A Survey Study on the Implementation Status of Scholarship Policy in Universities from the Perspective of Financial Aid for Human Education

Zhenyan Hu[1, a], Ruyi Lin[2], Meijin Shi[3], Tong Wu[4], Tao Zhou[5,*]

[1]School of History, Hangzhou Normal Univisity, Hangzhou 310000, China;

[2]School of law, Hangzhou Normal Univisity, Hangzhou 310000, China;

[3]School of History, Hangzhou Normal Univisity, Hangzhou 310000, China;

[4]School of Chinese Language and Literature, Hangzhou Normal Univisity, Hangzhou 310000, China;

[5]School of Science Education, Hangzhou Normal Univisity, Hangzhou 310000, China

[a]1219896587@qq.com

Abstract

The system of "financial aid for human education" in colleges and universities emphasizes that human education should be the starting and ending point of financial aid work. Scholarships, as a common form of financial support for colleges and universities, also have the function of educating people, but there are a lot of problems in the implementation of scholarship policies in colleges and universities. This paper adopts questionnaire survey and interview survey methods to investigate the indicators of scholarship selection and the actual efficacy of educating people, aiming to find out the problems and put forward relevant suggestions.

Keywords

Financial aid and human education, Scholarship policy, Colleges and universities, Survey and analysis.

1. Introduction

As one of the "ten major education system", financial aid for human education is not only an important way of talent training, but also the times give new value to the financial aid work, emphasizing the financial aid and education in both hands; "blood transfusion" and "blood production" going hand in hand. Scholarship policy was formulated at the beginning of the dual task of "helping the needy - awarding excellence". Although after a series of reforms, the scholarship function of awarding excellence has been increasingly strengthened[1] in the hope that through the role model of the scholarship recipients to motivate more students to study hard, and cultivate moral, intellectual, physical, aesthetic and labor-rounded development of the socialist cause of the builders and the successor, however, there are still problems such as vague judgment standard of scholarships, overly utilitarian awardees,[2] and strong subjectivity in the evaluation process, which affects the effect of the scholarship policy, and whether the scholarships really play the role of supporting and educating people has become the focus of our discussion.

Based on this, this project carries out an investigation and research on the current situation of the implementation of the scholarship policy in School H. Since it focuses on the whole process of the scholarship policy, this research firstly starts from the selection part of the scholarship policy, and investigates the participating students' views on the indicators of the scholarship

selection through the questionnaire method, specifically, is the importance and satisfaction of the students on the indicators of the comprehensive assessment. Secondly, in order to understand the implementation process of the scholarship and the effectiveness of human education, this study uses the interview method to investigate and analyze. Finally, based on the results of the survey, conclusions and recommendations are drawn to provide lessons and references for the development of scholarships in School H.

2. Organization of the Text

2.1. Questionnaire survey: Analysis of scholarship selection indicators

In order to understand the views of undergraduates who have participated in the comprehensive assessment on various indicators in the comprehensive assessment, the research group adopted the questionnaire survey method: The questionnaire design was carried out according to the comprehensive assessment rules issued by H University in 2022,with questions covering all dimensions of the comprehensive assessment content, which could reflect the attitude of students in H University in all respects. In addition, from the perspective of students, this questionnaire is conducive to students' upward feedback and express their demands.

Adopted convenient sampling method, the research group designed an electronic questionnaire based on the questionnaire star platform, and distributed it through wechat moments and QQ groups of H University undergraduates. A total of 558 questionnaires were collected ,210 of which were from sophomores, 170 were from juniors, and 178 were from seniors.Aggregately 550 were valid .

2.1.1 Importance of indicators

It can be seen from the average value that,among the importance of each index in the comprehensive evaluation, academic performance is of paramount importance,followed by scientific research projects,various competitions, volunteer services, student activities, student cadres, social practice, and paper publication. In the view of H college undergraduates, labor education, dormitory evaluation, sports team training are relatively unimportant evaluation indicators.The standard deviation of H university undergraduate students' assessment about the importance of each index in the comprehensive evaluation is shown in the figure below.

The results show that undergraduates' opinions on the importance of paper publication differ the most, with a standard deviation of 1.066. Then, it is followed by various competitions, school sports meeting, dormitory evaluation, sports team training, class activities, student leaders, volunteer services, scientific research projects, student activities. The evaluation of the importance of academic performance of undergraduates in H school is the most consistent, with a standard deviation of 0.786.

2.1.2 Index satisfaction

2.1.2.1 Satisfaction with selection arrangement

The results show that among the average degree of satisfaction with the selection arrangement of all indicators of comprehensive evaluation, the selection arrangement of academic achievement obtained the highest satisfaction, followed by volunteer service, scientific research project, student cadre, various competitions, student activities, class activities, paper publication, school sports meeting, sports team training, dormitory evaluation and other indicators.

The standard deviation of the degree of satisfaction, the disparity of opinions on dormitory evaluation appears the largest, whose standard deviation reaches 1.071. Then it is followed by student activities, school sports meeting, volunteer service, paper publication, sports team training, student activities, competitions, student cadres, scientific research projects. By

contrast,attitude towards the importance of academic achievement is the most consistent among undergraduates in H school , and the standard deviation is 0.764.

2.1.2.2 Satisfaction with weight setting

The results show that among the average degree of satisfaction with the weight setting of each index in the comprehensive evaluation, undergraduates are most satisfied with the weight setting of academic achievement and volunteer service,which followed by various competitions, scientific research projects, student leaders, class activities, student activities, paper publication, school sports meeting, team activities, and dormitory evaluation.

It is shown that among the standard deviation of the satisfaction with the weight setting of each index in the comprehensive evaluation, the opinion on the satisfaction with the weight setting of dormitory evaluation is the most different, and the standard deviation reaches 1.027. Then the paper publication, school sports meeting, sports team training, class activities, student activities, student cadres, scientific research projects, volunteer service, academic performance. The degree of satisfaction of the undergraduate students in H university proves the most consistent, and the standard deviation is 0.71.

2.1.2.3 Overall satisfaction

Among the average degree of overall satisfaction of all indicators of comprehensive evaluation, the degree of satisfaction of academic achievement is the highest, followed by volunteer service, various competitions, scientific research projects, student cadres, class activities, student activities, paper publication, school sports meeting, sports team training and dormitory evaluation.

2.2. Interview survey: Analysis of the effectiveness of scholarship education

Through one-on-one in-depth interviews, the research team learned about the true views and core demands of the undergraduates participating in the scholarship evaluation at H school, and tried to understand the real effects of the scholarship funding evaluation and education system from the perspective of students' own growth evaluation. As for the selection of interviewees, the research group first conducted a questionnaire to ask whether they were willing to accept the interview. Then, more potential respondents were sought through "snowball or chain sampling", that is, the research objects included insider introductions, peer recommendations, classmate introductions, etc. The interview subjects are in line with purposive-oriented sampling, that is, the research objects that can provide the most information for the research question are selected according to the research purpose, and 6 interviewees are finally identified.

2.2.1 The role of scholarship in improving core literacy and promoting all-round development

2.2.1.1 Play a guiding role to help students set ambitious goals

Through a comprehensive evaluation system, the scholarship has played a guiding role in all aspects of college life, helping many students who are lost in the process of high school to college transition to set goals. "The evaluation criteria are comprehensive and good, and students are encouraged to run based on their true level; At the same time, goals are difficult to achieve, and in the invisible form can form incentives and utilitarian orientation." (S1) "First of all, when it comes to scholarships, the most important thing is academic performance, there is a lot of research work, student work, volunteering and competition points, which will allow me to have a rough idea of what I might accomplish before I go to university. In college, there is a clearer sense of purpose." (S5) "I think it helped me grow up to a certain extent. It gave me a more specific goal. You know what you want to do and where you want to be." (S2)

2.2.1.2 Play an incentive role to encourage students to actively explore

Secondly, as a kind of incentive funding, scholarship can encourage students to break through themselves and have the courage to explore, and achieve the effect of educating people in the

process. "It gives me a chance to get out of my comfort zone. For example, before I went to college, I didn't think about doing student work. Because I think, these things are more complicated, will waste my time and energy. But if getting involved in student work was more likely to lead to scholarships, I would have been actively involved in that work during the first semester of my freshman year." (S5) At the same time, winning scholarships is the affirmation of students' personal ability and comprehensive quality, which can increase students' achievement motivation to a certain extent. "It increases my sense of accomplishment and validates my efforts." (S3)

2.2.1.3 Give play to the role of education in promoting all-round human development

Finally, regarding the path of scholarship education effect, respondents basically said that "through incentive, participating in the bonus index project, their ability in all aspects of the project has been exercised." (S3) "During the competition, I got to know the responsible teachers and excellent partners, which was a very valuable experience." (S2) "Scholarship has the effect of educating people and can stimulate people's all-round development to a certain extent." (S4) "I have learned a lot through academic competitions and student work. On the one hand, I expanded my social circle and experienced the colorful college life. On the other hand, through these activities, I have further broadened my vision and have a more diversified and comprehensive way of thinking about problems." (S5) It can be seen that the scholarship system plays a "top-level design" role in the education work.

2.2.2 Problems and disputes in the implementation of the scholarship

2.2.2.1 The "funding education" effect of the scholarship is limited, and the incentive sustainability is not lasting.

The effect of the scholarship was not recognized by all the surveyed students, and most students generally believed that the effectiveness of the scholarship was not significant. Some of the interviewed students believe that the scholarship is of reward nature and does not play a moral education effect. "When it comes to judging awards, it's tainted with a utilitarian mentality." (S1) "Scholarships are awards, not grants." (S4) Some respondents also believe that scholarships can motivate students to obtain better academic performance and awards, and improve their comprehensive ability to a certain extent, but the effect is always limited. After winning the National award, some interviewees doubted the distinction between self-cognition and others' evaluation, and felt fleeing and avoiding the comprehensive evaluation system. "The process of trying to stay in graduate school has not brought any growth for me. Being outside the system and being judged by others doesn't match who I am." (S2)

Most of the interviewed students who are eager to win scholarships do not take the short-term achievement of scholarships as the source of progress and motivation, but take "the end of the universe - conservation research" as the ultimate goal. Respondents who have won national awards admit that their efforts in scientific research are not for scholarships, but to increase the chips for research. "I am not applying for a national award, but for research experience and research preservation." (S3) In addition, the incentive of scholarships is not permanent. "They will not do it again if they meet the standards for postgraduate education." (S4)

2.2.2.2 Students are generally involved in competition early and passively accept the constraints of the system and system.

As for the source of scholarship selection criteria, most respondents said that it was explained in the student handbook after enrollment, and comprehensive assessment standards and award evaluation rules can be obtained from the seniors and seniors who just entered the school. "As soon as we entered our freshman year, the college counselor gave us the detailed rules of scholarship evaluation and postgraduate admission." (S2) "We'll know when we start school in September." (S4) "There is a policy to look at scholarships at the time of admission." (S5) It can be seen that, whether they like it or not, the undergraduates of H University have

been involved in this "battle for scholarships". The best time to participate in various bonus points competitions in each semester is calculated in the detailed rules of the comprehensive assessment bonus points, and the types that are most in line with the bonus points system are accurately selected in all campus activities. Balance between academic and extra-curricular activities (including volunteering, social practice, sports day and other campus sports activities) in order to achieve the "benefit maximization" of time allocation and use.

2.2.2.3 The scholarship evaluation system itself is controversial.

Respondents have the following focused questions about the evaluation process and criteria of scholarships:

First of all, the scoring value and proportion of each extra point in the scholarship selection criteria are not reasonable. For undergraduates of a certain major, there are great differences in the difficulty of professionalism of different competitions, and the efforts invested in paper publication, dormitory construction, volunteer service and other aspects are significantly different from their "gold content". "For example, it is very important to publish articles, but it is not practical to publish articles at undergraduate level." (S1) "Large discipline competitions can not only increase GPA credits, but also increase a lot of points in comprehensive tests. It can not be denied that there is a phenomenon of irrigation, and most students are also difficult to get awards. Is fairness to be improved?" (S3) "The points that can be added to each extra point are not proportional to the time and effort invested. For example, why do you get extra points for participating in sports meetings and teams? Why does it stack up?" (S4)

Secondly, the evaluation system of comprehensive evaluation is confused and ambiguous. Specifically, the homogeneity of the winners is serious, the standards of the school and the department are not uniform, the indicators are fixed all the year round, the process of scoring extra points is not transparent, and the operation subject is the department of the student union, which weakens the authority. "The comprehensive test score is collected by each grade and each class, and the H school student Union statistics. I wonder why this is being done by a department of the student union." (S4) Some respondents also said that the on-site defense is the most important part of the selection of national scholarships, and the evaluation criteria of the defense review are all on-site grades. The selection criteria of this process are not made public, and the consideration of teachers is extremely vague, which is easy to lead to continuous discussions and internal disputes among the candidates afterwards. For example, "The teacher evaluates things that are visible, and there is no process evaluation." (S2) It is difficult to give an accurate interpretation even if you have a mind to put yourself in other people's shoes.

Finally, in the assessment process, there are individual students' behavior of "exploiting loopholes". "Some people will take advantage of the loopholes and get the first prize because her father gave her a false certificate of her volunteer time." (S3) There is also a need to strengthen oversight and review of this component of activities.

3. Conclusion

The project team investigated the reasons for undergraduates at H University being dissatisfied with the comprehensive evaluation arrangement and proportion setting through a questionnaire survey, and explored individual's true attitudes and thoughts through in-depth interviews. Based on this research, the project team proposed the following two suggestions:

In terms of top-level design, APLIC core literacy should be taken as the guiding principle, emphasizing the comprehensive development of students. However, the current scholarship system does not fully align with the educational philosophy of H School's "simultaneous development of five educations", and there is a common problem of "the design of scholarship policies being disconnected from their development goals [3]". From a perspective, the current scholarship system mainly starts from the perspective of managers, and does not focus on the

comprehensive development of students in all aspects, nor does it achieve the goal of "three aspects"; In terms of content, the design of scholarships needs to promote the cultivation of outstanding talents with APLIC core literacy, promote intellectual development, and implement the requirements of "establishing virtue and cultivating talents"[4]. The current scholarship system of H school places a certain emphasis on and neglects the five core competency indicators of APLIC. Therefore, when formulating scholarship indicators, it is necessary to consider the five core competency indicators as' rain and dew '.

Secondly, as an important basis for scholarship evaluation, the comprehensive evaluation indicators should be adjusted, specifically:

In terms of academic performance, some students believe that the weight of 75% of the current academic performance is relatively high, and can appropriately reduce the weight of academic performance to 70%. At the same time, it is also necessary to address issues such as exam scores not accurately reflecting the training goals of H school, significant differences in difficulty between unimportant courses and other courses, and unfairness caused by different teacher grading standards for the same course.

In terms of scientific research projects, some students believe that it is possible to include their mentor projects in the comprehensive evaluation system as research project indicators while ensuring sufficient workload. In addition, the evaluation of existing scientific research projects mainly considers the evaluation level at the time of project establishment (national, provincial, municipal, campus, and institute levels), with little attention paid to the process and relatively vague standards. Some students reported that "poorly done national level college student innovation and entrepreneurship training programs can also score higher than well done undergraduate students' innovation ability improvement projects".In response to this issue, additional points can be given to teams that have been awarded excellent projects at the end of the project.

In terms of paper publication, it is difficult for undergraduate students to publish papers, and the current evaluation weight does not match its difficulty. Increasing its proportion in the rating can further improve the quality and enthusiasm of students' papers. In terms of volunteer services, many students report that there are unfair phenomena such as the duration of volunteer brushing, which may lead to false volunteer services and the spread of utilitarian atmosphere. Therefore, the weight of this part should be reduced.

In terms of sports training such as sports teams, some students have reported that the weight involved in sports training activities in the current indicators is too low, which is not conducive to attracting students to participate in sports activities, and even not conducive to enhancing the cohesion within the training team.

In terms of dormitory evaluation, some students are unable to participate in the evaluation due to living in other dormitory buildings. The utilitarian orientation of cleaning, organizing, and beautifying dormitories for comparison may actually affect dormitory harmony.

In terms of subject competitions, in recent years, the continuous emergence of many new formal competitions has also required that more formal competitions be included in the added category; For the problem that most students find it difficult to participate in subject competitions and win awards, the proportion of awards can be appropriately increased, and the rewards for process evaluation can be increased.

Acknowledgements

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