



# A Study on the Main Obstacles and Improvement Pathways of Subsidizing Education in Private Vocational Colleges

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**Abstract.** The funding and education mechanism is an important measure adopted by the country to ensure the comprehensive development of college students, and it is also a key link in promoting education reform and talent cultivation strategies. This study focuses on exploring the core issue of "funding education work". Based on the author's years of in-depth research on the practice of private vocational colleges, it is found that the main challenges faced by funding education work include inadequate mechanisms, single activity content, and lack of innovative methods. The article aims to provide strategic reference and inspiration for other private vocational colleges by analyzing the practice of funding education in private vocational colleges, aiming to jointly improve the effectiveness of funding education work.

**Keywords:** Private vocational colleges; Funding for educational work; Economically disadvantaged students

## 1 Introduction

Affected by the policy of expanding enrollment in vocational colleges, the number of students in vocational colleges has risen sharply, and the proportion of impoverished students is constantly expanding. The existing funding system no longer meets the needs of students. Firstly, the funding and education mechanism is not yet perfect, and there are deficiencies in policy implementation and management; Secondly, the funding activities have a single content, lack systematicity and continuity, and cannot fully meet the actual needs of students; In addition, there is a lack of innovative methods in funding education, which makes it difficult to stimulate students' intrinsic motivation and enthusiasm for participation. Current research and practice have shown that economically disadvantaged students not only require material assistance, but also psychological and ideological support and guidance. Strengthening ideological and political education, integrity education, gratitude education, and mental health education for economically disadvantaged students has become an important way to improve the effectiveness of financial aid in education. In view of this, this study is based on an in-depth investigation and analysis of the current situation of funding for education in private vocational

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colleges, revealing the main obstacles in the current work and proposing corresponding improvement paths. By improving the funding and education mechanism, enriching the content of educational activities, and innovating work methods, the aim is to comprehensively enhance the quality and effectiveness of funding and education work in private vocational colleges, and provide strong support for the growth and development of economically disadvantaged students. This not only helps to achieve educational equity, but also provides important references for promoting the reform and development of higher education in China.

## **2 The Main Obstacles of Private Vocational Colleges in Funding Education Work**

### **2.1 Imbalanced Allocation of Funding and Education Teams**

In private vocational colleges, counselors play the role of student life guides and close partners, especially when implementing funding education programs, their role is particularly crucial. However, the challenges faced by counselors are unique and complex, including the widespread management of a large number of classes, heavy daily work, and the need to simultaneously balance multiple roles such as safety supervisors, dormitory administrators, and logistics staff, making it difficult for them to invest enough time to deeply understand and solve the specific needs and problems of students, especially economically disadvantaged students. In this situation, although counselors hope to provide personalized ideological education for economically disadvantaged students, they often cannot meet their expectations. <sup>[1]</sup>On the other hand, some counselors are concerned that focusing on economically disadvantaged students may lead to misunderstandings between teachers and students, resulting in their issues being overlooked. In addition, traditional methods are often adopted for the management and training of economically disadvantaged students, lacking targeted and innovative professional training. Therefore, private vocational colleges have obvious shortcomings in the allocation of funding and education teams, and effective measures need to be taken to improve the working conditions and methods of counselors, in order to better support the growth and development of economically disadvantaged students.

### **2.2 Funding for Moral Education in Education has not Penetrated Deeply**

#### ***2.2.1 Insufficient Infiltration of Integrity Education***

According to the actual situation of the private vocational college where the author is located, the current integrity education activities in private vocational colleges mainly take place before the final exams of each semester or when graduates leave the school. At the National Education Conference, General Secretary Xi Jinping proposed that student education should run through the whole process, all directions and all staff of teaching and educating, which to a certain extent shows that private vocational colleges lack attention to honesty education for students in financial difficulties. <sup>[2]</sup>The integrity

issues faced by economically disadvantaged students in private vocational colleges are mainly reflected in three areas. Firstly, there is the issue of learning attitude. Some students have a negative attitude in their daily learning, and in order to prevent exam failures or hope to improve their grades, they are willing to resort to dishonest means such as plagiarism. Secondly, in personal life, some students often exaggerate their financial conditions in pursuit of vanity, which leads to distrust among classmates. [3]Finally, when searching for a job, they may seek the favor of employers by providing false personal information, resumes, and work experience. At present, private vocational colleges are still relatively general in providing integrity education for economically disadvantaged students, and this education has not touched the depths of their hearts.

### ***2.2.2 Lack of Depth in Gratitude Education***

In the process of subsidizing economically disadvantaged students, private vocational colleges in our country generally lack emphasis on gratitude education for students. This is usually reflected in unified thematic educational activities conducted in the form of class meetings, which leads to differences in the implementation process and makes it difficult to ensure the effectiveness of education. [4]In addition, some students who receive funding have experienced extravagance, waste, and pursuit of material enjoyment; There are also a few students who refuse to repay the bank when their student loans expire, believing that it is only natural for the government to pay interest. These issues reflect the lack of gratitude education for economically disadvantaged students in funding education work, resulting in generally weak gratitude awareness and social responsibility among them.

## **2.3 Lack of Follow-Up Tracking for Funding Education**

### ***2.3.1 The Increasing Psychological Pressure on Economically Disadvantaged Students***

Although private vocational colleges and various sectors of society have provided considerable financial and material support to students facing economic difficulties, the long-standing label of "poverty" carried by these students has not been completely eliminated, leading to conflicts between their sense of inferiority and self-esteem, which in turn affects their confidence in interpersonal communication. Most economically disadvantaged students come from rural areas and have relatively introverted personalities. They lack a certain level of confidence in interpersonal communication, which is a long-term personality trait formed by growing up in specific environments and social backgrounds. In private vocational colleges, these sensitive and empathetic students often try to showcase their abilities through hard work, but the dual pressures of psychology and economy often lead them into deep thinking and psychological struggles. When facing psychological problems, they tend to choose simple ways of handling them, rather than actively seeking assistance from professionals or counselors at the psychological center.

### ***2.3.2 Insufficient Academic Career Planning for Economically Disadvantaged Students***

The author has found many shortcomings in the university academic planning of economically disadvantaged students through years of work in private vocational colleges. Firstly, this is reflected in the lack of planning in the early stages of choosing a major. In daily work observations, it is evident that economically disadvantaged students in private vocational colleges are generally not satisfied with their major choices. They usually believe that being able to enter university for study is already fortunate. As the old saying goes, "Children from poor families take charge early." These students, influenced by their family environment, have lived independently since childhood and developed a frugal lifestyle habit. <sup>[5]</sup>Although the government has provided certain economic support, facing the high tuition fees of private vocational colleges, the government's student aid and loans are still not enough to fully alleviate their economic burden. <sup>[6]</sup>Surveys show that economic pressure is the biggest problem they face. Even though schools offer work study opportunities, the income from these positions is minimal, which has not substantially improved their economic difficulties. In addition to economic pressure, they face enormous challenges in academic planning, lacking not only systematic learning but also comprehensive planning guidance. In addition, the severe employment prospects after graduation make people even more worried. Although the education industry in our country has developed rapidly, it has also been deeply affected by the epidemic. Under such a dual impact, students lacking career planning may pass the time during their university years. According to data analysis by the Ministry of Education in 2022, the number of college graduates has exceeded 10 million. Under the pressure of job competition and cost of living, economically disadvantaged students find it relatively difficult to find better paying job positions. After graduation, they also need to repay their student loans and interest, which further exacerbates their confusion about their future career and life plans.

## **2.4 Insufficient Implementation of the Process of Funding Education**

### ***2.4.1 Insufficient Education in the Identification of Family Economic Difficulties in Funding Education***

In China, completing the process of identifying family economic difficulties is a necessary prerequisite for universities to provide financial assistance to students. Only students who have been identified have the opportunity to receive various types of financial assistance, such as scholarships and motivational scholarships. <sup>[7]</sup> Especially in private vocational colleges, there is an application process for identifying family economic difficulties that is open to students every September. However, in general, more than half of the students in the class will submit applications, which not only increases the difficulty of identification work, but also makes it difficult to accurately determine the financial status of students based solely on the numerical or textual information displayed in the form. The recognition results mainly rely on the system's automatic filling of information, lacking a unified recognition standard, thus the recognition results lack persuasiveness. Therefore, before carrying out the work of funding education, it is particularly crucial to provide students with in-depth ideological and political

education and value guidance. This is not only an important step in funding education work, but also one of the main challenges faced by private vocational colleges in implementing funding education strategies.

#### ***2.4.2 Inadequate Implementation of Funding and Education Supervision***

In private vocational colleges, for students who have been identified as having financial difficulties in their families, the subsequent management and supervision measures are often not strong enough, and there is a lack of an effective management and supervision system. According to research findings, even if the actual economic situation of students is not as poor as it was recognized after recognition, leading to dissatisfaction among other students, the school also lacks corresponding mechanisms to cancel subsidies. In addition, due to the complexity of the actual situation, it is difficult for counselors to grasp the specific consumption situation of each economically disadvantaged student, and it is difficult to accurately determine which students are exploiting institutional loopholes to achieve non real poverty, resulting in relatively insufficient supervision and education of these students. Currently, a problem faced by private vocational colleges is the emergence of some pseudo poverty phenomena or unreasonable consumption behavior during the funding process. The usual practice of schools in this regard is to recover a portion of the funding that has been disbursed, but in the long run, this measure has not effectively played a profound educational and warning role.

### **3 The Improvement Path of Subsidizing Education in Private Vocational Colleges**

#### **3.1 Establish a Sound Mechanism for Guidance, Supervision, Management, and Punishment**

Firstly, private vocational colleges should refer to the relevant guidance documents issued by the Ministry of Education, the Ministry of Finance, and other departments, and combine their own specific situations to formulate a suitable system for managing and supervising the funding and education of their own colleges. This measure not only helps to promote the smooth progress of funding and education in private vocational colleges, but also effectively regulates the behavior of economically disadvantaged students, ensures the effective implementation and supervision of the funding and education process, and achieves comprehensive supervision and management of economically disadvantaged students. Firstly, the relevant mechanisms for integrity supervision should be strengthened, and integrity education should be fully integrated into all aspects of funding and education, in order to prevent pseudo impoverished students from appearing on the funding list. Secondly, establish and improve a punishment and restraint system, encourage student groups to participate in supervision through early prevention, timely detection, and immediate corrective measures, set clear standards for handling dishonest behavior, and enhance the punishment of pseudo economically

disadvantaged students, thereby ensuring the protection of the rights and interests of genuine economically disadvantaged students.

### **3.2 Consolidate and Enrich Gratitude Education Activities**

Private vocational colleges can transform the most direct and vivid epidemic prevention cases into opportunities for gratitude education, enabling students to personally experience and deeply immerse gratitude education activities in people's hearts. They can establish an effective theme class meeting mechanism, and during major holidays, carry out distinct gratitude education activities to strengthen students' gratitude and enhance their sense of social responsibility and mission. Strengthen the network construction, use the campus official account to carry out the propaganda of thanksgiving education, infiltrate the word "thanksgiving" into students' daily study and life, so as to better influence students imperceptibly.

### **3.3 Expand the Content of Psychological Education**

Private vocational colleges should focus on the issue of psychological health education for economically disadvantaged students, especially strengthening life safety education for economically disadvantaged students, improving their resilience in dealing with setbacks, and learning how to transform pressure into motivation.<sup>[8]</sup>In psychological education activities, it is particularly important to strengthen the self-confidence education of economically disadvantaged students, establish and improve the group psychological counseling mechanism for economically disadvantaged students, and through group counseling methods, enable them to learn how to better engage in interpersonal communication and how to integrate into the team faster and better.

### **3.4 Consolidate the Foundation of Integrity Education**

We should pay attention to cultivating the moral beliefs and concepts of economically disadvantaged students. In order to cultivate their sense of social responsibility and integrity, private vocational colleges need to adopt a dual strategy: on the one hand, encourage these students to establish and follow social morality, abide by the principles of integrity, and display a positive and upward image as college students; On the other hand, students themselves should also actively learn, be self-disciplined, and actively serve society, fully demonstrating their moral confidence. Through this approach, not only can it stimulate the vitality of young people, promote the virtues of the times, but it can also demonstrate a sense of responsibility for the times.<sup>[9]</sup>Noble ideals and a solid foundation are indispensable. Private vocational colleges should attach great importance to the implementation of integrity education. While providing integrity training to students, they should also strengthen the training of funding staff, create and improve student integrity files, and gradually cultivate their awareness of integrity. By exploring long-term working mechanisms, we aim to modernize and normalize integrity education, ensuring fairness, impartiality, and openness in our work.<sup>[10]</sup>At the same time, diverse integrity education activities will be held, such as discussions on integrity

learning, sharing of integrity insights, and seeking integrity role models around us, to further improve our existing work and achieve a profound impact on students, encouraging them to consciously recognize their behavior and values.

## 4 Conclusion

The funding and education work of private vocational colleges is a contemporary issue. Studying the main obstacles and improvement paths of private vocational colleges can not only expand the connotation of funding work, but also achieve a qualitative leap in the quality of ideological and political education. At the same time, it also provides reference value for private vocational colleges, and the focus of work should be deeply shifted from "funding" to "educating", finding a new path to shoulder the mission of the new era.

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