

Research on the Ways of Enhancing Students' Employment Self-Confidence through Diversified Funding System

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Abstract: This study focuses on the influence of the diversified funding system consisting of "scholarship, student grant, student loan, work-study and student subsidies" on students' employment self-confidence, closely related to the development and changes of the current higher education funding system, as well as the problems, to study the influencing factors of current higher education students' employment self-confidence. Based on the KANO model, the analysis is carried out from the three dimensions of determining the basic characteristics, identifying the expected characteristics and considering the incentive characteristics, so as to more comprehensively understand the expectations and demands of students for different funding methods, which is also conducive to further propose the optimization strategy of the diversified funding system of colleges and universities, and further propose the working path to improve students' employment self-confidence.

Keywords: KANO Model; Diversified Funding System; Self-confidence of Employment; Higher Education

1. Introduction

Financial aid is an important part of college student education and management, and it is also an inherent requirement to achieve high quality development of education in colleges and universities. The diversified funding system of colleges and universities also has an important impact on the future employment development of students. Based on the KANO model, this study "explores the impact of the diversified financial aid system consisting of" scholarship, student grant, student loan, work-study and student subsidies "on students' employment confidence, and seeks ways to

enhance the employment confidence of students from families with financial difficulties, so as to effectively help students from families with financial difficulties find employment smoothly.

2. Students' Demand for Diversified Funding Policies under the KANO Model

The Kano model is a quality management tool developed by the Japanese scholar Noriaki Kano in 1984. It is used to help businesses understand customer needs and expectations by classifying customer needs into five categories to understand the relationship between product or service characteristics and customer satisfaction. The five categories are Basic Factors, Performance Factors, Excitement Factors, Indifferent Factors, Reverse Factors.

The five factors are explained as follows: Basic Factors: The characteristics that the customer believes a product or service must have, and the lack of satisfaction will lead to dissatisfaction, but satisfaction will not increase satisfaction. Performance Factors: The characteristics that customers clearly expect, and meeting these expectations can increase satisfaction. Excitement Factors: Features that exceed customer expectations and create surprise and additional satisfaction. Indifferent Factors: Characteristics that have no significant impact on customer satisfaction. Reverse Factors: Features that customers don't think should be there, and that will actually reduce satisfaction. The purpose of Kano model is to help enterprises find the entry point to improve customer satisfaction by distinguishing different needs of customers. It is a typical qualitative analysis model, usually used as an auxiliary research model in the early stage of satisfaction evaluation. By using the Kano model, companies can better understand the needs and expectations of their customers and develop strategies for products

or services based on different types of elements, thereby increasing customer satisfaction, enhancing competitiveness, and driving the continued development of their business.

By combining the KANO model with the diversified funding system of "scholarship, student grant, student loan, work-study and student subsidies", students' expectations and needs for different funding methods can be more comprehensively understood. Identify basic characteristics: First, for each form of the "scholarship, student grant, student loan, work-study, and student subsidies" diversified funding system, determine its impact as a basic characteristic. This means analyzing whether each funding method meets the most basic needs of students, and whether it meets the core requirements of students in terms of financial support, learning opportunities, and living allowances. If a certain funding method does not meet the basic needs of students, students may have great dissatisfaction. Identify expected characteristics: Secondly, analyze whether each form of the diversified funding system of "scholarship, student grant, student loan, work-study and compensation" has the expected characteristics of customers. For example, students may expect higher amounts or a larger number of scholarships, more favorable interest rates and repayment terms on student loans, more challenging and meaningful jobs and work environments, and grants to cover the cost of living. Meeting desired characteristics generally increases student satisfaction, but not being satisfied does not lead to great dissatisfaction. Consider incentive characteristics: Finally, analyze whether each form in the diversified funding system of "scholarship, student grant, student loan, work-study and compensation" has incentive characteristics. Motivational features are those that exceed student expectations and can bring additional satisfaction and surprise. For example, additional scholarships or grants are provided as incentives to give outstanding work-study students more development opportunities. By adding incentive characteristics, students' satisfaction with the financial assistance system and the impact on employment confidence can be improved.

3. Effectiveness of the Diversified Funding System for Colleges and Universities

In order to help students from poor families complete their studies successfully, China established and carried out a diversified financial aid system for college students in 1999, which mainly includes "scholarship, student grant, student loan, work-study, compensation and reduction".

The funding policy has been further improved, and the diversified funding policy has been gradually improved [1]. The policy of interest-free and deferred repayment of principal of national student loans was introduced to help graduates from poor families ease the employment pressure and support employment services for college graduates. In May 2022, the related departments issued the Notice on Doing a good job of Interest-free and Principal Deferred Repayment of National Student Loans in 2022 (Caijiao (2022) No. 110). According to statistics, in 2022, a total of 3.79 million people will receive interest relief of about 1.946 billion yuan, and 103,000 people will defer the principal repayment of 593 million yuan. The student financial aid policy system has achieved "three full coverage", that is, full coverage of all sections from preschool education to postgraduate education, full coverage of public and private schools, and full coverage of students from poor families. At the stage of general higher education, it has formed a diversified and mixed funding system, such as national scholarships, national grants, national student loans, national education subsidies for military service, grass-roots employment tuition compensation, national student loan compensation, work-study assistance and "green channel".

Grant amount guarantee. The amount of funding mainly comes from the government. [2]. According to the Report on the Development of Chinese Student Funding by the Ministry of Education (2022), in 2022, various general higher education student funding policies set up by the government, universities and society will support a total of 45.8824 million general higher education students across the country, with funding of 167.559 billion yuan. Among them, the government at all levels invested 87.476 billion yuan in student financial assistance for general higher education, accounting for 52.21% of the total funding for general higher education in 2022. Of this total, 60.2 billion yuan was allocated from the central

government, accounting for 35.87% and 68.71% of the total funding for general higher education. 27.374 billion yuan was spent by local governments, accounting for 16.34% and 31.29% of the total funding for general higher education. Banks issued 57.114 billion yuan in government student loans, accounting for 34.09% of the total funding for regular higher education. The amount of funding for higher education in our country is huge, and the scope of funding is gradually expanded. On the basis of doing what should be done, sufficient funding amount helps students to be educated.

4. Problems Existing in Diversified Funding Policies of Colleges and Universities

For students, financial assistance and aspiration are not mutually reinforcing. Some colleges and universities pay more attention to financial aid, but neglect the internal needs of students [3]. In the financial assistance work, it is easy to overlook the psychological pressure and psychological problems that students may face, and these psychological problems have an important impact on their growth. When colleges and universities carry out financial aid work, it is deniable that the school is in a position to help students not only solve economic problems, but also promote personal comprehensive quality, laying a foundation for personal lifelong development.

As for schools, the funding methods need to be improved [4]. Currently, the funding methods of some colleges and universities are too traditional and simple, such as granting grants on an average basis, ignoring the differences in the real situation of students, or excessively concentrating funding resources on a certain type of group, resulting in unbalanced distribution. The funding and education mode may be too rigid, lacking innovation, resulting in poor education results. Funding needs to be more precise and tailored to the specific circumstances of different students. The lack of publicity and cultural atmosphere of the financial assistance policy has led to the lack of understanding of the financial assistance policy or the lack of understanding of the importance of the financial assistance work. As a result, some students from poor families have not received financial assistance and even have been out of school.

Work-study is not very technical. Work-study is a beneficial way to cultivate the quality of

self-reliance and self-improvement of college students, because the work place is mostly on campus, safe and convenient, and the salary is guaranteed, many students regard it as the first choice, but at present, college students' work-study stay in low-level labor activities, such as library book sorting, office text processing, laboratory or gymnasium cleaning, canteen service. At the same time, due to the increasing number of students who need to participate in work-study, the long-term supply of work-study positions in colleges and universities is in short supply, and many students from poor families have to spend a lot of time doing part-time jobs outside the school, engaging in low-technology positions such as restaurant waiters, commodity salesmen, and shopping mall salespeople [5]. Due to the lack of unified management, the phenomenon of being cheated often occurs. There are some safety hazards and labor disputes.

There is no coordination between the formulation of the national student loan policy and the actual operation [6]. The first is the difficulty in reconciling policy with business. Financial institutions operate in a commercial way, and profit maximization is its essential pursuit, while risk minimization is also pursued. Student loans are not only scattered in small amounts, high management costs, complicated pre-loan review and post-loan tracking and collection, and the credit system is not sound, so the enthusiasm of banks will still be greatly affected. Second, loan and repayment incentives are unbalanced. Some existing incentive policies and measures are aimed at reducing the burden of lenders and stimulating loan demand, while the incentive measures for increasing loan supply are relatively weak, especially from the perspective of economic benefits can not stimulate commercial banks to expand the loan scale. Third, risk control systems such as default prevention system and loan loss compensation system have not been really established.

5. The Employment Problems of Students from Poor Families

The polarization of employment orientation is serious. Some students can be proactive, accept financial assistance while constantly improving their own abilities, and actively seek employment [7]. The other part of the

students can not treat the poor family correctly, in the employment orientation is in a negative state, students employment self-confidence, initiative is not high [8]. Due to the relatively poor family economic conditions, students' self-confidence is frustrated in the process of re-employment, which affects the smooth employment. In addition, students may lack sufficient social resources and interpersonal networks, thus reducing their channels to obtain employment information and opportunities, which also reduces their employment initiative, resulting in confusion in the employment process, and even produce a "bad" mentality to choose not to be employed. Some poor students have a strong money fetishism and utilitarian ideas, often produce unrealistic comparison psychology, resulting in the actual employment become blind and eager for quick success.

Students lack employability skills. Students may lack sufficient social resources and personal networks, thus reducing their access to employment information and opportunities, and the career guidance courses students receive at school may not fully consider the special needs of students from poor families, and lack targeted employment guidance and assistance. ; Due to the poor economic conditions, most of the students spend their time on work-study, study time is not enough, no time to participate in various school activities, resulting in poor academic performance, most of the students' comprehensive level is weak; Due to poverty, some students save expenses and lower food standards, resulting in malnutrition and poor overall physical quality. In addition, at present, many poor students come from rural areas, because middle schools pay too much attention to test-taking ability training, independent learning ability is relatively lacking, knowledge structure and practical skills need to be further improved.

For the school student employment department, the employment guidance work has the characteristics of the whole staff, but also has professional requirements. At present, all colleges and universities in the country have established a relatively complete employment work system, and most of them are equipped with employment professionals at the school, department, grade and even class level. However, the staff in colleges and universities

who are mainly responsible for career guidance work mostly focus on student work, and partly take care of career guidance, and only have university work experience, lack of experience in the human resources department of other units in the job market. As a result, the employment guidance work does not have a clear understanding of the actual problems encountered in the industry, and there are different degrees of deviation in the understanding of the actual skill needs of the industry. Especially in comprehensive colleges and universities, the employment guidance department is faced with problems such as a large number of students' majors, a wide range of career choices, and large differences in employment industries. There are still shortcomings in the employment guidance work in convening professionals to provide guidance by classification.

6. The Ways to Improve Students' Employment Confidence through Diversified Financial Aid Policy

Based on the KANO model, this paper analyzes the needs of students for diversified funding policies, and further analyzes the following aspects for the improvement of students' employment self-confidence: economic support, psychological support, practical ability training, and the establishment of long-term tracking feedback mechanism.

Financial support. Based on the KANO model, the basic characteristics are determined. In the diversified financial assistance system, relevant financial assistance policies can be handled for students according to their family economic status, so as to provide practical economic help to students, alleviate the economic pressure of students in employment, and effectively solve the economic needs of students [9]. Such as providing sufficient financial assistance to meet students' academic needs, such as purchasing textbooks, attending academic conferences, etc., which are directly related to students' academic achievement; the school establishes a green channel for employment of poor students, and increases employment support and investment for poor students.

Psychological support. Based on the characteristics of recognition expectation in the KANO model, students' employment also hopes to further enhance their recognition of

their own abilities through the diversified funding system, and promote students' efforts to improve their comprehensive abilities. For example, the diversified financial aid for students should be supplemented by students' personal comprehensive quality education, and students' schools should help students from families with financial difficulties to correctly view the current employment situation, and guide students with financial difficulties to establish a positive and optimistic attitude to face the employment situation and employment pressure. Design funding programs to enhance students' employability [10], such as vocational training, internship opportunities and career guidance, which can significantly enhance students' vocational skills and employment prospects. The school does a good job in guiding students' psychology, helping them to understand themselves objectively, guiding them to establish a correct sense of competition, making up for their strengths and weaknesses, and comprehensively improving their own comprehensive quality. Go deep into the family of students with financial difficulties, understand their psychological state, make friends with them, guide them to adjust their psychology, improve their psychological bearing capacity, encourage them to talk to classmates or teachers when they encounter things, seek help from teachers and classmates, timely solve psychological confusion, and promote students' smooth employment. Practical ability training. Based on the incentive characteristics of the KANO model, this paper tries to find out which part of the diversified funding policy is beyond students' expectation and can bring additional satisfaction and surprise. Based on the incentive characteristics, in the diversified funding system, special attention is paid to the incentive effect of scholarships on students. For example, in the process of education for poor students, attention is paid to the practical needs of students, and rewards are paid to poor students, and practical rewards and incentive rewards are combined to promote the improvement of practical ability of poor students. Through innovative funding methods, such as venture capital funds and research grants, we can stimulate students' potential and creativity and encourage students to practice and create. These financial support beyond

students' expectations can greatly enhance students' satisfaction and loyalty, effectively improve students' practical ability, and promote smooth employment in the future.

Establish a long-term tracking feedback mechanism. Establish a tracking and feedback mechanism for the effect of funding, timely understand the impact of funding policies on students' employment self-confidence, and adjust and optimize policies according to feedback. Based on the KANO model, diversified financial aid policies are adopted to improve students' employment self-confidence. At the same time, a long-term tracking feedback mechanism is established to understand students' feedback on various financial aid policies and understand students' changing needs. According to students' different needs and characteristics, personalized financial aid schemes are provided to ensure that financial aid policies can meet the specific needs of different students.

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