

Research on the Issues and Countermeasures of Educational Guidance through Financial Support in Modern Universities

Mingnan Li^{1,a}, Hongxia Wu^{2,b}

¹Energy College, Sichuan College of Science and Technology, Chengdu City, Sichuan Province, 62050, China

²President's Office, Sichuan Vocational College of Science and Technology, Chengdu City, Sichuan Province, 62050, China

^a486500261@qq.com, ^b16284848@qq.com

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Abstract: Regarding the problems existing in the educational assistance for students in higher vocational colleges, such as the imperfect poverty student identification mechanism, unreasonable allocation of educational resources, weak educational function, and lagging work mechanisms and personnel construction, based on the theories of hierarchy, human capital, and educational equity, this paper uses the methods of literature research, investigation research, and comparative analysis to analyze the causes of the problems. Combining the research results of domestic and foreign scholars and the characteristics of educational assistance for students in higher vocational colleges, it proposes four systematic improvement methods: precise identification, resource optimization, spiritual empowerment, and mechanism improvement, to promote the deep integration of education assistance and student education.

1. Introduction

The shortcomings of financial aid for education not only hinder the individual development of students, but also erode the foundation of educational equity and weaken social cohesion. It is urgent to solve this predicament through precise reform and systematic optimization. It is necessary to conduct in-depth research on the optimization path of the financial aid mechanism for higher vocational colleges.

Robert C. Lowry from the United States (2019) believes that the increase in government spending on economic assistance based on needs and performance has expanded the enrollment opportunities for students in economically disadvantaged situations. The impact of need-based assistance is greater than that of performance-based assistance [1]. Professor Jiang Qinghua (2005) believes that for this special group of students with financial difficulties, only material assistance is far from enough. Schools must insist on financial aid for education to ensure that impoverished students can grow healthily [2]. Han Liying (2016) believes that in the new era, integrating "cultivating virtue" into the student financial aid work of universities essentially means adhering to the dialectical unity of "cultivating the virtue of education" and "forming virtuous individuals", and through financial aid to cultivate the development ability of disadvantaged students and guide them to improve their personality [3]. Li Yibo (2019) believes that by actively exploring and establishing a development-oriented financial aid system that integrates "economic assistance, psychological counseling, spiritual support, academic guidance, and ability improvement", integrating socialist core values into the education of recipients, and promoting the all-round development of students, the transformation from guarantee-oriented financial aid to development-oriented financial aid can be achieved [4]. Scholar Hu Zhenming from Wenzhou University (2021) has constructed the precise financial aid and educational aid mechanism for students with family economic difficulties from three aspects: identification mechanism, management mechanism, and educational mechanism [5].

Although these studies have achieved certain results, they still need to be improved in aspects

such as precise identification, comprehensive assistance, dynamic feedback, and adaptation to regional characteristics.

This paper analyzes the problems and causes of the financial aid mechanism for education in higher vocational colleges and combines advanced domestic and international experiences to propose countermeasures and suggestions for optimizing the identification method, strengthening assistance measures, improving guarantee systems, and strengthening tracking feedback, aiming to enhance the effectiveness of financial aid for education in higher vocational colleges, promoting educational equity and social harmony development.

2. Conceptual Definition and Theoretical Foundation

2.1 Higher education provides educational support

The essence of university-based student assistance lies in integrating various forms of financial support. Through activities such as education, guidance, and assistance, it combines spiritual support with material support, and explicit support with implicit support. The aim is to alleviate the worries of students from economically disadvantaged families during their higher education process, enhance students' comprehensive qualities and abilities in various aspects such as professional learning, mental health, interpersonal communication, social practice, and innovation and entrepreneurship, cultivate students' growth and development, and achieve all-round development.

The essence of university-based student assistance is to ensure that the funding entity and the recipients are closely connected during the implementation of the funding policy. It focuses on students, pays attention to them, serves them, and promptly addresses their current difficulties. It grasps their ideological dynamics, respects their multi-dimensional development needs, and provides diversified financial support while integrating moral guidance throughout the funding process. Based on the laws of education development and students' growth, it offers tangible material support and intangible psychological, ability, and spiritual support to effectively improve the personal comprehensive qualities of the recipients, helping students achieve all-round development.

University-based funding work has shifted from single economic assistance to a comprehensive educational ecosystem that combines "material support + moral infiltration + ability expansion + spiritual encouragement". Through precise data support for hidden assistance, development-oriented activities to empower growth, and institutional guarantee policies to ensure implementation, it not only adheres to the bottom line of "not letting a single student drop out" but also helps students become responsible young people of the new era.

2.2 Hierarchy of Needs Theory

The hierarchy of needs theory was proposed by American psychologist Abraham Harold Maslow in his article "The Theory of Human Motivation". He divided human needs from the lowest to the highest into five levels, namely physiological needs, safety needs, social needs, esteem needs, and self-actualization needs. He believed that the needs at each level are interdependent and interrelated. The satisfaction of human needs progresses from the lowest level of needs to higher levels, ultimately achieving the highest level of needs, namely self-actualization needs.

According to the hierarchy of needs theory, the university's student assistance and education mechanism should not only meet the lower-level needs of students from economically disadvantaged families, such as physiological needs and safety needs, by providing material assistance to ensure students' living, learning, and safety needs; but also meet the higher-level needs of these students, offering certain help and care in terms of students' thoughts, psychology, spirit, and ability qualities, so that students' mental health, academic development, ability cultivation, and personality integrity issues can be properly handled and effectively resolved, achieving the effect of student assistance for education and promoting the free and comprehensive development of students.

2.3 Human Capital Theory

Human capital refers to the sum of knowledge, skills, health and other capabilities concentrated

within an individual, formed through investments such as education, training and healthcare. As an intangible capital, its value increases as an individual's abilities improve, and it does not transfer with products. It has characteristics of innovation, high return rate and long-term durability. Together with physical capital (such as factories and equipment), it constitutes the production factors. This theory emphasizes the core position of human capital in the knowledge economy, with the highest return rate from education investment. For example, the economic miracle of Germany and Japan after World War II originated from highly qualified labor forces. Human capital is the capital that an individual possesses and can also be invested and managed. The benefits obtained from human capital are greater than those from physical capital. Investments in education, training, health, etc. form human capital, and their returns are reflected in the increase of personal income and the growth of social productivity. Education is the main component of human investment and the most basic means to improve human capital. Through education, one can enhance knowledge and skills, improve production capabilities, and thereby increase personal income. The proposal of the human capital theory has reversed the previous notion of regarding education as social welfare, and from the perspective of economic growth, it has affirmed the function and role of education investment.

From the perspective of the human capital theory, college student aid for education falls under human capital investment. Based on precise data-driven methods and with the main line of "economic relief + spiritual empowerment" advancing in tandem, through mechanism innovation and activation of the main body, the integration of aid and education is achieved. The innovative development of the college student aid mechanism can bring benefits to society. For the country, college student aid investment can cultivate talents needed for national and social development, promote students' acquisition of knowledge and skills, and contribute to social development; for enterprises, social groups and individual donors, providing aid to students can not only gain respect from others and a good social reputation, but also the aided students can become reserve human resources, bringing economic benefits to enterprises and groups.

2.4 The theory of educational equity

The theory of educational equity states that: Everyone should have equal rights and opportunities to receive education, enabling their latent abilities to develop to the fullest and freely. Ensuring equal educational rights and opportunities, providing equal basic educational rights without discrimination, such as the universal implementation of compulsory education. Providing relatively equal educational resources and conditions, implementing resource for disadvantaged groups, such as Rawls' proposition of "allocating more resources to those with lower intelligence". Correcting inequalities caused by innate or social environments, such as the special teacher program for disadvantaged students and financial aid for poor students. Achieving relatively balanced educational outcomes, eliminating the gap in ability development. Opposing simple egalitarianism, it is necessary to balance resource input and output benefits, such as the allocation of vocational education and ordinary educational resources. Transitioning from formal fairness to substantive fairness requires that resource allocation meets the individual development needs, such as the dynamic adjustment mechanism for funds in weak schools.

Marx believed: "Education is a normal condition for human development and the true interest of every citizen. Education is an equal right that every citizen should have." Educational equity includes two aspects. The first is equal educational rights. This right has been clearly written into national laws and is a basic right confirmed and protected by law. The Education Law of the People's Republic of China stipulates: "Citizens of the People's Republic of China have the right and obligation to receive education. Citizens, regardless of ethnicity, race, gender, occupation, property status, religious belief, etc., shall enjoy equal educational opportunities." "Educated individuals shall have equal rights in terms of admission, promotion, employment, and future life prospects." The second is equal educational opportunities. Equal educational opportunities include equal admission opportunities, equal opportunities to participate in the educational process, equal opportunities for educational outcomes, and equal influence of educational outcomes on future life prospects. The ultimate significance and purpose of educational equity lies in enhancing the survival and

development capabilities of each individual and achieving the comprehensive development of each person.

Based on the theory of educational equity, college student financial aid for education is a way of educational resource allocation, and it should better promote the realization of educational equity, integrating financial aid with education, maximizing the solution of difficulties faced by students from economically disadvantaged families in terms of admission, study, employment, and future development, promoting fair development of students. The theory of educational equity mainly includes the principle of equality, the principle of difference, and the principle of compensation. Educational equity emphasizes the equal distribution of educational resources. College students, regardless of their background or family conditions, have equal educational rights. At the same time, based on the family conditions, personal abilities, psychological qualities, etc. of students, they should be treated differently in a personalized way, and resources should be allocated reasonably, providing students with appropriate financial assistance, psychological support, and educational guidance. Adhering to the principle of compensation in educational equity, students from disadvantaged families who, due to their poor family conditions, cannot complete their studies with their own economic resources should also have the right to enjoy higher education and realize their ideals and life goals.

3. The Current Situation and Problems of Higher Education's Role in Education Support

3.1 Analysis of the Current Situation of the Educational Support Mechanism in Higher Vocational Colleges

In order to better understand the actual situation of the student-aid-driven education mechanism in higher vocational colleges, this study adopted the methods of investigation and on-site visits to analyze the current situation, problems, and causes of the student-aid-driven education mechanism in higher vocational colleges. This is to better propose feasible suggestions for the development of the student-aid-driven education mechanism in higher vocational colleges.

(1) The identification mechanism for student-aid-driven education in universities

National-level guidelines have clearly stipulated the basic principles of the identification work, including adhering to the principles of being realistic and objective, fairness, taking the family economic conditions as the main basis for identification, unifying the identification standards and scales; adhering to the combination of quantitative evaluation and qualitative evaluation; adhering to the combination of openness and transparency and protection of privacy; adhering to the combination of active guidance and voluntary application. It also pointed out that the objects of the identification work are students whose family economic conditions are difficult to meet the basic expenditures for study and life during their school years, and specified six factors for the identification of family economically disadvantaged students, namely family economic factors, special group factors, regional economic and social development level factors, sudden situation factors, student consumption factors, and other factors affecting the family economic situation.

Specific standards at the local and school levels, each region will formulate specific identification methods based on the national guidelines and in combination with local actual conditions. For example, Fujian Province sets the identification grades of family economically disadvantaged students as particularly difficult, difficult, and generally difficult, and clearly specifies the identification standards and bases for different types of students such as students from poverty-stricken households (including monitoring objects), special-need students, students on minimum living guarantee, and students on the verge of minimum living guarantee. Schools will also further refine the identification standards and operation procedures within the framework of national and local policies based on their own actual conditions.

Although there are overall guiding principles and directions for the identification of family economically disadvantaged students at the national level, in the actual implementation, there will be certain flexibility and differences based on regional economic and social development levels and the characteristics of different schools, in addition to the unified standards.

However, in actual operation, the identification work still faces many challenges. First, family economic conditions are dynamic, and students' families may fall into economic difficulties due to unexpected events or improve their economic conditions and no longer need assistance, but the information update is lagging. Second, the phenomenon of information asymmetry in the identification process is still relatively prominent. During the information transmission process from the superior department to the school, college, and class, deviations or misunderstandings may occur, affecting the accuracy of the identification. Some universities have deficiencies in information collection, update, and verification, resulting in deviations between the identification results and the actual situation. Moreover, there are differences in identification standards among different universities, lacking uniformity and standardization, which has led to certain doubts about the scientificity and fairness of the identification work.

(2) The assistance mechanism for student-aid-driven education in universities

The student-aid-driven education assistance mechanism in higher vocational colleges covers various aspects such as theme education, extracurricular activities, psychological counseling, and employment guidance. In theme education, although most universities actively carry out related activities, the content is mostly concentrated on traditional themes such as ideals and beliefs, honesty and trustworthiness, and the form is relatively simple, lacking innovation and targeting. In extracurricular activities, some universities organize activities less frequently each semester, and the activity forms are mainly lectures and speeches, which have limited effects on the improvement of students' comprehensive qualities. In psychological counseling, although most universities have psychological counseling centers and equipped with professional psychological counselors, some universities still lack sufficient investment in mental health education and fail to fully meet the psychological needs of family economically disadvantaged students. In employment guidance, although universities have made efforts in career planning education and internship opportunities provision, the overall systematization and personalization of employment guidance are insufficient, making it difficult to meet the diverse employment needs of family economically disadvantaged students.

In the assistance mechanism, higher vocational colleges also have the problem of giving more emphasis on material assistance than spiritual assistance. Currently, the educational assistance activities mainly focus on providing financial support, while paying less attention to the psychological and spiritual aspects of students. Moreover, the forms of these educational assistance activities are relatively monotonous, mostly consisting of lectures and speeches, lacking diversity and practicality. Mental health education and employment guidance also need to be further strengthened. Additionally, the unique spirits of Heilongjiang Province, such as the Daqing Spirit and the Baipanhu Spirit, are not fully integrated into the educational assistance, failing to fully exert their educational value.

(3) The guarantee mechanism for educational assistance in universities

The guarantee mechanism for educational assistance in higher education institutions includes economic guarantee, human resource guarantee, and technical guarantee. In terms of economic guarantee, a relatively complete funding policy system has been established, covering various funding projects such as national merit scholarships, national grants, and national student loans, providing diversified economic support for students from economically disadvantaged families. However, the social funding strength is relatively insufficient, and the funding of some universities mainly relies on the government and the university itself, with relatively little participation from enterprises, institutions, and individual donations from the social sector. In terms of human resource guarantee, some universities have insufficient staffing for educational assistance, and professional training is lacking, which affects the professionalism and effectiveness of the assistance work. In terms of technical guarantee, there are significant differences in the degree of informatization construction among universities, and some universities have not established a complete information platform for educational assistance, which hinders the improvement of the efficiency and accuracy of the assistance work.

(4) The feedback mechanism for educational assistance in universities

In terms of the feedback mechanism, some universities have insufficient attention to the construction of the feedback mechanism for educational assistance, lacking systematic and dynamic tracking investigation mechanisms. The feedback channels are not smooth, mostly relying on online communication, with relatively few on-site visits, resulting in incomplete and untimely information collection. The feedback content is relatively scarce, failing to comprehensively and timely grasp the learning, life, and development situations of the assisted students, affecting the optimization and improvement of the educational assistance mechanism. The lack of a dynamic tracking mechanism makes it difficult to adjust the funding policies and educational measures in a timely manner, affecting the overall effect of educational assistance.

3.2 The problems existing in the student-education-funding mechanism of higher vocational colleges

The identification mechanism needs to be optimized. The identification mechanism is the foundation of the educational assistance work, but there are still some problems at present. Firstly, the identification of students in difficulty is not precise enough. Due to the untimely update of information collection, some universities are unable to timely grasp the changes in students' family economic conditions, resulting in lagging identification information. Secondly, the problem of information asymmetry is prominent. During the information transmission process from the superior departments to the university, schools, colleges, and classes, deviations or misunderstandings are prone to occur, affecting the accuracy of identification. Finally, there is a lack of a dynamic response mechanism in the identification process, and the sudden changes in students' family economic conditions cannot be timely responded to, affecting the timeliness and effectiveness of the educational assistance work.

The assistance mechanism needs to be strengthened. The assistance mechanism for educational assistance is an important part of the educational assistance work, but there are still some problems in its actual operation. Firstly, material assistance is emphasized while mental assistance is neglected. Currently, the educational assistance activities mainly provide economic support, and less attention is paid to the psychological and spiritual aspects of students. Secondly, the forms of educational assistance are monotonous. They are mostly lectures and speeches, lacking diversity and practicality, and failing to fully meet the diverse needs of students. Thirdly, mental health education and employment guidance need to be further strengthened. The psychological counseling centers of some universities are not well equipped, there is insufficient investment in mental health education, and the systematicness and personalization of employment guidance are insufficient, making it difficult to meet the diverse employment needs of students in difficulty. Finally, the unique spirit of Heilongjiang Province is not fully integrated into the educational assistance, failing to fully exert its educational value.

The guarantee mechanism is not perfect. The guarantee mechanism for educational assistance is an important guarantee for the smooth operation of the educational assistance work, but there are still some problems in its actual operation. Firstly, the participation of social funding forces is insufficient. The funding for educational assistance of some universities mainly relies on the government and the university itself, with less participation from enterprises, institutions, and individuals. Secondly, the guarantee of human resources is insufficient. Some universities have insufficient staffing for educational assistance, and there is a lack of professional training, affecting the professionalism and effectiveness of the educational assistance work. Finally, the technical guarantee is insufficient. The degree of informatization construction varies among universities, and some universities have not established a complete educational assistance informatization platform, restricting the improvement of the efficiency and accuracy of the educational assistance work.

The feedback mechanism needs to be improved. The feedback mechanism is an important link in the educational assistance work, but there are still some problems in its actual operation. Firstly, the feedback channels are not smooth, relying mainly on online communication, with few on-site visits, and the information collection is not comprehensive and timely. Secondly, the feedback content is scarce. It fails to comprehensively and timely grasp the study, life, and development situations of the

assisted students, affecting the optimization and improvement of the educational assistance mechanism. Finally, there is a lack of a dynamic tracking mechanism, making it difficult to adjust the educational assistance policies and educational measures in a timely manner, affecting the overall effect of educational assistance.

3.3 Analysis of the Causes of University-Supported Education and Character Development Issues

The causes of the issue of university student education assistance mainly lie in the systematic deficiencies in aspects such as system design, implementation mechanism, and educational philosophy. Specifically, they can be divided into the following four aspects:

Defects in system design: The scientificity of the identification mechanism is insufficient. The identification of students from economically disadvantaged families relies on subjective commitments and democratic evaluations within the class, and the lack of quantitative standards leads to frequent occurrences of "poor but not eligible" or "apply but not poor" situations. After the cancellation of the proof from the civil affairs department in 2019, the degree of reliance on integrity increased, but the supporting verification mechanism was not simultaneously improved. The policy mainly focuses on the guarantee function. The current assistance system mainly provides economic aid, focusing on short-term support (such as tuition reduction and living subsidies), while neglecting students' long-term development needs, such as ability cultivation and career planning.

Shortcomings in the implementation mechanism: Weak precision in assistance. Identification errors: There are significant regional economic differences, and a unified identification standard is difficult to adapt to individualized needs; Resource allocation is coarse: The funding intensity is disconnected from the actual costs of individuals, such as professional study expenses and regional consumption levels.

Disconnection in the educational process. After the distribution of assistance funds, there is a lack of follow-up management, and some students use the grants for unnecessary consumption, such as luxury goods and banquets, lacking guidance on consumption concepts.

Resource and capability constraints: Insufficient professionalization of the team. University assistance centers generally only have 1-2 full-time staff, far below the 1:2500 teacher-student ratio requirement set by the Ministry of Education; The frequent rotation of counselors leads to a policy understanding gap. The integration of social resources is inefficient. Higher vocational colleges have narrow channels for obtaining donations from enterprises and a single source of funding for assistance, resulting in weak sustainability of educational projects.

Deviation in the main body's awareness: Absence of educational philosophy. Some universities simplify student assistance to economic aid, neglecting psychological support and values shaping, and have not established a closed loop of "economic relief - psychological poverty alleviation - ability improvement". Students' dependence mentality emerges. Some students, due to the "poverty relief but not poverty elimination" policy, develop "waiting, relying, and asking for help" thinking, lacking self-reliance awareness and the motivation for gratitude and repayment.

The root cause of the issue of student education assistance lies in the cumulative effect of multiple factors such as insufficient institutional guarantee, low precision of implementation, weak resource integration, and weak educational awareness.

4. Experiences and Insights from Domestic and Foreign Universities on Supporting Education

4.1 The experience of foreign universities in providing educational support

The educational support system of American universities is characterized by diversity and scientificity. The funding sources are extensive, covering federal grants, state grants, university scholarships, private organization scholarships, etc., providing students with diversified financial support. In the process of identifying the funding recipients, American universities conduct scientific evaluations through a comprehensive income and property declaration system, combined with the student financial aid demand formula (tuition cost - expected family contribution = financial aid

amount), ensuring the accurate identification of the recipients. In terms of the funding model, a "funding package" is adopted, integrating scholarships, work-study programs, and student loans, to comprehensively solve students' financial difficulties.

The educational support mechanism of German universities focuses on the all-round development of students. The funding process is meticulously designed, covering independent application, process assessment, quality cultivation, and social contribution. In the independent application stage, students independently search for funding projects, prepare application materials, and submit applications, which cultivates students' sense of self-responsibility and management skills. In the process assessment, funding projects usually set multiple assessments, and students can only obtain the next stage of funding after completing the tasks, which helps to cultivate students' perseverance in learning and independent living skills.

The educational support system of British universities is characterized by humanization. It is mainly managed by social non-profit organizations, and the funding recipients are mainly students from economically disadvantaged families and those with loan needs. The funding model in the UK is mainly student loans, supplemented by grants, forming a complete funding system. The Student Loans Company, as the main funding management institution, is responsible for providing loans and grants to students, ensuring that students can successfully enroll and complete their studies.

4.2 The experience of the educational support mechanism in domestic universities

Beijing universities have always adhered to the principle of putting students' education first in their assistance programs, and have focused on enhancing students' comprehensive qualities from various aspects. For instance, Beijing Normal University has implemented the "Inspiration Practice Project for Assisting Students", conducting special lectures on humanities knowledge and scientific literacy, and organizing theme salons to enhance students' scientific and cultural literacy. At the same time, through practical skills training such as office software, document writing, and new media technology, it has stimulated students' enthusiasm for practice and guided them to gain skills and improve abilities through labor practice.

Shandong universities have paid attention to improving guarantee measures and optimizing precise services in their assistance programs, establishing a "seven-in-one" assistance system that covers various forms of assistance such as national assistance, school awards and subsidies, social donations, and student self-help. For example, Ocean University of China has built the "Student Affairs Online" information platform to connect data from platforms such as student orientation, educational administration management, and financial inquiries, enabling online processing of related tasks such as national student loan assistance, part-time work assistance, and award and scholarship evaluation, thereby improving the precision and efficiency of the assistance work.

Hubei universities have focused on precise and efficient assistance in their education programs, establishing a long-term mechanism for assisting students through the effective integration of material assistance, moral infiltration, ability expansion, and spiritual encouragement. For instance, Wuhan University has implemented a four-level screening system of "information collection - quantitative assessment - comprehensive evaluation - scientific management" and a three-level evaluation and recognition model of "class - college - school", improving the methods for identifying assistance recipients to ensure that "all eligible students receive assistance". At the same time, it has built multiple student information resource platforms through internet technology to dynamically adjust the recipients and assistance amounts, thereby improving the precision and scientificity of the assistance work.

4.3 The lessons from domestic and foreign experiences for the university's mechanism of fostering through financial support

(1) Promote precise identification of university student financial assistance

Precise identification is the foundation of student financial assistance work. American universities have achieved precise identification of students from economically disadvantaged families through a comprehensive income and property reporting system and scientific funding needs formulas. Higher vocational colleges should draw on this experience and establish scientific and reasonable

identification standards and procedures to ensure precise identification of the funding recipients. For example, they can introduce big data analysis technology to dynamically monitor changes in students' family economic conditions and promptly adjust the funding recipients and amounts, thereby improving the accuracy of the funding work.

(2) Expand the content of student financial assistance for education

Student financial assistance is not only about financial support but also an important part of education. German universities achieve comprehensive development of students through independent reporting, process assessment, quality cultivation, and social contribution. Higher vocational colleges can expand the content of assistance beyond financial support and strengthen psychological support, career guidance, and moral education for students. For example, they can establish a psychological counseling center, hold regular psychological education lectures; organize career planning training to help students enhance their employment skills; and have students participate in social public welfare activities to cultivate their sense of social responsibility.

(3) Improve the technical support for student financial assistance in universities

In the context of rapid development of information technology, university student financial assistance work needs to fully utilize modern technological means. American and British universities have achieved informatization and intelligence in financial assistance through the construction of online assessment systems and financial information management platforms. Higher vocational colleges should draw on this experience, strengthen information construction, establish a complete student information management system, and realize online management of the application, review, distribution, and feedback of financial assistance, thereby improving the efficiency and transparency of the financial assistance work. At the same time, they can use big data analysis technology to dynamically monitor students' learning, life, and employment situations, providing scientific basis for student financial assistance work.

5.Countermeasures and Suggestions for the University's Incentive Mechanism for Education and Character Development

5.1 Optimize the method for recognizing the educational role of university financial support

(1) Develop scientific identification methods

We establish a unified comprehensive identification standard, taking into account factors such as students' family income, family population size, and university tuition fees, to accurately identify students from economically disadvantaged families. At the same time, we establish a quantitative identification index system to determine the identification standards and funding levels for students from economically disadvantaged families, achieving differentiated funding. For example, universities can classify students from economically disadvantaged families into three grades: extremely difficult, difficult, and general difficulty, providing corresponding funding for students of different grades.

(2) Promote home-school collaborative identification

We establish a digital platform for home-school collaborative identification to achieve information interconnection between home and school. Through the online consultation function, parents and students can promptly understand the funding policies and application procedures, reducing the error rate of application materials. Universities set up an online lecture section to popularize the policies of funding education, enhancing students' awareness of funding. For example, universities can regularly organize online lectures, inviting experts on funding policies to explain, helping students and parents better understand the funding policies.

(3) Dynamically adjust identification measures

Universities improve the dynamic response mechanism for university-funded education, promptly understanding changes in students' personal and family situations, and appropriately adjusting the funding levels for students whose economic conditions have changed. Establish a risk warning mechanism and formulate complete response and handling plans to take funding education measures and response measures in a timely manner. For example, universities can establish a dynamic

monitoring system for students' family economic conditions, regularly update the family economic information of students, and promptly identify and solve students' economic difficulties.

5.2 Strengthening measures for providing educational assistance through financial support in universities

(1) Improve the theme education of student assistance

The school conducts inspirational theme education, publicizes the typical deeds of outstanding recipients of assistance, and creates a demonstration effect. The school expands the theme of gratitude education, incorporates gratitude education into the daily education content of college students, and cultivates students' sense of gratitude. For example, colleges can hold reports on the deeds of outstanding recipients of assistance, inviting outstanding recipients of assistance to share their growth experiences and insights.

(2) Enrich extracurricular activities of student assistance

The school optimizes the part-time job assistance activities, providing students with more practical opportunities. The school improves social practice activities, encouraging students to participate in volunteer services, mountainous area teaching activities, etc., and cultivating students' sense of social responsibility. The school perfects the ability expansion activities, providing students with personalized learning and growth opportunities. For example, colleges can set up part-time job positions, providing students with positions such as library assistants, laboratory assistants, etc., to help students enhance their practical abilities.

(3) Optimize psychological counseling of student assistance

The school provides psychological counseling services for students with family economic difficulties, conducts regular psychological status checks, and promptly provide guidance and intervention. Strengthen mental health education, through the establishment of mental health courses, holding mental health lectures, etc., to raise students' awareness of mental health. For example, colleges can set up a psychological counseling center, equip with professional psychological counselors, and provide free psychological counseling services to students.

(4) Strengthen employment guidance of student assistance

Colleges should establish a lifelong and all-staff employment guidance awareness, providing students with career planning and employment guidance. The school conducts dynamic surveys on employment, accurately understanding students' needs and problems, and formulating effective guidance measures. For example, colleges can hold employment guidance lectures, inviting enterprise human resources managers to explain job-hunting skills and career planning to students.

(5) Incorporate distinctive spirits of Heilongjiang Province

Some schools in Heilongjiang Province integrate the distinctive spirits of Heilongjiang Province, such as Daqing Spirit, Baodahe Spirit, etc., into the student assistance work, forming a distinctive student assistance culture of Heilongjiang. Through holding theme class meetings, special lectures, etc., students can understand and inherit these excellent spirits. For example, colleges can organize students to visit Daqing Oilfield, to understand the connotation and historical background of Daqing Spirit.

5.3 Improve the guarantee system for educational assistance in higher education institutions

(1) Strengthen the social funding force

The school expands social participation, strengthens publicity and promotion, and raises the public's attention to the university's educational assistance work. The school establishes a cooperation mechanism and establishes long-term cooperative relationships with various social organizations, foundations, etc., to jointly carry out funding projects. For example, the university can collaborate with enterprises to set up enterprise scholarships, providing financial support to students from economically disadvantaged families.

(2) Build a professional teacher team

The school builds a complete and competent team for educational assistance, improving the comprehensive quality of the teachers. The school strengthens teacher training to enhance the political, personality, and professional qualities of the teachers. For example, the university can

regularly organize educational assistance teachers to participate in professional training to enhance their professional capabilities.

(3) Utilize artificial intelligence technology

The school uses artificial intelligence technology to accurately identify students' needs and achieve intelligent distribution of student aid funds. The school provides personalized funding plans to meet the individual needs of students. For example, the university can use big data analysis technology to analyze students' learning, life, and consumption situations, and formulate personalized funding plans.

5.4 Strengthen the tracking and feedback of educational support provided by universities

(1) Timely track the information of the assisted students

The school has established and improved the tracking and feedback mechanism for students from economically disadvantaged families, dynamically tracking the situation and needs of the assisted students. Emphasizing the timeliness of information feedback, avoiding situations where students face difficulties due to delayed information. For example, universities can establish a student information management system and update the family economic information and study situation of students regularly.

(2) Open up the feedback channels for the funding information

The school conducts situation tracking and information feedback through various channels, such as mobile apps, the funding education WeChat public account, etc. The school regularly conducts surveys on the situation of the assisted students and communicates and exchanges with the assisted students and their family members to understand the differences between the funding and the needs. The school establishes a long-term and systematic home visit system to comprehensively grasp the actual situation of the students' families. For example, universities can develop a dedicated funding education APP, through which students and parents can timely feedback funding needs and problems.

(3) Expand the feedback content of the funding education

The school tracks and feedbacks the individual growth of students, regularly evaluates the individual growth of students, and formulates personalized assistance plans for students. The school improves the tracking and feedback of the subsequent use of the funding assistance, ensuring the rational use of the funding. The school conducts tracking feedback on the employment situation of the assisted students to understand their employment situation and development trajectory, providing a basis for optimizing the funding education work. For example, universities can establish a graduate tracking archive system to record the employment situation and career development trajectory of students, providing reference for the funding education work.

6. Conclusion

This article conducts an in-depth study of the funding education mechanism in higher vocational colleges and reaches the following conclusions:

Improving the funding education mechanism in higher vocational colleges is of great significance for the high-quality development of the funding education work in these colleges. This mechanism is an important measure to achieve educational equity and promote the development of higher education, and it plays an irreplaceable role in the growth and success of students from economically disadvantaged families.

There are deficiencies in multiple aspects of the funding education mechanism in higher vocational colleges, including an insufficiently precise identification mechanism, insufficiently comprehensive assistance measures, an inadequate guarantee mechanism, and an insufficiently sound feedback mechanism. These problems have seriously affected the effectiveness of the funding education work and hindered the improvement of the quality of education in colleges.

Many successful experiences in funding education in domestic and foreign universities are worthy of reference by higher vocational colleges. For example, the diversified funding model in American universities, the emphasis on students' all-round development in German universities, the humanized funding management in British universities, and the practical experiences of domestic universities in

precise funding and the expansion of the educational function, all provide valuable references for higher vocational colleges.

The countermeasures and suggestions proposed in this study have been proven to be actively promoting in solving the problems of funding education, and can be used as a reference for system improvement.

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