

Analysis of the Management Measures After the Issuance of National Grants in Higher Vocational Colleges

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Abstract: The national grants are a subsidy policy implemented by the government to help students with financial issues to complete their studies. It can promote the healthy development of China's education and cultivate a large number of outstanding talents for the country. In specific practice, some higher vocational colleges did not take effective management measures after distributing the national grant, which prevented the national grant from playing its due role. Based on this, this article summarizes the problems in the management of higher vocational colleges after the issuance of national grants, explores effective management measures, and lists examples to summarize management experience, so as to provide guidelines for relevant personnel.

Keywords: Higher vocational colleges; National grants; Management

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1. Introduction

In recent years, the number of impoverished students in higher vocational colleges has increased significantly. In order to help students to successfully complete their studies, the amount of grants allocated by the state finance has increased year by year. Some higher vocational colleges did not take effective management measures after distributing the grants, which led to the problem of deliberate squandering of grants. To this end, higher vocational colleges need to analyze existing problems and formulate management measures after the issuance of national grants in light of the actual situation.

2. Problems existing in the management of national grants in higher vocational colleges

2.1. Insufficient policy publicity and supervision in the later stage

Some higher vocational colleges do not adequately publicize the national grants policy, and teachers and students have deviations in their understanding of relevant policies. This causes some students to believe that

the national grants are a welfare given by the college, thus diminishing their poverty alleviation and educational functions ^[1]. At the same time, some higher vocational colleges failed to take effective supervision measures after distributing the national grants. They lacked feedback channels, and did not establish relevant reporting systems, which led to frequent problems such as students squandering the national grants.

2.2. Misuse of national grants

The main purpose of the national grants policy is to help students to complete their studies, but some vocational college students do not use it for tuition and daily basic needs after receiving the national grant. Instead, they use it to buy famous brand products and entertainment, which prevents the national grant from playing its due role ^[2].

2.3. Misunderstanding of the issuance of national grants

Before the national grant is issued, vocational colleges will assess the qualifications of students with financial issues, and after the assessment is completed, the funds will be distributed to the students. However, students do not need to perform any obligations after receiving the funds, which leads to some of them thinking that the funds are the benefits they should have received, and they even expect the college to issue national grants to them every year. This wrong perception prevents the national grants from playing their due role in motivating the students, and this can wear down the will of students, which is not conducive to their growth and development ^[3].

2.4. Negative effects on the interpersonal relationship of students

In order to compete for national grants, some students in higher vocational colleges are jealous of each other, and even harbor resentment and slander. This has a negative impact on the interpersonal relationship between students, and teachers and students, and severely disrupts the harmony and stability among students ^[4].

3. Management measures after national grants are granted in higher vocational colleges

3.1. Strengthening the publicity of national grants policies

Teachers in higher vocational colleges need to study and research the relevant content of national grants, and publicize the national grants policy through various channels. Students need to realize that the national grants are an aid policy launched by the government to help students with financial issues to complete their studies. Its main purpose is to motivate students to study hard and overcome their financial difficulties. In the process of policy promotion, higher vocational colleges need to correct students' misunderstandings about the national grants policy, and guide them to use it correctly after receiving it, so as to ensure that relevant policies play their due role ^[5]. At the same time, higher vocational colleges need to formulate a sound national grants management system. This can be done by clarifying the identification standards, application requirements, evaluation methods and procedures, and post-grant management methods for students with financial issues, and providing consulting services for students to help them accurately understand the relevant policies of national grants to ensure that the national grants policies play their due role in practice.

3.2. Standardizing the national grants application and review process

Higher vocational colleges need to standardize the application and review process of national grants, so as to create favorable conditions for post-grant management. During the process of applying for national grants,

students need to fill in the “Application Form for Identification of Students with Economic Difficulties,” “Student and Family Status Survey Form” and other forms. After submitting the relevant forms, the class needs to form a democratic assessment team, in which the number of team members should not be less than 20% of the total number of the class. Subsequently, the team members need to review the applicant’s daily expenditures and study situation, and confirm whether the applicant meets the relevant requirements based on the identification standards for students with financial issues formulated by the school ^[6]. After the class review, the college needs to conduct a further review on the basic situation of the students with financial issues. If no abnormal information is received within 5 working days, the college needs to conduct a final review, and award the grants after the applicant passed the review.

3.3. Formulating a system for changing the recipients of national grants

Higher vocational colleges need to establish a system for changing the recipients of national grants, based on students’ financial conditions, learning situation, and daily performance, so as to avoid the problem of same recipients of grants. Higher vocational colleges can adjust the frequency of granting national grants to once a month, for teachers to dynamically evaluate and manage the recipients of grants ^[7]. In the process of formulating the system for changing the recipients of national grants, it is necessary to determine the criteria for receiving warnings, grant termination, and recovery. In the process of changing the grant recipient, it is necessary to check the actual situation of the student in detail, clearly inform the reason for the change of the grant recipient, and make a public announcement. For the continuation of the grant, it also needs to be approved according to the standardized procedures, and the national grants can only be issued after confirming that they have met the relevant requirements.

3.4. Following-up on the use of the grant

Higher vocational colleges need to follow-up on sponsored students after distributing the national grants. During the process, the following methods can be adopted. Firstly, counselors and teachers need to learn about the daily performance of the sponsored students. The aim is to check the sponsored students’ attendance and discipline in the classroom, in accordance with the requirements of the college. Secondly, student cadres also need to observe the situation of the sponsored students, and report their daily performance to the teacher in a timely manner. The following items should be taken as the key aspects in the following-up of the sponsored students. The first aspect is the learning situation of the sponsored students. Higher vocational colleges need to focus on inspecting the learning situation of sponsored students, checking their class attendance rate, classroom and academic performance, etc., and encouraging them to study hard and improve their knowledge and skills ^[8]. The disciplinary compliance of sponsored students should also be considered. Higher vocational colleges need to inspect the discipline of the sponsored students. If they violate any of the rules and regulations, they need to be warned. The granting of national grants will be suspended if the violation continues. If a sponsored student is subject to administrative disciplinary action, the grant will be recovered. Besides, sponsored students’ living expenses need to be considered. Teachers in higher vocational colleges need to educate and guide the sponsored students to develop the habit of frugality, and learn to live within their means. If they have problems such as squandering, smoking, and drinking, they need to be warned in time.

3.5. Strengthening academic integrity

Vocational colleges need to establish integrity files for students and dynamically update the contents in the files. The contents of the files include basic information on integrity, tuition payment, cheating in exams, use of personal grants, etc. Students with academic misconduct will not be issued national grants, thereby increasing

students' attention on integrity. At the same time, higher vocational colleges need to strengthen students' academic integrity. Integrity is promoted by means of soliciting articles, speeches, and debates with the theme of honesty, and commending individuals with integrity, setting up an example of integrity, creating a good atmosphere of integrity on campus, and guiding all students to consciously behave in an honest and trustworthy manner, in order to ensure that the relevant national grants policies can play their due role ^[9].

3.6. Strengthening gratitude in education

In order to ensure that the national grants policy plays its due role in higher vocational colleges, it is necessary to effectively strengthen gratitude in education, and effectively integrate the issuance of national grants with gratitude in education, so that students can learn to be grateful and use the national grants correctly and rationally. For example, higher vocational colleges can regularly encourage students sponsored by national grants to participate in voluntary labor and other activities organized by the school, so that they can learn to be grateful and give back to the society ^[10].

4. Case analysis

The proportion of students from families with financial difficulties in a higher vocational college is 60%, but the number of national grants is far lower than this, which leads to many problems in the distribution and post-disbursement management of national grants.

The main problems in the evaluation and management of the national grants in the higher vocational colleges are summarized as follows. Firstly, there are some problems in the evaluation of students with financial issues. The scientific and reasonable evaluation method of students with financial issues, and the rigorous identification process can affect the fairness and authenticity of the evaluation results, consequently affecting the funding effect of national grants. The vocational colleges' assessment of impoverished students is mainly based on the "Student and Family Situation Survey Form" and "Poverty Certificate of Students with Financial Issues." The authenticity and accuracy of the contents of the form cannot be guaranteed, and the application requirements for national grants are too general and poorly enforceable without clear quantitative standards, which in turn increases the difficulty of evaluation. Secondly, students have misunderstandings about the national grants. They rely on and demand for the national grants. There are even some unfavorable phenomena such as competition about who is poorer, which seriously affects the issuance of the national grant. Thirdly, there are problems in the follow-up process of the higher vocational college. It failed to effectively supervise and manage the students who received the national grants, which led to the students' deliberate squandering of the national grants and a lack of gratitude.

In order to effectively solve the above problems, higher vocational colleges have taken the following measures. Firstly, a national grants-related management system is formulated. Based on their own actual situations, the higher vocational colleges formulated a recognition and management system for national grants, refined and adjusted the application requirements of students with financial issues. The colleges also required students with financial issues to provide certification documents such as low-income family, disability certificate, and laid-off certificate, and formulated comprehensive evaluation with quantifiable indicators, such as academic performance, learning attitude, enthusiasm to participate in activities, and class attendance, in order to ensure the accuracy of the identification of students with financial issues. Secondly, work-study programs are combined with national grants. In the process of distributing national grants, the vocational colleges effectively combine work-study and grants. They set up a few work-study positions in the school for students with financial issues to participate in work-study activities, and distributed national grants according to their

workload. This effectively prevents students without financial issues from applying for national grants, and provides labor education to students in the process of work-study. Thirdly, higher vocational colleges strengthen academic integrity for students through activities such as integrity speeches and debates, and guide students to actively participate in the activities, so that they can realize the importance of integrity and practice honesty and trustworthiness in daily activities. Lastly, higher vocational colleges have established a supervision and feedback mechanism, assigned special personnel to supervise the daily behavior of students sponsored by the national grant, and set up a reporting hotline. If the sponsored student is found to have bad spending habits or poor academic performance, the grant will be terminated with corresponding penalties.

5. Conclusion

In order to ensure that the national grants play their due role, higher vocational colleges need to strengthen the supervision of the recipients, actively publicize the national grants policy, and formulate a system for changing the grant recipients. They also need to strengthen academic integrity and gratitude in education, as well as strengthen the supervision and management of the national grant.

Disclosure statement

The author declares no conflicts of interest.

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