

Exploration and Research on Employment Assistance Paths for Poverty Students under the Background of Aid and Education

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Abstract

At present, colleges and universities have formed a perfect funding system of "award, aid, loan, supplement, and reduction". The purpose of funding is not only economic assistance, but also tends to improve the comprehensive quality of poverty students through financial assistance, so as to block the intergenerational transmission of poverty. the goal of. On the basis of analyzing the character characteristics and employment status of poverty students, this paper explores and researches the path to improve the employment ability of poverty students through financial aid.

Keywords

Poverty students; Financial aid; Employment; Collaborative model.

1. Introduction

With the expansion of colleges and universities, the number of students in colleges and universities continues to grow. Among them, the number of poverty students who are a large group of colleges and universities is also increasing. Under this background, the role of funding work in the process of aid and education in colleges and universities is more prominent. "Employment is the biggest livelihood"[1, 2], the employment problem of college graduates has always been an important part of the efforts of colleges and universities to solve it. As a group of poverty students, the employment of poverty students is not only related to themselves, but also affects the entire family. Therefore, combining financial aid with the improvement of employability to improve the employment rate and employment quality of poverty students is conducive to improving the poverty status of poverty families.

2. Analysis of Poverty Students

2.1. Analysis of the Characteristics of Poverty Students

In order to have a deeper understanding of the character characteristics, psychological conditions and employment planning of impoverished students, the author conducted interviews with 23 impoverished students and conducted a questionnaire survey on 41 impoverished students. The survey analysis found:

The family's original environment has a great influence on the students' mental health. More than 74% of the 64 impoverished students surveyed have a positive personality, and they do not blame others in the face of economic pressure. 20% of the poverty students feel inferior to their families and are confused about the future, but they also hope to finish their studies as soon as possible, achieve financial independence, and share the pressure for their parents. 6% of the poverty students have a heavy psychological burden, are depressed, and lack motivation to study. They believe that they are losing at the starting point. No matter how hard they work, it is difficult to change the status quo of poverty, and they are full of doubts about the social employment mechanism.

Most poverty students from poverty families are not only under greater economic pressure, but also face the psychological burden caused by material poverty, are prone to psychological problems, and have an impact on their studies and employment.

2.2. Analysis of the Current Situation of Employment of Poverty Students

2.2.1. Insufficient Employability

Due to family reasons, the education received by poverty students focuses on knowledge education, lacks other skills and quality education, and receives a narrow range of knowledge and a single goal. Therefore, a common problem faced by poverty students is that they have strong professional knowledge, but weak social adaptability and interpersonal skills. However, most modern enterprises have abandoned the merit-based employment system and paid more attention to the comprehensive ability of graduates, which makes poverty students at a disadvantage in employment[3].

2.2.2. The Concept of Employment Is More Conservative

According to the previous research and analysis, poverty students are eager to share the pressure for the family because of the family's economic pressure. They are often eager for quick success in the process of employment, and do not have an accurate positioning for themselves. And most poverty students are relatively introverted, not confident enough, and not good at expressing and showing themselves, so their employment pressure increases sharply. In their more than ten years of study, they firmly believe that knowledge is the only way to change their destiny. Facing the fiercely competitive job market, it is easy to have a sense of gap, and it is more likely to have a lack of self-confidence.

2.2.3. Lack of Social Resources

Compared with students with good family conditions, poverty students have less social relations with their parents, and they have limited resources to use in employment, and poverty students face greater employment pressure. According to the survey, graduates with extensive social resources have a smoother job-seeking process and higher job quality[4,5]. On the contrary, graduates with limited social resources have relatively poverty job-seeking quality. Obviously, graduates with better family conditions have significantly more social resources than poverty students, so the lack of social resources is an objective problem faced by poverty students.

3. Construction of the "Funding + Employment" Collaborative Model

The construction of the "funding + employment" collaborative model is a supplement to the existing funding model for colleges and universities. On the basis of financial aid, through psychological care and ability training, the goal of quality improvement is achieved, and the needs of poverty students for good employment are achieved. The main factors restricting the employment of poverty students are: family economic factors, psychological factors and personal ability factors. Therefore, in order to solve the employment problem of poverty students, we need to start from the following aspects.

3.1. Increase Financial Support for the Employment of Poverty Students and Reduce Economic Pressure

The current employment and economic assistance policies for poverty students are mainly related to employment assistance policies such as one-time job-seeking and entrepreneurial subsidies. There is no special fund to pay for students' job-seeking costs, which restricts the job-seeking effect of poverty students to a certain extent. Colleges and universities may, according to the economic strength of the school, provide employment subsidies to poverty students within the scope of the economy, so as to reduce the economic pressure of poverty

students in the process of job hunting. At the same time, the government can exert its influence to mobilize enterprises and institutions to provide assistance to the employment problem of poverty students, and ensure that the tripartite cooperation between the government, schools and enterprises can effectively help poverty students find employment.

3.2. Demand-oriented, Carry Out "One-to-one" Employment Guidance

To carry out employment guidance for poverty students, firstly help them formulate scientific career plans according to their own characteristics and guide their job search skills. At present, the employment guidance of colleges and universities for graduates is mainly carried out in the form of employment guidance courses and guidance by counselors and class teachers, which lacks stage and pertinence. Carry out "one-to-one" employment guidance, provide key guidance and key assistance, and explore the characteristics of poverty students through relevant assessment and analysis, understand their personality, characteristics, and intentions, objectively analyze their own characteristics, and adjust employment expectations. Help poverty students broaden their horizons, understand social needs, clarify future development directions, and achieve effective assistance.

3.3. Regularly Pay Attention to the Psychological State of Poverty Students

Compared with students from ordinary families, poverty students face greater pressure from society and family. Therefore, the psychological problems caused cannot be ignored. At the beginning of admission, through the investigation of the psychological department, we can understand the psychological status of the poverty students, establish a trusting relationship with them through empathy and positive attention, and have regular in-depth conversations. To carry out inspirational gratitude education, encourage them to accept help from others, and promote self-growth. At the same time, cooperate with the psychological department, establish a mental health file, conduct regular heart-to-heart conversations for psychological counseling, help them face difficulties bravely, relieve psychological distress, and maintain a sunny attitude. Mobilize various forces to effectively build a multi-level care system for poverty students with ideological care, life care, and psychological care.

4. Conclusion

"It is better to teach him to fish than to give him a fish." Through the construction of a synergistic model of financial aid and employment assistance for poverty students, the financial aid for poverty students is not only limited to financial aid, but more importantly, to improve the employability of poverty students. Solve the employment problem of poverty students in various ways, so as to achieve the sublimation from poverty alleviation to aspiration, and fundamentally block the intergenerational transmission of poverty.

Acknowledgments

This article is a phased research result of the 2020 college-level project of Shaanxi Polytechnic Institute, "The Status Quo and Solution Path Exploration of Employment Guidance for Students in Higher Vocational Colleges" (Project No.: 2020YKYB-068).

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