

Exploration of the Practice Path of the Integration of the College Student Financial Aid System and Ideological and Political Education

Hui Yang

Xinhua College of Ningxia University, Yinchuan 750000, China

Copyright: © 2026 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: The integration of the college student financial aid system and ideological and political education is an important measure to implement the fundamental task of moral education, and also the core path to enhance the educational value of the financial aid work. At present, there are some practical difficulties in the process of integration between the two, such as a lack of coordination of objectives, poor connection of content, a single and fixed state of carrier presentation, and a lack of a mechanism for guarantee. Building upon these foundations, this paper explores practical pathways through four dimensions: precise alignment of integration objectives, deepening content system coherence, innovative implementation of integration practices, and enhanced collaborative support mechanisms. These efforts aim to synchronize funding-based education with ideological-political education, ultimately empowering the cultivation of new-era talents capable of shouldering the monumental responsibility of national rejuvenation.

Keywords: Financial aid system for college students; Ideological and political education; Integration; Practical path; Funded education

Online publication: February 4, 2026

1. Introduction

Student financial aid is an important project to ensure that students with financial difficulties can finish their studies successfully. It not only undertakes the mission of guaranteeing fairness, but also contains rich and diverse educational values. As the cornerstone of moral education in higher education, ideological and political education fundamentally aims to guide students in developing correct worldviews, life perspectives, and values. By organically integrating these two aspects and embedding ideological education throughout the entire financial aid process, we can not only enhance the educational efficacy of financial aid but also expand the practical application of ideological education. This approach represents an essential requirement for nurturing talents in the new era of higher education^[1]. At present, some universities still have some problems in the process of integration between the two, such as superficial and formal, and do not give full play to the role of collaborative education. Therefore, it is of great theoretical and practical significance to explore the practical

path of the integration of the two and solve the problems in the process of integration.

2. The logical starting point of the integration of the financial aid system for college students and ideological and political education

2.1. The inevitable requirement of policy orientation

The national level has always emphasized the educational attributes of the college financial aid work, and the relevant policy documents have repeatedly clearly required that the ideological and political education of students should be strengthened in the process of financial aid, and students should be guided to establish the consciousness of gratitude, responsibility, and the spirit of struggle. The policy guidance provides the fundamental basis for the integration of the two, promoting the transformation of the funding work from a single nature of economic security to a comprehensive education direction. As the main body of policy implementation, universities must integrate ideological and political education into every aspect of financial aid work, ensuring that the aid efforts align with the educational objectives and effectively fulfill the fundamental mission of fostering virtue and nurturing talent ^[2].

2.2. Intrinsic need of financial aid

Traditional scholarship programs predominantly emphasize financial assistance, often neglecting to nurture students' spiritual growth. This approach may lead to dependency, low self-esteem, and even a lack of gratitude among some students. As scholarship initiatives evolve, mere financial support can no longer meet the needs of students pursuing holistic development. The integration of ideological and political education into the financial aid system can compensate for the shortcomings of traditional financial aid work. Through ideological guidance and spiritual motivation, it helps students establish correct views on wealth and values, enhances their intrinsic motivation for self-development, and achieves the organic unity of financial aid and education.

2.3. Practice extension of ideological and political education

Currently, ideological and political education in higher education institutions faces challenges such as abstract content and limited delivery methods, which hinder students' engagement and sense of belonging. Student financial aid programs, however, are a vital practical platform for ideological education, as they cover a wide range of areas and involve numerous stakeholders, maintaining close ties with students ^[3]. The integration of ideological and political education into financial aid programs enables this education to extend beyond the classroom, aligning with students' real-life experiences. Through concrete financial aid practices, students can perceive the nation's care and feel the warmth of society, making ideological and political education more targeted and effective. This approach effectively expands the scope of ideological and political education.

3. The reality of the integration of the college student financial aid system and ideological and political education

3.1. Insufficient target alignment and ambiguous fusion positioning

Some universities lack awareness of integrating the financial aid system with ideological and political education, and fail to define the core objectives of this integration. The funding departments mostly focus on the completion of economic funding tasks and pay attention to the precise distribution of funding, but neglect the integration of educational objectives. The ideological and political education department focuses on the

theoretical level of education activities, and fails to fully combine the practical scenes of the funding work to carry out the education activities. The divergent approaches in goal-setting between the two entities have resulted in planning gaps during integration efforts, creating a disconnect that prevents the formation of a cohesive educational synergy ^[4].

3.2. Incoherent content and lack of educational specificity

Currently, the integration of ideological and political education content with financial aid programs remains superficial, lacking systematic and targeted approaches. The current practice often relies on generic gratitude and integrity education, failing to develop customized programs that address the specific needs and characteristics of different aid recipients. On the other hand, the educational elements in the funding work are not explored deeply enough. The institutional advantages and social care behind the national policies have not been transformed into resources for ideological and political education, resulting in the educational content being hollow and failing to touch students' inner worlds.

3.3. Single carrier curing with lagging fusion form

In the process of integration, the practical carriers of both approaches are mostly confined to traditional formats such as themed class meetings and lectures, lacking innovation and appeal. The development of online integration platforms falls short, failing to fully utilize new media platforms to conduct diversified educational activities. There is a scarcity of integrated platforms for practical applications, lacking effective formats that combine funding initiatives with volunteer services and social practice. The monolithic and rigid forms of such platforms fail to align with the cognitive characteristics and acceptance habits of contemporary student populations, ultimately resulting in suboptimal integration outcomes ^[5].

3.4. Lack of institutional safeguards and insufficient long-term integration

In the process of integration work, there is a lack of a well-established safeguard mechanism, making it difficult to achieve long-term progress. Firstly, the coordination mechanism is not perfect; there is no regular communication and cooperation mode between the funding department and the ideological and political education department, and the information sharing is not timely, which leads to difficulties in the integration work at the level of overall promotion. Secondly, the evaluation mechanism is lacking, and the integration results are not included in the assessment system of relevant departments and staff, which ultimately results in a lack of motivation for the integration work. Thirdly, the team building mechanism is not perfect; the staff engaged in the work of financial aid lack systematic ideological and political education and training, the ideological and political educators are not deeply familiar with the work of financial aid, and it is difficult to meet the requirements of the integration work.

4. The practice path of integration of college student financial aid system and ideological and political education

4.1. Precise targeting and integration, strengthening overall planning

The core objective of their integration is to cultivate a new generation of well-rounded individuals with moral, intellectual, physical, aesthetic, and labor education, achieving an organic unity between financial aid and ideological-political education. The university should establish a coordinating body led by the school leadership and involving relevant departments such as the Financial Aid Management Center, Student Affairs

Department, and the School of Marxism. This body is responsible for formulating comprehensive planning, drafting policies, and ensuring their implementation. We will develop a comprehensive implementation plan for integration efforts, clearly defining departmental responsibilities and establishing a routine communication and collaboration mechanism to ensure the process proceeds in an orderly manner. Simultaneously, we will intensify awareness campaigns about integration goals, enabling both staff and students to fully recognize their significance. This will foster a collaborative environment where everyone actively participates and works together to advance the initiative.

4.2. Deepening the connection of the content system and enhancing the pertinence of education

On one hand, we should explore the ideological and political education elements in the funding work and integrate them into the education content system. Integrate the educational initiatives on institutional confidence with the background of national funding policies and their implementation outcomes; combine gratitude education and perseverance education with exemplary cases emerging during the funding process; and incorporate integrity education and legal education with requirements such as honest application and repayment fulfillment. On the other hand, we should implement personalized education measures according to the characteristics of different funding objects. For freshmen, the program prioritizes adapting to education and policy interpretation to help them understand financial aid policies and develop independent thinking. For upperclassmen, it emphasizes career planning and social responsibility education to guide them in aligning personal growth with national needs. For students from economically disadvantaged families, the program focuses on psychological counseling and motivational education to help them overcome inferiority complexes and strengthen their drive to succeed.

4.3. Innovating the practice carrier of integration and enhancing the effectiveness of education

It enriches the offline integration carrier and creates a practice platform with diversified characteristics. Integrate financial aid initiatives with volunteer services by creating dedicated positions for beneficiaries, encouraging students to give back to society through volunteer work, while strengthening their sense of responsibility. Combine aid programs with social practice by organizing students to participate in rural revitalization and community service projects, helping them understand national conditions and public needs through hands-on experience to enhance their overall competence. Host themed cultural events featuring essay contests, speech competitions, and cultural performances to showcase the spirit of aid recipients and spread positive energy. Meanwhile, we actively expand online integration platforms by fully utilizing new media resources such as WeChat official accounts, short video platforms, and online courses to disseminate content, including interpretations of funding policies, inspirational stories, and ideological and political micro-lectures. This creates an interactive educational platform that integrates online and offline elements, thereby enhancing the appeal and impact of education.

4.4. Improving the collaborative guarantee mechanism and consolidating the foundation of integration

Establish an evaluation mechanism to incorporate the outcomes of inclusive education into the assessment systems of relevant departments and personnel, such as the Funding Management Center and the Student Affairs Department. Set scientifically appropriate evaluation indicators that cover the implementation status of inclusive

education, educational achievements, and student satisfaction levels. Link the evaluation results with awards, honors, and performance-based distribution to motivate staff enthusiasm and initiative. To strengthen team development, we will establish a regular training mechanism to organize regular participation in ideological and political education training for financial aid staff, thereby enhancing their expertise in this field. Additionally, we will engage ideological and political educators in financial aid work to gain a thorough understanding of the procedures and student needs, ensuring more targeted educational approaches. Furthermore, we will improve the information-sharing mechanism by building an information platform to interconnect financial aid data with students' ideological and political education records, providing data support for personalized education and precise financial assistance.

5. Conclusion

The integration of the college student financial aid system and ideological and political education is the key issue of university education in the new era, and its core is to achieve the organic unity of financial aid and education. At present, the integration of the two still faces many difficulties, which require universities to accurately determine the integration goals, deepen the content connection, innovate the practice carrier, improve the guarantee mechanism, and continue to explore the integration path that meets the requirements of the new era. Through the deep integration of the two, we can not only fully leverage the educational value of funding initiatives but also expand the practical scenarios of ideological and political education, achieving synergistic educational outcomes. This provides robust support for nurturing a new generation capable of shouldering the great mission of national rejuvenation.

Disclosure statement

The author declares no conflict of interest.

References

- [1] Huang S, 2025, Innovative Exploration of the Implementation Path of Ideological and Political Education Function in the College Student Financial Aid System. *Employment and Security*, (07): 154–156.
- [2] Li Q, Chen X, 2023, The Ideological and Political Education Function of the College Student Financial Aid System and Its Implementation Research. *Chengcai*, (17): 77–78.
- [3] Sun L, 2022, Analysis of Ideological and Political Education for Students under the University Financial Aid System. *Journal of Harbin Vocational and Technical College*, (03): 59–61.
- [4] Zhang L, Bian H, 2021, The Ideological and Political Education Function of the College Student Financial Aid System and Its Implementation Path. *Journal of Heze University*, 43(04): 70–73.
- [5] Zhang L, 2020, The Ideological and Political Education Function of the College Student Financial Aid System and Its Implementation Research, dissertation, China University of Mining and Technology.

Publisher's note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.