Original Research Article

The Role of Office Hours in Supporting Students in Ethnic Universities: An Empirical Study on Human Resource Management

ABSTRACT

Office Hours not only solve problems left over in class and stimulate students' learning motivation and overcome students' learning obstacles, but also build a closer relationship with teachers and get professional advice on further study and employment. However, most teachers and students lack understanding and recognition of this system. Therefore, how to establish a set of Office Hours system and implement it in a reasonable and orderly manner has become a very important research topic. The purpose of this study is to explore the implementation of Office Hours in colleges and universities in ethnic areas; the curriculum learning problems perceived by students; the suggestions perceived by students; the effects of Office hours perceived by students, and to provide relevant suggestions. This study obtained data through literature search and the implementation of Office Hours. A total of 56 students were selected to participate in the interview.Big data analytics was adopted to get useful words and interpret them later. The results show that in terms of curriculum, the respondents perceive the problem course is advanced mathematics and computer. In addition, the respondents' perceived recommendations included building interests, practicing, and writing notes. In addition, only 17% of students received help, on average, when only academic issues were discussed. Therefore, this study puts forward useful and feasible suggestions for universities in minority areas and follow-up research.

Keywords: ethnic areas; Office hours; Big data analysis; Human resource management.

I. INTRODUCTION

In the age of fewer children, colleges and universities continue to optimize curriculum, which tries to increase curriculum saturation, curriculum depth and academic tension to improve curriculum quality [1] (Wang,2021). At the same time, it also guarantees the quality of learning through "Office Hours" (Yen,2024). Generally translated as Office Hours, "office hours" means that teachers arrange fixed hours after class to provide after-school tutoring to students in the office, and students can consult them on learning matters (He and Zhu,2016). Today, such mentoring activities are not limited to offices, but can be held in conference rooms, discussion rooms or communication halls or other appropriate places (Yen and Ban, 2024;Yen et al.,2024). This measure has its unique advantages. The Office Hours system is an urgent demand of higher education in the new era (Jiang, Xu, and Zheng,2019), and improves the quality of classroom teaching (Zhu and Zhu, 2016, Jiang, Xu, and Zheng,2019)), forming a systematic extra-curricular tutoring mechanism for teachers and helping teachers to give full play to the role of extra-curricular tutoring in teaching work (He and Zhu,2016; Ding,2017), et al. Moreover, the research also points out that it can not only solve the problems left over in the classroom, stimulate students' learning motivation and overcome students' learning obstacles, but also obtain professional advice on further study and employment through establishing closer ties with teachers (Song, Zheng, and Guo, 2019).Therefore, it is considered a system worthy of promotion in

Formatted: Right

Formatted: Font: Bold

Formatted: Left

Formatted: Font: Italic

Formatted: Font: Bold

Comment [NA1]: ·。The sources used in the text are indicated as follows: "(Wang,2021)…" etc. Must be: [1],….

Formatted: Highlight

Formatted: Font color: Red, Highlight

Formatted: Font color: Red, Highlight

universities (Jiang, Xu, and Zheng,2019; Song, Zheng, and Guo, 2019; Yen,2024).

Nevertheless, the research also points out that it is faced with some problems, such as a long time from the introduction of the system to its acceptance, different learning and teaching conditions affecting the implementation effect of the system, and the quality level and characteristics of students may affect the implementation of the system (He and Zhu,2016). Most teachers and students lack understanding and recognition of this system (Jiang, Xu, and Zheng, 2019). Therefore, how to establish a set of Office Hours system and implement it in a reasonable and orderly manner so that students can be guaranteed in study and life has become a very important research topic (Li and Pang,2022).

In addition, in terms of Office Hours system, research has suggested that in the early stage of the implementation of Office Hours system in colleges and universities, various business management departments, including the academic Affairs Office, teacher development center and personnel department, should establish relevant rules and regulations for the system, and then pilot methods can be adopted first. Recommend this system to teachers and students (Jiang, Xu, and Zheng, 2019).Moreover, during the implementation of Office Hours, teachers should treat it as a project (Yen and Ban, 2024), so that it not only ensures students' learning effectiveness (Yen, 2024a), but also ensures that students' learning efficiency is improved. It also increases discussions between teachers and students about entrepreneurship in ethnic areas (Yen, Luo, and Yu, 2024). Finally, it will be beneficial to help high-quality employment in ethnic areas (Yen, Xie, Li, and Li, 2024).After all, rural areas lack resources. If teachers can effectively use Office Hours to encourage students to start businesses, it is indeed a feasible path for high-quality employment in rural areas (Song, 2019; Zhang, Fan, 2023; Wei, and He, 2023; Yen, Yin, Zhu, 2024).

However, for universities in ethnic areas, the educational resources in ethnic areas are relatively scarce compared with those in economically developed areas. As a result, the admission opportunities for undergraduates in ethnic areas are relatively low, and the quality of education is difficult to compete with that in economically developed areas. In addition, there are also deficiencies in teachers and teaching facilities in minority areas, which affect the quality of undergraduate education. The effect of the implementation of Office Hours in ethnic minority areas on the enhancement and improvement of talent training quality still needs to be further explored.Moreover, due to the limitation of economic development level and educational resources in ethnic areas, undergraduate students in ethnic areas have relatively little access to advanced ideas, advanced technologies and advanced management experience during their study, which limits their development space to some extent. In addition, the undergraduate students in the minority areas may also face greater competitive pressure in the process of study and employment due to the restrictions of region and education background. It remains to be seen what effect the implementation of Office Hours in universities in ethnic areas might have on students' learning outcomes.

In summary, the purpose of this study is to explore the implementation of Office Hours in universities in ethnic minority areas, the curriculum learning problems perceived by students, the suggestions perceived by students, and the effects of OFFICE hours perceived by students, and to provide relevant suggestions. Based on this, this study chooses the human resource management major of a private university in Guizhou Province as the empirical object, and takes first-year students as the matrix to collect and analyze the data.

2. RESEARCH METHODS

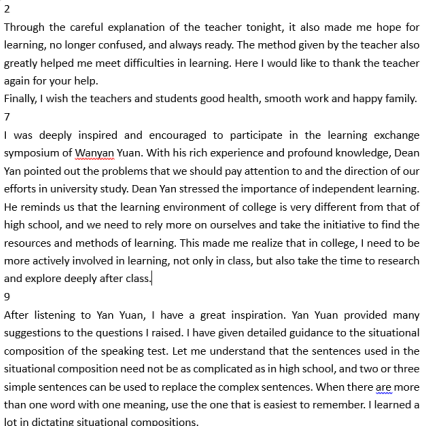
Based on the feasibility of the study, this study adopted the method of literature review and interview to obtain data. Specifically, this study uses "office hour" as the keyword, searches journal papers on CNKI, and selects the articles published in recent years as the theoretical basis.

Secondly, the steps for obtaining data are described as follows. In terms of mother interviews, this study takes students majoring in human resource management in a private university in Guizhou Province as the mother. Based on the research topic, freshmen have a short time in school and may face more learning problems. According to this research, freshman students were selected as the research objects and conducted office hour in Room 209 of Erudite Building on June 23, 2024. The specific steps are described as follows. In this study, a total of 56 people were selected to participate in the interview through the Sunday class meeting of students majoring in human resources, after consulting their willingness to accept the interview. The researchers then asked the students in sequence what their learning problems were, and answered them one by one. Finally, a total of 7059 words were obtained for this study.

In addition, in terms of data analysis, this study uses big data technology to find out word cloud and analyze the keywords of "office hour". Text analysis is used to explore the problems and solutions of respondents' perception.

Finally, in terms of data interpretation, this study follows the research theory and only interprets the analyzed results to avoid adding personal subjective opinions. Specifically, the data obtained through the above steps have certain reliability and validity. The data interview site is shown in Figure 1, and the text material is shown in Figure 2.

Figure 1. Scene for Office hour



2

Through the careful explanation of the teacher tonight, it also made me hope for learning, no longer confused, and always ready. The method given by the teacher also greatly helped me meet difficulties in learning. Here I would like to thank the teacher again for your help.

Finally, I wish the teachers and students good health, smooth work and happy family.

7

I was deeply inspired and encouraged to participate in the learning exchange symposium of Wanyan Yuan. With his rich experience and profound knowledge, Dean Yan pointed out the problems that we should pay attention to and the direction of our efforts in university study. Dean Yan stressed the importance of independent learning. He reminds us that the learning environment of college is very different from that of high school, and we need to rely more on ourselves and take the initiative to find the resources and methods of learning. This made me realize that in college, I need to be more actively involved in learning, not only in class, but also take the time to research and explore deeply after class.

9

After listening to Yan Yuan, I have a great inspiration. Yan Yuan provided many suggestions to the questions I raised. I have given detailed guidance to the situational composition of the speaking test. Let me understand that the sentences used in the situational composition need not be as complicated as in high school, and two or three simple sentences can be used to replace the complex sentences. When there are more than one word with one meaning, use the one that is easiest to remember. I learned a lot in dictating situational compositions.

Figure 2. Text material

Formatted: Font: 10.5 pt, Bold
Formatted: Font: Bold
Formatted: Font: 10.5 pt, Bold
Formatted: Font: 10.5 pt, Bold
Formatted: Font: Bold
Formatted: Font: 10.5 pt, Bold
Formatted: Font: 10.5 pt, Bold
Formatted: Font: Bold

3. EMPIRICAL ANALYSIS

The results of big data analysis show that as shown in Figure 3, there are 16 meaningful words or words in the word cloud surrounding the question, indicating that the interviewed students have problems surrounding their learning. Learning (121), Teacher (48), My (22), Dean (45), Associate Dean (11), High Number (36), computer (22), Today (12), Method (26), will not (18), help (13), answer (14), interested (11), encounter (14), help solve (17), Benefit (9), These are described below.

Fig.~~ure~~ 3. Word cloud of Big data analysis

3.1Curriculum Learning Problems Perceived b~~B~~y Respondents

In terms of courses of study, the main courses are advanced mathematics (36) and computer science (22). High number questions are mainly personal, such as attention (S34), understanding (S56), cognition (S46,S50,S36,S38), attitude (S16,S35); Examples of homework (S34,S50,S56) are as follows:

High math teachers will not be distracted, it is difficult to concentrate. The homework assigned by the teacher can not write, it is difficult to start. Modern history has no foundation, and the curriculum is relatively boring, and there is no learning partner in the learning process, it is difficult to stick to. (S34)

For our existence of high numbers and computer courses appear to be unable to understand, do not finish similar problems. (S56)

In the university study, high number has been bothering me, I feel very uncomfortable. (S24)

We all know that high numbers are difficult, so we can cultivate our interest first, and over time, we will like high numbers more and more. (S46)

For the logical high number learning effect is not good, can not timely digest the content taught by the teacher, this is very headache, for the teacher assigned homework can not achieve a good

Formatted: Font: 10.5 pt, Bold
Formatted: Font: Bold
Formatted: Font: 10.5 pt, Bold
Formatted: Font: 10.5 pt, Bold

practice effect. (S50)
I asked the teacher for my high math not to go in. (S16)
High numbers are too difficult to learn, the way is that we have to learn actively rather than passively. (S36)
It is difficult to learn high numbers and computers, do not understand, often hate learning, weariness is very strong. (S35)
High number learning difficulties. (S38)

Secondly, in the study of computer courses, students' main problems include operation (S38,S50,S56), interest (S47, S31), application (S47,S41), personality (S22, S31,S41), memory (S50,S41), understanding (S56), etc. Specific examples are as follows:
The computer is difficult to operate and the learning state is not good. (S38)
Teacher I am not very interested in computers, I feel that the teacher will always forget after the first time, remember not quite. (S47)
Computer operations are always done without improvisation. (S22)
The main problem is the slow response to computers and high numbers. (S22)
I think my learning ability is not strong, there is no clear learning goal, learning is very passive, always not interested in learning. I always feel that learning is boring and boring, and I also have difficulty in learning some courses. (S31)
The computer responds slowly, the knowledge points are not well remembered, and the speed of doing the problem is slow. (S41)
The logic and foundation of computer operation is not solid, and the content of the teacher cannot be remembered, and the exam is not well grasped. (S50)
We exist high numbers and computer courses appear to understand, do not finish similar problems. (S56)

3.2 Course Learning Suggestions Perceived ~~By~~ by Respondents

3.2.1 Learning suggestions for higher numbers

Respondents felt recommendations include interest (S56, S24, S46 S16, S36, S35, S30, S22), do more practice (S24, S46 S35, S30, S38), review (S41), notes (S56, S24, S16, S35 S38, S22), such as specific examples below :
Vice President Yan gave the relevant answer - imagine the high number as their interest, the class can not understand the words can go on to learn online courses and actively take notes. (S56)
Dean Yan came to solve this doubt for me, telling us that if we can't learn high numbers, we will imagine it as something we are interested in, and if we can't understand what the teacher says, we will go to the online course, remember to take notes and write Chinese next to the formula. This benefited me greatly. (S24)
We all know that high numbers are difficult, so we can cultivate our interest first, and over time, we will like high numbers more and more. It'll be easier to learn. And also do more questions, more review, listen carefully, don't understand to go to the teacher or classmates for advice, encounter problems to solve in time. (S46)
The teacher told me to take it as your interest to learn, really do not understand can go to see online courses to take notes to take the formula, which again let me pick up confidence. (S16)
Yan Yuan told me to be patient to analyze the topic, learn to review for high number learning, and

Formatted: Font: 10.5 pt, Bold
Formatted: Font: 10.5 pt, Bold
Formatted: Font: 10.5 pt, Bold
Formatted: Font: Bold

review the knowledge learned before. And instead of trying to learn all the advanced math problems, he told me, we just need to know what we need to learn. (S41)

You can take the high number as one thing you are interested in, when you successfully make a high number of questions you will have a sense of accomplishment, and it will be improved in the long run. (S36)

High number more practice questions, see more online classes, think of high number as something you are interested in, remember to take notes in class. (S35)

Teacher: The high number as a very interesting thing, first try to accept it, and then carefully listen to the content of the teacher's class, really do not understand, on the Internet to see the online course to learn, the most important thing is to learn more practice. (S30)

Read more books, do more exercises in the book, look for lessons online, you can write down your often wrong. (S38)

I can use my own interest in the way to learn advanced mathematics, watching online courses also learn to takenotes, when writing formulas to the side of the Chinese to facilitate their understanding. (S22)

3.2.2 Suggestions for computer learning

Formatted: Font: 10.5 pt, Bold

Formatted: Font: Bold

Respondents felt recommendations include interest (S1, S47), do more practice (S56, S50 S38, S22, S55, S21, S08), notes (S41, S38), specific examples are as follows:

I am encouraged to actively explore various knowledge in computer science, study hard, and make computer science a subject I am interested in, so that I can apply what I have learned and have fewer problems in the future. (S2)

More computer practice, practice makes perfect. (S56)

Invest time in more practice, practice makes perfect, and form your own set of learning logic and learning methods. (S56)

To lay down the mentality, do the questions patiently, and the pursuit of quality and then the pursuit of speed, more familiar with the teacher's notes. (S41)

The computer needs more practice, practice makes perfect. (S35)

The computer is to practice more, not to record, and then down with their own computer more practice. (S35)

You can cultivate your interest in sports and get yourself interested. (S47)

The computer is mainly practice can make perfect, usually need to practice more, master the secondary formula. (S22)

Dean Yan's advice is that practice makes perfect, for these problems is to do more, the same topic can also be repeated research, to study these problems thoroughly, you can also find some similar to practice. (S55)

The computer is a lot of practice, over and over again can make perfect, some of these methods may be useful for me. (S21)

The deputy dean told me that computer is to practice more, practice makes perfect, insist on practicing every day to prevent after a period of time forget. (S08)

3.3OFFICE HOUR Effect Perceived by Respondents

Formatted: Font: 10.5 pt, Bold

Formatted: Font: 10.5 pt, Bold

The effect of OFFICE HOUR perceived by respondents is mainly reflected in keywords such as help (13), answer (14), solution (17) and benefit (9), which are summarized in Table 1.

Table 1. OFFICE HOURS effect perceived by respondents

Keywords	Freq.	Respondents
Assist	13	S43,S13,S28,S22,S06,S46,S14,S34,S02
Resolve	14	S56,S51,S05,S03,S43,S47,S22,S19,S39
Work out	17	S24,S46,S33,S41,S17,S49,S06,S53,S57,S29,S13,S21
Benefit a lot	9	S11,S19,S22,S49,S18,S05,S24,S56

Formatted: Font: 10.5 pt, Bold

Formatted: Font: Bold

First of all, a total of 9 respondents mentioned help (13 times), accounting for about 16% of the total students. Examples are as follows:

This thing should dare to face, can not say that you do not understand do not learn, often difficult is not as difficult as we imagine, I think this is very helpful to me. (S28)

You can brush some videos related to history on the Internet and combine some of your favorite things to help you learn. (S13)

Today, after listening to Dean Yan's lecture, it has been a help for me to meet the difficult problem in high number. (S46)

Secondly, 9 respondents mentioned solutions (14 times), accounting for about 16% of the overall student proportion. Examples are as follows:

In class, you can take your time, do not have to completely keep up with the teacher's ideas, try to use your own ideas to understand, and then get answers in your own ideas. (S47)

After the training and communication of Vice President Yan, I was enlightened. Many learning problems have been well answered. (S22)

Today, I benefited a lot from Dean Yan's answers to our learning questions. (S19)

Moreover, a total of 12 respondents mentioned solving (17 times), accounting for about 21.4% of the total students. Examples are as follows:

Dean Yan asked each of us to tell us about our learning difficulties. He once gave us a way to solve our learning problems, which made me feel that teachers in the university would also care for students, not just talk about it. It makes us understand what the real purpose of our study is. (S49)

From this meeting, Dean Yan has given me great help in my English learning and solved the problems that have been bothering me. I am very grateful to Dean Yan for his help to me. (S06)

Today, Mr. Yan solved this problem for me, he taught me to "imitate more, look more", and suddenly let me learn! In addition, Ms. Yan also taught many memorization methods.

Finally, a total of 8 respondents mentioned solving (9 times), accounting for about 14% of the overall student proportion. Examples are as follows:

Through the talent training held by Vice President Yan, it is very deep for us to feel and benefit a lot. (S56)

The teacher can not understand to learn online courses, remember to take notes, write Chinese next to the formula, this has benefited me a lot. (S24)

Through this study exchange forum in Yan Yuan, I can better clarify my learning goals and better arrange my learning goals, which has benefited me a lot. (S05)

3.4.DISCUSSION

Formatted: Font: 10.5 pt, Bold

Formatted: Font: Bold

Based on the above analysis, the learning problems perceived by the respondents mainly include advanced mathematics and computer, which are the same as those faced by most freshmen. It is understandable that freshmen in private colleges and universities in minority areas face the learning problems of advanced mathematics and computer. They are limited by geographical environment, teaching equipment, teachers and other factors, learning resources are relatively poorin the high school stage, and the learning effect has a large space to improve. In fact, there are still English, practical writing, sports and modern history courses need to improve in the interview manuscript. The big data is not presented. The findings suggest that colleges and universities in ethnic areas should invest more resources to compensate for students' learning shortfalls. In addition, the preamble emphasizes the advantages and disadvantages of Office Hours, but does not point out the applicability of different regions. This study finds that the implementation of Office Hours in ethnic minority areas can effectively identify the courses of students' learning problems, and the research results are consistent with previous studies, which is one of the contributions of this study.

Secondly, after the implementation of Office Hours, the suggestions perceived by the respondents included building interests, practicing more and writing notes, which were recommended by other research subjects. Office Hours not only identify the problems students face, but also analyze them and offer possible suggestions. Helping students with their academic work is one of the original goals of Office Hours. The findings in this study are similar to previous studies (Jiang, Xu, Zheng,2019; Song, Zheng, Guo, 2019; Yen,2024).

In addition, previous studies have shown that the difference between learning and teaching emotions has an impact on the implementation of the system, and the quality level and characteristics of students may affect the implementation of the system (He Ying and Zhu Weili,2016). They rarely discuss the effectiveness of Office Hours. Specifically, the study states that, on average, about 17% of the 56 students surveyed received help from the system (see Table 1). This means that, on average, only 17 per cent of the total respondents received help when discussing only the learning issues of their classes. Other students may not have learning problems, or they may have problems outside of learning, such as peer relationships, education, and employment. This part still needs to be further studied. On the whole, this study still confirms the existing research, and the implementation effect of Office Hours may bedifferent depending on the student situation (He and Zhu,2016).

5.CONCLUSIONS AND RECOMMENDATIONS

Formatted: Font: 10.5 pt, Bold

Formatted: Font: Bold

The purpose of this research is to explore the implementation of Office Hours in universities in ethnic areas, the curriculum learning problems perceived by students, suggestions and the effects of Office Hours perceived by students. Through the above big data analysis, the following conclusions are listed:

- In terms of curriculum, the respondents perceived as problematic were advanced mathematics and computer science. Among them, the learning problems of advanced mathematics are mostly personal problems, such as attention, understanding, cognition and attitude. In the course activities, only the class work is a non-personal problem. In addition, the question of teachers' teaching methods was not mentioned.

- Secondly, computer learning problems, including personality, memory, understanding, interest and application, are also personal problems and have nothing to do with textbooks, teaching methods and teachers.
- In addition, suggestions perceived by respondents included building interests, practicing and taking notes.
- What's more, only 17% of students received help, when only academic work was discussed.

Accordingly, this study puts forward the following suggestions for universities in minority areas:

- Ethnic minority areas belong to the disadvantaged areas of educational resources. In socialist countries, students should receive more attention. The design of Office Hours system does still make students feel that teachers and schools care for students' study and life (Yen,2024). Therefore, universities in minority areas should formulate Office Hours policy and implement Office Hours.
- The causes of the interviewees' learning problems are mostly personal factors. Teachers and counselors in universities and colleges in ethnic minority areas should actively sort out these factors to avoid making teachers and students pay more costs to make up for the learning gap due to students' failing grades.
- Suggestions perceived by respondents included interest building, exercises and note-writing. College teachers in minority areas can encourage students to adopt thesemeasures to reduce the problems and troubles in learning.

Finally, this paper makes the following suggestions for subsequent research:

- This study has analyzed the learning problems of college students in ethnic areas, which confirms the necessary and feasible study safeguard measures for Office Hours. However, the data collection of this study is only from the program of human resource management. In future studies, more data source can be considered, and the applicability of the research results will be wider.
- Secondly, this study is limited in time and budget, and only discusses learning problems. In future research, we can consider expanding the scope of research topics, such as increasing future career planning, study, employment and civil servants. In this way, it covers all student issues more comprehensively.
- Finally, this study only discusses students' learning problems from the perspective of Office Hours. There may be other more effective learning support tools, such as school supervision lectures, teacher-student seminars, and student information agent measures. Therefore, future research can try multiple comparative learning assurance tools to ensure students' learning effectiveness.

Comment [NA2]: In the text, do not use the first person "we".

Disclaimer (Artificial intelligence)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of manuscripts.

ACKNOWLEDGMENT

This paper is a part of the achievements of the Humanities and Social Science project of Guizhou Provincial Department of Education (Project title: Research on deep coupling mechanism between health industry and regional economy in Guizhou from the perspective of "Healthy China"), and Theoretical Innovation Project of Guizhou Province (Project title: Research on High-quality Employment of Rural Labor Force in Guizhou, no. GZLCLH-2024-166). The authors are especially grateful for it.

REFERENCES

1. Wang, T.(2021). Exploration on performance evaluation System of curriculum construction in colleges and universities. Education Review, 2021 (02), 66-72.
2. Yen, TF. (2024). Study on Learning Assurance of High-Impact Teaching in Consumer Behavior Course, Asian Journal of Education and Social Studies, 50 (5), 1-7.
3. He, Y., and Zhu, W. (2016). Significance of the introduction of "Office Hours" system in Higher vocational colleges, Problems existing in implementation and countermeasures, Modern Vocational Education, 2016(30), 12-13.
4. Yen, TF, and Ban, L. (2024). How PBL enhances high-impact teaching outcomes in Consumer behavior, Journal of Global Science, Technology and Education Management,13(1),24-37.
5. Li, H., and Pang, B.(2022).Research on the Status Quo of Office Hours Construction for College teachers: A case study of Physical Education College of Sanya University, Intelligence, 2022(25), 123-125.
6. Yen, TF.,Luo, S., and Yu, C.(2024). Exploring the Perceptions of College Students Returning Hometown to Start Businesses: Challenges and Suggestions, Asian Journal of Advanced Research and Reports, 18 (6), 1-9.
7. Jiang, K., Xu, S., and Zheng, Q. (2019). Study on the localization practice of Office Hours System in domestic universities,. Shanxi Architecture and Architecture, 45 (19), 160-162. DOI:10.13719/j.cnki.cn14-1279/tu.2019.19.082.
8. Zhu, W. (2016). A Practical attempt to improve students' physical fitness through "Office Hours" after-class tutoring system, Contemporary Sports Science and Technology, 6 (36), 132-133+135. DOI:10.16655/j.cnki.2095-2813.2016.36.132.
9. Ding, X.(2016). Practice and Reform of Office Hours System in Higher Vocational Colleges: A case study of Public English Teaching Team in Hangzhou Wanxiang Vocational and Technical College, College English, 2017(49), 64-66.
10. Song, Y., Zheng, W., and Guo, F.(2019). The Significance and Promotion of "Teacher Reception Day-Office Hour" for Student Training, Journal of Changchun Institute of Technology (Social Science Edition), 20 (02), 149-152.
11. Yen, TF., Xie, P., Li, P., and Li, P. (2024). College Students Returning Hometown to Start a New Business for Rural Revitalization from the Perspective of Family, Asian Journal of Advanced Research and Reports, 18(6), 139-146.
12. Song, H. (2019). Research on college students returning home to start their own businesses under the background of rural revitalization strategy. Education and career. 2019 (22), 58-61. DOI: 10.13615 / j.carol carroll nki. 1004-3985.2019.22.011.

Formatted: Font: 10.5 pt, Highlight

Formatted: Font: 10.5 pt, Highlight

13. Zhang, Z. and Fan, C. (2023). Research on influencing factors of college students returning home to start their own businesses under the background of rural revitalization. Journal of Wuhan University of Technology (Information and Management Engineering Edition), 45 (06), 949-954+982.
14. Yen, TF., Yin, Y., and Zhu, H. (2024). Research on the problem of college students returning home to start their own businesses to help rural revitalization. Journal of Global Science and Education Management,13(2),1-12.
15. Wei, W., and He, S. (2023). Research on entrepreneurial strategy of college students returning home from the perspective of local feelings. Journal of Shandong University of Agricultural Engineering, 40 (04), 62-67. DOI: 10.15948 / j.carol carroll nki. 37-1500 / s. 2023.04.004.