

# Analysis of Social Exclusion of College Students of Ethnic Minorities and Intervention of Social Integration

Wu Yue<sup>1,a</sup> Ma Fu<sup>2,b</sup>

<sup>1,2</sup>Xi'an University of Technology, Shaanxi, China

<sup>a</sup>wuyue@xaut.edu.cn, <sup>b</sup>601945764@qq.com

**Keywords:** college students of ethnic minorities, social exclusion, social integration, intervention.

**Abstract.** Social exclusion refers to the phenomenon that an individual is rejected or rejected by others or groups in the process of social interaction, which makes it difficult to meet the affiliation need and the need to build up social networks. Social exclusion could lead to negative emotions of individuals and increase aggressive tendency. College students of ethnic minorities are sensitive to social exclusion, which subtly affects their individual cognition, behavior and emotion, and further affects their social integration. Therefore, social exclusion of college students of ethnic minorities has become a prominent problem in the ethnic management of colleges and universities. This paper analyzes and discusses the social exclusion and intervention of college students of ethnic minorities.

## 1. Introduction

In recent years, social exclusion has increasingly become an important research topic in the field of sociology and psychology. It has been proved that social exclusion can lead to low-level negative emotions, such as anger, boredom, loneliness, anxiety, although there is no evidence that social exclusion may also trigger multifarious emotions, but there are still scholars believing that social exclusion is an important factor causing negative social feelings. In view of the particularity of college students of ethnic minorities and the seriousness of social exclusion, it is important to explore the influence of social exclusion on the mental health of college students of ethnic minorities.

## 2. Influence of social exclusion on the mental health of college students of ethnic minorities

In order to investigate and understand the impact of social exclusion on the mental health of college students of ethnic minorities, we chose 158 college students of ethnic minorities as the research subjects. Through the investigation, we found that there were 45 college students of ethnic minorities without the experience of being excluded or excluding others at school. We also found that the rest of the subjects had certain exclusion-related experience. Specifically, 71.5% of college students of ethnic minorities were excluded by others or groups, and 70% of respondents had excluded others. Among the 158 respondents, 48 college students reported social exclusion on campus in the interview. It can be seen that social exclusion has been involved in all aspects of college students of ethnic minorities, including study, life and work in various ways.

In the social exclusion of ethnic minority college students, the excluded are mainly involved in rejection, neglect, isolation and denial. Social exclusion has a direct impact on the individual cognition, behavior and emotion of ethnic minority college students. Generally, in the face of rejection, girls have more interpersonal pressure than boys. Boys normally pay more attention to personal responsibility and autonomy with an "immunity" to pressures from the outside world, while girls focus more on interpersonal communication, who care about relationship with others, therefore lack of "immunity" to influences from the outside world. Generally speaking, interpersonal pressure is an important influence of social exclusion on the mental health of ethnic minority college students, mainly because a weak social network makes students feel ashamed. When excluded by others, many minority college students choose to pretend not to care about it for the sake of their own "face". They continue to act normal outside without turning to their friends, because they think this is embarrassing. In fact, they are extremely uncomfortable deep inside.

Long-term accumulation of such emotions will affect their interpersonal communication skills and confidence, thus enhancing their interpersonal pressure, making their study and life suffer rational repression, and further affecting their social integration.

### **3. Intervention of social exclusion among ethnic minority college students**

#### **3.1 Cultivate good personality of ethnic minority college students**

In fact, most ethnic minority college students have a good personality. However, due to ethnic differences, their personality display is different from that of Han ethnic college students, which may cause certain social exclusion. In general, such social exclusion can be eliminated by strengthening communication. However, such ethnic differences could prevent some ethnic minority college students from opening themselves up. Being introverted, they would only make friends with students from their own ethnic group. Or they only pay attention to their own interests, rarely standing in the position of others to think about problems. They do not care about the class, nor do they love students or share knowledge or successful experience with others. However, when they get help from others, they are not grateful for their helping hand, which lead to more serious social exclusion. What's more, a few college students of ethnic minorities are paranoid in interpersonal communication. Deviated from their own culture in interpersonal communication, they would make groundless speculations and interpret others' reaction as exclusion, which is easy to cause others' antipathy. Good personality can help individuals better adapt to the surroundings. Therefore, strengthening the cultivation of good personality of ethnic minority college students can prevent social exclusion among minority college students and help them integrate effectively into the society.

#### **3.2 Cultivate morality of ethnic minority college students**

Undoubtedly, falsehood, lying, arrogance, complaining and dispute are not liked by people. People who like dispute generally lack a good personality and are not easy to get along with as they would make people tired in communication. And there are students who would pretend to be innocent and repeatedly make the same mistake so as to attract others' attention. There are also students who keep taking selfies and are extremely narcissistic. Obviously, people don't like such students. College students of ethnic minorities have the same moral standard as ordinary college students. Most of them are not willing to be friends with arrogant, selfish and pretentious students because they never listen. At the same time, some people are arrogant because there is an inferior part deep inside. They are usually more fragile than normal students, featuring sensitivity to the things about themselves and overreaction. Over time, other students gradually alienate from this type of students. Of course, there are a few students of ethnic minorities with low morality. This stereotype is the main reason why ethnic minority college students are excluded. Good moral character can help ethnic minority college students establish a good personal image and improve their personal cultivation. Therefore, strengthening the cultivation of good moral character of ethnic minority college students is conducive to intervening in social exclusion and helping them integrate into the society.

#### **3.3 Improve teachers' personal qualities**

Colleges and universities are palaces to help shape the correct values for minority students, and teachers in colleges and universities are educators, guides and the most frequently contacted people in the school. So the behavior of teachers has a direct impact on the ethnic minority college students in the formation of values. A utilitarian teacher would train students to be utilitarian. In addition, the prejudice of some college teachers against minority students would also influence the views and attitudes of other students to a large extent, which promotes the formation of social exclusion, a so-called "bystander" effect. This bystander effect will reduce the confidence of minority college students, making them unwilling to communicate with others and become more isolated. Therefore,

colleges and universities should regularly arrange teachers to participate in training, so as to enrich their professional knowledge and improve their professional skills, and cultivate their personal qualities, so that teachers can treat every student equally and help students establish correct values. It can be seen that the cultivation and improvement of teachers' personal qualities is also conducive to intervening in the social exclusion of minority college students and helping them integrate into the society.

### **3.4 Create a harmonious campus**

As a negative interpersonal behavior, social exclusion of college students is influenced not only by students themselves and teachers, but also by the campus environment. Environmental factors in colleges and universities subtly affect the social exclusion of ethnic minority college students. The campus environment mainly involves two parts, namely interpersonal competition and political atmosphere. From the perspective of interpersonal competition in colleges and universities, ethnic minority college students compete in many respects, including scholarship and running for student leader. In the face of such intensive competition, some students are more likely to cheat in order to reach their purpose. Some may even use tricks to outsmart their counterparts. Politically, the work *The Students' Union: The Darkest Corner of University* by Chen Wei, a famous professor in 2011, explicitly criticized that there are a lot of "bad guys" in colleges and universities. While the professor's statement is controversial, the growing political atmosphere at universities is not to be ignored. Due to the growing political atmosphere in colleges and universities, students of ethnic minorities without political skills are more likely to be excluded. There are more and more circles constructed by "insiders", where the "insiders" are united and exclusive to "outsiders". The same is true of ethnic minority college students, who are more sensitive to the political atmosphere. Therefore, colleges and universities should fully understand the phenomenon of social exclusion, and create a harmonious and relaxed campus environment based on the actual situation of ethnic minority students, so as to relieve their psychological pressure and instill the idea of equality. No matter the personality or performance, everyone is worthy of respect. It can be seen that harmonious campus provides good conditions for social integration of ethnic minority college students.

### **3.5 Strengthen family education**

Family background has a potential impact on the social exclusion of ethnic minority college students. For example, some minority students come from economically backward regions with poor family conditions. Compared with students from a rich family, the ethnic minority college students from a relatively poor family are in an inferior state in the process of interpersonal communication, with a high risk of being ignored. Secondly, in families with backward economic conditions, parents tend to have unstable jobs with great economic pressure and low social prestige, therefore failing to fully support their children physically and mentally. Finally, growing up in these families, ethnic minority college students have certain emotional defects and cannot communicate well with their classmates. Therefore, colleges and universities should strengthen communication with their families, pay attention to family education while guaranteeing school education so as to provide a good environment for ethnic minority college students. It can be seen that family education plays a positive role in promoting social exclusion intervention and social integration of ethnic minority college students.

## **4. Conclusion**

All in all, the phenomenon of social exclusion among ethnic minority college students is worthy of our attention. At the same time, we need to pay attention to the influences of social exclusion on the mental health of college students of minority nationalities and come up with strategies to cope with intervention of their social integration in addition to carefully examine the forms of social exclusion. It is of great significance for college administrators or staff as well as the construction and maintenance of a harmonious campus.

**References**

- [1] WANG Ziwei,TU Ping.Interaction Effect of Social Exclusion and Gender on Self-focus.Guanghua School of Management,Peking University,Beijing China 100871
- [2] CHENG Su,LIU Lu,ZHENG Yong.Research Paradigms and Theoretical Models of Social Exclusion
- [3] Wu Libao.Influencing factors and corrective strategies of social exclusion in college students' employment[J].Le qing,Jiangsu higher education,2012(03)