

Impact of Grants on the Consumption Structure of Aided College Students From the Perspective of Developmental Aid

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ABSTRACT

The bursary is a special fund set up by the government to subsidize the study and life of college students with difficult families. It has a huge impact on the life and learning of the aided college students. With the continuous improvement of the college student funding policy system, Student funding has also changed from a guarantee type to a development type. In this context, this article takes sophomores and juniors from some universities in Hubei Province as the main research object, collects data on life-style consumption, leisure and entertainment consumption, and learning-enhancing consumption of the aided groups through questionnaires, using mediation effects. The model conducts an empirical analysis of the specific impact of scholarships on the consumption structure of aided college students, and puts forward countermeasures and suggestions for improving the developmental funding system from the levels of individuals, families, schools and society.

Keywords: *bursary, development-oriented funding, consumption structure, mediation effect model.*

1. INTRODUCTION

Since the 18th National Congress of the Communist Party of China, General Secretary Xi Jinping has repeatedly emphasized the need to give priority to the development of education, and strive to ensure that every child can enjoy a fair and quality education. To a certain extent, the bursary reflects the party and the government's contribution to higher education families. The care for students in financial difficulties, it is jointly funded by the central and local governments to subsidize full-time college students in general undergraduates and colleges with financial difficulties [1]. It is an important measure to promote education equity [2] and implement the strategy of rejuvenating the country through science and education. The establishment of the school helped many students from poor families realize their college dreams. In recent years, with the development of China's economy, the consumption structure of residents has also changed. Among many consumer groups, the consumption of college students is an important part of social consumption. Among them, scholarships play a decisive role in the consumption structure of recipients of college students. influences. However, there are often some unhealthy consumer behaviors in the current college

student group, such as advanced consumption, hedonic consumption, blind comparison [3, 4] and follow-up, etc., including some subsidized poor college students. This phenomenon is not only inconsistent with the original intention of the establishment of scholarships, but also runs counter to the current development-oriented funding concept [5]. As an important part of the consumer group, college students, whether the recipient college students have correct values and sound personality and other factors have an important impact on the rationality of the recipient college students' consumption structure.

2. AN EMPIRICAL ANALYSIS OF THE IMPACT OF BURSARIES ON THE CONSUMPTION STRUCTURE OF AIDED COLLEGE STUDENTS

2.1. Data Sources

In order to reflect the reliability of the research results, this article takes the students from Hubei province-owned universities as the main research objects, and surveys more than 2, 000 students from Hubei University of Automotive Technology, Hanjiang Normal University, Hubei University of Arts and

Science, Three Gorges University, Hubei University and other universities, Of which 565 are sponsored students. Because freshmen who have just entered the freshman year may not have adapted to university life, most of the changes in their consumption structure are affected by changes in their lifestyles. The impact of bursaries on their consumption structure may not be obvious. Compared with sophomores and juniors, the income sources of the paid internship opportunities for enterprises are broader, and they are not solely affected by the scholarship. Therefore, this survey excludes the influence of other factors on the consumption structure as much as possible. The age range of the survey subjects is mainly concentrated between 18 and 22 years old, and the survey samples are distributed among sophomores and juniors who are aided college students. The questionnaire mainly reveals the characteristics of the consumption structure of the aided college students from the aspects of gender, grade, source of origin, bursary level, life consumption, leisure and entertainment consumption, self-improvement consumption and other consumption, and explores the consumption structure of the aided college students from the granting of bursaries Structural influence. Specifically, descriptive analysis and correlation analysis are used to reveal the characteristics of the consumption structure of the aided college students through descriptive analysis, and the correlation analysis reveals whether the bursary has an impact on the consumption structure of the aided college students, and which aspects have an impact on the consumption structure.

2.2. Variable Selection and Model Establishment

We define explained variable as: Consumption structure (C_i/C_4). The consumption structure is measured by the ratio of life-style consumption to total consumption, the ratio of leisure and entertainment consumption to total consumption, and the ratio of self-improvement consumption to total consumption.

Explanatory variable: Financial aid. Based on the answer to the question "Have you received a bursary?" This article sets up dummy variables and samples the college students who have received bursaries as the analysis object.

Intermediary variables: The intermediary variables are mainly selected from the level of grants of aided college students.

Control variables: This article mainly selects control variables from three aspects: gender, grade, and place of origin.

According to the research purpose, the following regression equation is established:

$$\frac{C_i}{C_4} = \alpha_i 0 + \alpha_i \text{grant} + \sum_{n=1}^{n=3} \beta_n X_n + \mu_i \quad (i=1, 2, 3) \quad (1)$$

The above equation expresses the impact of bursaries on the consumption structure of aided college students. C_1 means life consumption, C_2 means leisure and entertainment consumption, C_3 means self-improvement consumption, and C_4 means total consumption. $X_n (n=1,2,3)$ is a vector of control variables, including gender, grade, and place of origin. $\alpha_i (i=1,2,3)$ represents the regression coefficient of bursaries to various consumption, μ_i represents the random error term.

The criteria for judging the impact of bursaries on the consumption structure of aided college students are: if the consumption structure increases significantly with the proportion of total consumption expenditure, the proportion of self-improvement consumption expenditure in total consumption will increase significantly, and the proportion of leisure and entertainment consumption expenditure in total consumption will decrease significantly. And the proportion of life-style consumption in total consumption has been significantly reduced, which shows that the bursary has a positive role in guiding the consumption of aided college students, and the aided college students pay more attention to improving their own strength. The standard will be reflected in the results as, Under the premise of $a_4 > 0$, $a_3 > 0, a_1 < 0, a_2 < 0$; If the consumption structure decreases as the proportion of total consumption expenditure decreases, the proportion of self-improvement consumption expenditure in total consumption decreases significantly, the proportion of leisure and entertainment consumption expenditure in total consumption increases significantly, and the proportion of life-style consumption in total consumption increases significantly. It shows that the bursary has inhibited the improvement of the consumption structure, and the subsidized college students spend too little on self-improvement. The standard will be reflected in the results as, Under the premise of $a_4 < 0$, $a_3 < 0, a_1 > 0, a_2 > 0$. This shows that the bursary has not played a positive role in promoting the consumption structure of college students, but has fostered the hedonic consumption of college students.

2.3. Empirical Analysis

2.3.1. Status Quo of Consumption Structure of Aided College Students

It can be seen from Table 1 that the number of aided college students accounts for 25% of the total number.

TABLE 1. Status Quo of University Students' Consumption Structure

variable name	Full sample		Financial aid		No bursary	
	Obs	Mean	Obs	Mean	Obs	Mean
C_1 / C_4	2260	0.5834	565	0.6205	1695	0.5623
C_2 / C_4	2260	0.3357	565	0.2998	1695	0.3526
C_3 / C_4	2260	0.0809	565	0.0797	1695	0.0851

From this point of view, the proportion of college students receiving grants is relatively high, indicating that the scope of implementation of national grants is wide and the size of the recipient groups is large. From a longitudinal analysis point of view, the living consumption expenditure of the three types of samples of college students is greater than the leisure and entertainment consumption expenditure and the self-improvement consumption expenditure. Among them, the self-improvement consumption expenditure accounts for the lowest proportion, followed by the leisure and entertainment consumption expenditure. From a horizontal analysis point of view, the expenditures of leisure and entertainment consumption and self-improvement consumption accounted for higher total consumption expenditures than those of the subsidized college students. It is worth noting that the living consumption expenditure of the aided college students accounted for 62.05% of the total consumption expenditure, which is much larger than the living consumption expenditure of the college students who did not receive the grant, which accounted for 56.23% of the total consumption expenditure. From the average of various types of consumption expenditures, compared with other types of consumption, the aided college students accounted for a larger proportion of the

consumption expenditure of other types, and there was a significant increase trend; while the expenditure on self-improvement consumption was less, which accounted for more. There is no obvious trend of increase.

2.3.2. Analysis of Regression Results

From the results, it can be seen that the impact of bursaries on the proportion of life-style consumption expenditures is significantly positive at the level of 1%, that is, the bursaries play a certain role in promoting life-style consumption expenditures, and the higher the stipend level, the more life-style consumption expenditures. From the point of view of the influence of control variables on life-style consumption expenditures, in grades, the higher the grade level, the more life-style consumption expenditures are, which has a certain promoting effect on life-style consumption expenditures; in terms of gender, boys have more life-style consumption expenditures than girls. Expenditure is low; in terms of source of students, agricultural account recipient college students have less living consumption expenditure than non-agricultural account recipient college students, which has a significant impact.

Table 2. Correlation analysis of C_1 / C_4

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	0.548743	0.024144	22.72775	0.0000
X1	0.00371	0.006472	0.573197	0.5682
X2	-0.005873	0.013011	-0.451409	0.653
X3	-0.063925	0.016118	-3.965975	0.0002
X4	0.079256	0.016494	4.805059	0.0000
R-squared	0.573562	Mean dependent var		0.55325
Adjusted R-squared	0.550819	S.D. dependent var		0.084386
S.E. of regression	0.056556	Akaike info criterion		-2.846704
Sum squared resid	0.239895	Schwarz criterion		-2.697827
Log likelihood	118.8682	Hannan-Quinn criter.		-2.787015
F-statistic	25.21886	Durbin-Watson stat		1.526296
Prob(F-statistic)	0.000000			

(Explanation: X_1 represents the grade, in the data analysis, 1 means sophomore, 0 means junior; X_2 represents the gender, in the data analysis, 1 stands for male and 0 stands for female; X_3 represents the birthplace, in the data analysis, 1 represents the agricultural account and 0 represents the non-agricultural account; X_4 represents the

financial aid level, in the data analysis, 1 represents the first-class financial aid, 0 represents the second-class financial aid.)

Table 3. Correlation analysis of C_2 / C_4

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	0.303165	0.023454	12.92611	0.0000
X1	0.004265	0.006287	0.678412	0.4996
X2	0.000135	0.012639	0.010646	0.9915
X3	0.021329	0.015657	1.362211	0.1772
X4	-0.03447	0.016023	-2.151328	0.0347
R-squared	0.182412	Mean dependent var		0.31125
Adjusted R-squared	0.138807	S.D. dependent var		0.059201
S.E. of regression	0.054939	Akaike info criterion		-2.904735
Sum squared resid	0.22637	Schwarz criterion		-2.755859
Log likelihood	121.1894	Hannan-Quinn criter.		-2.845046
F-statistic	4.18331	Durbin-Watson stat		1.418169
Prob(F-statistic)	0.004115			

(Explanation: The meaning of each parameter in this table is the same as that in Table 2.)

The analysis results show that the impact of the bursary on the proportion of leisure and entertainment consumption expenditure is significantly negative at the level of 1%, that is, the bursary will reduce the cost of leisure and entertainment consumption expenditure, and the higher the bursary level, the less leisure and entertainment consumption expenditure. . From the perspective of the influence coefficient, the regression coefficient of leisure and entertainment consumption expenditure is negative ($\alpha = -0.03447$), indicating that the bursary is negatively correlated with leisure and entertainment consumption expenditure and has a

certain negative impact on leisure and entertainment consumption expenditure. From the point of view of the influence of control variables on leisure and entertainment consumption expenditures, the higher the grade level, the more leisure and entertainment consumption expenditures; in terms of gender, boys have more leisure and entertainment consumption expenditures than girls; in the place of birth, agricultural household registration Of subsidized college students spend more leisure and entertainment consumption than non-agricultural account recipients, which has a significant impact.

Table 4. Correlation analysis of C_3 / C_4

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	0.139999	0.022225	6.299177	0.0000
X1	-0.006519	0.005958	-1.094213	0.2774
X2	0.001376	0.011976	0.114926	0.9088
X3	0.050809	0.014837	3.424422	0.001
X4	-0.036885	0.015183	-2.429335	0.0175
R-squared	0.384113	Mean dependent var		0.136375
Adjusted R-squared	0.351266	S.D. dependent var		0.064636
S.E. of regression	0.052061	Akaike info criterion		-3.012357
Sum squared resid	0.203273	Schwarz criterion		-2.86348
Log likelihood	125.4943	Hannan-Quinn criter.		-2.952668
F-statistic	11.69391	Durbin-Watson stat		1.934254
Prob(F-statistic)	0.000000			

(Explanation: The meaning of each parameter in this table is the same as that in Table 2.)

From the perspective of the impact coefficient, the regression coefficient of self-improvement consumption expenditure is negative ($\alpha = -0.036885$), indicating that bursaries will reduce the proportion of

self-improvement consumption expenditures. The higher the stipend level, the lower the proportion of self-improvement consumption expenditures. From the point of view of the influence of control variables on

self-improvement consumption expenditures, the higher the grade level, the lower the self-improvement consumption expenditures, indicating that the higher-grade college students spend less on self-improvement consumption. Willing to increase spending on self-improvement consumption; in terms of gender, boys have more self-improvement consumption expenditures than girls; in the place of birth, agricultural account has more self-enhancement consumption expenditures than non-agricultural account recipient college students, which has a significant impact.

The comparative analysis of the above three tables shows that, in terms of the impact coefficient, the regression coefficient of life consumption expenditure ($\alpha = 0.079256$) has the largest absolute value among the three types of consumption, and the regression coefficient of self-improvement consumption expenditure ($\alpha = -0.03447$). It is lower than the regression coefficient of leisure and entertainment consumption expenditure ($\alpha = -0.03447$). It can be concluded that the bursary has the greatest impact on the life consumption expenditures of college students; among the leisure and entertainment consumption expenditures, the higher the bursary level, the proportion of leisure and entertainment consumption expenditures does not increase significantly; among the self-improvement consumption expenditures, the bursary The higher the level, the lower the proportion of self-improvement consumption expenditure. It shows that the impact of bursaries on the consumption structure of aided college students is mainly manifested in increasing the proportion of living consumption expenditure and reducing the proportion of self-improvement consumption.

3. AN ANALYSIS OF THE UNREASONABLE FACTORS IN THE CONSUMPTION STRUCTURE OF THE AIDED COLLEGE STUDENTS

On the one hand, the establishment of the national scholarship is to help students with financial difficulties reduce their financial pressure, and on the other hand, they are to encourage poor students to work hard and grow into talents through personal efforts. The survey results found that the proportion of the consumption structure of the aided students was found to be imbalanced. The grants received by the aided students have the greatest impact on the proportion of their monthly living consumption expenditures, and the proportion of self-improvement consumption expenditures is too small.

The main reasons for the unreasonable consumption structure of the aided college students are:

(1) The gap between urban and rural development is large. Due to the imbalance in the level of urban and

rural development [6], the living standards of urban and rural areas are quite different, resulting in a similar situation in the consumption structure of urban and rural college students [7].

(2) Students' consumption mentality is too impetuous. Among college students, the hedonism and comparison style are still prevailing. From a psychological point of view, poor students are more concerned about other people's views and evaluations of themselves [8]. For poor college students, they just have the ability to independently control their lives and have a desire for consumption. Control and restraint are not strong enough. In daily consumption, it will be affected by the surrounding students, and there will be a certain gap in consumption ability, which will eventually lead to blindly comparable consumption [9]. Even some of the aided students purchase luxury goods or high-end products in large quantities in order to conceal their inferiority complex. Own vanity.

(3) The school's education and guidance for aided students is not perfect. In order to ensure that poor students can truly enjoy the funding policy, colleges and universities often attach great importance to the selection process of grants, while ignoring continuous guidance on the values and consumption outlook of the aided students [10]. There is no corresponding monitoring system for the psychological problems and irrational consumption caused by poor students in consumption, which can easily lead to problems that cannot be discovered and resolved in time. In addition, the ideological and moral education, ideals and beliefs education for poor students are still weak. Not enough, poor students enjoy the policy dividends, but they have a strong sense of self-improvement, hard work, and giving back to the society.

(4) The social security system has yet to be improved. Although the amount and coverage of national scholarships are steadily increasing, according to relevant data, the family income of poor college students can maintain the basic life of the family [11], but when the family encounters a major accident or natural disaster, due to the imperfect social security system, Poverty due to illness and poverty due to disasters are still common. Family changes will quickly return poor families to poverty. The overall consumption level of the family will drop significantly, and the living standards of aided students will also show a downward trend [12].

4. CONCLUSION

4.1. Aided Students Should Establish a Rational Consumption Outlook and a Spirit of Continuous Striving for Self-Improvement

As a college student, you must establish a rational consumption concept, treat new things in the outside world in an objective manner, have the ability to distinguish right from wrong, and be able to resist the propaganda and guidance of some media. Impoverished college students should establish a rational consumption outlook and an optimistic and self-confident mentality, and should not blindly compare, be vain, or show off. Develop the habit of budgeting before consumption, avoid overspending, and formulate a reasonable consumption plan based on your own spending power. At the same time, we should sharpen the character of self-improvement in poverty, establish a sense of gratitude, use the core socialist values to guide our own thoughts, learn to distinguish the value orientation wrapped in the cloak of culture, strive to learn scientific and cultural knowledge, actively participate in social practice, and learn and form their own values in practice.

Parents should give correct guidance to students' consumption outlook.

The living expenses of college students are mainly provided by parents. Parents should supervise the consumption behavior of college students and actively understand the monthly consumption situation of college students. In normal times, parents should take the initiative to help college students develop a habit of reasonable consumption, consume according to the actual situation, and not waste. In family education, parents should also abandon the educational philosophy of "no matter how hard it is for children", set an example and use practical actions to tell their children the importance of "hard work and hard work" and guide their children to shape positive values.

4.2. Colleges and Universities Should Strengthen and Perfect the Developmental Aid System

For schools, it is incumbent on the responsibility to actively guide the rational consumption of college students [13]. Schools should make good use of big data platforms to track the consumption of aided students, and promptly educate and guide unreasonable consumption behaviors. In addition, schools should not only "teach them to fish", but also "teach them to fish". It is necessary to strengthen the education of the ideals, beliefs and values of the aided students, and help college students to establish a foundation through lectures on inspiration, gratitude, and financial knowledge. A correct outlook on life and consumption,

and timely correction of unscientific consumption methods are got. In terms of publicity, campus broadcasting platforms, school newspapers, We Chat public accounts, etc. can be used to publicize outstanding deeds of self-improvement and hard work students, and through peer guidance, college students can form a subconscious mind of scientific and reasonable consumption. In normal times, the school can also provide diversified practice platforms, such as providing more positions suitable for part-time college students, which can not only relieve the financial pressure of the aided college students, but also cultivate the hard-working quality of college students and promote college students' support. To become an independent and self-reliant character, the school also needs to establish a sound consumer safety system, build a "campus loan" prevention mechanism, guard against "campus loan" eroding university campuses, provide college students with a safe and orderly campus atmosphere, and promote their healthy development.

4.3. Society should Improve the Security System and Create a Style of Diligence and Thrift

The behavior and habits of college students are also affected by the entire social environment. The government needs to optimize the social environment for college students' consumption, purify improper consumption [14], and create a healthy and positive consumption environment. For various lending platforms, it is necessary to intensify the supervision, through the mass media, social public opinion, etc., to guide the physiological consumption of universities, and form a consumption concept of "means within the means of living, moderate consumption". In addition, it is also necessary to improve the social security system to truly realize that the whole society has "providing the elderly and the sick with medical care" and helping poor families get rid of poverty.

Nowadays, college students are the main part of the consumer market, and the aided college students are a group that needs great attention. During the important period of their outlook on life and value formation, there may be problems such as inferiority and self-esteem, lack of hard work spirit, and weak sense of gratitude. How to enable the recipient students to correctly face the reality of the family, realize their own value through personal struggle, and give back to the society with their own strength, which requires the concerted efforts of the family, school, and society to guide the recipient students to gradually form a correct life Concepts, values, and consumption concepts make the developmental funding concept take root and make the national funding policy reflect the fundamental value.

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