

# Guidelines for the Development of Financial Aid Education in Universities in Guangxi

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## Abstract

The objectives of this research were 1) to study the current situation of financial aid education in universities in Guangxi, 2) to propose the guidelines for the development of financial aid education in universities in Guangxi, and 3) to evaluate the adaptability and feasibility of the guidelines for the development of financial aid education in universities in Guangxi. The sample group of this research was 274 financial aid administrators in 26 public undergraduate universities in Guangxi. They were selected by systematic random sampling and sample random sampling. The interview group was the center's leader for student financial aid from 11 universities, totaling 11 people. The experts for evaluating the adaptability and feasibility of guidelines for developing financial aid education consisted of high-level administrators from 7 universities, totaling seven people. The research instruments were document analysis, questionnaire, structured interview, and evaluation form. The data analysis statistics were percentage, average value, and standard deviation.

The results found that the current situation of financial aid education in six aspects was high. Considering the results of this research, aspects ranging from the highest to lowest level were as follows: the highest level was the bursary system, followed by the student loan system, and the work-study system was the lowest level. The guidelines for developing financial aid education were divided into seven aspects, including 44 measures. The results of evaluating the adaptability and feasibility of guidelines for developing financial aid education were at the highest level.

**Keywords:** guidelines for the development, financial aid education, universities in Guangxi

## 1. Introduction

China is the most populous country in the world, with the largest group receiving higher education. At the same time, as the largest developing country in the world, many university students need financial aid to complete their studies. With the gradual promotion and popularization of higher education in China, the issue of equity in higher education has become a key concern for all members of society. As a critical link in achieving equity in higher education, impoverished students have received widespread attention from the Chinese government and the general public. Given this, the Chinese government has formulated policies to support university students and gradually established a relatively sound student funding system, namely financial aid education.

The target audience for financial aid education is all students in Chinese universities, but impoverished students, as a critical link in achieving educational equity, receive more assistance and attention. As a particular component of contemporary university students, Impoverished students have emerged with the development of China's social economy. Compared with ordinary students, impoverished students generally face problems such as high economic pressure, heavy psychological burden, and specific difficulties in employment. Therefore, implementing financial aid management for impoverished students in Chinese universities is related to the country's future development and is also a microcosm of educational and social equity (Ren, 2017).

The Chinese government is highly concerned about providing financial aid to impoverished students and continues expanding its financial aid to them. According to data released by the China National Center for Student Financial Aid, in 2020, China supported 36.7822 million ordinary higher education students, with a total funding amount of

124.379 billion RMB. In 2021, 39.2577 million ordinary higher education students were supported, with an amount of 145.04 billion RMB, an increase of 16.61%.

As a political project, benefiting the people project, and livelihood project, university financial aid education has made outstanding contributions in eradicating poverty, improving people's livelihoods, ensuring educational equity, blocking intergenerational transmission of poverty, and assisting in poverty alleviation. In 2017, the Chinese Ministry of Education issued the "Implementation Outline of the Quality Improvement Project for Ideological and Political Work in Universities" to consolidate the achievements of financial aid education, which proposed the construction of ten major education systems. As one of the ten major education systems, financial aid education fully reflects the function and attributes of its work.

With the comprehensive victory of China's poverty alleviation campaign, absolute poverty under current standards has been eliminated, and relative poverty will become the main battlefield of poverty governance. China has also entered the "post-poverty alleviation era". Standing at a new historical starting point, how universities should focus on building a new pattern of student aid based on the new development stage to improve the quality of student financial aid work has become a problem that the country and universities have been exploring and contemplating. In the view of researchers, the work of student financial aid in universities is gradually developing towards precision, specialization, and rationalization. The work of student financial aid in universities is no longer limited to economic aid. However, it should also closely connect material and spiritual support, connect service management and aid education, meet the current practical needs of impoverished students, and support their long-term development, adhere to the concept of education in the process of carrying out student financial aid work, to cultivate versatile talents that meet the actual needs of society.

As an ethnic autonomous region on the border of China, Guangxi's economic development is relatively backward. In 2022, Guangxi's per capita GDP ranked 32nd among China's 34 provincial-level administrative regions, with a population of over 50 million, ranking 11th among all provinces in China. Due to its large population and slow economic development, Guangxi ranks among the top in the country in terms of the number of impoverished students who need assistance. There are currently 1.4075 million college students in Guangxi. According to data released by the Guangxi education department, in 2021, Guangxi supported 683100 university students, with a total funding amount of 2.656 billion RMB. This effectively solves the economic problems faced by Guangxi's university students, especially impoverished students, ensures that these students enjoy equal access to higher education, and promotes higher education equity. However, after comparing with the data released by the China National Center For Student Financial Aid, it was found that the number and amount of aid provided in Guangxi are significantly lower than the national average. Therefore, how to maximize the effectiveness of financial aid education and better cultivate students' growth and development under limited economic conditions has become the main issue that many financial aid administrators in Guangxi are pondering and exploring.

This research uses this as the topic selection background. I propose corresponding development guidelines based on my years of experience in financial aid education work, combined with the latest national policies, academic research results, and data analysis of 26 public undergraduate university financial aid administrators and middle-level leaders in Guangxi. The level of financial aid education for students in Guangxi universities can be improved, and the goal of educational equity and justice in this region can be better achieved, promoting national and social development.

## **2. Method**

### *2.1 Research Questions*

- (1) What is the current situation of financial aid education in universities in Guangxi?
- (2) What are the guidelines for developing financial aid education in universities in Guangxi?
- (3) Are the guidelines for developing financial aid education in universities in Guangxi adaptable and feasible?

### *2.2 Research Objective*

- (1) To study the current situation of financial aid education in universities in Guangxi.
- (2) To propose the guidelines for developing financial aid education in universities in Guangxi.
- (3) To evaluate the adaptability and feasibility of the guidelines for developing financial aid education in universities in Guangxi.

### 2.3 Scope of the Research

(1) Population: The population for this research is financial aid administrators working in the Center for Financial Aid at 26 public undergraduate universities in Guangxi. By logging into the official website of these 26 public undergraduate universities for inquiry, as of July 2023, the total number of financial aid administrators in these universities is 904.

(2) Sample Group: According to Krejcie and Morgan's (1970) sampling table, the sample group of this research was 274 financial aid administrators from 26 public undergraduate universities in Guangxi. Determine the specific number of people to be sampled for each university using the quota sampling method.

(3) The interviewees in this research were the Center for Student Financial Aid leaders from 11 public undergraduate universities in Guangxi. The qualifications of the interviewees are as follows: 1) director or deputy director, 2) at least six years of management experience in financial aid education, 3) master's degree or above.

(4) The experts who evaluated the adaptability and feasibility of guidelines for developing financial aid education were seven high-level administrators in Guangxi. The qualifications of the experts are as follows: 1) At least ten years of relevant work experience in the field of financial aid education in universities in Guangxi., 2) Familiar with the entire process of financial aid education, 3) graduated with a doctor's degree, 4) academic title is associate professor or above.

### 2.4 Research Variables

The variables in this research are the scholarship, bursary, student loan, work-study, subsidy, and tuition reduction systems.

### 2.5 Research Instruments

Research instruments included 1) a questionnaire, 2) a structured interview, and 3) an evaluation form.

#### (1) Questionnaire

The questionnaire was the instrument to collect the data for objective one, the criteria for data interpretation based on a five-point Likert's (1932) scale. Three experts examined the index of objective congruence (IOC) of the questionnaire. The index of objective congruence (IOC) was 0.67 to 1.00. Conbach's Alpha Coefficient obtained the reliability of the questionnaire, which was 0.984. The questionnaire was applied to 274 financial aid administrators in 26 public undergraduate universities in Guangxi.

#### (2) Structured Interview

A structured interview was used to collect the data for objective one. Invite 11 Center for Student Financial Aid leaders from 11 public undergraduate universities in Guangxi to conduct interviews. To make the content of the interview outline more meaningful and comprehensive, the structured interview was based on a questionnaire survey; each system had three outlines. The lowest and highest scores in the questionnaire were for each system's first and second interview outline, with the opinions and suggestions on the system development guidelines as the third outline.

#### (3) Evaluation Form

The evaluation form was the instrument to collect the data for objective three to evaluate the adaptability and feasibility of the guidelines for developing financial aid education in universities in Guangxi. The researcher invited seven experts to evaluate it; the invited experts have specific experience and rich theories in the field of financial aid education. The data interpretation for average value is based on Likert (1932).

## 3. Data Collection

The researcher distributed the questionnaire to 274 financial aid administrators. A total of 274 questionnaires can be returned, accounting for 100%. The interview time for each leader was about 30 minutes, and the researchers had a detailed exchange with leaders on the current situation, influencing factors, and development measures of financial aid education in universities in Guangxi. Following the guidelines for the preparation of experts to assess the share of the card, held an expert seminar, sent to experts online for discussion, scored item by item, collected expert evaluation forms, and analyzed the data.

### 4. Data Analysis

The data analysis in this research, the researcher analyzes the data by package program as follows:

The questionnaire was analyzed by average value and standard deviation. The structured interview was analyzed by content analysis. The evaluation of the adaptability and feasibility was analyzed by average value and standard deviation.

### 5. Results

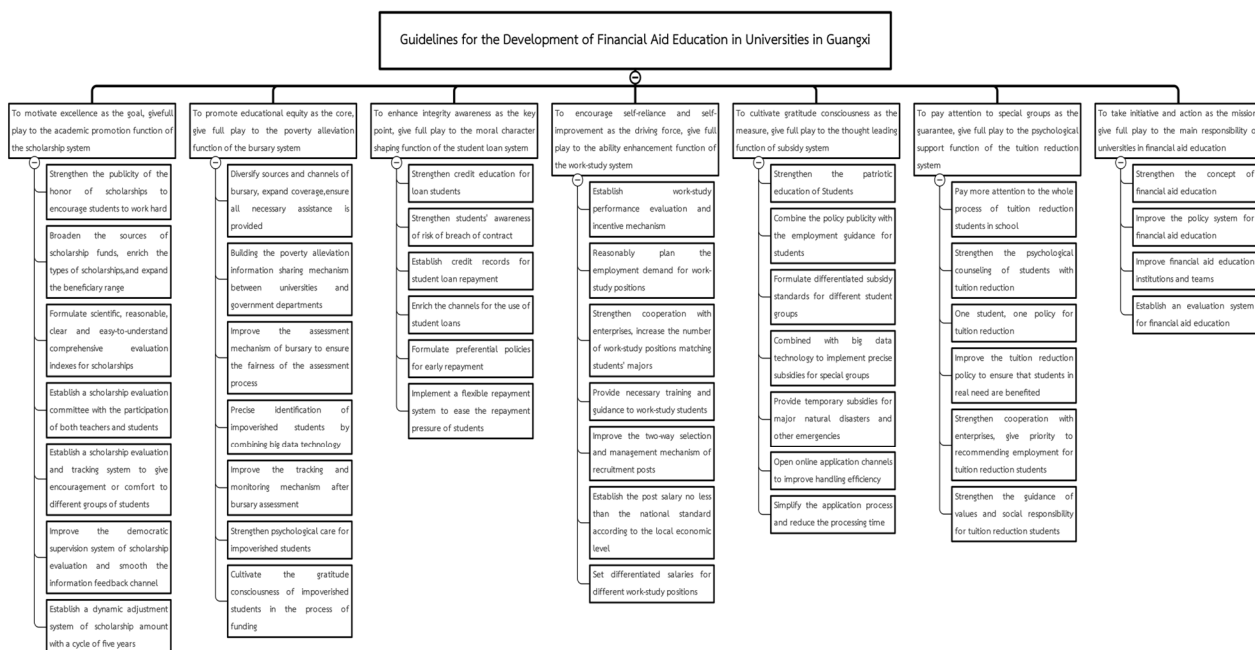
The researcher analyzed the data in 3 parts as follows:

Part 1: The analysis results about the current situation of financial aid education in the universities in Guangxi. The data is presented in the form of average value and standard deviation.

**Table 1.** The Average Value and Standard Deviation of the Current Situation of Financial Aid Education in Six Aspects (n = 274)

NO	Financial Aid Education in Universities in Guangxi	$\bar{X}$	S.D.	level	Rank
1	Scholarship system	3.73	0.88	high	3
2	Bursary system	3.75	0.87	high	1
3	Student loan system	3.74	0.85	high	2
4	Work-study system	3.71	0.87	high	6
5	Subsidy system	3.72	0.86	high	4
6	Tuition reduction system	3.72	0.86	high	5
	Total	3.73	0.87	high	

Table 1 found that the current situation of financial aid education in six aspects was high ( $\bar{X}=3.73$ ). Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest level was the bursary system ( $\bar{X}=3.75$ ), followed by the student loan system was a high level ( $\bar{X}=3.74$ ), and the work-study system was the lowest level ( $\bar{X}=3.71$ ).



**Figure 1.** Guidelines for the Development of Financial Aid Education in Universities in Guangxi

Part 2: The analysis results of the interview contents about the guidelines for developing financial aid education in universities in Guangxi. The researcher provided the guidelines in seven aspects, as shown in Figure 1.

Part 3 The analysis results of the evaluation of the adaptability and feasibility of the guidelines for the development of financial aid education in universities in Guangxi. I presented the data in the form of average value and standard deviation.

**Table 2.** The Average Value and Standard Deviation of the Evaluation of the Adaptability and Feasibility of Guidelines for the Development of Financial Aid Education in Seven Aspects

No	Guidelines for the development of financial aid education	Adaptability			Feasibility		
		$\bar{X}$	S.D.	level	$\bar{X}$	S.D.	level
1	To motivate excellence as the goal, give full play to the academic promotion function of the scholarship system	4.55	0.56	highest	4.27	0.64	high
2	To promote educational equity as the core, give full play to the poverty alleviation function of the bursary system	4.61	0.47	highest	4.45	0.52	high
3	To enhance integrity awareness as the critical point, give full play to the moral character-shaping function of the student loan system	4.50	0.52	highest	4.00	0.74	high
4	To encourage self-reliance and self-improvement as the driving force, give full play to the ability enhancement function of the work-study system	4.45	0.52	high	4.06	0.54	high
5	To cultivate gratitude consciousness as the measure, give full play to the thought-leading function of the subsidy system	4.73	0.49	highest	4.28	0.60	high
6	To pay attention to particular groups as the guarantee, give full play to the psychological support function of the tuition reduction system	4.30	0.45	high	4.07	0.51	high
7	To take the initiative and action as the mission, give full play to the primary responsibility of universities in financial aid education	4.72	0.46	highest	4.50	0.54	highest
Total		4.55	0.49	highest	4.23	0.58	high

(n = 7)

According to Table 2, the adaptability and feasibility of guidelines for the development of financial aid education in seven aspects were at the highest level with values of 4.55 (Adaptability) and a high level of 4.23 (Feasibility), which means the guidelines for the development of financial aid education are adaptability and feasibility.

## 6. Conclusion

The research in the guidelines for developing financial aid education in universities in Guangxi. The researcher summarizes the conclusion into three parts, detailed as follows:

Part 1: The current situation of financial aid education in universities in Guangxi.

The current situation of financial aid education in six aspects is high. Considering the results of this research, aspects ranging from the highest to lowest level were as follows: the highest level was the bursary system, followed by the student loan system, and the work-study system was the lowest level.

Part 2: The guidelines for developing financial aid education in universities in Guangxi.

The guidelines for developing financial aid education in seven aspects contain 44 measures. There are seven measures to motivate excellence as the goal, give full play to the academic promotion function of the scholarship system, seven measures to promote educational equity as the core, give full play to the poverty alleviation function of the bursary system, six measures to enhance integrity awareness as the critical point, give full play to the moral character shaping function of the student loan system, seven measures to encourage self-reliance and self-improvement as the driving force, give full play to the ability enhancement function of the work-study system, seven measures to cultivate gratitude consciousness as the measure, give full play to the thought-leading function of

the subsidy system, six measures to pay attention to particular groups as the guarantee, give full play to the psychological support function of the tuition reduction system, four measures to take the initiative and action as the mission, give full play to the primary responsibility of universities in financial aid education.

Part 3: The adaptability and feasibility of guidelines for developing financial aid education in universities in Guangxi.

The adaptability and feasibility of guidelines for developing financial aid education in seven aspects were at the highest level with values between 4.00 and 5.00, which means the guidelines for developing financial aid education are adaptable and feasible.

## 7. Discussion

The research in the guidelines for developing financial aid education in universities in Guangxi. The researcher summarizes the discussion into three parts, detailed as follows:

Part 1: The current situation of financial aid education in universities in Guangxi

The current situation of financial aid education in six aspects is high. Considering the results of this research, aspects ranging from the highest to lowest level were as follows: the highest level was the bursary system, followed by the student loan system, and the work-study system was the lowest level.

The scholarship system was at a high level. This is because, in China, both the government and universities attach great importance to developing the scholarship system. The country, provinces, and universities have established corresponding scholarship policies, utilizing the motivation function of scholarships to promote students' academic progress and unleash their strengths in scientific research, innovation, and entrepreneurship. In the questionnaire survey, it was learned that financial aid administrators scored university scholarship evaluation as needing comprehensive evaluation the highest, as comprehensive evaluation can reflect whether students have achieved comprehensive development. University scholarship amounts fluctuate with economic development at the lowest, reflecting that if they remain low for a long time, they are disconnected from economic development, and the motivational effect on students will decrease. Related to the concept of Shen (2017) pointed out that the fundamental goal of the country and universities to establish a scholarship system is to help students achieve their ideal of comprehensive development and to motivate all students through scholarship mechanisms so that they can become versatile talents after entering society in the future. This is also a key research direction of the guideline for developing the scholarship system.

The Bursary system was at a high level. This is because the bursary system began China's university financial aid education, which has the most extended history. At the same time, Guangxi, a province with relatively backward economic development in China, has many impoverished students. The bursary system can help students complete their studies and promote educational equity. University financial aid administrators have the highest score for universities providing psychological care to students who have received bursaries because impoverished students often face dual psychological and economic poverty. Providing psychological care to students helps them build confidence in the future and better complete their studies. Related to the concept, Zhu (2020) pointed out that strengthening the cultivation of self-identity and confidence for impoverished students in financial aid education is of great significance, and financial aid education can help students achieve psychological poverty alleviation. The lowest score is the university bursary assessment process combined with big data technology. As a new thing, big data technology has yet to be introduced into financial aid education by most universities in Guangxi. However, it has been widely applied in economically developed provinces in China, so it will take some time for it to play a role in universities in Guangxi. Researchers and respondents also discussed this, and guidelines were given.

The student loan system was at a high level. This is because, as a representative of paid financial aid, its high amount and comprehensive coverage can meet the tuition and accommodation needs of the vast majority of impoverished students and is the most effective guarantee made by the Chinese government to "not let a student drop out of school due to poverty". University financial aid administrators have the highest score for university carrying out integrity education for students receiving student loans, as integrity education shapes students' character and promotes their development. At the same time, the repayment behavior of loan students is an essential guarantee for the regular operation of the student loan system so that the student loan system can serve more students in need. Related to the concept, Yang (2020) pointed out that financial aid education conveys a sense of responsibility and public morality in practice, allowing impoverished students to benefit materially through financial aid and receive a good education in honesty, gratitude, legal awareness, and other aspects, guides students to enhance their spirit of contract, integrity,

and gratitude, and establish a healthy personality. The lowest score for university student loans has an enrichment of ways to use. The main problem is that student loans can only cover students' tuition and accommodation expenses and cannot cover other expenses during their school years. This is also an aspect of the student loan system that needs to be improved.

The work-study system was at a high level. This is because the work-study system is an essential channel for university students to participate in social practice, engage in society in advance, and use their abilities to earn living expenses during school. In addition to academic studies, universities emphasize cultivating students' comprehensive quality and abilities. The work-study system is an effective way to enhance students' abilities. University financial aid administrators have the highest score for university work-study, strengthening students' employment ability. Students' participation in work-study programs has improved their interpersonal relationships, professional practices, and other aspects, making them more relaxed when facing job fairs with employers. At the same time, many employers require students to have served as student leaders or participated in work-study programs during their school years, which also confirms this viewpoint. Related to the concept, Xu (2016) pointed out that the university work-study system provides a good platform for improving students' abilities. Through work-study programs, students can expand their knowledge and broaden their horizons while improving their professional skills, social practice, and social interaction abilities, ensuring their long-term societal development. The lowest score is university work-study positions recruitment match the majors of students. Guangxi universities offer limited work-study positions, making it challenging to match students' majors individually. The researchers discussed this in detail with the interviewees and proposed development guidelines.

The subsidy system was at a high level. This is because the subsidy system is the most comprehensive subsidy program among universities in Guangxi. Free subsidies, such as food and employment subsidies, can be distributed to all students to strengthen their ideological guidance and cultivate their gratitude. A paid subsidy, such as the Western Plan, can motivate students to go to the areas where national development is most needed, such as grassroots and military. Financial aid administrators have the highest score for university publicizing subsidy policies to students. Due to the diverse types of subsidies, it is necessary to strengthen publicity to deepen students' understanding of subsidy policies and, at the same time, provide ideological guidance to students following national policies. Related to the concept Wu (2021) pointed out that universities should pay attention to the cultivation of students' core values, integrate other ideological and political education work, cultivate students' patriotism, and achieve the ultimate goal of financial aid education, which is to cultivate talents for the country. University subsidy Implementing different standards for different financial aid groups has the lowest score; through communication with interviewees, it was learned that some universities have a "one size fits all" phenomenon in subsidy standards for work convenience, which is not conducive to promoting educational equity and needs improvement.

The tuition reduction system was at a high level. This is because the tuition reduction system effectively solves students' sudden difficulties and is more flexible than other systems. Financial aid administrators have the highest scores for university help tuition reduction students' employment. On the one hand, it is because students with tuition reductions are the most impoverished group, and there are various economic, psychological, and employment pressures. Universities will adopt various methods to increase financial aid. Related to the concept of Shen (2019) pointed out that impoverished students generally have feelings of inferiority, a weak sense of existence, and difficulty finding employment, continuously paying attention to the emotional changes of the assisted students in financial aid education and carrying out various forms of assistance, so that students can feel warmth and care.

On the other hand, because the country requires such students to be 100% employed, it is also mandatory for universities. The lowest score is that universities continue to pay attention to tuition reduction students, which indicates that universities need to pay more attention to students' daily lives in addition to economic assistance, which is not conducive to the timely detection and resolution of problems. This issue needs to be focused on and improved.

## Part 2: The guidelines for the development of financial aid education in universities in Guangxi

Researchers have proposed the guidelines for the development of financial aid education in seven aspects, details as follows:

To motivate excellence as the goal, give full play to the academic promotion function of the scholarship system. Establishing a scholarship motivates university students to study hard, strive for progress, and better complete their studies. This is the primary function of the scholarship system and a typical feature in financial aid education. A sound scholarship system plays a vital role in promoting academic research and innovation capabilities, improving educational quality and academic reputation, promoting the comprehensive growth and cultivation of students'

comprehensive qualities, and promoting healthy competition and communication among students. By improving the scholarship system, universities can provide students with more development opportunities and support, promote progress and innovation in the education and academic fields, and thus better serve the country's and society's development. Related to the concept, Xuan (2021) pointed out that universities should use scholarships and various subsidies to assist students in learning, create necessary learning conditions for them, stimulate students' autonomy and initiative in learning, and achieve the goal of academic promotion.

Through the interview with the leaders of the Center for Student Financial Aid in 11 universities in Guangxi and a horizontal comparison with economically developed provinces in China, it was found that there are still gaps in the types, amounts, and evaluation methods of scholarships in Guangxi's universities compared to the former, which to some extent reduces the academic promotion effect on students. Therefore, universities in Guangxi should continuously motivate students to strive for excellence, cultivate their innovation ability, improve their scientific research level, promote their comprehensive development, and better play their role in academic promotion by improving systems, expanding funding channels, and regularly adjusting quotas.

To promote educational equity as the core, give full play to the poverty alleviation function of the bursary system. The bursary system is the beginning of China's higher education financial aid system, which aims to help impoverished students overcome economic difficulties, ensure their right to education, and serve as a "tangible hand" to promote educational equity. A bursary is a form of "gift" of funds to impoverished students, enabling them to have the financial ability to receive higher education and complete their university studies. For impoverished students, a bursary is more critical than a scholarship. A sound bursary system helps to increase the enrollment rate of higher education while reducing the economic burden on impoverished families. It is also a direct reflection of the social responsibility of universities. Guangxi invests a large amount of funds yearly to distribute bursaries to impoverished university students. However, in identifying impoverished students, relying only on materials without considering the actual situation or human intervention is widespread, which to some extent leads to inaccurate identification results and waste of funds, which does not comply with its original intention of promoting educational equity. With the development of the times, traditional identification and distribution methods are destined to be combined with new technologies to achieve their core functions of poverty alleviation better. Related to the concept, Bao(2019) pointed out that big data can efficiently collaborate with various educational resources, dynamically evaluate recipients, and achieve precise identification, financial aid, and management of financial aid targets. Therefore, applying big data tools in financial aid education significantly improves effectiveness and efficiency.

Guangxi universities should improve the recognition mechanism promptly while ensuring complete coverage of bursaries for impoverished students and combine new technologies to make the recognition results more accurate and convincing. They should also strengthen guidance on students' rational use of bursaries so that students cherish the funds "gifted" by the country, establish a sense of gratitude, guide students to better serve the country, and better play their role in poverty alleviation after becoming successful.

To enhance integrity awareness as the critical point, give full play to the moral character-shaping function of the student loan system. In addition to striving to complete their studies, the university stage is also a critical period for students to form their outlook on life, worldview, and values. A qualified university graduate should achieve two-way development in academic performance and personal character. Therefore, shaping the moral character of students, especially impoverished students, during their school years is related to their personal future development and the construction of the national talent system. The student loan system, as a form of paid assistance adopted by the Chinese government under the conditions of a market economy, utilizes financial means to improve the education system of Chinese universities and increase support for impoverished students in universities.

On the one hand, shaping students' moral character reduces the phenomenon of "waiting, relying, and demanding" free aid such as scholarships and subsidies and enhances students' sense of responsibility; on the other hand, the repayment regulations have enhanced students' awareness of integrity and the spirit of contracts. Student loans help students realize that the opportunity to study in universities is not easily won, and thus cultivate a good character of diligence, frugality, and plain living. Related to the concept, Tian (2022) pointed out that student loans are an essential component of national financial aid policies and an important source of tuition for most impoverished students. Doing an excellent job in educating students on the integrity of loans is related to the healthy operation of national student loans and the cultivation of the moral qualities required for students to live in life.

At present, universities in Guangxi should focus on enhancing their awareness of integrity, shaping the personal character of loan students, providing positive education on integrity and financial knowledge to students, guiding them to establish a sense of integrity, cultivating their legal awareness, risk prevention awareness, and contract spirit,



and informing students of the risk of breach of contract and its consequences from the opposing side. Through specific cases, honesty awareness should be instilled in students receiving student loans. At the same time, we will further explore the channels for using student loans, optimize the student repayment system and interest rates, and take multiple measures to leverage the positive role of the student loan system, making it an effective tool for solving students' economic difficulties and shape their excellent character.

To encourage self-reliance and self-improvement as the driving force, give full play to the ability enhancement function of the work-study system. In 2023, the total number of university graduates in China reached 11.58 million. In the capital city of Beijing, the number of master's and doctoral graduates exceeded the number of undergraduate graduates for the first time. Most undergraduate students, especially impoverished ones, are often disadvantaged in employment due to insufficient personal abilities. At the same time, the employment rate of university graduates is decreasing year by year due to the impact of the economic environment. Therefore, encouraging students to become self-reliant and self-improvement, continuously enhancing their abilities, and enhancing their employment competitiveness are related to people's livelihood, economic development, and social stability. In terms of ability enhancement, work-study is an essential way for university students to earn remuneration through labor, a primary channel for students to participate in social practice activities, and an effective way to enhance students' comprehensive abilities. Through work-study programs, students can broaden their horizons, improve their abilities, and establish a quality of perseverance in their work. Related to the concept, Sun (2019) pointed out that the work-study system should integrate material support, spiritual support, and ability enhancement in talent cultivation to promote the comprehensive development of students.

Based on the national standards for work-study programs, universities in Guangxi should redesign the work-study system based on location characteristics. Students' work-study needs should be met by reasonably planning the number of positions. Through cooperation with surrounding enterprises, students' professional, practical, and interpersonal skills should be continuously enhanced, and their potential should be continuously explored through incentive mechanisms such as performance evaluation and differentiated compensation; efforts will be made to cultivate students' labor awareness, self-reliance, and innovation and entrepreneurship spirit so that they can enhance their employment competitiveness through work-study activities, and achieve a "win-win" situation that helps Guangxi's economic development and personal ability improvement.

To cultivate gratitude consciousness as the measure, give full play to the thought-leading function of the subsidy system. The subsidy system has the characteristics of diverse forms, rich content, and flexible methods, playing a supplementary role in university financial aid education. As a "free" subsidy, it can reduce students' consumption pressure in catering and job hunting and help them smoothly transition from school to society. A "paid" subsidy, such as the "Western Plan" and "conscription", can directly promote the country's economic development and national defense modernization construction and therefore have irreplaceable important significance. Related to the concept of Pang (2023), he pointed out that thought leading emphasizes that when universities provide financial aid to impoverished students, they not only need to provide economic assistance but also pay attention to providing positive guidance to students' thought so that students who receive financial aid can identify with the national system, feel the superiority of the political system, and recognize and support the national policies, strive hard to achieve the great rejuvenation of the country.

Universities in Guangxi should strengthen gratitude education for students, make them aware that subsidies are a precious funding resource, educate students on the importance of subsidies, cultivate their gratitude for the country and society, and encourage students to give back to society through volunteer services, community participation, and other means. Particular types of subsidies should be integrated with national policies during the promotion process, encouraging and guiding students to participate actively in the country's economic and military modernization construction and providing strong talent support for the country. Guangxi universities can also refer to the successful experience of high-level universities in the subsidy system and further develop subsidies based on the characteristics of big data technology to make the distribution of subsidies more precise, simplify the process, improve efficiency, and better play a role.

To pay attention to particular groups as the guarantee, give full play to the psychological support function of the tuition reduction system. University students are more active in their psychological activities during their school years and are susceptible to external influences. If they do not pay attention and intervene promptly, it can lead to psychological problems, which can affect their learning, life, and even physical and mental health. As a particular group in universities, impoverished students are more sensitive psychologically than ordinary students due to high economic pressure, often experiencing psychological problems such as inferiority, anxiety, and self-doubt. Over time,

they will fall into a dual economic and psychological dilemma. Therefore, the psychological problems of impoverished students are the critical work of university financial aid education. Providing psychological support to special groups promotes impoverished students' mental health and happiness. While protecting the personal privacy of impoverished students, the tuition reduction system reduces the economic burden. It provides specialized support and care, which can help impoverished students feel more support and understanding, alleviate psychological pressure, and enhance psychological resilience. Related to the concept, Xu (2020) pointed out that university students will inevitably experience many failures in their studies and life in university, and the ability to resist setbacks is constantly honed. Therefore, financial aid education is an essential platform for cultivating impoverished students' ability to resist setbacks and mental health education.

In implementing tuition reduction in Guangxi universities, it is necessary to strengthen the overall attention to students during their school years, provide psychological counseling and support to this particular group on time, and help them solve their difficulties. At the same time, it is necessary to strengthen the guidance of the values and social responsibility of tuition reduction students, stimulate their internal motivation and enthusiasm, cooperate with employment policies to prioritize recommendations, and enable students to rely on their strengths to help their families overcome difficulties, enhance students' confidence and self-esteem.

To take the initiative and action as the mission, give full play to the primary responsibility of universities in financial aid education. As China's higher education enters a stage of high-quality development, there have been significant changes in the financial aid education of universities, facing unprecedented opportunities and challenges. Universities in Guangxi should closely follow the pace of national higher education development and actively fulfill their responsibilities. In the work of aiding and educating students, combine "helping the poor" with "helping the will", "helping the poor" with "helping the wise", and combine paid and unpaid financial aid. Carefully design and arrange arrangements before, during, and after students enter the university, fully leverage the roles of universities, society, families, and individual students, and strive to achieve comprehensive education for all employees, the entire process, and all aspects. Related to the concept, Zheng (2019) pointed out that a complete system of financial aid education should effectively combine and interact with the economic assistance, spiritual support, and practical empowerment of impoverished students. Based on this clear direction, optimizing the concept, team, system, and model of financial aid education can truly achieve the goal of helping and developing people.

To ensure the effectiveness of financial aid education, Guangxi universities should continuously strengthen the concept of financial aid education, provide ideological support for the implementation of financial aid education, further improve the policy system of financial aid education with the development of the economy and society, provide institutional support for the implementation of financial aid education, continuously improve financial aid education institutions and teams, provide organizational support for the continuous deepening of financial aid education, and establish an assessment and evaluation system, To provide operational support for the sustainable development of financial aid education.

Part 3: The adaptability and feasibility of guidelines for the development of financial aid education in universities in Guangxi

The researcher invites seven experts to evaluate the guidelines for the development of financial aid education; 7 experts are from Guangxi University, Guangxi University of Science and Technology, Guilin University of Electronic Technology, Guilin University of Electronic Technology, Guangxi Normal University, Guangxi Minzu University and Guangxi University of Finance and Economics. These seven universities have the highest number of students, good quality of financial aid education, and high reputation among universities in Guangxi, and the invited experts have specific experience and rich theories in the field of financial aid education. The data interpretation for average value based on Likert (1932), the adaptability and feasibility of guidelines for the development of financial aid education in seven aspects were at the highest level with the values between 4.00 and 5.00, which means the guidelines for the development of financial aid education are adaptability and feasibility.

## 8. Recommendations

According to the principle of benefit acquisition in D. Bruce Johnstone's educational cost-sharing theory, the country, society, universities, students, and their families all benefit from financial aid education and, therefore, should contribute to the development of financial aid education. From the perspective of the units mentioned above or individuals, the researcher gives recommendations about guidelines for the development of financial aid education in universities in Guangxi as follows:

**Ministry of Education:** The Ministry of Education, as the governing body of national higher education, should do an excellent job in top-level design work. Based on the economic development situation of the country and provinces and the number of students, a comprehensive plan and arrangement for financial aid education will be made, and corresponding documents will be issued on time to guide provinces, especially those with weak economic foundations. Policies and funding arrangements will be tilted towards those with weak economic foundations. Economically developed provinces will be encouraged to provide corresponding support in funding talents, technology, and concepts, promoting educational equity, conducting annual performance evaluations of the financial aid education work in various provinces, promptly identifying and solving existing problems, and paving the way for the development of financial aid education work at the national level.

**Society:** Under the guidance of government departments, all sectors of society should establish a good atmosphere of paying attention to and participating in financial aid education. Various enterprises and caring individuals can provide job positions or scholarships and bursaries for universities through joint construction between schools and enterprises, donations, and education assistance. They can also participate in financial aid education by arranging for students to participate in practice or work hard, forming a virtuous cycle of caring and supporting students' growth and serving society after their success.

**Universities:** As a specific institution for financial aid education, universities should strengthen the concept of financial aid education, strive to overcome various difficulties, expand funding channels, and expand the scope of student aid. Develop reasonable rules and regulations to enhance the status and influence of financial aid education in students' hearts and ensure the orderly development of financial aid education. Increase the training efforts for the financial aid administrators to quickly grasp new methods and technologies and improve the quality of the financial aid education work. Increase attention to students, listen to their voices, and promptly solve problems they encounter in life and study. Strengthen the cultivation of students' sense of gratitude, let the awareness of serving national development enter the minds and hearts of students, and make the financial aid education system an effective tool for universities to cultivate talents for the country.

**Student's Families:** Some student's families may be forced to give up their studies due to poverty. In the short term, students earn income through labor, which solves the family's urgent needs. However, in the long run, as low-level workers, students can only hover at the bottom of society, which is tantamount to cutting off students' prospects, leading to the intergenerational transmission of poverty, and is not conducive to the country's talent development plan. Students' families should implement the national concept of "no matter how poor they are, they cannot be poor in education". They should use student loans to solve their tuition and accommodation expenses and provide financial support such as scholarships, bursaries, various subsidies, and work-study programs to support students in completing their studies, achieving personal development, better-solving family economic difficulties, and serving the country's development.

**Students:** University students, as the largest beneficiaries of financial aid education, should actively contribute to developing the financial aid education system. All students should study diligently, carry out scientific research and social practice, strive for scholarships through their efforts, and play a role as role models. Impoverished students should cherish financial aid and various subsidies, cherish hard-earned educational opportunities, and be grateful for national financial aid. Students participating in work-study programs should improve their abilities from multiple aspects and continuously improve their employment advantages. Students with student loans should repay on time to ensure the regular operation of the student loan system. Encourage graduates to work at grassroots, military, and other places where the country needs them. Tuition reduction students should strive to grow, solve their difficulties, and serve the country's overall development as soon as possible.

## 9. Future Research

(1) **Multidisciplinary research:** Financial aid education involves a variety of disciplines, such as pedagogy, management, psychology, economics, and sociology. In future research, research teams can be organized to conduct comprehensive research on financial aid education by combining their respective strengths, which is conducive to a more comprehensive understanding of the current situation and the proposal of more targeted solutions.

(2) **Innovative research methods:** This research method mainly uses document analysis, questionnaires, and structured interviews. In the future, new research methods can be explored, such as adding case studies, to make up for the shortcomings of the existing research methods.

(3) Increase the number of samples and coverage: The population for this research is represented by financial aid administrators working in the Center for Financial Aid at 26 public undergraduate universities in Guangxi. The next step is to research financial aid education from students' perspective and further improve the adaptability and feasibility of the research results.

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