336	Low	S	N/A

2.12	Teachers cultivate students' sense of self-confidence and identity in national culture in teaching.	0.337	Low	S	N/A
2.13	Teachers guide students to conduct theoretical research on national culture in teaching.	0.308	Low	S	N/A
2.14	When teaching national culture curriculums, teachers can have their own innovative ideas and influence students.	0.355	High	W	N/A
2.15	Teachers guide students to study national culture in a scientific way.	0.345	High	W	N/A
		0.338			

Based on the analysis of internal and external factors related to teaching, Teachers who teach compulsory curriculum for ethnic culture majors choose authoritative teaching materials. Not internally, but externally, it's a threats. Teachers who teach elective curriculum of national culture choose materials that are easily accepted by students. Teachers choose the national culture of the main body of the university as the teaching content. When teachers teach national culture curriculum, the teaching content focuses and difficulties are prominent. When teachers teach national culture curriculum teaching content design innovation. The teacher asks the students to learn some simple content by themselves. When teaching national culture curriculum, teachers can have their own innovative ideas and influence students. Teachers guide students to study national culture in a scientific way. These 7 indicators are weaknesses internally and have nothing to do with external factors. Teachers who teach national culture curriculum choose their own textbooks. Teachers choose other ethnic cultures in the university area as teaching content. When teachers teach the curriculum of national culture, the teaching content highlights practicality. The teacher will introduce the students to something other than the textbook. Teachers will recommend more content to students with strong learning ability. Teachers cultivate students' sense of self-confidence and identity in national culture in teaching.

Teachers guide students to conduct theoretical research on national culture in teaching. These 7 indicators are strength for internal purposes and have nothing to do with external factors.

The third is SWOT analysis of teachers' indicators. Teachers include 11 indicators, and the PNI_{modified} value of 11 indicators is added and divided by 11, resulting in an average of 0.329. On this basis, indicators below 0.329 are strength (S) or opportunity (O), while indicators above 0.329 are weaknesses (W) or threat (T).

Table 24 National Culture Inheritance Mechanism Index System SWOT Analysis

Table-Teachers					
No	Items	Priority Needs		SWOT Analysis	
		PNI	Level	Internal	External
3.Teachers					
3.1	There are full-time teachers teaching national culture curriculums in our university.	0.330	High	W	N/A
3.2	The teachers who teach national culture curriculums in our university have external experts.	0.396	High	W	O
3.3	The university has administrative staff involved in the inheritance of national culture.	0.304	Low	S	N/A
3.4	The teachers have a special study of national culture related experience.	0.309	Low	S	N/A
3.5	The university teachers take the initiative to learn the local ethnic culture.	0.303	Low	S	O
3.6	The university teacher has special national study skills relevant experience.	0.300	Low	S	N/A
3.7	Teachers of the university take the initiative to learn ethnic skills.	0.310	Low	S	O

3.8	Teachers can properly display national skills in the classroom.	0.351	High	W	N/A
3.9	Teachers conduct research projects on national culture.	0.308	Low	S	T
3.10	Teachers participate in other people's projects to study national culture.	0.355	High	W	O
3.11	The teacher leads the students to carry out scientific research on national culture.	0.357	High	W	N/A
		0.329			

Based on the analysis of internal and external factors related to teachers, here are full-time teachers teaching national culture curriculum in our university. Teachers can properly display national skills in the classroom. The teacher leads the students to carry out scientific research on national culture. These 3 indicators are weaknesses internally and have nothing to do with external factors. The teachers who teach national culture curriculum in our university have external experts. Teachers participate in other people's projects to study national culture. These 2 indicators are weaknesses internally and opportunity externally. The university has administrative staff involved in the inheritance of national culture. The teachers have a special study of national culture related experience. The university teacher has special national study skills relevant experience. These 3 indicators are strength for internal purposes and have nothing to do with external factors. The university teachers take the initiative to learn the local ethnic culture. Teachers of the university take the initiative to learn ethnic skills. These 2 indicators are strength internally and opportunity externally. Teachers conduct research projects on national culture. It is an strength internally and a threat externally.

The fourth is the SWOT analysis of cooperation and communication. Cooperation and communication includes 13 indicators, and the PNI_{modified} values of

the 13 indicators are summed and divided by 13, and the average value is 0.324. On this basis, indicators below 0.324 are strength (S) or opportunity (O), while indicators above 0.324 are weaknesses (W) or threat (T).

Table 25 National Culture Inheritance Mechanism Index System SWOT Analysis

Table-Cooperation and Communication

No	Items	Priority Needs		SWOT Analysis	
		PNI	Level	Internal	External
4.Cooperation and Communication					
4.1	The university encourages its teachers to give lectures on national culture.	0.315	Low	S	N/A
4.2	The university invited well-known experts to give lectures on national culture.	0.298	Low	S	O
4.3	The university invited the inheritors of the intangible cultural heritage to the university to give lectures.	0.341	High	W	N/A
4.4	The university invites the inheritors of intangible cultural heritage to the university for technical training.	0.314	Low	S	N/A
4.5	Academic conferences on national culture are held with the university.	0.350	High	W	N/A
4.6	The university and relevant universities hold academic conferences on national culture.	0.318	Low	S	O
4.7	The university and the relevant local administrative departments for academic conference of the national culture.	0.325	High	W	T
4.8	The university has special funds for teachers to carry out research on national culture.	0.322	Low	S	N/A
4.9	The university has special funds for students to carry out research on national culture.	0.321	Low	S	N/A

4.10	The university develops cooperation projects and communication programs with other local educational institutions.	0.320	Low	S	O
4.11	The university develops cooperation projects and communication programs with other educational institutions internationally.	0.339	High	W	O
4.12	The university shall conduct training on national culture according to the needs of teachers.	0.319	Low	S	N/A
4.13	The university carries out training related to national culture according to the needs of students.	0.333	High	W	N/A
<hr/>					
0.324					
<hr/>					

Based on an analysis of internal and external factors related to cooperation and exchange, The university encourages its teachers to give lectures on national culture. The university invites the inheritors of intangible cultural heritage to the university for technical training. The university has special funds for teachers to carry out research on national culture. The university has special funds for students to carry out research on national culture. The university shall conduct training on national culture according to the needs of teachers. These 5 indicators are strength for internal purposes, independent of external factors. The university invited well-known experts to give lectures on national culture. The university and relevant universities hold academic conferences on national culture. The university develops cooperation projects and communication programs with other local educational institutions. These 3 indicators are strength internally and opportunities externally. The university invited the inheritors of the intangible cultural heritage to the university to give lectures. Academic conferences on national culture are held with the university. The university carries out training related to national culture according to the needs of students. These 3 indicators are weaknesses internally and have nothing to do with external factors. The university and the relevant local administrative departments for academic

conference of the national culture. A weakness internally and a threat externally. The university develops cooperation projects and communication programs with other educational institutions internationally. Internally it is a weakness, externally it is an opportunity.

The fifth is SWOT analysis of campus culture. Campus culture consists of 10 indicators, and the PNI_{modified} values of all 10 indicators are added and divided by 10, resulting in an average of 0.326. On this basis, an indicator below 0.326 is strength (S) or opportunity (O), while indicator above 0.326 is weakness (W) or threat (T).

Table 26 National Culture Inheritance Mechanism Index System SWOT Analysis

Table-Campus Culture

No	Items	Priority Needs		SWOT Analysis	
		PNI	Level	Internal	External
5.Campus Culture					
5.1	National culture is reflected in the content of university culture.	0.336	High	W	N/A
5.2	The university attaches great importance to creating a national culture atmosphere on campus.	0.352	High	W	N/A
5.3	The frequency of activities carried out in universities by exclusive associations of students' associations related to national culture.	0.310	Low	S	N/A
5.4	The content of the activities carried out by the exclusive associations of students concerned with national culture.	0.302	Low	S	N/A
5.5	The university carries out student association activities on national festivals.	0.305	Low	S	N/A

5.6	The university arranges special links related to national culture in student activities.	0.306	Low	S	N/A
5.7	The university organizes special activities for minority students.	0.337	High	W	N/A
5.8	The university arranges students to investigate the national culture in the summer social practice activities.	0.338	High	W	T
5.9	The university has a special department responsible for the organization of campus cultural activities.	0.331	High	W	N/A
5.10	The university has a special staff responsible for the organization of campus cultural activities.	0.341	High	W	N/A
		0.326			

Based on the analysis of internal and external factors related to campus culture, National culture is reflected in the content of university culture. The university attaches great importance to creating a national culture atmosphere on campus. The university organizes special activities for minority students. The university has a special department responsible for the organization of campus cultural activities. The university has a special staff responsible for the organization of campus cultural activities. These 5 indicators are weaknesses internally and have nothing to do with external factors. The frequency of activities carried out in universities by exclusive associations of students' associations related to national culture. The content of the activities carried out by the exclusive associations of students concerned with national culture. The university carries out student association activities on national festivals. The university arranges special links related to national culture in student activities. These 4 indicators are strength for internal purposes, independent of external factors. The university arranges students to investigate the national culture in the summer social practice activities. It is a weakness internally and a threat externally.

The sixth is SWOT analysis of management and evaluation indicators. The management and evaluation includes 9 indicators, and the PNI_{modified} values of the 9 indicators are added and divided by 9, resulting in an average of 0.280. On this basis, an indicator below 0.280 is strength (S) or opportunity (O), while an indicator above 0.280 is weakness (W) or threat (T).

Table 27 National Culture Inheritance Mechanism Index System SWOT Analysis

Table- Management and Evaluation

No	Items	Priority Needs		SWOT Analysis	
		PNI	Level	Internal	External
6.Management and Evaluation					
6.1	The university has formulated relevant systems to manage the opening of national culture curriculum.	0.302	High	W	N/A
6.2	The university establishes relevant systems to evaluate the opening of national culture curriculum.	0.295	High	W	N/A
6.3	The university has established a system to control teachers who teach ethnic culture curriculum.	0.274	Low	S	N/A
6.4	The university has established relevant systems to evaluate teachers who teach ethnic culture curriculum.	0.291	High	W	N/A
6.5	The university has formulated relevant systems to manage student association organizations and activities.	0.250	Low	S	N/A
6.6	The university establishes relevant systems to evaluate student associations and activities.	0.264	Low	S	T
6.7	The university will take the evaluation results into account when revising the management system.	0.265	Low	S	N/A

6.8	The university will take the evaluation results into account when revising its teaching management system.	0.306	High	W	N/A
6.9	The university will take the evaluation results into account when revising the student association management system.	0.273	Low	S	N/A
		0.280			

Based on an analysis of internal and external factors related to management and evaluation. The university has formulated relevant systems to manage the opening of national culture curriculum. The university establishes relevant systems to evaluate the opening of national culture curriculum. The university has established relevant systems to evaluate teachers who teach ethnic culture curriculum. The university will take the evaluation results into account when revising its teaching management system. These 4 indicators are internal weaknesses and have nothing to do with external factors. The university has established a system to control teachers who teach ethnic culture curriculum. The university has formulated relevant systems to manage student association organizations and activities. The university will take the evaluation results into account when revising the management system. The university will take the evaluation results into account when revising the student association management system. These 4 indicators are strength for internal purposes, independent of external factors. The university establishes relevant systems to evaluate student associations and activities. It is an strength internally and a threat externally.

From the analysis of the above table, it can be seen that there are 32 problems to be solved in the national culture inheritance mechanism in the education management of local universities in Yunnan, which are the weaknesses (W), respectively:

1. The problem to be solved in terms of curriculum is to strengthen the setting of national culture courses to improve the comprehensive quality of students

($PNI_{modified}=0.401$). Increase students' interest in learning ethnic culture courses ($PNI_{modified}=0.397$). Combine the students' professional learning with the research of national culture ($PNI_{modified}=0.391$). National culture courses should be added to the compulsory courses of majors ($PNI_{modified}=0.384$).

2. The problem to be solved in teaching is that teachers need to innovate teaching content ($PNI_{modified}=0.358$). Teachers can let students' self-study simple content during class ($PNI_{modified}=0.356$). Teachers should have their own opinions in the classroom ($PNI_{modified}=0.355$). For general studies elective courses, textbooks that are easily accepted by students can be selected ($PNI_{modified}=0.346$). Teachers should guide students to carry out scientific research on national culture ($PNI_{modified}=0.345$). The teacher should choose the national culture of the main body in the region as the teaching content ($PNI_{modified}=0.344$). For compulsory courses of ethnic culture, authoritative teaching materials should be selected ($PNI_{modified}=0.340$). Teachers should highlight the key points and difficulties in teaching national culture courses ($PNI_{modified}=0.333$).

3. The problem to be solved in terms of teachers is that more external experts can be hired to teach ethnic culture courses ($PNI_{modified}=0.396$). Teachers should lead students to actively carry out scientific research on national culture ($PNI_{modified}=0.357$). Teachers should actively participate in other people's projects to study national culture ($PNI_{modified}=0.355$). Teachers should appropriately demonstrate national skills in the classroom ($PNI_{modified}=0.351$). Teachers teaching ethnic culture courses must be full-time teachers ($PNI_{modified}=0.330$).

4. The problem to be solved in terms of cooperation and communication is that universities should hold more academic conferences on national culture ($PNI_{modified}=0.350$). Universities should invite intangible cultural inheritors to teach at their schools ($PNI_{modified}=0.341$). The University develops cooperation projects and communication programs with other educational institutions internationally

($PNI_{modified}=0.339$). Universities should carry out training related to national culture according to the needs of students ($PNI_{modified}=0.333$). The University organizes academic conferences on ethnic culture with relevant local administrations ($PNI_{modified}=0.325$).

5. The problems to be solved in campus culture are: universities should pay attention to the creation of national culture atmosphere on campus ($PNI_{modified}=0.352$). Universities need to have special personnel responsible for the organization of campus cultural activities ($PNI_{modified}=0.341$). The university arranged students to investigate the national culture in the summer social practice activities ($PNI_{modified}=0.338$). Universities need to organize activities specifically for minority students ($PNI_{modified}=0.337$). National culture should be reflected in the content of university culture ($PNI_{modified}=0.336$). Universities need to have special departments responsible for the organization of campus cultural activities ($PNI_{modified}=0.331$).

6. The problem to be solved in terms of management and evaluation is that the university should refer to the evaluation results ($PNI_{modified}=0.306$) when revising the teaching management system. Universities should develop relevant systems to manage the opening of ethnic culture courses ($PNI_{modified}=0.302$). Universities should develop a system to evaluate the offering of ethnic culture courses ($PNI_{modified}=0.295$). Universities should establish a system to evaluate teachers who teach ethnic culture courses ($PNI_{modified}=0.291$).

There are 32 advantages (S) in the ethnic culture inheritance mechanism of local universities in Yunnan, respectively:

1. The advantage of courses is that the opening of national culture courses has expanded the field of students' professional knowledge ($PNI_{modified}=0.364$). Students strongly approve the introduction of ethnic culture courses in general elective courses ($PNI_{modified}=0.363$).

2. The advantage of teaching is that teachers pay attention to cultivating students' confidence in national culture (PNI_{modified}=0.337). Teachers will recommend more content for students with strong learning ability (PNI_{modified}=0.336). The teacher selected other ethnic cultures in the region as the teaching content (PNI_{modified}=0.332). The professor emphasized practicality in teaching the national culture course (PNI_{modified}=0.331). Teachers choose their own textbooks (PNI_{modified}=0.324) when teaching national culture and culture courses. Teachers pay attention to cultivating students' sense of identity with national culture (PNI_{modified}=0.308). The teacher will introduce the students to the content outside the textbook (PNI_{modified}=0.300).

3. The advantage of teachers is that teachers actively learn national skills (PNI_{modified}=0.310). Teachers have relevant experience in learning national culture (PNI_{modified}=0.309). Faculty members conduct research projects on ethnic cultures (PNI_{modified}=0.308). There are management personnel involved in the inheritance of national culture (PNI_{modified}=0.304). Teachers actively learn the culture of the local people (PNI_{modified}=0.303). Teachers have specific experience in learning ethnic skills (PNI_{modified}=0.300).

4. The advantages of cooperation and exchange are that the university has special funds for teachers to carry out research on national culture (PNI_{modified}=0.322). The University has special funds for students to carry out research on national culture (PNI_{modified}=0.321). The University develops cooperation projects and exchange programs with other local educational institutions (PNI_{modified}=0.320). The university conducts trainings related to national culture according to the needs of teachers (PNI_{modified}=0.319). The University organizes academic conferences on ethnic culture with related universities (PNI_{modified}=0.318). The University encourages its faculty to give lectures on national culture (PNI_{modified}=0.315). The university invited intangible cultural heritage inheritors to the school for technical training (PNI_{modified}=0.314). The university invites renowned experts to give lectures on national culture

(PNI_{modified}=0.298).

5. The advantage of campus culture is that national cultural associations and organizations often carry out activities in the school (PNI_{modified}=0.310). The university arranges special links related to national culture in student activities (PNI_{modified}=0.306). The university conducts student associations on ethnic festivals (PNI_{modified}=0.305). The content of activities carried out by associations is related to national culture (PNI_{modified}=0.302).

6. The advantage of management and evaluation is that the university has established relevant systems to manage the teachers who teach ethnic culture courses (PNI_{modified}=0.274). The university will refer to the evaluation results (PNI_{modified}=0.273) when revising the student association management system. The University will consider the evaluation results (PNI_{modified}=0.265) when revising the course management system. The University has established a system to evaluate student organizations and activities (PNI_{modified}=0.264). The University has established a system for the management of student associations and activities (PNI_{modified}=0.250).

According to the above analysis of the advantages and disadvantages of the national cultural inheritance mechanism, Chinese experts are interviewed. The expert comments and recommendations are summarized below:

Table 28 Expert Interview Summary Table

NO	Name	University	Summary
1	Yuanhui Chu	Baoshan University	The construction of national culture inheritance mechanism needs a clear vision and mission, so that the goal of university work can be clear. It can be seen from the answers of students and teachers that the contents of these three aspects are reflected, and the suggestions can be expressed more accurately.

2	Zhonghan Deng	Baoshan University	Baoshan University has done a lot of work in the inheritance of ethnic culture in recent years, especially the student activities, which have formed the characteristic activities represented by ethnic festivals. However, the scientific research is not carried out enough, and it is suggested that the content of scientific research can be supplemented in the strategy.
3	Kui He	Baoshan University	I have taken courses in ethnic art in Baoshan University, and I strongly support the training and learning of teachers in the university, which will enhance the professional ability of teachers.
4	Xuesheng Wang	Tonghua Normal University	My university is an ethnic region in Northeast China. The university is also actively carrying out the work of inheritance of ethnic culture, but it has not formulated a complete development strategy, which we can use for reference. I suggest that the faculty increase the introduction of high-level talents to the university every year.
5	Yunmei Zhao	Chongqing University of Education	Although there are not many ethnic minorities in my university, there is not much work on the inheritance of ethnic culture, but I think it is a very meaningful thing. I suggest that each strategy be reformulated so that it can be implemented at the school level.
6	Xiaoji Bu	Honghe University	Teachers and students of Honghe University participated in the survey and gave ratings to the university's national culture inheritance work. I suggest that more funds and special venues are needed here for student club activities.
7	Xiaoliang Kui	West Yunnan University	The teachers and students of my university also participated in this survey and research, and they all believe that it is necessary to do a good job in the inheritance of ethnic culture in local universities in Yunnan. I suggest that

			for the training study can be described as "held several times per semester".
8	Qinghua Li	Yunnan Normal University	I have been paying attention to the inheritance of ethnic culture in colleges and universities in Yunnan, and found that the biggest problem is scattered and not systematic. I think the teaching level of teachers is very important, and I suggest that we should supplement the teaching strategy.
9	Qianfang Shen	Qujing Normal University	I quite agree with the content mentioned in this study. It is suggested that the expression of each strategy should be modified to more accurately express the meaning, especially the internal and external cooperation and communication should be strengthened. Then, it can be adjusted according to the actual situation of their own university, and then applied to the actual situation.

It can be seen that in the operation of the national culture inheritance mechanism, local universities in Yunnan have the following strengths:

1. Have a clear vision, mission, and goals.
2. There is a certain system for the setting and types of courses.
3. There are some teachers engaged in this work, which can provide students with good teaching and management.
4. Teachers' skill training and learning have been improved to a certain extent.
5. Campus ethnic cultural activities are rich and colorful.
6. Much work has been done on university cooperation and exchange, management and evaluation.

We can also further improve the national culture inheritance mechanism to make up for the weakness:

1. Teachers' scientific research on national culture needs to be strengthened, including guiding students to carry out research.
2. The skills training of teachers can be increased and should be provided every semester.
3. Universities need more high-level talents to join in the work of national culture inheritance, so it is necessary to pay attention to the introduction of talents.
4. Universities should train more excellent national culture course teachers.
5. The university shall have certain funds to guarantee the development of student association activities.
6. Universities should give more academic lectures on national culture.
7. University management and evaluation systems should be developed with more input from outside experts.

Phase 3: To formulate strategies for the development of ethnic culture inheritance mechanism in local universities in Yunnan.

Part 1: Through the analysis of the internal and external environment of the ethnic culture inheritance mechanism, the TOWS matrix is established to confirm the development strategy of the ethnic culture mechanism in the education management of local universities in Yunnan.

1. Analysis of strengths (S=Strengths). Lower PNI_{modified} is the advantage of the index. As a necessary part of the national cultural inheritance mechanism, strategies to enhance the advantage are proposed
2. Analysis of weaknesses (W=Weakness), the index of high PNI_{modified} weaknesses, in the development of national cultural inheritance mechanism need to eliminate or reduce the Weakness of the strategy is put forward.

3. Analysis of opportunities (O=Opportunities), it is necessary to find ways to promote opportunities to obtain lower $PNI_{modified}$.

4. Analysis of the threat (T=Threats), by avoiding produces the method of threat to higher $PNI_{modified}$ indicators in order to eliminate the threat.

Then put these metrics into the TOWS matrix table, as shown in the figure below, you can get:

1. Match strengths and opportunities (SO) to determine the appropriate strategy, the strategy that uses strengths to get the most opportunities.

2. Match strengths and threats (ST) to determine appropriate strategies, strategies that leverage internal strengths to reduce external barriers.

3. Match weaknesses and opportunities (WO) to determine appropriate strategies to eliminate or correct various internal weaknesses by considering favorable external opportunities.

4. Match weaknesses and threats (WT) to identify appropriate strategies, address various internal barriers, and work to reduce various barriers.

Table 29 TOWS Matrix Analyzes the Index of National Cultural Inheritance Mechanism

Internal Factor External Factor	Strengths	Weakness
	S1. Curriculum S2. Teaching S3. Teachers S4. Cooperation and Communication S5. Campus Culture S6. Management and Evaluation	W1. Curriculum W2. Teaching W3. Teachers W4. Cooperation and Communication W5. Campus Culture W6. Management and Evaluation
Opportunities O1. Curriculum O2. Teaching	S+O S3O3: Teachers should take the initiative to learn the local ethnic culture. Teachers should take the	W+O W3O3: Universities may invite outside experts to teach national culture courses.

<p>O3 Teachers</p> <p>O4. Cooperation and Communication</p> <p>O5. Campus Culture</p> <p>O6. Management and Evaluation</p>	<p>initiative to learn national skills.</p> <p>S4O4: Universities should regularly invite outside experts to give lectures on campus.</p> <p>Academic lectures can be held between universities. The University develops cooperation and exchange programs with other local educational institutions.</p>	<p>Teachers should be involved in other people's research projects.</p> <p>W4O4: Universities should develop cooperation programs and communication programs with other educational institutions internationally.</p>
<p>Threats</p> <p>T1. Curriculum</p> <p>T2. Teaching</p> <p>T3. Teachers</p> <p>T4. Cooperation and Communication</p> <p>T5. Campus Culture</p> <p>T6. Management and Evaluation</p>	<p>S+T</p> <p>S1T1: External experts can come to the university to offer ethnic culture elective courses.</p> <p>S3T3: The faculty conducts ethnic cultural studies together with external experts.</p> <p>S6T6: Universities may bring in external experts to evaluate student associations.</p>	<p>W+T</p> <p>W4T4: Academic conferences on ethnic culture organized by the University and relevant local administrations.</p> <p>W5T5: The university arranges students to investigate the national culture in the summer social practice activities.</p>

Table 30 The strategy of national culture inheritance mechanism was analyzed from Strengths (S) + Opportunities (O)

Strengths (S)	Opportunities (O)	Strategies
<p>S3: Teachers</p> <p>1. Teachers should take the initiative to learn the local ethnic culture;</p> <p>2. Teachers should take the initiative to learn national skills.</p> <p>S4: Cooperation and Communication</p> <p>1. Universities should regularly invite outside experts to give lectures on campus.</p>	<p>O3: Teachers</p> <p>1. The rich ethnic culture in the region where the university is located can enable teachers to study in depth;</p> <p>2. National skills can improve teachers' comprehensive ability.</p> <p>O4: Cooperation and Communication</p> <p>1. The high-level research ability of external experts can help our teachers;</p>	<p>S3O3:</p> <p>Formulate national culture improvement plans for teachers.</p> <p>S4O4:</p> <p>The university should hold regular lectures or seminars on ethnic culture and actively cooperate with local educational</p>

2. Academic lectures can be held between universities. 3. The University develops cooperation and exchange programs with other local educational institutions.	2. More off-campus resources can be provided; 3. Provide our teachers with many learning opportunities; 4. Strengthen the links between the university and the outside.	institutions on projects.
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Table 31 The strategy of national culture inheritance mechanism was analyzed from Strengths (S) + Threats (T)

Strengths (S)	Threats (T)	Strategies
S1. Curriculum 1. Determine the type of course; 2. Invite outside experts.	T1. Curriculum 1. The teaching department of the university analyzes the needs of students for courses and formulates the types of courses; 2. Develop teaching standards for external experts.	S1T1: Plan for setting up national culture courses and teachers' teaching standards in general elective courses.
S3. Teaching 1. The joint research of national culture by teachers and external experts is conducive to the improvement of teachers' ability; 2. Can form a scientific research team.	T3. Teaching 1. The high-level research ability of external experts can help our teachers; 2. Can provide more resources outside the school.	S3T3: Teachers are encouraged within the University to actively learn and improve their self-competence, while strengthening links with external experts.
S6. Management and Evaluation The evaluation of student	T6. Management and Evaluation The evaluation of outside	S6T6: The university administration should

associations with the input of external experts helps to improve the quality of activities.	experts will be more objective and can provide more constructive opinions.	actively invite experts from outside the university to guide student club activities.
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Table 32 The strategy of national culture inheritance mechanism was analyzed from Weakness (W) + Opportunities (O)

Weakness (W)	Opportunities (O)	Strategies
<p>W3: Teachers</p> <p>1. Universities may invite external experts to teach national culture courses;</p> <p>2. Teachers should be involved in other people's research projects.</p>	<p>O3: Teachers</p> <p>1. Excellent experts outside the university can enhance the university's faculty;</p> <p>2. Teachers can learn a lot of professional knowledge by participating in the research projects of others outside the school;</p> <p>3. External resources can promote the vitality and quality of the school resources.</p>	<p>W3O3:</p> <p>The university should create more opportunities to cooperate with external experts and international educational institutions.</p>
<p>W4: Cooperation and Communication</p> <p>Universities should develop cooperation programs and exchange programs with other educational institutions internationally.</p>	<p>O4: Cooperation and Communication</p> <p>Strengthening international cooperation can broaden the horizons and enhance the influence of universities.</p>	<p>W4O4:</p> <p>The university should hold regular lectures or seminars on ethnic culture and actively cooperate with local educational institutions on projects.</p>

Table 33 The strategy of national culture inheritance mechanism was analyzed from Weakness (W) + Threats (T)

Weakness (W)	Threats (T)	Strategies
<p>W4: Cooperation and Communication The University organizes academic conferences on ethnic culture with the relevant local administrations.</p>	<p>T4: Cooperation and communication1. The University can understand the needs of local cultural development in the process of cooperating with the local administration; 2. The University can enhance its overall strength in the process of cooperating with the local administration.</p>	<p>W4T4: Development of university-local cooperation programme.</p>
<p>W5: Campus culture The university arranged students to investigate the national culture in the summer social practice activities.</p>	<p>T5: Campus culture 1. The rich ethnic and cultural resources of the region where the university is located can be provided for students to study; 2. College students' summer social practice activities can also tap more local ethnic cultural resources.</p>	<p>W5T5: More activities should be carried out to allow students to participate in the investigation and practice of ethnic culture</p>

Part 2: According to TOWS matrix analysis, draft the development of national culture inheritance mechanism in local universities in Yunnan Draft strategy

Table 34 Draft strategy for the development of ethnic culture inheritance mechanism in Yunnan local universities

Major Strategies	Minor Strategies	Guidelines/Methods/Activities
1. Improve the setting and development of	1. Build "National Culture Course Group"; 2. National culture courses	1. Formulate curriculum construction action plan; 2. Hold regular training sessions on

national culture courses	cover talent training programs for all majors.	<p>course construction;</p> <p>3. Require all majors to add courses of national culture, including compulsory courses and elective courses, when formulating talent training programs;</p> <p>4. Encourage external experts to offer ethnic culture courses in universities;</p> <p>5. Regularly check the situation of course opening, and encourage the application of provincial and national "first-class courses".</p> <p>6. Jointly develop and build online courses within and outside the university.</p> <p>7. Universities purchase quality MOOC courses for students to study.</p>
2. Improve the teaching quality of national culture courses taught by teachers	<p>1. Encourage teaching to use advanced teaching concepts to design teaching content and adopt a variety of teaching methods;</p> <p>2. Teachers are advised to learn more about the ethnic culture of the region where the university is located;</p> <p>3. Teachers also need to guide students to learn to conduct scientific research on national culture in class.</p>	<p>1. Regularly organize teachers to go out to participate in teaching and learning;</p> <p>2. Invite experts from outside the school to teach and drive teachers to improve their teaching level;</p> <p>3. Regularly carry out teaching competitions of national culture courses;</p> <p>4. Regularly organize teachers to go out to learn local ethnic culture;</p> <p>5. Hold regular exchanges of teaching experience in national culture courses;</p> <p>6. Hold regular national culture theory research meetings.</p>

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3. Strengthen the construction of teachers engaged in the inheritance of national culture	Set up a team of high-quality teachers.	<ol style="list-style-type: none"> 1. Regular talent inspection; 2. Introduce high-level talents or external experts to the school to give lectures; 3. Regularly carry out national culture or national skills training; 4. Regularly invite experts from outside the school to guide teachers in the study of national culture; 5. Develop national culture curriculum teaching master plan; 6. Regularly carry out training for managers involved in the inheritance of national culture.
4. Cooperation and communication between "Go out" and "Please come in"	Both internal and external cooperation and communication need to take place.	<ol style="list-style-type: none"> 1. Hold regular lectures on national culture; 2. Hold regular academic conferences on national culture; 3. Formulate plans to invite inheritors of intangible cultural heritage to the school for teaching or technical training; 4. Every year, special funds should be allocated for teachers and students to carry out research on national culture; 5. Carry out 3-5 cooperation projects and exchange programs with other educational institutions, both local and international, every year; 6. The University often organizes activities to publicize the national culture inheritance work of the university; 7. The University regularly organizes various forms of discussions to exchange experience in national cultural inheritance work.
5. Build a campus culture with national cultural characteristics	Integrate national culture into all aspects of campus culture.	<ol style="list-style-type: none"> 1. The cultural landscape design of the university should have national cultural elements; 2. Carry out student association

		activities on national festivals; 3. Regularly organize special activities for minority students; 4. Set up special departments and special personnel to organize student association activities; 5. Arrange students to investigate national culture in summer social practice activities; 6. Provide special venues and funds for students to carry out ethnic cultural activities.
6. Scientific and reasonable management and evaluation	Pay attention to system building.	1. Formulate relevant systems to manage and evaluate the opening of national culture courses; 2. Formulate relevant systems to manage and evaluate teachers who teach national culture courses; 3. Develop relevant systems to manage and evaluate student association organizations and activities; 4. Invite outside experts to participate in the formulation of relevant policies.

The draft strategy was presented to nine Chinese experts from different fields for evaluation.

Since the researchers were studying in Thailand and could not meet with the experts in China, an online meeting was held with the experts. Before the meeting, contact with 9 experts to determine a common time, researchers in advance to apply for the Tencent meeting, the meeting number sent to the experts, convenient for everyone to attend.

In this online conference, the researchers explained the whole research process and data analysis, and conducted interviews with experts to solicit expert opinions.

The experts again suggested changes: 1. The expression of each strategy

should be more clear and accurate.

2. The measures contained in each strategy should be specific and operable, and the training of teachers and students should be considered to increase, so that the comprehensive quality of teachers and students can be improved.

3. Some similar activities or measures can be integrated to reduce the repeated input of the university;

4. The guidance, methods or activities in the strategy should be assigned to different departments of the university to formulate and implement, and cooperate with each other to form a system of work.

5. Students' club activities need to be managed and guided by relevant departments and personnel.

6. Internal and external cooperation and communication should be clear about the content of the project.

7. You can rearrange strategies in order of importance.

8. The implementation of the strategy also needs to consider whether it is flexible, so it needs to increase practical activities.

After the meeting, the researchers revised the draft strategy again according to the suggestions of the expert interviews and got a new strategy program.

The evaluation results of the development strategy of the national culture inheritance mechanism are finally determined as 5 goal, 6 strategies, and 27 measures.

1. Goal

1.1 Excellent national culture is fully protected and passed on in local universities.

1.2 Local universities become the base for inheriting the excellent traditional culture of the Chinese nation.

1.3 Cultivate outstanding talents who can be engaged in the protection and inheritance of national culture in the future.

1.4 Teachers have improved their teaching level and scientific research ability in the inheritance of national culture.

1.5 The inheritance of national culture has become a feature of local university education management.

2. Strategies

Strategy 1. Make clear the significance and value of national culture inheritance mechanism in the development of local universities.

Measures of Strategy 1:

Measure 1.1: The vision, mission and objectives of the national culture inheritance mechanism require the participation of all students and faculty of the University.

Measure 1.2: Carry out the work in accordance with the development plan formulated by the University.

Measure 1.3: Students and teachers should be comprehensively promoted in the implementation of the national culture inheritance mechanism.

Measure 1.4: The education quality and management level of local universities are maximized.

Strategy 2. All departments of the university make decisions on all aspects of the national culture inheritance mechanism.

Measures of Strategy 2:

Measure 2.1: Each secondary college should revise the talent training program, and add professional compulsory courses and professional elective courses of national culture courses in the curriculum.

Measure 2.2: The department in charge of teaching needs to add national culture courses to the general elective courses uniformly managed by the whole school, and invite outside experts to set up courses in universities.

Measure 2.3: The departments responsible for scientific research need to hold regular academic lectures, allocate a special fund every year for teachers and students to carry out theoretical Research on national culture, and form an inheritance system integrating Research, Development and Education.

Measure 2.4: The department responsible for the management of teachers is required to formulate a teacher promotion plan every year and a plan to introduce high-level talents.

Measure 2.5: The department responsible for student management is required to conduct regular guidance on student club activities.

Measure 2.6: The department responsible for campus management should cooperate with other departments to equip the software and hardware facilities of campus culture.

Strategy 3. Train national culture for teachers and students.

Measures of Strategy 3:

Measure 3.1: Develop learning and training plans for teachers, including national skills, teaching skills, research level, etc.

Measure 3.2: Develop learning and training plans for students, including the study of traditional sports, dance, scientific research, etc.

Measure 3.3: Develop training plans for managers, including the learning of leadership and management ability.

Measure 3.4: Develop the training plan of the student association, including the study of the national cultural activities organized by the student association and the activity process design.

Measure 3.5: Carry out all kinds of teaching competitions to train famous teachers in school.

Strategy 4. Strengthen cooperation and internal communication and actively carry out external cooperation and communication.

Measures of Strategy 4:

Measure 4.1: The cooperation of national culture courses and students' second classroom activities among the secondary colleges.

Measure 4.2: Sign cooperation agreements with other universities to jointly develop courses, teaching, teachers and scientific research in the field of ethnic culture.

Measure 4.3: Sign cooperation agreements with relevant local departments to make universities think tanks for ethnic culture research.

Measure 4.4: Signing memorandums of understanding (MOU) with relevant international universities and institutions to develop cooperation and communication.

Strategy 5. University campus culture construction focuses on highlighting national cultural characteristics.

Measures of Strategy 5:

Measure 5.1: Extract the university cultural concept of national culture

inheritance and write it into the university charter.

Measure 5.2: Formulate the national culture construction program of the university.

Measure 5.3: Develop a plan to improve students' activities in terms of national culture.

Measure 5.4: Increase the national culture investigation and research projects in the social practice activities of students in holidays twice a year.

Measure 5.5: Strengthen the guidance of departments and teachers to the work of student associations.

Strategy 6. Pay attention to rationality and scientificity in the management and evaluation of national culture inheritance mechanism.

Measures of Strategy 6:

Measure 6.1: Formulate relevant systems to manage and evaluate the opening of national culture courses.

Measure 6.2: Establish relevant systems to manage and evaluate teachers who teach national culture courses.

Measure 6.3: Establish relevant systems to manage and evaluate student association organizations and activities.

Part3: Expert evaluation strategy

Since the researchers were in Thailand, they could not submit the plan to the experts face to face, so they sent the new strategy plan to 9 Chinese experts through WeChat. The experts scored the scores one by one, and the results were sent to the researchers via WeChat.

Score results:

Table 35 Strategy Program Expert Evaluation Results

No	Strategy Program	Level of Appropriately	Level	Level of Accuracy	Level	Level of Feasibility	Level
Goal1 :	Excellent national culture is fully protected and passed on in local universities.	4.86	Very Suitable	4.91	Very Suitable	4.87	Very Suitable
Goal2:	Local universities become the base for inheriting the excellent traditional culture of the Chinese nation.	4.87	Very Suitable	5	Very Suitable	4.67	Very Suitable
Goal3:	Cultivate outstanding talents who can be engaged in the protection and inheritance of national culture in the future.	4.89	Very Suitable	4.79	Very Suitable	4.87	Very Suitable
Goal4:	Teachers have improved their teaching level and scientific research ability in the inheritance of national culture.	4.87	Very Suitable	4.56	Very Suitable	4.91	Very Suitable
Goal5:	The inheritance of national culture has become a feature of local university education management.	5	Very Suitable	5	Very Suitable	5	Very Suitable
Strategies1:	Make clear the significance and value of national culture inheritance mechanism in the development of local universities.	5	Very Suitable	5	Very Suitable	5	Very Suitable

Measures1.1The vision, mission and objectives

of the national culture inheritance mechanism require the participation of all students and faculty of the University.

4.56 4.58 4.58 4.67

Very Suitable Very Suitable Very Suitable

Measures1.2Carry out the work in accordance

with the development plan formulated by the University.

4.78 4.78 4.78 4.89

Very Suitable Very Suitable Very Suitable

Measures1.3Students and teachers should be comprehensively promoted in the implementation of the national culture inheritance mechanism.

4.67

Very Suitable

4.78 Very Suitable

4.78

Very Suitable

Measures1.4The education quality and management level of local universities are maximized.

4.89

Very Suitable

4.67 Very Suitable

4.78

Very Suitable

Strategies2: All functional departments of the university make decisions on all aspects of the national culture inheritance mechanism.

4.67

Very Suitable

4.78 Very Suitable

4.89

Very Suitable

Measures2.1 Each secondary college should revise the talent training program, and add professional compulsory courses and professional elective courses of national culture courses in the curriculum.

4.89 Very Suitable 4.89 Very Suitable 4.78 Very Suitable

Measures2.2 Each secondary college should revise the talent training program, and add professional compulsory courses and professional elective courses of national culture courses in the curriculum.

5 Very Suitable 5 Very Suitable 5 Very Suitable

Measures2.3 The departments responsible for scientific research need to hold regular academic lectures, allocate a special fund every year for teachers and students to carry out theoretical Research on national culture, and forms an inheritance system integrating Research, Development and Education.

4.78 Very Suitable 5 Very Suitable 4.67 Very Suitable

Measures2.4 The department responsible for the management of teachers is required to formulate a teacher promotion plan every year and a plan to introduce high-level talents.

4.89 Very Suitable 4.78 Very Suitable 4.78 Very Suitable

Measures2.5 The department responsible for student management is required to conduct regular guidance on student club activities.

5 Very Suitable 5 Very Suitable 5 Very Suitable

Measures2.6The logistics management department, in coordination with other departments, is equipped with software and hardware facilities for campus culture.

4.67 Very Suitable 5 Very Suitable 4.89 Very Suitable

Strategies3. Train national culture for teachers and students.

4.78 Very Suitable 4.78 Very Suitable 5 Very Suitable

Measures3.1Develop learning and training plans for teachers, including national skills, teaching skills, research level, etc.

4.89 Very Suitable 4.89 Very Suitable 4.89 Very Suitable

Measures3.2 Develop learning and training plans for students, including the study of traditional sports, dance, scientific research, etc.

4.89 Very Suitable 4.58 Very Suitable 4.78 Very Suitable

Measures3.3Develop training plans for managers, including the learning of leadership and management ability.

5 Very Suitable 5 Very Suitable 4.58 Very Suitable

Measures3.4Develop the training plan of the student association, including the study of the national cultural activities organized by the student association and the activity process design.

4.78 Very Suitable 4.89 Very Suitable 4.67 Very Suitable

Measures3.5 carry out all kinds of teaching competitions to train famous teachers in school.

4.89 Very Suitable 4.78 Very Suitable 4.89 Very Suitable

Strategies4.Strengthen cooperation and internal communication and actively carry out external cooperation and communication.

4.78 Very Suitable 5 Very Suitable 4.67 Very Suitable

Measures4.1The cooperation of national culture courses and students' second classroom activities among the secondary colleges.

4.89 Very Suitable 4.67 Very Suitable 5 Very Suitable

Measures4.2Sign cooperation agreements with other universities to jointly develop courses, teaching, teachers and scientific research in the field of ethnic culture.

5 Very Suitable 5 Very Suitable 5 Very Suitable

Measures4.3Sign cooperation agreements with relevant local departments to make universities think tanks for ethnic culture research.

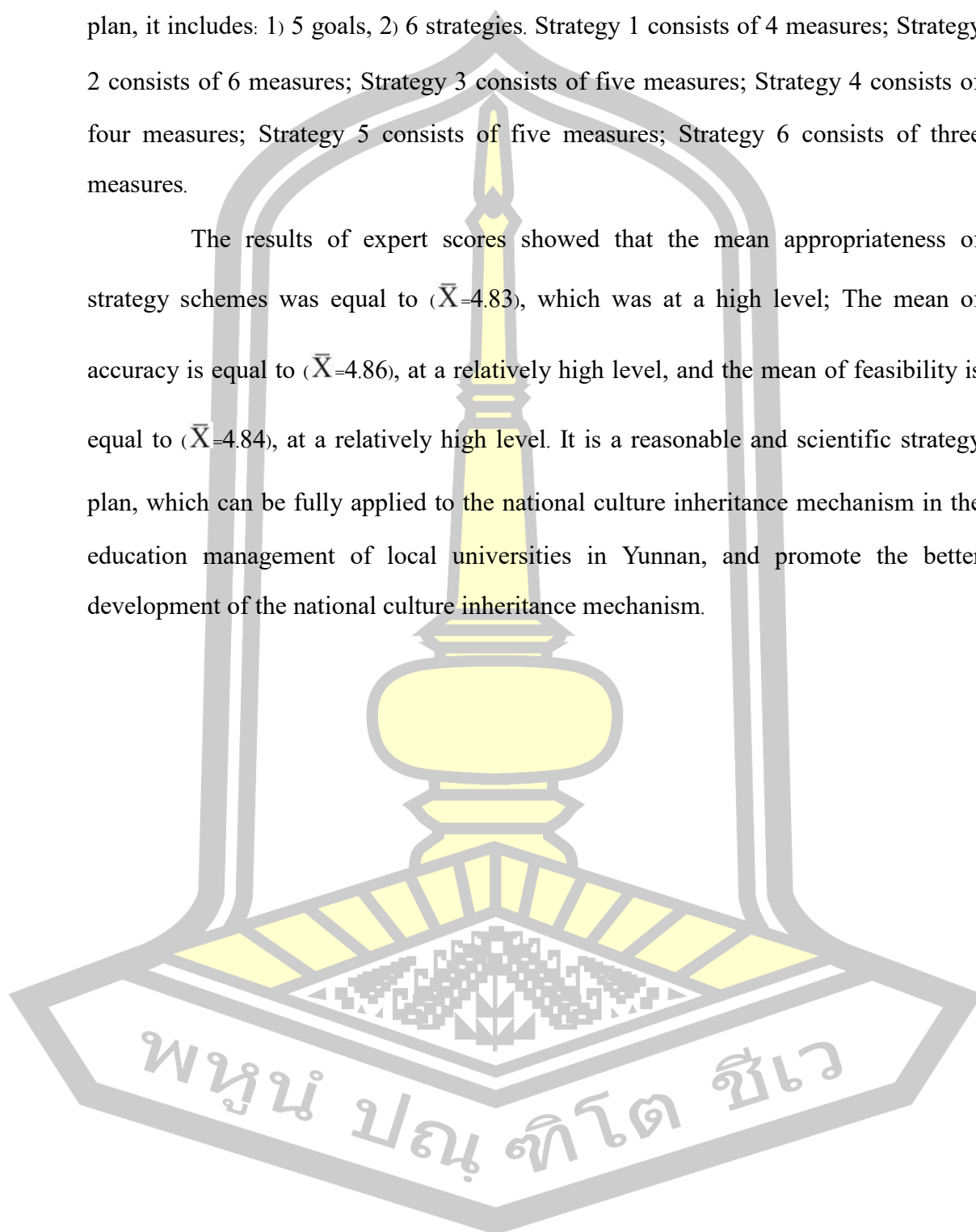
4.58 Very Suitable 4.78 Very Suitable 4.58 Very Suitable

Measures4.4 Signing memorandums of understanding (MOU) with relevant international universities and institutions to develop cooperation and communication	4.78	Very Suitable	4.89	Very Suitable	4.78	Very Suitable
Strategies5 University campus culture construction focuses on highlighting national cultural characteristics.	5	Very Suitable	4.89	Very Suitable	4.89	Very Suitable
Measures5.1 Extract the university cultural concept of national culture inheritance and write it into the university charter.	4.89	Very Suitable	4.89	Very Suitable	4.89	Very Suitable
Measures5.2 Formulate the national culture construction program of the university.	4.56	Very Suitable	4.78	Very Suitable	5	Very Suitable
Measures5.3 Develop a plan to improve students' activities in terms of national culture.	4.89	Very Suitable	4.89	Very Suitable	4.78	Very Suitable
Measures5.4 Develop a plan to improve students' activities in terms of national culture.	4.67	Very Suitable	4.78	Very Suitable	4.78	Very Suitable

Measures5.5 Strengthen the guidance of departments and teachers to the work of student associations.	5	Very Suitable	5	Very Suitable	5	Very Suitable
Strategies6 Pay attention to rationality and scientificity in the management and evaluation of national culture inheritance mechanism.	4.58	Very Suitable	5	Very Suitable	5	Very Suitable
Measures6.1 Formulate relevant systems to manage and evaluate the opening of national culture courses.	4.89	Very Suitable	4.78	Very Suitable	4.78	Very Suitable
Measures6.2 Establish relevant systems to manage and evaluate teachers who teach national culture courses.	4.89	Very Suitable	4.78	Very Suitable	4.56	Very Suitable
Measures6.3 Establish relevant systems to manage and evaluate student association organizations and activities.	4.67	Very Suitable	5	Very Suitable	4.89	Very Suitable
Total	4.83	Very Suitable	4.86	Very Suitable	4.84	Very Suitable

By evaluating the appropriateness, accuracy and feasibility of the strategy plan, it includes: 1) 5 goals, 2) 6 strategies. Strategy 1 consists of 4 measures; Strategy 2 consists of 6 measures; Strategy 3 consists of five measures; Strategy 4 consists of four measures; Strategy 5 consists of five measures; Strategy 6 consists of three measures.

The results of expert scores showed that the mean appropriateness of strategy schemes was equal to ($\bar{X}=4.83$), which was at a high level; The mean of accuracy is equal to ($\bar{X}=4.86$), at a relatively high level, and the mean of feasibility is equal to ($\bar{X}=4.84$), at a relatively high level. It is a reasonable and scientific strategy plan, which can be fully applied to the national culture inheritance mechanism in the education management of local universities in Yunnan, and promote the better development of the national culture inheritance mechanism.



CHAPTER V

CONCLUSION, DISCUSSION AND SUGGESTIONS

In this chapter, researchers will propose the following:

1. Research purpose
2. Conclusion
3. Discussion
4. Suggestions

Research Purpose

1) To investigate the components and indicators of education promotion strategies for the development of ethnic culture inheritance mechanism in the education administration of local universities in Yunnan.

2) To explore the current states, desired states and priority needs of education promotion strategies for the development of ethnic culture inheritance mechanism in the education administration of local universities in Yunnan.

3) To develop and evaluate strategies of education promotion, so that the mechanism of ethnic culture inheritance in the education management of local universities in Yunnan can be better run.

Conclusion

1) The composition and indicator results of the national culture inheritance mechanism

In the research process, researchers make full use of literature review and study, summarize the views of experts, formulate components and indicators, use the research tool of individual interview, continue to improve the indicator system, and

invite experts to evaluate. According to the expert score, the level of possibility and the level of appropriateness meet a high standard, which proves that the expert evaluation has been approved. The national culture inheritance mechanism consists of 6 components: curriculum, teaching, teachers, campus culture, cooperation and exchange, management and evaluation. Curriculum includes 3 indicators. Teaching includes of 6 indicators. Teachers includes 4 indicators. Cooperation and Communication include 6 indicators. Campus culture includes of 4 indicators. Management and Evaluation include 4 indicators.

2) Analysis results of current status, ideal status and priority needs of national culture inheritance

According to the results of the questionnaire data, the current state of students and teachers on the national culture inheritance mechanism of local universities in Yunnan is medium, and the expectation state is high, indicating that further optimization work is needed.

After modifying the priority demand of indicators (PNI_{modified}), SWOT analysis is carried out on the indicators according to the PNI_{modified} data, and the Strengths (S), Weakness (W), opportunities (O) and Threats (T) of the indicators are determined. Then the indicators are put into the TOWS matrix table to match each other according to internal and external conditions. Identify appropriate policies and specify a draft policy.

3) Formulating and evaluating the results of the development strategy

The draft development strategy formulated was revised under the advice of experts, and the strategy for developing the national culture inheritance mechanism in the education management of local universities in Yunnan was finally determined to include 5 goal and 6 strategies. Strategy 1 consists of four measures; Strategy 2 consists of 6 measures; Strategy 3 consists of five measures; Strategy 4 consists of four measures; Strategy 5 consists of five measures; Strategy 6 consists of three

measures.

Finally, the strategic plan is sent to experts for evaluation, and the appropriateness, accuracy and feasibility are at a high level. It shows that the strategy scheme is feasible.

Discussion

The research results of the development strategy of national cultural inheritance mechanism can be discussed as follows:

1. Research results on the components of ethnic culture inheritance mechanism in education management of local universities in Yunnan

The inheritance mechanism of national culture has 6 components:

The course consists of 3 indicators: 1) The curriculum is helpful to improve the quality of professional personnel training. 2) There are various types of curriculums, including compulsory and elective curriculums on national culture. 3) Students choose curriculums according to their own interests or research directions. Xie Hongyu believes that ethnic culture courses are considered to improve students' comprehensive quality, so it is necessary to increase the types of courses in the talent training of universities, including both compulsory and elective courses for majors (Xie Hongyu, 2018), so that students can supplement ethnic culture knowledge by combining majors in learning. Wang Jun pointed out that more teachers should be encouraged to set up universal-level general elective courses, and the course content can be detailed, such as ethnic music and dance, traditional ethnic sports, intangible cultural heritage crafts, ethnic languages, ethnic literature... And so on, students can have more choice space and choose different courses according to their own learning interests or research needs (Wang Jun, 2007), so as to improve students' professional quality, which is consistent with the view of this study.

Teaching consists of 6 indicators: 1) Teachers choose different materials according to the nature of the curriculum. 2) Teachers choose the content of teaching according to the ethnic culture of the region in which the school is located. 3) The teaching content design is scientific and reasonable, which can show the national characteristics and culture. 4) Teachers make reasonable choices in content according to students' learning needs. 5) In teaching, teachers will cultivate students' sense of self-confidence and identity of national culture. 6) Teachers guide students in teaching the theory study on the national culture. Teachers in the classroom teaching level determines the impact on student learning, Zhang post teachers in the teaching process is put forward to innovate the teaching way and method, need new teaching concept into teaching, the students can gain the theory and practice in learning knowledge (Zhang Bowen, 2008) This study holds that teachers should pay more attention to the learning and display of ethnic cultural skills in teaching.

Teachers consists of 4 indicators: 1) The number of teachers can meet the teaching demand. 2) Teachers have a profound knowledge of national culture. 3) Teachers master certain national skills and display them appropriately in the teaching process. 4) Teachers have the ability to carry out scientific research on national culture. Teachers are the main body in the process of inheriting national culture. They are needed in classroom teaching and management, and their national cultural literacy is of great importance. Therefore, it is necessary to promote teachers from ideas to actions, which is consistent with Zhao Shilin's views on school education. (Zhao Shilin.2009).

Cooperation and communication consists of 6 indicators: 1) The university holds lectures on national culture. The university invites the inheritors of intangible culture to the school for teaching or technical training. 3) The university organizes academic conferences related to national culture. 4) The university has special funds for teachers and students to carry out research on national culture. 5) The university

develops cooperation and communication programs with other educational institutions both locally and internationally. 6) The university carries out training related to national culture according to the needs of teachers and students. Jing Xianggui believes that strengthening the communication among various colleges and departments within the university will make the ethnic culture inheritance mechanism within the university active, so as to drive the university to "go out", carry out various academic exchanges with other universities, and carry out ethnic culture work with relevant local departments and units (Jing Xianggui, 2015). At the same time, it is also necessary to actively invite outstanding experts from outside the university, intangible cultural heritage inheritors, and even excellent teachers and students to come in, so that these excellent talents can drive the enthusiasm and initiative of teachers and students in the school. This is consistent with Xie Hongyu's view (Xie Hongyu, 2018).

Campus culture includes 4 indicators: 1) The university the national culture as an important content of strengthening university culture construction. 2) The university sets up exclusive associations related to national culture in the student associations. 3) The university often carries out student association activities in national culture. 4) The university constantly optimizes the organization and arrangement of campus cultural activities and creates conditions for students to participate in activities. Universities should integrate the core concepts of national culture into university culture and become a cultural spirit recognized by both teachers and students (Wang Jianlan, 2019). The teaching of national culture courses is organically combined with students' practice classes, campus culture festivals, student association activities, and college students' summer social practice, so as to encourage more students to participate in various activities. Students can feel the charm of national culture in the "immersive" characteristic activities (Wang Jun, 2007), and then have a strong confidence in national culture. The difference of this study is to focus on the establishment of the exclusive community organization related to national culture

in the student community.

Management and evaluation consists of 4 indicators: 1) The university establishes relevant systems to manage and evaluate the opening of national culture curriculums. 2) The university has formulated relevant systems to manage and evaluate the teachers who teach national culture curriculums. 3) The university establishes relevant systems to manage and evaluate student association organizations and activities. 4) The university will take the evaluation results as a reference for further improving the work of national culture inheritance. In order to make the national culture inheritance mechanism of local universities distinctive, school leaders and all administrative personnel need to change the management concept and strengthen learning, especially to learn from the experience of universities with excellent management. The management concept of enterprises should also be introduced into the management mechanism of universities, which is consistent with Fang Mengchi and Liu Beibei. (Fang Mengchi, Liu Beibei, 2021)

2. The research results of the current states and desired states of the national cultural inheritance mechanism

The current states of the ethnic culture inheritance mechanism in the education management of local universities in Yunnan is at a medium level. The highest ranking is Management and Evaluation, followed by Cooperation and Communication. Teaching. Teachers. Campus Culture. lowest ranking is Curriculum. It shows that management and evaluation are crucial to the operation of the mechanism. Universities can introduce the management system of enterprises and carry out the inheritance of national culture with advanced management concepts and scientific evaluation methods, which is consistent with YeLan's views (YeLan, 2008). Only in this way can national culture play a better role in university construction. For a university, curriculum construction is the core element, which should not be ignored. Jing

Xianggui and Xie Hongyu repeatedly stressed the importance of strengthening the construction of national culture courses in their research, which provided universities with suggestions on curriculum setting (Jing Xianggui, 2015) (Xie Hongyu, 2018).

The desired states of the national culture inheritance mechanism in the education management of local universities in Yunnan is at a relatively high level. The highest ranking is Teaching, followed by Teachers. Curriculum. Campus Culture. Cooperation and Communication. The lowest ranking was Management and Evaluation. It shows that students and teachers have high expectations for the inheritance mechanism of ethnic culture, especially for teaching, which is related to the future growth of students and is also an important factor reflecting the quality of running a university. This is also consistent with Zhang Bowen's views on the teaching of ethnic culture courses in 2008 (Zhang Bowen, 2008). The expectations of teachers and courses are also high, which also indicates the need to focus on and build in the next work.

3. The results of the development strategy of national culture inheritance mechanism

After analysis and research, 6 strategies and 27 measures are obtained, which are as follows:

Strategy 1. Make clear the significance and value of national culture inheritance mechanism in the development of local universities. There are 4 measures:

- 1) The vision, mission and objectives of the national culture inheritance mechanism require the participation of all students and faculty of the University.
- 2) Carry out the work in accordance with the development plan formulated by the University.
- 3) Students and teachers should be comprehensively promoted in the implementation of the national culture inheritance mechanism.
- 4) The education quality and management level of local universities are maximized.

Strategy 2. All functional departments of the university make decisions on all aspects of the national culture inheritance mechanism. There are 6 measures: 1) Each secondary college should revise the talent training program, and add professional compulsory courses and professional elective courses of national culture courses in the curriculum. 2) Each secondary college should revise the talent training program, and add professional compulsory courses and professional elective courses of national culture courses in the curriculum. 3) The departments responsible for scientific research need to hold regular academic lectures, allocates a special fund every year for teachers and students to carry out theoretical Research on national culture, and forms an inheritance system integrating Research, Development and Education. 4) The department responsible for the management of teachers is required to formulate a teacher promotion plan every year and a plan to introduce high-level talents. 5) The department responsible for student management is required to conduct regular guidance on student club activities. 6) The logistics management department, in coordination with other departments, is equipped with software and hardware facilities for campus culture. The inheritance of national culture in universities should be an integration of teaching and research, which is consistent with the R-D-E inheritance system proposed by Jing Xianggui. (Jing Xianggui, 2015)

Strategy 3. Train national culture for teachers and students. There are five measures: 1) Develop learning and training plans for teachers, including national skills, teaching skills, research level, etc. 2) Develop learning and training plans for students, including the study of traditional sports, dance, scientific research, etc. 3) Develop training plans for managers, including the learning of leadership and management ability. 4) Develop the training plan of the student association, including the study of the national cultural activities organized by the student association and the activity process design. 5) Carry out all kinds of teaching competitions to train famous teachers in school. In Wang Jun's research, training of students and teachers is mentioned,

which is of great help to improve comprehensive ability (Wang Jun, 2007). This study also focuses on the training of student associations, student activities are also an important way to inherit national culture, and it is necessary to improve the quality of student associations' activities.

Strategy 4. Strengthen cooperation and internal communication and actively carry out external cooperation and communication. There are four measures: 1) The cooperation of national culture courses and students' second classroom activities among the secondary colleges. 2) Sign cooperation agreements with other universities to jointly develop courses, teaching, teachers and scientific research in the field of ethnic culture. 3) Sign cooperation agreements with relevant local departments to make universities think tanks for ethnic culture research. 4) Signing memorandums of understanding (MOU) with relevant international universities and institutions to develop cooperation and communication. Cooperation between universities and other educational institutions, local or international, is a measure agreed upon by the three experts (Tan Guangding, Liu Meihui, and You Meihui 2010).

Strategy 5. University campus culture construction focuses on highlighting national cultural characteristics. There are five measures: 1) Extract the university cultural concept of national culture inheritance and write it into the university charter. 2) Formulate the national culture construction program of the university. 3) Develop a plan to improve students' activities in terms of national culture. 4) Increase the national culture investigation and research projects in the social practice activities of students in holidays twice a year. 5) Strengthen the guidance of departments and teachers to the work of student associations. Refining the university culture concept of national culture inheritance is consistent with Wang Jianlan's view that this content should be included in the university spirit (Wang Jianlan, 2019). In his research, Wang Jun specifically mentioned the need to strengthen students' practice of ethnic culture inheritance (Wang Jun, 2007). This study also paid attention to the content of the idea

of ethnic culture inheritance written into the university charter, which was not mentioned by scholars.

Strategy 6. Pay attention to rationality and scientificity in the management and evaluation of national culture inheritance mechanism. There are three measures: 1) Formulate relevant systems to manage and evaluate the opening of national culture courses. 2) Establish relevant systems to manage and evaluate teachers who teach national culture courses. 3) Establish relevant systems to manage and evaluate student association organizations and activities. Only by strengthening the construction of system and management can universities better serve the inheritance of national culture, which is consistent with YeLan's view (YeLan, 2008).

Suggestions

In order to make the national culture inheritance mechanism work better in local universities in Yunnan, this paper makes the following suggestions through the research of researchers:

1. Policy Suggestions

1) The university leaders should attach great importance to the construction of national culture inheritance mechanism, and give more support to this work from the Angle of funds and personnel, including policies.

2) The University shall formulate plans and programs for the training, learning and activities of teachers or students to encourage more teachers and students to master skills and research methods related to national culture.

3) The university shall formulate the system and standard for the management and evaluation of the national culture inheritance mechanism, and use the system to manage the development and implementation of the work.

4) The university shall establish standards for the assessment of students,

which can measure the effectiveness and quality of the learning process.

2. Practical Suggestions

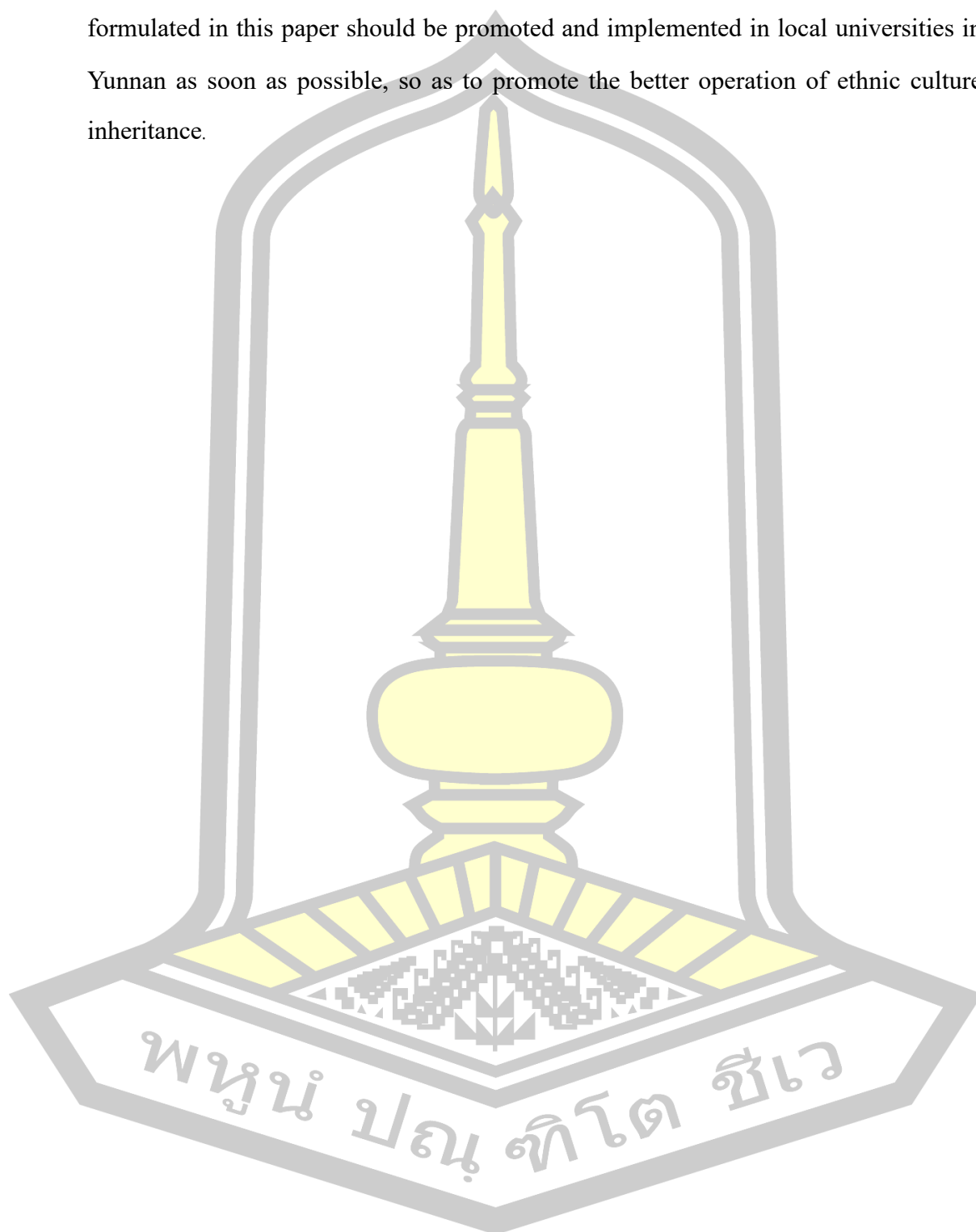
- 1) Interaction and exchanges between universities and universities and local departments should be strengthened, so as to continuously improve the national culture inheritance mechanism and optimize the indicators.
- 2) Classroom teaching, students' second class activities, students' association activities, etc., should strengthen the cultivation of students' practical ability and let students master certain cultural skills.
- 3) Attach importance to the study of national culture and implement the R-D-E inheritance system as soon as possible.
- 4) The inheritance of national culture can be taken as an indicator to evaluate managers, so that managers can attach importance to this work.

3. Suggestions for next research

- 1) Improve the management ability of the university in the operation of the national culture inheritance mechanism;
- 2) Continuously improve and improve plans or programs for national cultural training, learning and activities for teachers and students;
- 3) Further expand the scope of national culture inheritance in university education management.

In summary, in the rapid development of modern society today, under the background of China's comprehensive proposal to adhere to cultural confidence, it is a very meaningful topic to discuss the development strategy of national culture inheritance mechanism in Yunnan local university education management. The

development strategy index system of ethnic culture inheritance mechanism formulated in this paper should be promoted and implemented in local universities in Yunnan as soon as possible, so as to promote the better operation of ethnic culture inheritance.



APPENDIX

APPENDIX A Ethics Certificate



MAHASARAKHAM UNIVERSITY ETHICS COMMITTEE FOR RESEARCH INVOLVING HUMAN SUBJECTS

Certificate of Approval

Approval number: 475-494/2023

Title : Strategy to Develop Ethnic Culture Inheritance Mechanism in Education Management of Yunnan Local University.

Principal Investigator : Ms. Xiaoling Duan

Responsible Department : Faculty of Education

Research site : Baoshan City, Yunnan Province, China

Review Method : Expedited Review

Date of Manufacture : 8 November 2023

expire : 7 November 2024

This research application has been reviewed and approved by the Ethics Committee for Research Involving Human Subjects, Mahasarakham University, Thailand. Approval is dependent on local ethical approval having been received. Any subsequent changes to the consent form must be re-submitted to the Committee.

Ratree S.

(Asst. Prof. Ratree Sawangjit)

Chairman

Approval is granted subject to the following conditions: (see back of this Certificate)

APPENDIX B Invitation Letter



FACULTY OF EDUCATION
MAHASARAKHAM UNIVERSITY

79/2 Muang, Maha Sarakham,
44000, THAILAND
Tel/fax +66 43 713 174
Email: cia.edu@msu.ac.th

Center for International Affairs

MHERSI No. 0605.5 (2) /CL5296

Date: November 21, 2023

To: Baoshan University,
Baoshan City, Yunnan Province, China

Subject:

Data Collection Permission Request

Our student, **Xiaoling Duan**, student number **64010561032**, majoring in the **Ed.D. Educational Administration and Development** program is currently undertaking a research project titled **"Strategy to Develop Ethnic Culture Inheritance Mechanism in Education Management of Yunnan Local University"** under the guidance of **Dr. Surachet Noirid**.

To ensure the success and quality of this project, we are seeking your permission to allow our student to process data collection within your institution.

The details of the data collection are as follows:

Thesis title: **Strategy to Develop Ethnic Culture Inheritance Mechanism in Education Management of Yunnan Local University**

The period of data collection: **November 27, 2023 to January 2024**

We believe that your institution provides a valuable environment and resources that are essential for the successful execution of this research. The data collection process will be carried out diligently and with the utmost respect for your institution's policies and procedures. We acknowledge that the student has made the necessary preparations, including obtaining the Thesis title approval from our institution.

Should you require any further information or clarification regarding this permission, please feel free to contact us by email.

Yours sincerely,

Assoc. Prof. Chowwalit Chookhampaeng
Dean, Faculty of Education,
Mahasarakham University



FACULTY OF EDUCATION
MAHASARAKHAM UNIVERSITY

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44000, THAILAND
Tel/fax +66 43 713 174
Email: cia.edu@msu.ac.th

Center for International Affairs

MHERSI No. 0605.5 (2) /CL5296

Date: November 21, 2023

To: Honghe University,
Honghe City, Yunnan Province, China

Subject:

Data Collection Permission Request

Our student, **Xiaoling Duan**, student number **64010561032**, majoring in the **Ed.D. Educational Administration and Development** program is currently undertaking a research project titled **"Strategy to Develop Ethnic Culture Inheritance Mechanism in Education Management of Yunnan Local University"** under the guidance of **Dr. Surachet Noirid**.

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Tel/fax +66 43 713 174
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Center for International Affairs

MHERSI No. 0605.5 (2) /CL5296

Date: November 21, 2023

To: West Yunnan University,
Lincang City Yunnan Province, China

Subject:

Data Collection Permission Request

Our student, **Xiaoling Duan**, student number **64010561032**, majoring in the **Ed.D. Educational Administration and Development** program is currently undertaking a research project titled **"Strategy to Develop Ethnic Culture Inheritance Mechanism in Education Management of Yunnan Local University"** under the guidance of **Dr. Surachet Noirid**.

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44000, THAILAND
Tel/fax +66 43 713 174
Email: cia.edu@msu.ac.th

Center for International Affairs

MHERSI No. 0605.5 (2) /CL8

Date: November 21, 2023

To: Prof. Zhonghan Deng
Vice President, Baoshan University, China

Subject:
Thesis Reviewer Invitation

Our student, **Miss Xiaoling Duan**, student ID **64010561032** majoring in the **Ed.D. Educational Administration and Development Program** is currently undertaking a research project titled **"Strategy to Develop Ethnic Culture Inheritance Mechanism in Education Management of Yunnan Local University "** under the guidance of **Dr. Surachet Noirid**.

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Your participation in this academic endeavor is highly valued and appreciated. Should you require any further information or have questions regarding this invitation, please do not hesitate to contact us by email.

Yours sincerely,

Assoc. Prof. Chowwalit Chookhampaeng
Dean, Faculty of Education,
Mahasarakham University



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44000, THAILAND
Tel/fax +66 43 713 174
Email: cia.edu@msu.ac.th

Center for International Affairs

MHERSI No. 0605.5 (2) /CL8

Date: November 21, 2023

To: **Prof. Kui He**
Baoshan University, China

Subject:
Thesis Reviewer Invitation

Our student, **Miss Xiaoling Duan**, student ID **64010561032** majoring in the **Ed.D. Educational Administration and Development Program** is currently undertaking a research project titled "**Strategy to Develop Ethnic Culture Inheritance Mechanism in Education Management of Yunnan Local University**" under the guidance of **Dr. Surachet Noirid**.

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Yours sincerely,

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Mahasarakham University



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Email: cia.edu@msu.ac.th

Center for International Affairs

MHERSI No. 0605.5 (2) /CL8

Date: November 21, 2023

To: **Assoc. Prof. Xuesheng Wang**
Vice Dean, Faculty of Arts,
Tonghua Normal University, China

Subject:
Thesis Reviewer Invitation

Our student, **Miss Xiaoling Duan**, student ID **64010561032** majoring in the **Ed.D. Educational Administration and Development Program** is currently undertaking a research project titled "**Strategy to Develop Ethnic Culture Inheritance Mechanism in Education Management of Yunnan Local University**" under the guidance of **Dr. Surachet Noirid**.

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Dean, Faculty of Education,
Mahasarakham University



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44000, THAILAND
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Email: cia.edu@msu.ac.th

Center for International Affairs

MHERSI No. 0605.5 (2) /CL5297

Date: November 21, 2023

To:

Prof. Xiaoji Bu

Dean, College of Humanities, Honghe University, China

Subject:

Thesis Reviewer Invitation

Our student, **Xiaoling Duan**, student ID **64010561032** majoring in the **Ed.D. Educational Administration and Development** program is currently undertaking a research project titled **"Development of a Market Evaluation Index of Sports Characteristics for Towns in China "** under the guidance of **Dr. Surachet Noirid**.

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Mahasarakham University



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Email: cia.edu@msu.ac.th

Center for International Affairs

MHERSI No. 0605.5 (2) /CL8

Date: November 21, 2023

To: **Assoc. Prof. Xiaoliang Kui**
Dean of School of Arts, West Yunnan University, China

Subject:
Thesis Reviewer Invitation

Our student, **Miss Xiaoling Duan**, student ID **64010561032** majoring in the **Ed.D. Educational Administration and Development Program** is currently undertaking a research project titled **"Strategy to Develop Ethnic Culture Inheritance Mechanism in Education Management of Yunnan Local University"** under the guidance of **Dr. Surachet Noirid**.

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Yours sincerely,

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Dean, Faculty of Education,
Mahasarakham University



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44000, THAILAND
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Email: cia.edu@msu.ac.th

Center for International Affairs

MHERSI No. 0605.5 (2) /CL5297

Date: November 21, 2023

To:

Assoc. Prof. Pacharawit Chansirisira
Mahasarakham University, Thailand

Subject:

Thesis Reviewer Invitation

Our student, **Xiaoling Duan**, student ID **64010561032** majoring in the **Ed.D. Educational Administration and Development** program is currently undertaking a research project titled **"Development of a Market Evaluation Index of Sports Characteristics for Towns in China "** under the guidance of **Dr. Surachet Noirid**.

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Dean, Faculty of Education,
Mahasarakham University



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44000, THAILAND
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Email: cia.edu@msu.ac.th

Center for International Affairs

MHERSI No. 0605.5 (2) /CL5297

Date: November 21, 2023

To:

Assoc. Prof. Songsak Phusee-orn
Mahasarakham University, Thailand

Subject:

Thesis Reviewer Invitation

Our student, **Xiaoling Duan**, student ID **64010561032** majoring in the **Ed.D. Educational Administration and Development** program is currently undertaking a research project titled **"Development of a Market Evaluation Index of Sports Characteristics for Towns in China "** under the guidance of **Dr. Surachet Noirid**.

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Mahasarakham University



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44000, THAILAND
Tel/fax +66 43 713 174
Email: cia.edu@msu.ac.th

Center for International Affairs

MHERSI No. 0605.5 (2) /CL5297

Date: November 21, 2023

To:

Prof. Yuanhui Chu

President of Baoshan University, China

Subject:

Thesis Reviewer Invitation

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44000, THAILAND
Tel/fax +66 43 713 174
Email: cia.edu@msu.ac.th

Center for International Affairs

MHERSI No. 0605.5 (2) /CL5297

Date: November 21, 2023

To:

Prof. Yunmei Zhao

Chongqing University of Education, China

Subject:

Thesis Reviewer Invitation

Our student, **Xiaoling Duan**, student ID **64010561032** majoring in the **Ed.D. Educational Administration and Development** program is currently undertaking a research project titled **"Development of a Market Evaluation Index of Sports Characteristics for Towns in China "** under the guidance of **Dr. Surachet Noirid**.

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Assoc. Prof. Chowwalit Chookhampaeng

Dean, Faculty of Education,
Mahasarakham University



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79/2 Muang, Maha Sarakham,
44000, THAILAND
Tel/fax +66 43 713 174
Email: cia.edu@msu.ac.th

Center for International Affairs

MHERSI No. 0605.5 (2) /CL8

Date: November 21, 2023

To: Assoc. Prof. Qinghua Li
Yunnan Normal University, China

Subject:
Thesis Reviewer Invitation

Our student, Miss Xiaoling Duan, student ID 64010561032 majoring in the **Ed.D. Educational Administration and Development Program** is currently undertaking a research project titled "**Strategy to Develop Ethnic Culture Inheritance Mechanism in Education Management of Yunnan Local University**" under the guidance of **Dr. Surachet Noirid**.

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Dean, Faculty of Education,
Mahasarakham University



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MAHASARAKHAM UNIVERSITY

79/2 Muang, Maha Sarakham,
44000, THAILAND
Tel/fax +66 43 713 174
Email: cia.edu@msu.ac.th

Center for International Affairs

MHERSI No. 0605.5 (2) /CL8

Date: January 2, 2024

To: Prof. Prof. Qianfang Shen
Vice Dean of the Faculty of Arts,
Qujing Normal University, China

Subject:
Thesis Reviewer Invitation

Our student, **Miss Xiaoling Duan**, student ID **64010561032** majoring in the **Ed.D. Educational Administration and Development Program** is currently undertaking a research project titled **"Strategy to Develop Ethnic Culture Inheritance Mechanism in Education Management of Yunnan Local University "** under the guidance of **Dr. Surachet Noirid**.

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Yours sincerely,

Assoc. Prof. Chowwalit Chookhampaeng
Dean, Faculty of Education,
Mahasarakham University

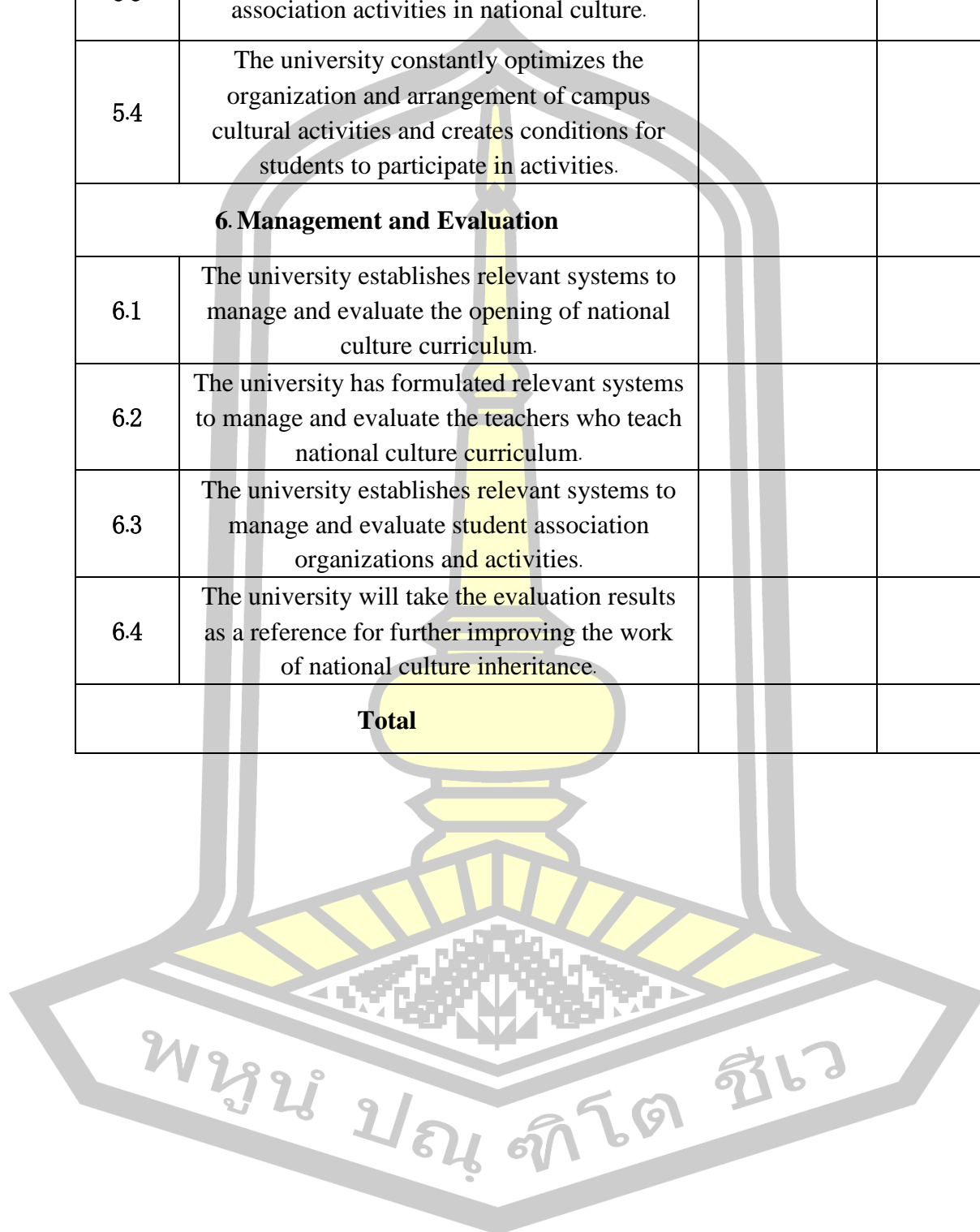
APPENDIX C Indicator Expert Check Table

Indicator Expert Evaluation Results

No	Strategy to Develop Ethnic Culture Inheritance Mechanism Components and Indicators	Level of Possibility	Level of Appropriately
1. Curriculum			
1.1	The curriculum is helpful to improve the quality of professional personnel training.		
1.2	There are various types of curriculum, including compulsory and elective curriculum on national culture.		
1.3	Students choose curriculum according to their own interests or research directions.		
2. Teaching			
2.1	Teachers choose different materials according to the nature of the curriculum.		
2.2	Teachers choose the content of teaching according to the ethnic culture of the region in which the university is located.		
2.3	The teaching content design is scientific and reasonable, which can show the national characteristics and culture.		
2.4	Teachers make reasonable choices in content according to students' learning needs.		
2.5	In teaching, teachers will cultivate students' sense of self-confidence and identity of national culture.		
2.6	Teachers guide students in teaching the theory study on the national culture.		
3. Teachers			

3.1	The number of teachers can meet the needs of national culture inheritance.		
3.2	Teachers have a profound knowledge of national culture.		
3.3	Teachers master certain national skills and display them appropriately in the teaching process.		
3.4	Teachers have the ability to carry out scientific research on national culture.		
4. Cooperation and Communication			
4.1	The university holds lectures on national culture.		
4.2	The university invites the inheritors of intangible culture to the university for teaching or technical training.		
4.3	The university organizes academic conferences related to national culture.		
4.4	The university has special funds for teachers and students to carry out research on national culture.		
4.5	The university develops cooperation and exchange programs with other educational institutions both locally and internationally.		
4.6	The university carries out training related to national culture according to the needs of teachers and students.		
5. Campus Culture			
5.1	The university the national culture as an important content of strengthening university culture construction.		
5.2	The university sets up exclusive associations related to national culture in the student associations.		

5.3	The university often carries out student association activities in national culture.		
5.4	The university constantly optimizes the organization and arrangement of campus cultural activities and creates conditions for students to participate in activities.		
6. Management and Evaluation			
6.1	The university establishes relevant systems to manage and evaluate the opening of national culture curriculum.		
6.2	The university has formulated relevant systems to manage and evaluate the teachers who teach national culture curriculum.		
6.3	The university establishes relevant systems to manage and evaluate student association organizations and activities.		
6.4	The university will take the evaluation results as a reference for further improving the work of national culture inheritance.		
Total			



APPENDIX D Checklist of Research Tools

Interview Outline Expert Evaluation Results

Outline of The Survey Interview 1: (University Leaders)

No	Items	Results
Q1	What do you think of local universities taking the initiative to inherit national culture?	1
Q2	Please briefly states the national culture inheritance work carried out by your university.	1
Q3	In your opinion, how to choose the content of national culture inheritance in local universities? Is it choosing the culture of a nation? Or do the cultures of all peoples need to be balanced?	1
Q4	According to what standards does your university set up ethnic culture curriculums? How are teachers teaching and students learning?	1
Q5	What are the criteria for selecting teachers who can teach ethnic culture curriculums in your university?	1
Q6	What kind of national culture inheritance activities have been carried out in your university? (Such as scientific research, students' second class activities, exchange programs, intangible cultural heritage into the campus, traditional sports, ethnic songs and dances, etc.)	1
Q7	How does your university manage the inheritance of ethnic culture? Please give a brief introduction.	0.8
Q8	What are the main ways to evaluate the inheritance of national culture in your university? Please give a brief introduction.	1
Q9	Do you think it is difficult to carry out the work of national culture inheritance in universities? If so, what are the main difficulties? Why do these difficulties exist? How does your university address these difficulties?	1
Q10	In your opinion, in order to better inherit national culture in local universities, what other aspects can be expanded?	1
Total		0.98

(Continue Form)

Outline of The Survey Interview 2: (Teachers)

No	Items	Results
Q1	What do you think of local universities taking the initiative to inherit national culture?	1
Q2	Please briefly state the national culture inheritance work carried out by your university.	1
Q3	Please introduce your participation in the work related to national culture inheritance of the university. What are the achievements and shortcomings?	1
Q4	What do you hope to gain from the work of national culture inheritance? (Such as teaching ability improvement, skills training, project research, Cooperation and Communication projects, etc.)	1
Q5	How does your university manage the inheritance of ethnic culture? Please give a brief introduction.	1
Q6	What are the main ways to evaluate the inheritance of national culture in your university? Please give a brief introduction.	1
Q7	Do you think it is difficult to carry out the work of national culture inheritance in local universities? If so, what are the main difficulties? Why do these difficulties exist? How do you think these difficulties should be solved?	1
Q8	In your opinion, in order to better inherit national culture in local universities, what other aspects can be expanded?	1
Total		1

(Continue Form)

Outline of The Survey Interview 3: (Students)

No	Items	Results
Q1	As a college student, what do you think of local universities taking the initiative to inherit national culture?	1

Q2	To carry out the work of national culture inheritance in the university, as a student, what aspects do you want to learn most?	1
Q3	Please introduce your participation in the work related to the inheritance of national culture in the university. What are the achievements and shortcomings?	1
Q4	Have you ever participated in the evaluation of the national culture inheritance work of your university? If so, how do you evaluate it?	1
Q5	In your opinion, in order to inherit the national culture well in local universities, what other aspects can be expanded?	1
Total		1

Questionnaire Expert Evaluation Results

No	Items	Results
Curriculum		
1	The curriculum of national culture can expand students' professional knowledge.	1
2	National culture curriculum are conducive to the improvement of students' comprehensive quality.	1
3	The national culture curriculum in our university are rich in types, and there are professional compulsory curriculum.	1
4	The national culture curriculum of our university are rich in types and are offered in general elective curriculum.	1
5	Students will choose national culture curriculum according to their interests when choosing curriculum.	1
6	Students choose ethnic culture curriculum because of the need to carry out scientific research.	1
Teaching		
7	Teachers who teach compulsory curriculum for ethnic culture majors choose authoritative teaching materials.	1
8	Teachers who teach elective curriculum of national culture choose materials that are easily accepted by students.	1
9	Teachers who teach national culture curriculum choose their own textbooks.	1

10	Teachers choose the national culture of the main body of the university as the teaching content.	1
11	Teachers choose other ethnic cultures in the university area as teaching content.	0.8
12	When teachers teach national culture curriculum, the teaching content focuses and difficulties are prominent.	0.8
13	When teachers teach national culture curriculum teaching content design innovation.	0.8
14	When teachers teach the curriculum of national culture, the teaching content highlights practicality.	1
15	The teacher asks the students to learn some simple content by themselves.	1
16	The teacher will introduce the students to something other than the textbook.	1
17	Teachers will recommend more content to students with strong learning ability.	1
18	Teachers cultivate students' sense of self-confidence and identity in national culture in teaching.	1
19	Teachers guide students to conduct theoretical research on national culture in teaching.	1
20	When teaching national culture curriculum, teachers can have their own innovative ideas and influence students.	1
21	Teachers guide students to study national culture in a scientific way.	1

Teachers

22	There are full-time teachers teaching national culture curriculum in our university.	1
23	The teachers who teach national culture curriculum in our university have external experts.	1
24	There are full-time teachers teaching national culture curriculum in our university.	1
25	The university has administrative staff involved in the inheritance of national culture.	1
26	The teachers have a special study of national culture related experience.	1
27	The university teachers take the initiative to learn the local ethnic culture.	0.8

28	The university teacher has special national study skills relevant experience.	1
29	Teachers can properly display national skills in the classroom.	1
30	Teachers conduct research projects on national culture.	1
31	Teachers participate in other people's projects to study national culture.	1
32	The teacher leads the students to carry out scientific research on national culture.	0.8

Cooperation and Communication

33	The university encourages its teachers to give lectures on national culture.	1
34	The university invited well-known experts to give lectures on national culture.	1
35	The university invited the inheritors of the intangible cultural heritage to the university to give lectures.	1
36	The university invites the inheritors of intangible cultural heritage to the university for technical training.	1
37	Academic conferences on national culture are held with in the university.	1
38	The university and relevant universities hold academic conferences on national culture.	1
39	The university and the relevant local administrative departments for academic conference of the national culture.	1
40	The university has special funds for teachers to carry out research on national culture.	1
41	The university has special funds for students to carry out research on national culture.	1
42	The university develops cooperation projects and communication programme with other local educational institutions.	1
43	The university develops cooperation projects and communication programme with other educational institutions internationally.	1
44	The university shall conduct training on national culture according to the needs of teachers.	1

45	The university carries out training related to national culture according to the needs of students.	1
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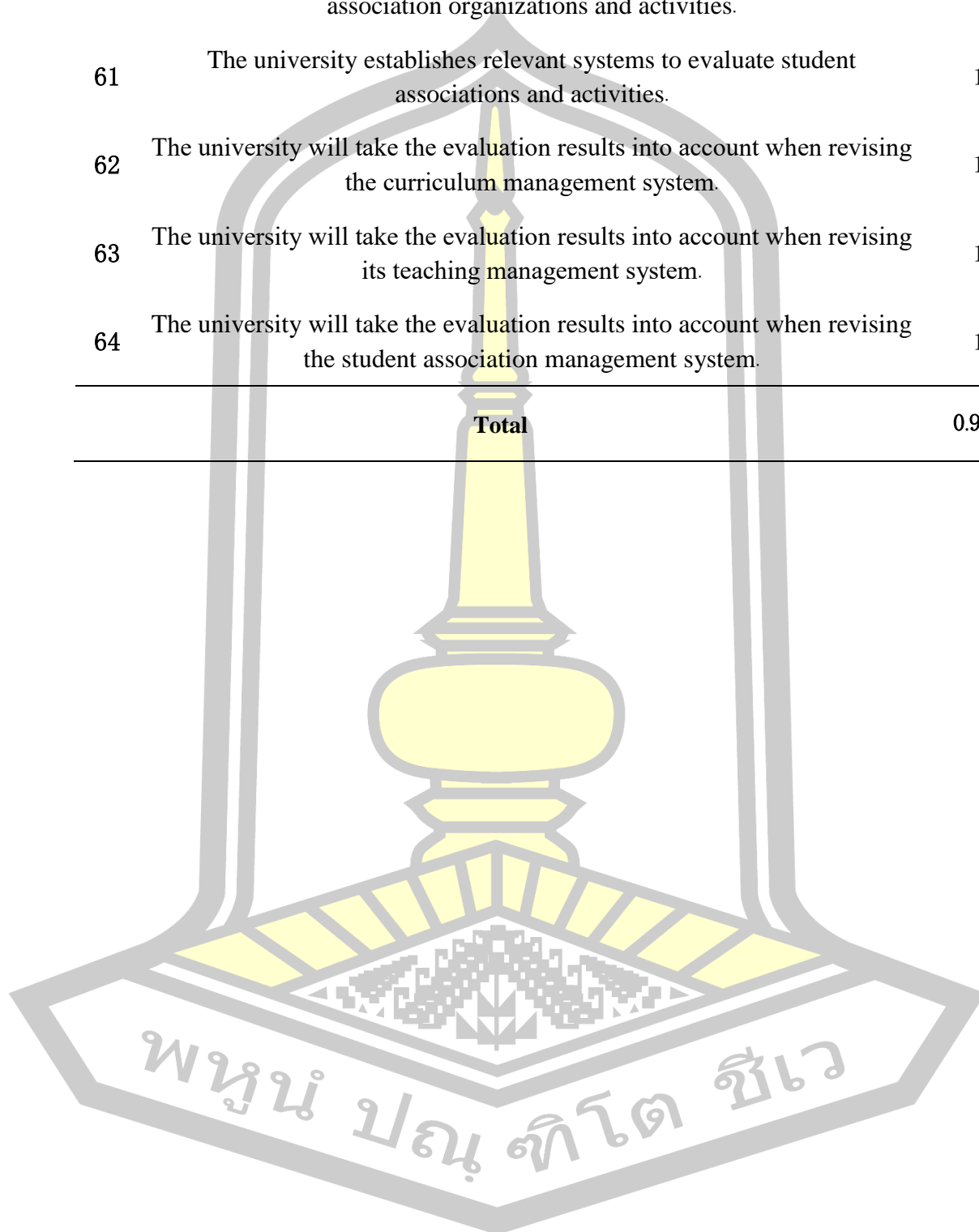
Campus Culture

46	National culture is reflected in the content of university culture.	1
47	The university attaches great importance to creating a national culture atmosphere on campus.	1
48	The frequency of activities carried out in Universities by exclusive associations of students' associations related to national culture.	1
49	The content of the activities carried out by the exclusive associations of students concerned with national culture.	1
50	The university carries out student association activities on national festivals.	1
51	The university arranges special links related to national culture in student activities.	1
52	The university organizes special activities for minority students.	1
53	The university arranges students to investigate the national culture in the summer social practice activities.	1
54	The university has a special department responsible for the organization of campus cultural activities.	1
55	The university has a special staff responsible for the organization of campus cultural activities.	1

Management and Evaluation

56	The university has formulated relevant systems to manage the opening of national culture curriculum.	1
57	The university establishes relevant systems to evaluate the opening of national culture curriculum.	1
58	The university has established a system to control teachers who teach ethnic culture curriculum.	1
59	The university has established relevant systems to evaluate teachers who teach ethnic culture curriculum.	1

60	The university has formulated relevant systems to manage student association organizations and activities.	1
61	The university establishes relevant systems to evaluate student associations and activities.	1
62	The university will take the evaluation results into account when revising the curriculum management system.	1
63	The university will take the evaluation results into account when revising its teaching management system.	1
64	The university will take the evaluation results into account when revising the student association management system.	1
Total		0.984



APPENDIX E Questionnaire

Questionnaire (Students)

Questionnaire on the integration of minority culture into the work of local universities

Dear students,

I am a doctoral student majoring in Education Management and Development at Mahasarakham University. I am completing my doctoral thesis: Strategy to Develop Ethnic Culture Inheritance Mechanism in Education Management of Yunnan Local University. Please answer this questionnaire according to the actual situation of your participation in the national culture inheritance work of the university. This survey was carried out for research needs. The questionnaire is anonymous. There is no right or wrong answer. Please choose the one you think is true. Thanks for participating!

Your Basic Information:

1. Gender
2. Age
3. University
4. Grade

Special Instructions

Please score according to your own understanding and the actual situation.

Current States Score :

5 refers to the highest degree of recognition

No	Items	Current States					Desired States				
		5	4	3	2	1	5	4	3	2	1
Curriculum											
1	The curriculum of national culture can expand students' professional knowledge.										
2	National culture curriculum are conducive to the improvement of students' comprehensive quality.										
3	The national culture curriculum in our university are rich in types, and there are professional compulsory curriculum.										
4	The national culture curriculum of our university are rich in types and are offered in general elective curriculum.										

[illegible]

[illegible]

Questionnaire (Teachers)

Questionnaire on the inheritance of ethnic culture in local universities

Dear Teachers,

I am a doctoral student majoring in Education Management and Development at Mahasarakham University. I am completing my doctoral thesis: Strategy to Develop Ethnic Culture Inheritance Mechanism in Education Management of Yunnan Local University. Please answer this questionnaire according to the actual situation of your participation in the national culture inheritance work of the university. This survey was carried out for research needs. The questionnaire is anonymous. There is no right or wrong answer. Please choose the one you think is true. Thanks for participating!

Your Basic Information:

1. Gender
2. Age
3. University

Special Instructions

Please score according to your own understanding and the actual situation.

Current States Score :

- 5 refers to the highest degree of recognition
- 4 refers to high degree of recognition
- 3 refers to the average degree of recognition
- 2 refers to low degree of recognition
- 1 refers to very low degree of recognition

5 refers to very high expectations

5 refers to very high expectations

4 refers to high expectations

3 refers to medium expectations

2 refers to low expectations

1 refers to very low expectations

No	Items	Current States					Desired States				
		5	4	3	2	1	5	4	3	2	1
Curriculum											
1	The curriculum of national culture can expand students' professional knowledge.										
2	National culture curriculum are conducive to the improvement of students' comprehensive quality.										
3	The national culture curriculum in our university are rich in types, and there are professional compulsory curriculum.										
4	The national culture curriculum of our university are rich in types and are offered in general elective curriculum.										
5	Students will choose national culture curriculum according to their interests when choosing curriculum.										

[illegible]

APPENDIX F Strategy Program Expert Evaluation Form

Title: Strategy to Develop Ethnic Culture Inheritance Mechanism in Education

Management of Yunnan Local University

Direction: How do you rate the strategy program to develop ethnic culture inheritance mechanism? Please check the appropriate column that best describes if the strategy program suitable to develop ethnic culture inheritance mechanism contents based on following criteria:

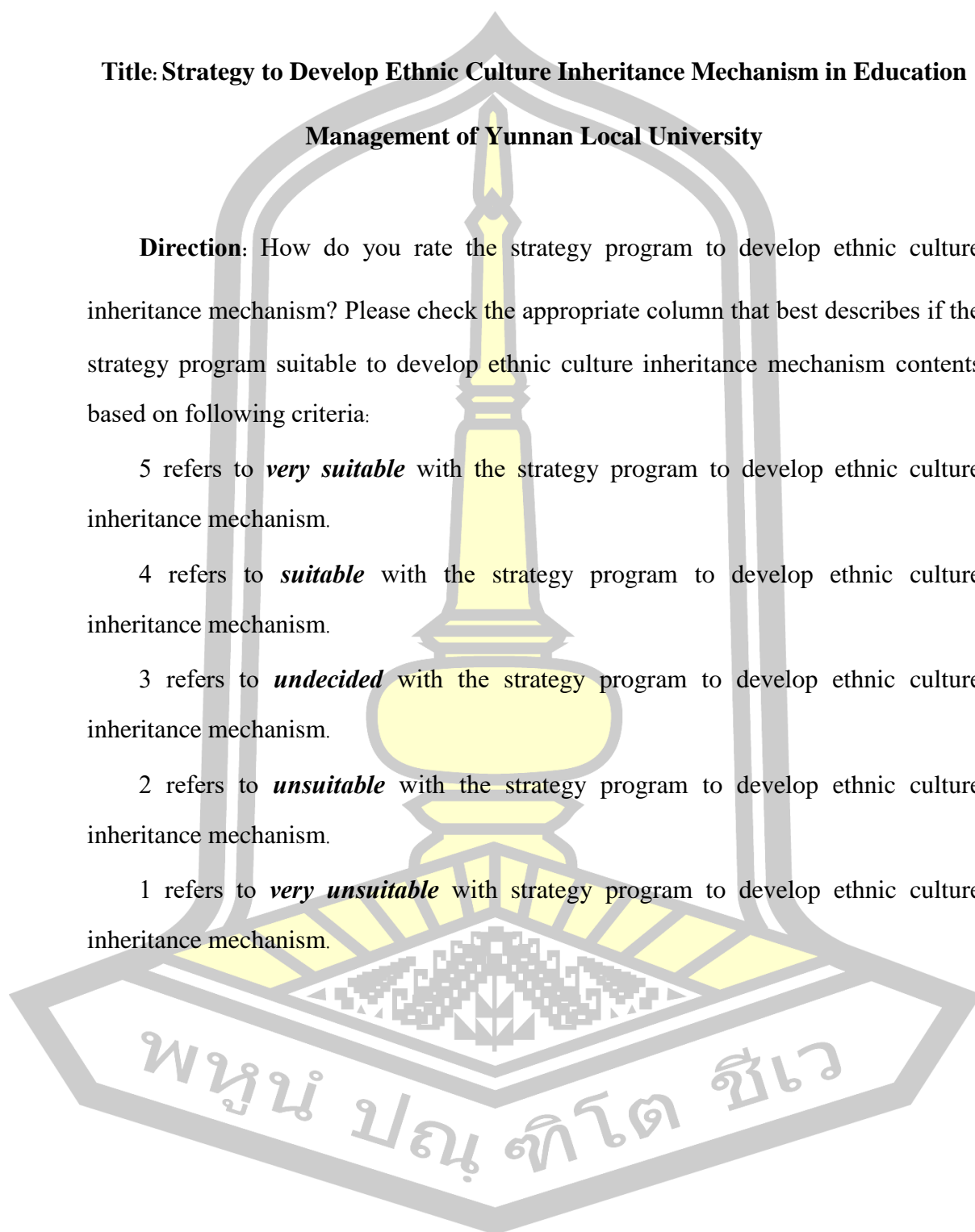
5 refers to **very suitable** with the strategy program to develop ethnic culture inheritance mechanism.

4 refers to **suitable** with the strategy program to develop ethnic culture inheritance mechanism.

3 refers to **undecided** with the strategy program to develop ethnic culture inheritance mechanism.

2 refers to **unsuitable** with the strategy program to develop ethnic culture inheritance mechanism.

1 refers to **very unsuitable** with strategy program to develop ethnic culture inheritance mechanism.



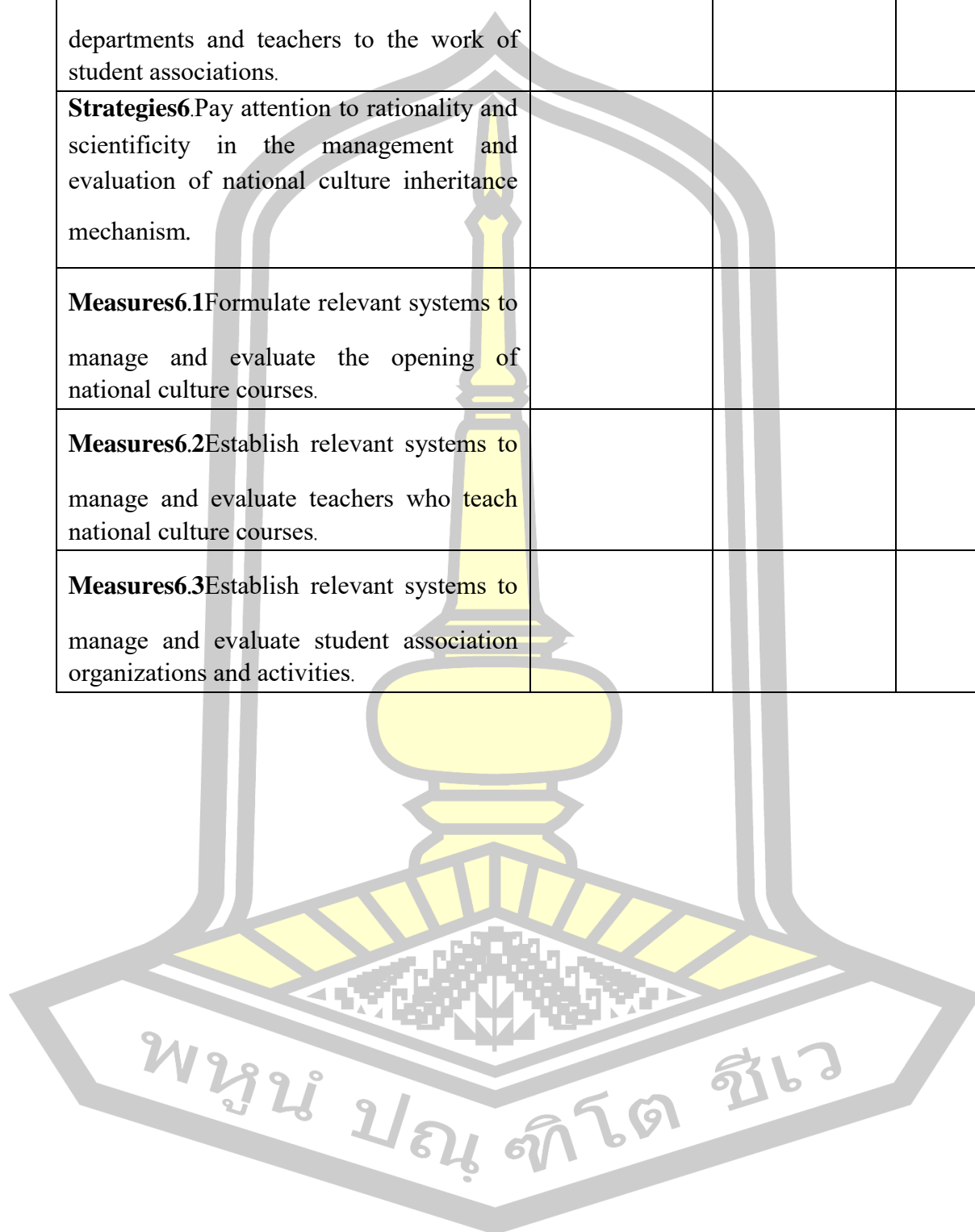
No	Strategy Program	Level of Appropriately					Level of Accuracy					Level of Feasibility				
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
	Goal1: Excellent national culture is fully protected and passed on in local universities.															
	Goal2: Local universities become the base for inheriting the excellent traditional culture of the Chinese nation.															
	Goal3: Cultivate outstanding talents who can be engaged in the protection and inheritance of national culture in the future.															
	Goal4 : Teachers have improved their teaching level and scientific research ability in the inheritance of national culture.															
	Goal5: The inheritance of national culture has become a feature of local university education management.															
	Strategies1: Make clear the significance and value of national culture inheritance mechanism in the development of local universities.															
	Measures1.1 The vision, mission and objectives of the national culture inheritance mechanism require the participation of all students and faculty of the University.															
	Measures1.2 Carry out the work in accordance with the development plan formulated by the University.															
	Measures1.3 Students and teachers should be comprehensively promoted in the implementation of the national culture inheritance mechanism.															

Measures1.4 The education quality and management level of local universities are maximized.			
Strategies2: All functional departments of the university make decisions on all aspects of the national culture inheritance mechanism.			
Measures2.1 Each secondary college should revise the talent training program, and add professional compulsory courses and professional elective courses of national culture courses in the curriculum.			
Measures2.2 Each secondary college should revise the talent training program, and add professional compulsory courses and professional elective courses of national culture courses in the curriculum.			
Measures2.3 The departments responsible for scientific research need to hold regular academic lectures, allocates a special fund every year for teachers and students to carry out theoretical Research on national culture, and forms an inheritance system integrating Research, Development and Education.			
Measures2.4 The department responsible for the management of teachers is required to formulate a teacher promotion plan every year and a plan to introduce high-level talents.			
Measures2.5 The department responsible for student management is required to conduct regular guidance on student club			

activities.			
Measures2.6 The logistics management department, in coordination with other departments, is equipped with software and hardware facilities for campus culture.			
Strategies3. Train national culture for teachers and students.			
Measures3.1 Develop learning and training plans for teachers, including national skills, teaching skills, research level, etc.			
Measures3.2 Develop learning and training plans for students, including the study of traditional sports, dance, scientific research, etc.			
Measures3.3 Develop training plans for managers, including the learning of leadership and management ability.			
Measures3.4 Develop the training plan of the student association, including the study of the national cultural activities organized by the student association and the activity process design.			
Measures3.5 carry out all kinds of teaching competitions to train famous teachers in school.			
Strategies4. Strengthen cooperation and internal communication and actively carry out external cooperation and communication.			

Measures4.1 The cooperation of national culture courses and students' second classroom activities among the secondary colleges.			
Measures4.2 Sign cooperation agreements with other universities to jointly develop courses, teaching, teachers and scientific research in the field of ethnic culture.			
Measures4.3 Sign cooperation agreements with relevant local departments to make universities think tanks for ethnic culture research.			
Measures4.4 Signing memorandums of understanding (MOU) with relevant international universities and institutions to develop cooperation and communication			
Strategies5. University campus culture construction focuses on highlighting national cultural characteristics.			
Measures5.1 Extract the university cultural concept of national culture inheritance and write it into the university charter.			
Measures5.2 Formulate the national culture construction program of the university.			
Measures5.3 Develop a plan to improve students' activities in terms of national culture.			
Measures5.4 Develop a plan to improve students' activities in terms of national culture.			

Measures5.5 Strengthen the guidance of departments and teachers to the work of student associations.			
Strategies6. Pay attention to rationality and scientificity in the management and evaluation of national culture inheritance mechanism.			
Measures6.1 Formulate relevant systems to manage and evaluate the opening of national culture courses.			
Measures6.2 Establish relevant systems to manage and evaluate teachers who teach national culture courses.			
Measures6.3 Establish relevant systems to manage and evaluate student association organizations and activities.			



APPENDIX G Survey Research Evidence



Discussion with University Leaders Online Interview with University Leaders



Offline Interview with Teachers Interview with Baoshan University Teachers
at Mahasarakham University



Offline interview with university leaders



Students answered the questionnaire
QR code



Teachers answered the questionnaire
QR code

<https://www.wjx.cn/vm/rXfSujA.aspx>

Students Answer the Questionnaire Link

<https://www.wjx.cn/vm/mMkdRNS.aspx>

Teachers Answer the Questionnaire Link

< 调查问卷2（教师）地方大学少数民族文化传... >

特别说明：请根据自己的理解，按照实际情况打分。

目前的状态：
5分是认可度非常好
4分是认可度较好
3分是认可度一般
2分是认可度低
1分是认可度很低

期望的状态：
5分是期望值非常高
4分是期望值很高
3分是期望值一般
2分是期望值低
1分是期望值很低

课程：

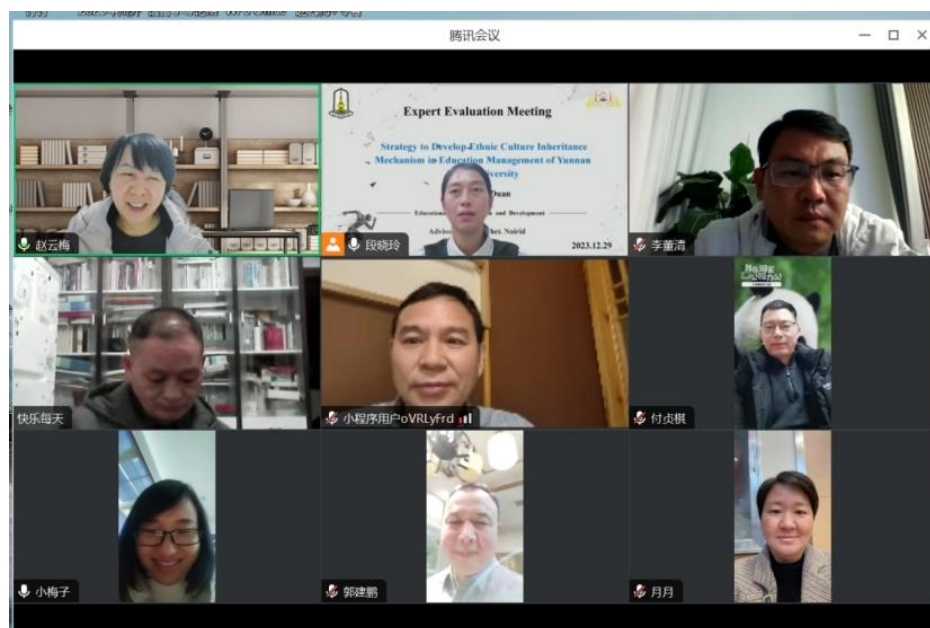
* 1.本校民族文化课程类型设置丰富，有专业必修课程的开设。

	5	4	3	2	1
目前的状态:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
期望值:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

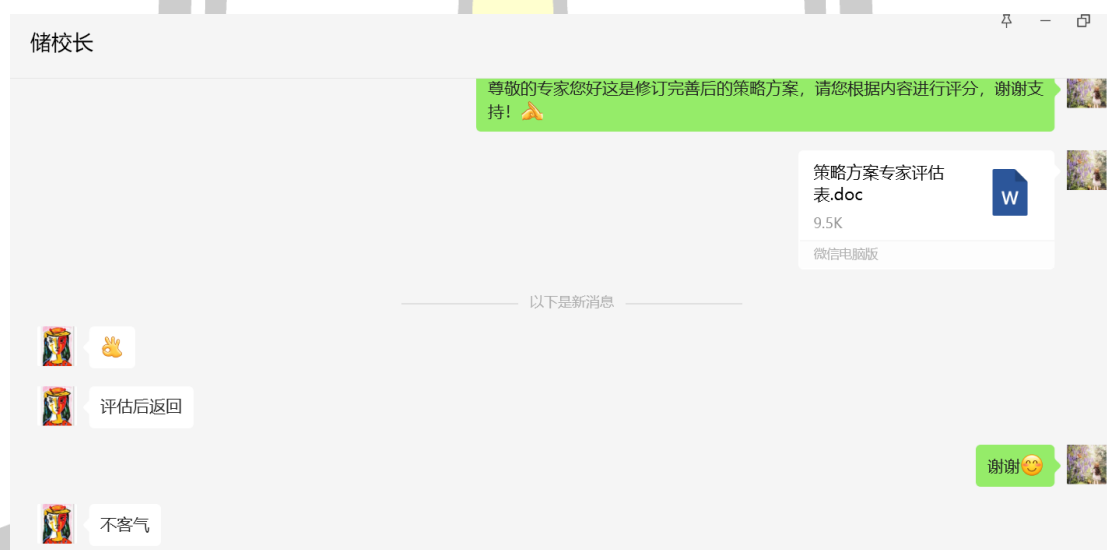
* 2.学生在选课的时候会根据自己的兴趣进行选择民族文化课程。

	5	4	3	2	1
目前的状态:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
期望值:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Survey Response Page on the Applet Questionnaire Star

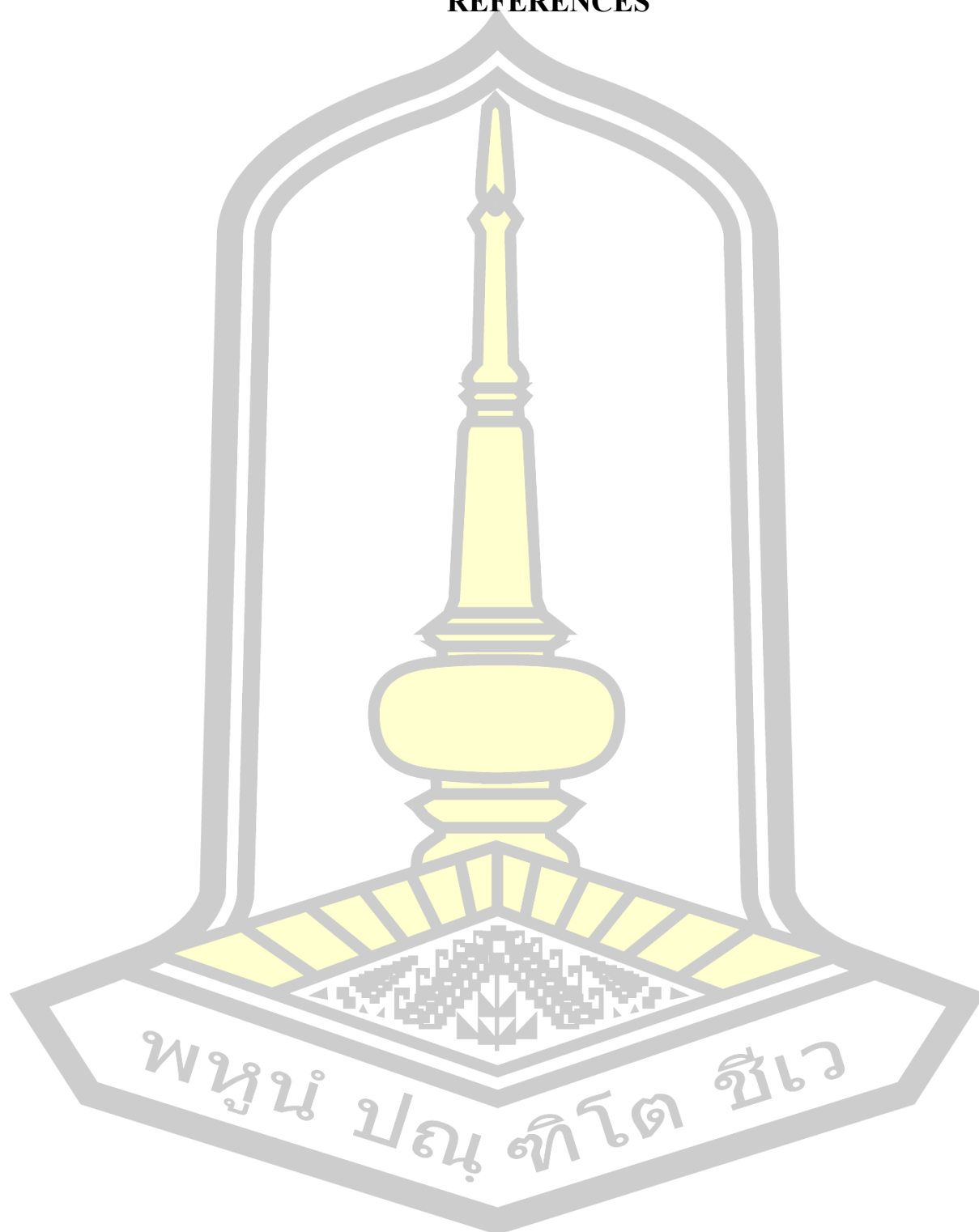


Online Meeting of 9 Experts Evaluating Indicators



The Experts Evaluate the Strategy Program

พหุ ประถมศึกษา

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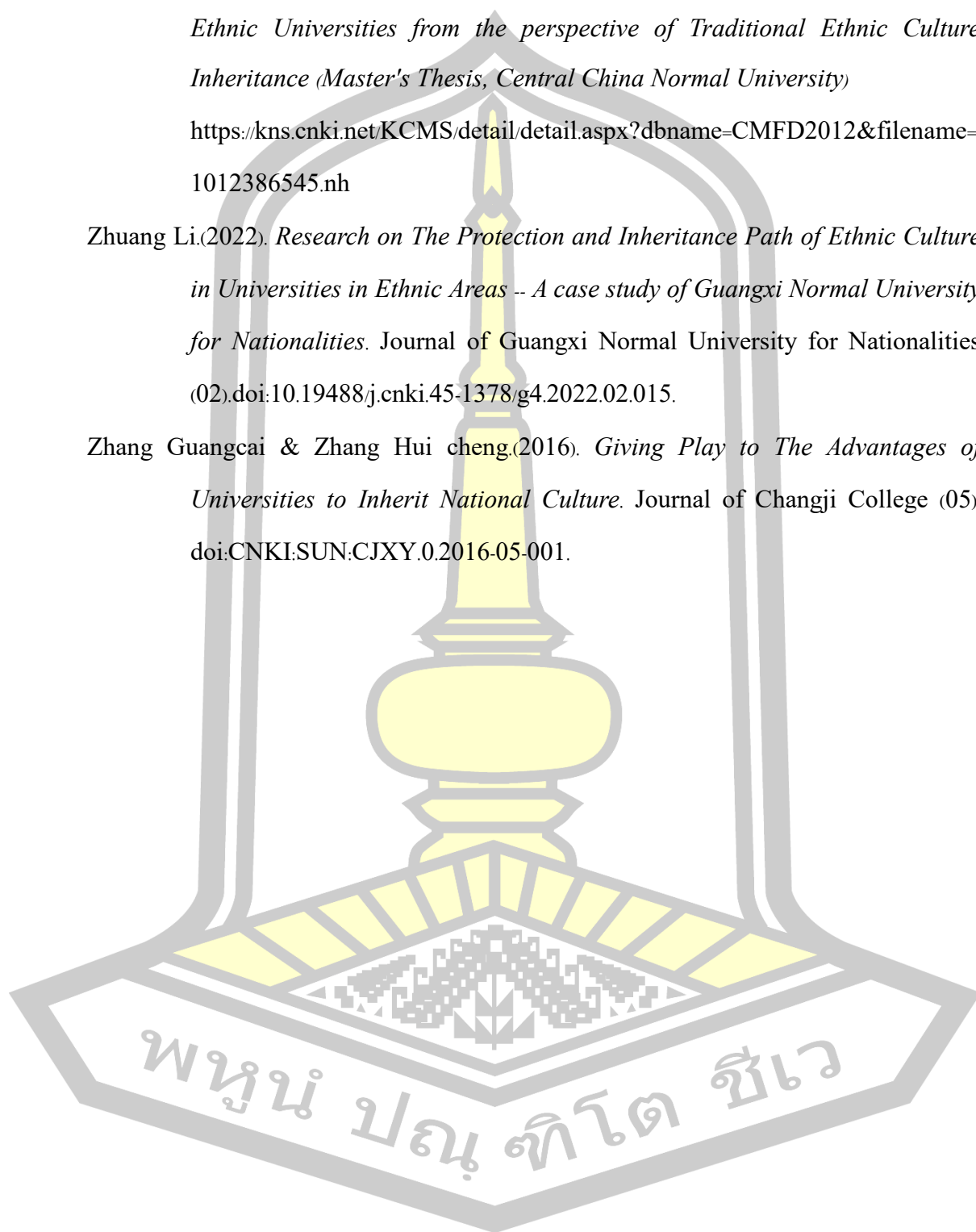
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BIOGRAPHY

NAME	Xiaoling Duan
DATE OF BIRTH	07 February ,1977
PLACE OF BIRTH	Dehong City, Yunnan Province, China
ADDRESS	Baoshan City, Yunnan Province, China
POSITION	Teacher
PLACE OF WORK	Baoshan University
EDUCATION	1995-1999 Undergraduate Education in Department of History, Yunnan Normal University,China. 2008-2011 Master of Education in School of Liberal Arts,Yunnan University,China. 2021-2024 Doctor of Education in Educational Administration and Development, Faculty of Education Mahasarakham University, Thailand.
Research grants & awards	Education Science Plan of Yunnan Province (Teacher Education Alliance of Colleges and Universities) Teacher Education Project: Research on the Inheritance Mechanism of Ethnic Culture in Prefectural Normal Colleges and Universities of Yunnan (GJZ2212)
Research output	Research paper 1:Considerations on the Construction of Ethnic Culture Transmission Mechanism in Gezhou Universities Based on Human Logic

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