

“发展型助学模式”理论与实践研究成果（理论篇）

目 录

1. “扶贫”转向“扶能”：高校资助育人社团化模式的实践研究——以盐城工学院伯藜学社为例·····	1
2. 积极心理学视域下贫困大学生心理健康教育反思及改进·····	6
3. “三全育人”视角下高校资助育人体系校本研究——以伯藜学社发展型助学模式为例·····	8
4. 发展型资助视阈下资助育人模式探索——以江苏陶欣伯助学基金会为例·····	14
5. 资本协同在高校困难生发展内生动力提升中的应用探论·····	16
6. 社团组织视域下高校贫困生发展支持路径·····	19
7. 人力资源视角下高校学生社团建设·····	22
8. 贫困学子：如何坚持求学——一项关于中国不同年代贫困学生求学经历的个案研究·····	24

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“扶贫”转向“扶能”:高校资助育人 社团化模式的实践研究

——以盐城工学院伯藜学社为例

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摘 要:单一的经济扶贫方式在高等教育发展过程中逐渐与高校“立德树人”的育人理念脱节,高校要不断探索出丰富的资助育人模式。其中资助育人社团化模式将资助方、高校和学生整合,形成了经济帮扶、高校指导、学生自主发展的育人思路,有效解决了资助和育人相分离的高校思政工作难题,是传统资助工作的创新,是资助育人结合的实践,是高校开展家庭经济困难学生德育工作的重要途径。

关键词:资助育人;社团化;伯藜学社

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Tuning “Supporting Poor Students” to “Assisting Elite Education”: Study on Practices of the Funding Mode of Education Corporatization in Colleges and Universities

—Taking Boli Society in Yancheng Institute of Technology as an Example

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Abstract: The single method of economic aid for poor students is gradually out of contact with the education idea of “fostering integrity and promoting rounded development of people” in colleges and universities. Thus, colleges and universities have been continuously exploring a variety of education funding patterns. One of them, the mode of education funding corporatization, which integrates donors, universities and students, has formed an educational thought of economic support, guidance in colleges and students’ independent development, and has effectively solved the college ideological education problem of separating funding from education. So, this pattern is an innovation of the traditional funding support, an exploration of integrating funding support and education, and an essential way to carry out the moral education for the students with family economic difficulties in universities and colleges.

Keywords: education funding; corporatization; Boli Society

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高校资助工作关系到教育公平和社会和谐,在国家、地方有关财政、教育等部门以及社会企业的大力投入和共同努力下,我国高等教育精准资助和资助育人工作全面推进,2016年普通高校接受各类资助的学生达4 275.69万人次^[1]。如何对这类庞大的“特殊”群体进行集中化管理和开展针对性教育,给高校资助育人工作的管理者和实践者带来了挑战。随着高等教育不断改革,大学生思想政治教育赋予了学生社团自主管理、自主服务、自主发展的充足空间,这也是高校开展德育工作的重要环节。由受助学生组成的资助型社团成为提高家庭经济困难学生综合素质、凝聚力和影响力的学生组织,也为高校优化了资助方式,拓宽了育人思路。

1 高校建立资助型社团的必要性

1.1 传统资助工作的问题剖析

自1952年我国正式建立学生资助模式至2007年基本形成相对合理、稳定的高等教育资助体系,经历了初创、探索、改革和成熟四个阶段。党的十九大报告强调要“健全学生资助制度”,对学生资助工作提出了更新、更高的要求;教育部部长陈宝生强调全面推进学生资助精准化,切实发挥学生资助育人功效,努力提升学生资助科学化水平。全国高校在健全资助体系的同时,也越来越注重将资助和育人相结合,但在长期运作的过程中,还存在一些问题^[2]。

1.1.1 “物质帮扶”完善到位,“精神资助”流于形式 在资助工作中,物质帮扶是资助家庭经济困难学生的基础,越来越完善的资助体系为广大贫困生提供了完成学业的有力保障。家庭经济困难学生的“贫困”除了经济方面,还涉及心理健康、人际交往、能力发展等方面的缺陷,物质帮助多而精神资助少,甚至存在形式主义的人文关爱,忽视了贫困大学生在精神方面更强烈的真正需求。

1.1.2 “工作执行”落地有声,“全面发展”力度不足 高校在国家助学政策和社会助学形势的支持下,“奖、助、贷、减、补、免、勤”等资助工作开展秩序井然,高校在经费管理、使用和监督方面都有明确的标准,严格按照相关规定开展资助工作,阶段核查、年终总结等确保资助工作条条落实、落地。但在执行过程中也暴露出问题,例如个别学生通过谎报家庭经济状况骗取助学金,部分受助学生缺乏感恩回报意识,家庭经济困难学生“造血”能力缺乏,自强、诚信、感恩意识缺乏,创新、进取精神不足。

1.2 “资助助人”转向“资助育人”的工作要求

《中共中央国务院关于进一步加强和改进大学生思想政治教育的意见》强调改进大学生思想政治教育要把解决思想问题和解决实际问题相结合,将高校育人工作渗透在日常管理的方方面面^[3];2016年全国高校思政工作会议也强调要将育人工作贯穿于立校办学的全过程^[4]。同时根据马斯洛需要层次理论的人具有生理、安全、社交、尊重和自我实现的需求观点分析^[5],学生的生存是高校资助育人的依据,受教育的精神需求是动力,综合能力发展是追求。因此,高校资助工作应“以资助为手段、教育为导向、育人为目标”,使高校资助工作在为家庭经济困难学生提供经济资助的同时,通过人文关怀解决贫困生的心理贫困和能力贫困,实现“造血式”的育人目的。

1.3 高校贫困生社会认同的需求及学生社团育人功能的运用

20世纪70年代泰弗尔研究社会认同理论(Social Identity Theory),主要指个体认识到他属于特定的社会群体,同时也认识到作为群体成员带给他的情感和价值意义^[6]。孤僻冷漠、自我否定、缺乏自信等是高校家庭经济困难学生常见的心理问题,在被“标签化”的处境下,他们渴望群体归属和社会认同。因此,因某一共同特征组成的稳定群体可以使他们体验群体认同。有学者进一步将自尊假设引入社会认同,指出个体在群体关系中认识自我和他人。在群体比较的过程中,优势群体可以带给个体积极的情绪体验和较高的自尊,又反过来强化了个体对群体的较高集体认同^[7]。高校经济困难学生群体在无差别对待的情况下,个体优势与群体优势相互作用。

高校学生社团是建立在高校学生相近的精神需求、理想信念、兴趣特长等基础上,按照相关章程自发组成的学生群体组织。家庭经济困难学生在群体认同和自我认同的基础上,自主建立具有公益性、发展性的学生社团,开展自助、他助、助人活动,这正是高校学生社团育人功能的运用,通过自主发展培养家庭经济困难学生自立自强的精神,可以强化成员的群体归属感和社会责任感^[8]。因此,将高校资助工作和学生社团功能相结合,打造资助育人社团化模式,是众多高校开展资助育人工作新的尝试。

2 基于教育认同理论的高校资助育人社团化模式之实践研究

2.1 伯黎学社的发展历程简介

课题组对江苏省9所高校的资助型社团进行

了统计,其中成立了 3 个及以上资助社团的有南京大学、中国矿业大学、南京中医药大学等,至少存在 1 个资助社团的有江苏大学、扬州大学、盐城工学院、淮阴师范学院等。最具代表性的社团为基于陶欣伯助学基金设立的伯黎学社,目前江苏省内有 22 所院校设立伯黎学社,主要分布在苏中、苏北地区,在陶欣伯助学基金会的支持下已运行 3 年以上。以盐城工学院伯黎学社为例,210 名受伯黎助学金资助的在校生作为社员组成综合部、学习部、创业部、外联部、文宣部、财务部等 6 个部门,在学校资助育人工作中发挥组织活动和资助育人的双重功能,210 名社员被称为“陶学子”,伯黎学社被誉为“陶学子之家”,是 2016—2017 年度唯一获得该校最佳“示范”社团荣誉称号的学生社团。

2.2 资助型社团成员与非成员自我认同的比较分析

课题组对盐城工学院、盐城师范学院、淮海工学院、扬州大学、南通大学、南京中医药大学、苏州科技大学、东南大学 8 所院校的 140 名家庭经济困难学生(其中资助型社团成员 82 名,非社团成员 58 名)开展自我认同问卷调查,量表在采用奥克斯和普拉格自我认同感量表的基础上编制家庭经济困难大学生自我认同调查问卷,问卷共 35 个提问项(完全不符合 0 分、比较不符合 1 分、符合 2 分、比较符合 3 分、完全符合 4 分),结合奇克林(Chickering)教育认同理论(Education and Identity Theory)将问卷分为自我发展能力、情绪管理能力、团结协作能力、人际交往能力、自我认同能力、目标管理能力和人格健全情况 7 个维度,运用 SPSS 统计软件进行自我认同现状比较分析,如图 1 所示。

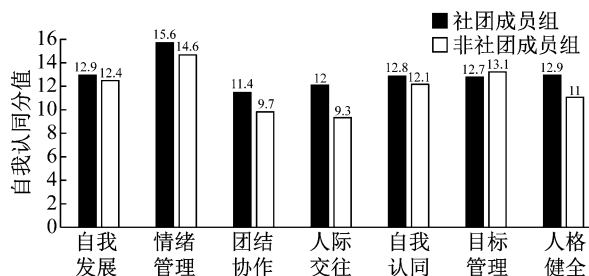


图 1 资助型社团成员与非成员自我认同各维度对比

由图 1 可见,参加资助型社团的贫困生在自我发展、情绪管理、团结协作、人际交往、自我认同、人格健全 6 个维度上显著程度高于非社团成员,社团成员组总平均分为 90.3,明显高于非成员组总平均分 82.2,资助型社团成员的自我认同整体水平明显高于非社团成员。虽然存在调查对象数量的局限性,但这一结果依然能反映出高校资助育人社

团化模式在育人工作中发挥了积极的作用。

2.3 高校资助育人社团化模式的功能实践——以盐城工学院伯黎学社为例

高校资助育人社团化模式主要通过成立资助社团并开展活动来体现,以盐城工学院伯黎学社为例,该资助社团在家庭经济困难学生的教育发展中发挥了显性和隐性两方面功能。江苏陶欣伯基金会的宗旨是“资助贫困有志,奖励品学兼优;鼓励回乡创业,服务基层社会”,在基金会和 22 所学校指导下,伯黎学社的显性和隐性育人功能,具体体现了宗旨的内涵。

2.3.1 显性功能 高校资助育人社团化模式的显性功能主要表现在学业成绩方面,是易于观察的一部分。家庭经济困难学生在求学方面除了要承受经济压力之外,部分来自于云南、贵州、新疆等边远地区的学生还存在学习基础薄弱、学习能力欠缺等困难。为提高社团成员的学业成绩,盐城工学院伯黎学社设有学习部,分管领导和指导老师定期开展学业咨询会、分析会等活动进行查漏补缺,在此基础上社团成员学业成绩不断提升。近年来,资助社团成员的学习成绩和奖学金获得情况,分析如图 2 和图 3 所示。

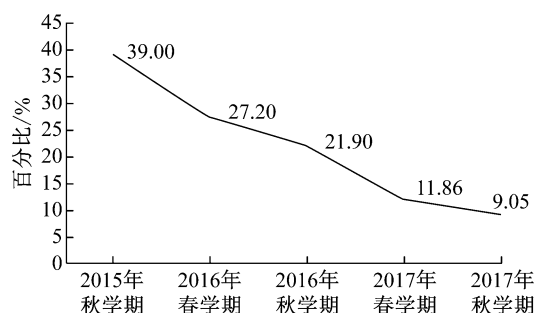


图 2 盐城工学院伯黎学社挂科率变化

从图 2 和图 3 可以看出,社团成员的整体挂科比例依然比较高,因为受助学生中有 37.4% 的学生来自云南、贵州、甘肃、新疆等边远地区,学业基础薄弱,在大学英语和高等数学方面体现尤为明显。但 2017 年秋季学期挂科率比 2015 年秋季学期下降了近 30%,2016—2017 学年各类奖学金获得比例明显高于 2015—2016 学年,社团内 56 名 2014 级社员,大一、大二、大三各学年学习成绩平均值分别为 82.41、83.32、84.67,2016 学年相较于 2015 学年增长 1.1%,2017 学年相较于 2016 学年增长了 1.6%,全校 2014 级学生在 2015、2016、2017 学年学习成绩平均值分别为 81.43、82.17、82.86。这三组数据充分反映了在社团化资助育人的模式下,家庭经济困难学生的学业成绩取得了明显的进

步,资助育人社团化模式的显性功能得到充分发挥。

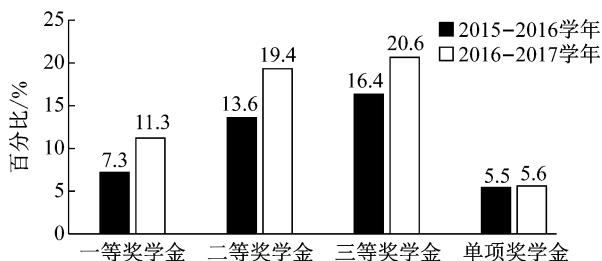


图3 2015—2016学年与2016—2017学年盐工伯黎学社成员奖学金获得情况对比

2.3.2 隐性功能 社团化资助育人的隐性功能主要体现在“第二课堂”活动中,盐城工学院伯黎学社开展了心理健康、素质拓展、志愿服务、创新创业等各项活动,丰富了经济困难学生的课余生活,提升了社员综合素质。据统计,2015—2017年内举办的活动中学习类占20.5%,文体类占12.6%,培训类占9.4%,心理健康类占12.7%,志愿服务类占33.1%,创新创业类占8.2%,其他类型占3.5%。

(1) 树立励志典型,展示自强风采。学校通过选拔“励志之星”,“励学之星”并参加全省、全国评选,挖掘和宣传自立自强、自胜的先进典型,利用专题报道、现场汇报、交流分享等形式鼓励品学兼优、贫困有志的学生,同时通过树立榜样激发更多经济困难学生的学习成才动力。

(2) 组织志愿服务,强化感恩意识。每年基金会深入高校与受助学生召开座谈会,与受助学生面对面进行学生学习、生活、心理交流,学生参与资助签约仪式,切身感受来自社会、学校的关心与帮助,用最直接的方式开展感恩教育、诚信教育。伯黎学社在基金会和学校的支持下利用寒暑假组成支教团队,深入云南、甘肃山区贫困村镇开展支教活动,在校期间组织创建文明城市、慰问孤寡老人、关爱留守儿童等常规性志愿服务,充分践行了“自助、互助、助人”的精神。

(3) 开展素质拓展,提高综合素质。学校心理健康部门定期为学社成员开展心理疏导,从入学适应到生涯规划,从客观看待贫困到悦纳自我,社团自行组织素质拓展、文体竞赛、读书演讲、交流分享活动,提高经济困难学生的人际交往、团结协作能力,培养其自信、乐观、博学的精神。社团定期开展部门会议,学校提供独立的办公室,为经济困难学生群体打造了共同的精神家园,社员的参与营造了伯黎学社温馨的“家文化”。

(4) 鼓励创新创业,支持青年梦想。陶欣伯基

金会与国内外高校合作创办创业学院、组织创业大赛、创业训练营、创业课程等,目的是鼓励和扶持有志创业的陶学子回乡创办商贸和服务型企业,支援家乡的建设。以盐城工学院为例,据统计,2017年春季学期有创业意向的同学有19位,占学社人数的11.9%,目前正式开展的创业活动有3项,其中“靓衣魅影”荣获学校“互联网+”创新创业大赛三等奖,并入围江苏陶欣伯助学基金会创业大赛决赛,同时创业所得也能让“资助”变“自助”。

3 高校资助育人社团化模式之反思与创新

高校资助型社团融合学校教育管理和学生自我管理的两方优势,在家庭经济困难学生的成长与发展中发挥了多方面的育人功能,但同时高校资助型社团作为新鲜事物在近几年的运行中仍然存在一些不足之处,例如社团成员身份的特殊性被周围同学群体进行“标签化”,社员绝大多数参加校内外勤工俭学带来时间、精力上的冲突,社团发展目标制定未能与学校发展紧密结合,等等。此外,高校作为立德树人的主体,在资助育人社团化模式中的经费投入、指导老师安排等方面有待改进。社团发展活动的开展是基础,制度建设是保障,社员发展是目标,因此,结合调查各学校资助型社团发展情况,本研究对高校资助育人社团化模式的创新提出以下建议。

3.1 注重活动创新,打造核心文化,提升社团活力

首先,活动是社团化资助育人的基础。推动学生社团在活跃校园文化、加强和改进大学生思想政治教育、服务学校改革发展等方面发挥巨大的作用^[9]。在活动形式上可以借鉴先进社团的经验,同时紧扣学生的兴趣爱好打造品牌活动;在活动内容上应涉及心理健康、感恩教育、励志教育等。

其次,文化是社团化资助育人的核心。注重社团活动的科学性和文化性,打造符合资助型社团的核心文化,如“家文化”“励志文化”“感恩文化”等,以文化人,增强社员凝聚力,培养家庭经济困难学生自强不息的精神。通过活动形式和内容的创新以及核心文化的塑造,提升社团发展活力和影响力,让所谓的“特殊群体”变得自强自信。

3.2 制定建设目标,完善运行机制,建立考核标准

社团发展离不开目标确立、日常运行和考核激励,因此要完善资助型社团的制度建设也必须做好以下三个环节的工作。

第一,资助型社团的建设目标除了要实现活动

有序开展、社团活力提升等基础性目标,还要达到“扶能”的终极目标,即实现每一位社员自我认同、学业提升、自信自强、综合发展的目标^[10],通过制定阶段性、具体化目标来实现这一抽象目标,如每学年制定奖学金获得率、志愿服务次数、创业项目规划数等。

第二,建立完备的社团章程和骨干选拔机制,确保社团管理有序、科学运行,结合学业成绩、领导能力、道德品质等标准进行民主、公开的社团骨干选拔,定期、有效地开展部门例会、社团阶段总结,学校安排专门指导老师参与社团运行的全过程,发挥思想统领的作用。

第三,建立明确的考核标准,在评选“优秀社员”“励志之星”“先进部门”时有据可依,制定详细的评分细则,每学年在考核评选中公正执行,对先进个人和部门及时进行物质和精神奖励,树立典型的同时也是提升自信心的重要方式。

3.3 创建信息管理,强化人文关怀,跟踪人生发展

首先,对每一位社员的基础信息进行统计,包含家庭情况、学业成绩、活动参与情况等,对于家庭条件极其困难的同学要重点进行心理关注,通过鼓励其积极参与活动丰富学生的精神生活;对于学习困难的同学要定期进行学习交流,组成帮扶小组提升其学业成绩;对于参与活动积极性低的同学可以适当通过轮值安排的形式使其在各类活动中提高人际交往、团结协作的能力。

其次,高校社团化的资助育人模式不仅要关注学生的能力发展,同时要强化人文关怀,充分利用中秋节、春节等重要节假日进行人文关怀,例如中秋节组织包饺子团圆宴、分发月饼,在社团年会上连线家长,对边远地区的困难学生发放“爱心车票”,春节赠送新春礼包等。

此外,资助育人工作是一项需要长远规划、长期投入的工程,对困难学生的帮扶并不一定在短期内看出成效,因此高校可以通过建立专项校友会跟踪关注受助学生的人生发展,对于就业、发展有困难的学生及时给予指导,对于取得发展成绩的校友可邀请其返校交流,实现资助社团育人的内外

联结。

高校资助育人工作是一项具有深远意义的重要工程,高校应着力构建育人工作的大格局^[11],将社团化资助育人纳入其资助工作体系中,强化资助工作在大学生全面发展中的意义,加快实现从单一的“扶贫”向全面的、长期的、有效的“扶能”转变,构建完善的高校发展性资助体系。

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积极心理学视域下贫困大学生心理健康教育:反思及改进

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【摘要】 基于赛里格曼积极心理学观点,贫困大学生心理健康教育既需要关注解决其消极的心理,也需要着眼挖掘其潜在的积极品质。贫困大学生心理健康教育现实存在重病理性研究、轻成长性发展与建构,多点式干预和危机干预、少系统化指导,重心理问题矫正、轻自助潜能开发等困境。应通过生成积极体验的心理健康教育课程,创建系统化取向的心理健康教育形式,构筑发展性取向的心理健康教育体系,营造关怀性取向的心理健康教育环境等策略加以改进和优化。

【关键词】 积极心理学;贫困大学生;心理健康教育

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高校贫困学生问题既是一个理论问题,也是一个实践问题,既是一个社会问题,也是一个政治问题,一直以来受到政府和社会的广泛关注。高校贫困学生的界定有狭义和广义之分。狭义的理解是指由于家庭经济困难,无力支付教育费用或支付教育费用很困难的学生。狭义贫困即经济意义上的贫困。广义的理解是指除经济意义上的贫困之外的包括社会、环境、文化、精神和心理等方面的贫困。从这一角度来看,高校贫困学生属于相对贫困、发展型贫困。本文的研究对象是广义的贫困大学生,就这一类学生而言,由于贫困阻滞所带来的学业、心理等问题成为他们发展的新困境。如何根据其心理特点开展有效的心理健康教育,充分挖掘他们的心理潜能,消除心理贫困,积极心理学给予了我们一个新的视角和思路。

一、贫困大学生心理健康教育的积极心理学理据

(一)积极心理学的内容及其作用机制

积极心理学这一概念起源于马丁·赛里格曼(Martin E.P.Seligman)发起的一场积极心理学运动,它倡导心理学在关注各种心理疾病机理的同

时,也要了解人的积极品质和积极力量的心理机理^[1]。与消极心理学模式不同,积极心理学从全人的观点出发,当人们更加开放地把注意力更多投注到人类的潜能、美德、正向的动机和那些被各种评价甚至贬低压抑了的能力等积极方面时,人的精神面貌就会发生巨大变化,人的行为也会发生根本性改变。在具体工作层面,积极心理学提倡用接纳、积极和肯定的眼光,从习惯养成的视角去看待所有“一般人、有问题的人或具有一定天赋的人,认为所有人都可以最大限度地挖掘自己的潜力”^[2],培养爱的能力、积极的情绪体验等优秀品质,并以此获得美好的生活。积极心理学的本质与目标就是寻求人类的人文和终极关怀,这也是心理学的最终归宿。

具体而言,积极心理学的基本研究领域有四:第一,积极的认知,即能透过乐观、自我效能及希望来看待未来,这方面研究主要集中在对积极思维的探讨上。第二,积极的情绪体验,包括幸福感和满足、态度乐观与怀抱希望,属于个体积极的主观情感体验,重点研究各种积极情感体验的作用及其生理机制和获得方式。第三,积极的人格特

质,即个体在人格特质上具有更多良好品质,这方面研究主要集中在促进积极人格特质产生的各种内在因素和心理机制,这其中又以人产生积极行为的能力和潜力等为研究重点。第四,积极的组织系统,主要研究宏观层面的社会大系统(积极的国家制度、法律、法规和政策等)和中观与微观层面的小系统(有效能的学校、工作单位、社区、媒体和家庭等)及其对个体积极品质形成的作用。积极心理的形成受到健康的家庭、关系良好的社区、有效能的学校等积极组织系统的影响,社会组织系统不仅是建构积极人格的支持力量,而且是个体不断产生积极体验的最直接来源,而这种个体体验又将进一步促进积极的组织系统的发展^[3]。积极认知是解决贫困大学生心理问题的前提和基础,积极情绪是积极认知基础上产生的内在体验,而积极的思维习惯和由此产生的积极的应对模式终会相互影响、相互促进,进而发展出积极人格特质,稳定的人格会持续地影响大学生学业和能力的提升,影响未来的工作成就和人生幸福感。

(二)积极心理学之于贫困大学生心理健康教育的价值

作为新时代背景下在当代心理学领域出现的新思潮,积极心理学之于高校心理健康教育实践,尤其是对如何促进贫困大学生心理健康发展等问题有着重大的启示意义。

从主观体验看,积极心理学有利于引导贫困大学生积极心理认知和积极情绪的养成及保持。积极认知是在积极心理学视角下的认知过程,是个体在一定程度上对未来抱有积极预期的思维过程。大学生对自己和外部环境的积极认知是其积极行为、稳定的情绪情感和健康人格等积极心理产生的基础。乐观的态度、高自我效能感和对生活持有稳定的希望感是积极认知方式下三种典型的以预期观点为基础的积极思维方式。这三种积极思维方式都倾向于个体的认知能力与个体情绪体验产生、行为结果的评价高度相关,当个体形成对自己的积极认知时,个体会更加健康、积极、乐观、自信。将积极心理学运用于贫困大学生心理健康教育实践,引导并训练其养成积极的解释风格,有助于培养他们积极的认知方式,并能够以积极、乐观的心态看待经济贫困对个人成长具有的

积极意义,减少心理资源的损耗,从而有效促进积极心理的发展。此外,积极的内心体验即积极情绪,能促进积极的认知过程,“会产生不同寻常的思考、灵活和创新的学习,对新知识的接纳变得更加敏感”^[4]。将积极心理学运用于高校心理健康教育,是发展贫困大学生健康人格和积极品质的最佳途径。贫困大学生的心理问题主要表现为各种对自己及所处环境的负性评估和与此消极认知匹配的消极情感。将积极心理学运用于心理健康教育实践,可以帮助贫困大学生学会以积极的认知理解和面对自己所面对的环境,产生积极情感和主动的行为,让他们处于一种愉悦、放松的心境状态下,通过自己的主动的努力,产生有效的符合自己和社会期望的行为结果,最终发展出积极人格。

从个体层面看,积极心理学有利于引导贫困大学生培养积极人格特质,开发智慧与创造力。积极心理学认为每个人身上都存在积极的和消极的两种力量,“个体有可能选择自己给哪一股力量不断注入新的能量,给哪一股力量创造适宜的生存心理环境”^[5]。积极心理学框架下的心理健康教育旨在协助学生能觉察和决定自己的选择。赛里格曼提出个体积极人格特质由主观幸福感、乐观、快乐和自我决定、好奇心和创造的勇气等构成,后演变为积极品质,包括6种美德24种积极力量。积极人格作为人格中的核心动力,调节着人的认知、情感、意志行为、兴趣、能力、性格等,决定着个体思想、情感和行为方式的积极取向,不仅可以预防消极人格的破坏作用,维护心理健康,还能促进工作和学习绩效,提升个体主观幸福感。贫困大学生身上拥有许多积极的品质,诸如较强的爱心和责任感、较强的独立性、较强的自我意识、自尊等。但因认知偏差带来的自卑、抑郁与焦虑等许多负性情绪,强化了消极的人格特质,遮蔽或弱化了内在积极的人格特质。因此,将积极人格理论和成果运用于高校心理健康教育实践,将重心放在激发和培养贫困大学生积极的人格上,有助于拨开贫困大学生心中消极观点的迷雾,发现并利用固有的、潜在的积极力量 and 美德,培养其自信、乐观、积极向上的特质,帮助其发挥潜能与优秀品质,使之成为真正健康并生活幸福的人。

从群体层面看,积极心理学有利于引导促进贫困大学生人性发挥的积极支持系统建设。积极心理学认为,人的发展体现在个体成长所处的环境中,“环境在很大程度上影响了人。个体良好的环境适应能力也是一种积极的心理品质”^[6]。积极心理学注重研究积极的社会组织系统,即指在群体层面上研究造就人类幸福的环境条件及影响因素。这些组织系统既包括国家制度、健全的法律法规和政策等宏观层面的大系统,也包括积极健康的社区、关系融洽的学校、有社会责任感的媒体、和睦团结的家庭氛围等中观层面和微观层面的小系统,这些组织系统可使个人更具有利他行为、社会责任感、宽容、仁慈、爱的能力等,更有利于形成个体积极品质。将积极心理学引入贫困大学生的心理健康教育实践,有助于教育者在更深的层次上理解和评价高校贫困大学生,有效地协助他们构建新的认知体系,积极塑造更加和谐健康的育人环境,生成贫困大学生健康成长的积极支持系统。

二、贫困大学生心理健康教育现状审视

（一）理念错位：偏重病理性研究、轻成长性发展与建构

指向贫困大学生的心理健康教育,应由针对心理问题的矫正与修复及针对潜能和美德的开的教育活动构成。然而,当前的心理健康教育则偏重病理性研究、轻成长性发展与建构,以被迫应对和被动防御为主要手段,进行心理咨询与危机干预为目的。这种重病理性研究、轻成长性发展的“漂移”也导致贫困大学生心理健康教育的关注点和兴奋点的“漂移”,特别偏重心理疏导或者治疗,而针对学生心理疾病的防御、潜能开发、兴趣培养、创造力的激活和发展指导无形之中被“矮化”,学生的心理关爱氛围的营造和心理助长活动变得无足轻重,阻碍了其积极主动的体验生成和内化建构。此外,“从现实作用上说,心理健康教育本身具有价值导向的效能,其将直接影响受教育者的变化方向。不同的价值导向可能会产生同样的结果,同样的结果背后蕴藏着不同的生活和意义”^[7]。高校部分心理健康教育者持有消极的人性观和价值观倾向,对人性的认识带有消极的认

知、评价以及个人的好恶偏向,从而导致教育理念错位。他们认为贫困大学生具有“自卑”“内向”“退缩”等消极特征,在对其心理健康教育方面致力于矫正和消除这些特征,并认为这是促使其健康成长必然路径。研究证明,经济贫困并不必然导致大学生走向消极的发展方向,他们自身孕育着抵御经济不利因素影响的积极品质和力量,如乐观的态度、坚强的毅力、把生活压力转化为学习的动力等。就积极心理学理论而言,高校心理健康教育应将重心放在激发和培养学生积极的人格上,挖掘学生自身抵御精神疾患的潜力,进行个体内在系统的构建,而不是单纯地“修复”“解决”心理问题。如果处于困境中的贫困大学生能够发挥内在力量,并将其运用到对心理病患的治疗与防治“恶化”上,那么心理困境或问题便会逐步得以解决。

（二）方式不当：点式干预和危机干预较多，系统化指导少

当前,人格品质中的消极倾向以及负面情绪,是贫困大学生存在的普遍性问题,对此,教育方式上往往采取“点式干预”,通过“点对点”的方式针对贫困大学生的具体问题进行干预,即简单、针对具体问题表现的团体活动或教育会谈来矫正他们的心理问题,当心理危机发生时又手忙脚乱地进行干预。这样的教育方式虽然对学生有帮助,但并不能解决学生的根本性问题,有些不当的“重点关注”的危机干预方式反而会使贫困大学生越发关注自身消极心理,“从而引发‘关注—症状—症状关注焦虑—症状强化’的恶性认知循环,使得自我认知呈现消极性,自尊意识和自我效能感”^[8]都大为降低。同时还会引发教育者与被教育者之间的对立,从而削弱心理健康教育的效果。这种“点式干预”形式以矫正或者修补为目的,呈现出非连续性、强制性和被动性特征,动态性和系统性不足,贫困大学生自身的主动性和潜能没有得到充分关注和重视,从而导致对具体问题的深层诱因缺乏系统分析,也不能联系具体问题的前后阶段开展有效指导。此外,基于减轻教育者自身责任的危机干预方式还往往表现在对贫困大学生的评价方式上,即对其心理健康状况进行鉴定和诊断时,不能够系统地分析历年报告中所呈现的问

题,局限在个体的心理危机,对贫困大学生的纵向自我成长发展情况,应该用连续、动态的思维去分析并对其潜在的发展水平和能力进行挖掘。

(三)目标偏离:重心理问题矫正,轻自助潜能开发

贫困大学生心理健康教育的目标,是促进学生健康成长成才。贫困大学生的心理问题往往是可见的、直接产生行为结果的,所以教育者往往侧重于对他们内心世界的消极方面进行探究,力求避免不良结果,而忽视了贫困大学生所拥有的潜在的优势,他们的思维就产生了固定模式,认为贫困大学生的心理健康方面确实存在一定的问题。从这样一个消极的认知模式出发,教育者对贫困大学生的心理健康教育自然就会采取将矫正心理问题置于首位的教育模式,将问题行为的减少作为重要目标,忽视对贫困大学生自身所固有的积极的情绪体验和人格特质的肯定、鼓励以及各种能力和自助潜能的开发与发展,致使他们的发展受限,偏离了助人自助的心理健康教育根本目标。人具有可塑性,所以心理健康教育才有可能实现,人的本质决定了人能改变的境况。传统心理健康教育者认为,经过修复或矫正可以缓解受教育者的心理困扰,修复受教育者的心理损伤。但是,在实际过程中,受教育者是被动接受的,受外来因素制约,其自身也未能认识到内在隐藏的积极向上的可塑性力量,因而无法进行自我调动,特别是在遇到挫折时,容易导致消极行为的反复出现。

三、贫困大学生心理健康教育改进策略

(一)生成积极体验的心理健康教育课程

一是形成积极的心理认知图式。首先,引导学生正确认识自我,悦纳自我。引导贫困大学生通过自省、社会比较来正确地认识自我,处理好现实自我与理想自我的关系。只有学会接纳自己,才能挖掘自身的潜力,只有悦纳自我,才能正确面对贫困逆境,以超越勤奋的进取精神,展现处世的情怀。其次,教授学生积极的认知评估策略,帮助其建立积极认知评估策略,有助于建立正确的自我评价参照标准,了解自己如何可以维持已经拥有的一切,弥补欠缺的不足,积极地认识和评价贫困及其作用以及如何评量自己的行为策略等,以

积极乐观的心态认知和应对压力,减少挫折感,增加自我效能感。最后,训练学生正确归因,避免习得性无能。指导学生对行为原因进行正确的归因训练以改变消极的自我意识,避免体验消极情绪,形成正确的归因方式。

二是增进积极的情绪体验。一般情况下,贫困大学生在日常生活中的积极情绪体验较普通学生少,因而,对他们进行积极心理引导更有意义。在实际工作中,一方面可以指导贫困大学生增强情绪调节和控制能力,学会保持平和心境。当学生更多体验到积极乐观的正向情绪时,自然地会相应减少负向情绪的体验。另一方面注意激发和引导贫困大学生积极的情感体验,尤其是自尊心、自信心和成功感的体验。帮助他们仔细品味学习和生活中的乐趣,提升体验快乐情绪的能力;鼓励他们在自己相对擅长的领域进行展现,增加获得成功的经验,创造成功的积极性越高,主观幸福感就越强。

三是塑造积极的心理特质。由于贫困大学生的情绪情感仍然处于发展和稳定化的过程中,其生理、心理等处于发展不平衡状态,所以他们的情感常常会因学业、人际和情感等具体情境变化而发生变化,特别是情绪的两极性是这些大学生重要的情绪特征。他们的情绪容易在高涨和低落两极间迅速移动,当他们感受到被接纳、认可或取得社会成就时,会体验到强烈的喜悦和兴奋,而当他们遇到挫折时,又会备感挫折甚至悲观失望。积极心理学就是要通过改变人的认知惯性,培养积极的认知模式,使贫困大学生能更多体验到满足、自豪、快乐、幸福等能使人产生愉悦的情绪,使个体处于一种乐观、美满的状态,促进个体创造力的发挥,进而培养出积极、健康的人格。

(二)创建系统化取向的心理健康教育形式

首先,建立经济资助和心理健康融合的信息库。将贫困大学生的受助信息和心理健康普查记录相结合,对贫困大学生进行分类援助,对于有心理问题和心理疾病的学生进一步筛选,确定“一对一”的重点辅导对象,采用积极心理学的理念与方法进行辅导、咨询、治疗和干预。将学校专业的心理健康教育教师资源和学院的专职学生干部资源整合起来开展贫困大学生的心理健康教育工作,

这样有助于提高辅导的质量和效率。

其次,丰富心理健康教育形式。鉴于贫困大学生复杂的心理特征,可以尝试为他们搭建更为多样化的心理健康教育平台。如在校内开辟专栏,宣传贫困大学生自立自强事迹、张贴贫困大学生心理调适和心理健康小贴士,开辟专门的网站和论坛,让更多的学生以匿名的身份加入并讨论他们所关心和感兴趣的话题,从而寻求一种心理疏导途径、激发他们的参与意识,更容易让他们走出自我封闭的阴影、获得归属感。

再次,增强高校心理咨询功能。调查表明,贫困大学生在“遭遇心理困惑或出现心理症状”时,80%的学生都不会选择向心理咨询机构寻求帮助。可见,心理咨询在贫困大学生心理健康教育中参与的物理和心理空间极为有限。因此,多渠道广泛宣传心理咨询的功能,开展心理教育课程、各种专题讲座等,有助于学生主动寻求帮助,及时缓解负性情绪,获得积极力量。

最后,积极开展团体心理辅导。研究证明,积极心理学下的团体辅导能显著提高大学生心理健康水平、明显改善心理危机大学生的心理健康状况,能提高大学生的总体幸福感,能培养大学生的心理韧性。因此,通过开展贫困大学生自强团体训练,发现和运用自身优点,寻找生活中的高兴事,提升主观幸福感,培养感恩的想法和行动,强化抗逆力等,使得学生在团体活动中感受到大家庭的温暖,体会到对于他人的重要性并在活动当中主动地找到支持感、价值感,从而产生成功的积极情绪体验,形成积极的人格。

(三)构筑发展性取向的心理健康教育体系

贫困大学生的心理健康教育,就是要帮助个体发现和识别自身已经存在的积极面和闪光点,使个体真正意识到自己内在的潜力和美德,并以此为动力主动培养自己积极的人格特质和各种现实能力。第一,励志教育。通过在贫困大学生中开展自立自强大学生评选和事迹宣讲教育活动,使他们看到自己的远方和目标,为他们培养积极心理品质和发展自己的能力提供源源不断的动力。同时,发展出自尊自爱的品质,形成良好的自我约束力。第二,榜样教育。在学生资助过程中不乏可供受教育者学习的“榜样”资源,通过树立

贫困大学生成长成才典型和榜样示范引领教育,有利于贫困大学生在生活中锤炼和打磨以挖掘其潜在价值,从而实现人格的丰满与健全。第三,责任感教育。通过引导协助高校贫困大学生澄清自己的生活意义和目的,培养他们的自我人生责任感,包括对自己的责任、对亲人的责任、对社会的责任,成为一个“三观”稳定的、有社会责任感和使命感的栋梁。第四,集体感教育。通过集体感教育,帮助贫困大学生缔结伙伴关系,提高团体活动的参与度,从而帮助他们缓解人际交往敏感问题,获得快乐、自由与幸福的途径。第五是自尊感教育。积极心理学把培养自尊作为培养个体积极人格也就是乐观型解释风格人格的最佳途径。积极人格品质是在后天通过亲自参与与体验各种活动所得。所以要引导学生不断关注和体验积极事件与良好行为后的好的感觉和高峰体验,同时要通过发展学生的积极行为能力和社会的良好环境来建构学生的积极人格。引导学生用自己的优势和美德去积极地生活,对生活充满希望,体验成功和成长的快乐与价值感。

(四)营造关怀性取向的心理健康教育环境

积极心理学认为,构建积极的组织系统对积极情绪和积极人格特质的形成能提供重要支持。研究发现,当贫困大学生体验到更多的来自家庭、学校、社会和朋辈的外界社会支持时,他们会拥有更强的自尊感,进而引起积极自我评定,提高主观幸福感,最终获得良好的心理健康状态和人际关系^[9]。因此,积极的贫困大学生心理健康教育,应将高校—学生—家庭—社会四者有机联合,构建一个积极的组织系统。第一,优化环境教育功能。行为主义者约翰·华生(John Watson)认为,通过改变环境来使人的习惯建立起来,从而改造一个人。环境改变得越彻底,人格改变得就越多。因此,可以通过优化社会媒介环境,为贫困大学生心理健康营造良好的社会舆论环境;通过适当开展一些父母和子女互动的活动,帮助学生建立家庭支持系统,增进亲情融合;通过优化校园文化环境,在学校范围内营造一种互助互爱的人际氛围,为贫困大学生营造一种平等、和谐的宽松环境,社团、班级、宿舍等集体传递的温暖有助于帮助贫困大学生化解自卑、抑郁等不良情绪。第二,营造平

等无差别环境。关爱贫困大学生并不限于一味地给予同情、怜悯和施舍,而是要尊重他们的隐私、平等对待他们。在资助工作过程中,用平等的视觉对待所有学生,尽量减少对贫困学生隐私的泄露,在公开场域淡化或避免使用贫困等字眼,消除某些隐含等级差别的设置;在公共舆论宣传中,不要让“物质条件的匮乏成为贫困生群体区别与其他校园人群的标签式特征”^[10],“营造平等无差别的资助环境,使贫困大学生在接受资助的同时感受到来自各个层面的人文关怀、温暖和心理层面的关注与帮扶”^[11]。第三,营造互助互爱人际氛围。通过探索成立受助学生社团、素质拓展、公益实践等活动给予贫困大学生更多的关注,为他们提供更多融入其他学生团体的机会,提高他们人际交往、沟通协调和适应环境能力,从而有意识地主动去“编织”和“创造”交往网络,这有助于他们打开心灵的“禁锢”,减轻焦虑,弥合人际交往的“裂痕”,调整被扭曲的心灵和人格,培养积极健康向上的人生态度。

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Psychological Health Education for the Poor College Students on the Perspective of Positive Psychology: Reflection and Improvement

Zhang Xue, Chang Xiaoli

Abstract: From Seligman's viewpoint of Positive Psychology, psychological health education for poor college students should not only attach great importance to the solution of their negative psychology, but also to the development of their potential positive qualities. However, the present education actually focuses more on such aspects as the pathological research rather than on the growth development and construction, more on point intervention and crisis intervention rather than on systematic guidance, more on correction of psychological problems rather than on self—help potential development. Some strategies which should be taken to tackle the present problems are as follows: the adoption of psychological health education course with the aim of positive experience, the creation of psychological health education method with the aim of systematic orientation, the construction of psychological health education system with the aim of developmental orientation, and the formation of psychological health education environment with the aim of caring orientation.

Key words: positive psychology; poor college students; psychological health education

(责任编辑 沈广斌)

三全育人 视角下高校资助育人体系校本研究

——以伯藜学社发展型助学模式为例

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摘要:“三全育人”即“全员全程全方位育人”,从“全员”,“全程”,“全方位”三个角度来探究高校资助育人创新路径,把“立德树人”根本任务融入学生资助工作的全过程。“伯藜学社”,已初步建立了一套以“经济、学业、心智、实践、创业”五方面赋能为主体的发展型助学模式。以“伯藜学社”资助育人模式为例探究“三全”资助育人创新路径,可给高校实施精准资助、实现资助育人提供新的思路和方法。

关键词:三全育人;资助育人;高校

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一、“三全育人”的内涵

“三全育人”即“全员育人、全程育人、全方位育人”,投射到资助育人上面,就是要全员——国家层面、政府层面、学校层面、全校教师和政工后勤人员都参与到资助育人工作中来;全程——从学生入学到毕业期间都关注追踪;全方位——从经济、学业、心智、实践、创业等各方面采取措施,助力学生成长成才。

1. 全员资助育人

近年来,国家加大了对家庭经济困难学生的资助力度,已经形成了“国家——政府——学校”逐级分层负责的资助管理制度。

全国资助管理中心信息系统已经实现了与扶贫、民政、残联等部门数据库的对接,各高校可直接获取到本校建档立卡家庭经济困难学生、农村低保家庭学生、残疾学生等特殊群体的信息,为资助工作的全覆盖和精准化提供了保障。各高校资助项目的执行情况 and 资助工作开展情况通过信息管理系统上报给上级资助管理部门,形成了全员资助育人的信息化。

资助,重在育人。高校作为直接接触学生的层级,要建立党委统一领导、各部门齐抓共管的高校全员育人体系,教师充分发挥课程育人、科研育人,团委学工部门发挥实践育人、文化育人,后勤部门发挥服务育人,行政管理人员发挥管理育人,心理健康研究院和心理辅导员发挥心理育人功能,不断拓宽资助育人渠道,协力合作,形成高校内部的全员育人格局。

2. 全程资助育人

育人是一个长期的潜移默化的过程,我们必须把资助育人全程化,从学生入学前到学生进入大学再到学生毕业,要利用一切机会开展育人工作。新生入学前,通过寄送宣传材料、实地走访等方式让家庭经济困难学生了解国家资助政策,消除经济方面的担忧,感受到党和国家的关怀,怀抱感恩之心,以轻松的心态进入大学;新生入学时,对家庭经济困难学生开设绿色通道,发放生活用品和困难补贴,使学生感受到学校的温暖,激发学生养成善良向上的品格;入学之后,开展困难生认定工作,在此基础上进行各类奖助项目的实施,以各项制度为依托,保证家庭经济困难学生应助尽助,并将资助金及时足额发放到学生手中,增强学生和家长的获得感;毕业前期,关注家庭经济困难学生的就业动向,并给予必要的就业指导和帮助。

3. 全方位资助育人

我们要做到全方位资助育人,不仅解决困难学生经济方面的压力,更要助其在心理、学业、实践、交际等方面增能,提高学生的科技文化素质、创新精神和创新能力,使他们成长成才,从而实现稳定脱贫、高质量脱贫^[1]。

目前,高校的主体资助方式虽然仍是以助学金为主的无偿资助方式,但都已认识到全方位育人的重要性,都在探索资助育人方式的多元化,比如设计多种非经济支持的成长发展计划,探索以勤工助学为主的

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有偿资助模式^[2],为家庭经济困难学生定制开展传统文化项目,以多种形式开展诚信教育和感恩教育等等。这些更富人文关怀的隐性资助方式,培养了学生的奋斗精神、劳动意识和自强自立精神,使学生树立了正确的成才观和价值观,以全方位资助育人的手段培养全面发展的人才。

二、伯藜学社发展型助学模式

伯藜学社是受江苏陶欣伯基金会资助的学生组成的社团,经过十多年的发展,在基金会和学校的协作努力下形成了一套比较完善的发展型资助育人模式。

伯藜学社发展型助学模式的理念是对受助学生进行五大赋能:经济赋能、学业赋能、心智赋能、实践赋能和创业赋能。实现途径是基金会通过对高校伯藜学社提供经济资助和项目指导,通过全员管理(基金会指导老师、高校伯藜学社指导老师、各二级学院资助辅导员同步参与)、全程跟踪(新生入社审核、年中审核、年度审核)、全方位赋能(通过开展学习指导、人际交流、实践拓展、创业辅导等活动提升学生综合素质)和高校进行协同育人。

在伯藜学社发展型助学模式的管理下,受助学生能感受到来自基金会和学校双方的关怀,从而增强其自我价值感和学习动力;存在学业懈怠和心理迷茫的学生,也能及时获得督促和疏导,时刻保持积极的心态。从大一到大四,社团成员不仅在学业上取得了明显的进步,还涌现出一批全方位发展的学生,在实践、创业等方面都取得了可喜的成绩,实现了资助育人的“造血”功能。

三、伯藜学社发展型助学模式对高校资助育人体系构建的启示

1. 集中化管理和针对性教育

学生社团是建立在相近的精神需求、兴趣爱好等基础上的学生群体组织,有着较好的育人功能。家庭经济困难学生在被“标签化”的处境下,渴望群体归属和社会认同,将困难学生组成学生社团进行集中化管理,有助于提高他们的自我认同度和群体归属感。在此基础上制定特色发展计划,开展针对性的自助、他助和助人活动,可提高活动参与度,增强活动成效,进一步提升了学校的资助育人工作。

2. 项目制育人和引导式成长

实现资助工作的育人功能,需要以各类项目和活动为载体,引导学生在活动中体验,在体验中感悟,在感悟中成长。高校可以学生第二课堂的方式设计各类发展性资助项目,以学业、心理、文化、实践、创业为内容,以社会调研、志愿服务为形式,给予一定项目经费,加强过程性指导,并严格组织项目的立项、中期检查和结项审核。在项目完成后认真总结,给优良项目以激励,树立典型吸引更多学生参与,从而形成项目制育人的正反馈和良性循环。开展项目、组织项目和参与项目,有助于培养学生的创新进取精神、严谨求实精神以及反思总结的习惯,并在相关项目中增强责任意识、感恩意识,不断提升综合能力素质,促进学生健康成长和全面成长,实现资助育人功能。

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A School-based Study on the System of Aided Education in Colleges and Universities from the Perspective of “Sanquan Education” —A Case Study of the Development-oriented Education Model of the Boli Society

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Abstract: “Sanquan Education” means “all members, all the way, and all-round education”. From the three perspectives of “all members”, “all the way” and “all-round”, this paper explores the innovative path of University aided education, and integrates the fundamental task of “moral education” into the whole process of student aiding work. It has initially set up a set of development-oriented education model with five aspects of “economy, study, mind, practice, and entrepreneurship.” Taking the model of supporting education of “Boli Society” as an example, this paper explores the innovative path of aided education of “Sanquan”, which can provide new ideas and methods for colleges and universities to implement precise support and realize aided education.

Key words: Sanquan education; aided education; colleges and Universities

发展型资助视阈下资助育人模式探索

——以江苏陶欣伯助学基金会为例

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【摘要】浅析高校资助育人工作现状,针对其目前存在的问题,提出如下解决路径:以江苏陶欣伯助学基金会为例积极探索以经济赋能、心智赋能、学业赋能、实践赋能和创业赋能等五项赋能为特点的“发展型助学模式”的理论和实践,取得了一定的工作成效。着力培养受助学生自立自强、诚实守信、知恩感恩、勇于担当的良好品质。

【关键词】高校贫困生;发展性资助;助学金

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Exploration on the Model of Funding Education from the Perspective of Development-oriented Funding
——Take Tao Xinbo Student Aid Foundation in Jiangsu Province as an example

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【Abstract】This paper briefly analyses the current situation of the work of subsidized education in Colleges and universities, and puts forward the following solutions to the existing problems: Taking the Tao Xinbo Student Aid Foundation in Jiangsu Province as an example, it actively explores the theory and practice of “developmental learning aid model” characterized by five endowments: economic endowment, mental endowment, academic endowment, practical endowment and entrepreneurship endowment. Some achievements have been achieved. Focus on the cultivation of self-reliance and self-reliance, honesty and trustworthiness, gratitude, courage to take on good qualities.

【Key words】Poor Students in Colleges and Universities; Development-oriented funding; A grant

发展型资助是在传统资助模式保障学生基本生活需求的物质基础上,将“教育公平、扶贫帮困、资助育人”的内涵进行了丰富和拓展,上升至“兼顾公平,提升资助实效,促进学生发展,帮助学生成长成才”的内涵高度^[1]。

随着高校资助育人体系的不断成熟,社会捐助成为高校学生资助中不可或缺的组成部分。高校的社会捐助资金主要来源与校友捐助、企业捐助、社会爱心人士和社会各类基金会捐助等。他们每年定期向学校捐赠助学金,帮助家庭经济困难学生缓解经济压力。但传统的助学金给予模式,仅仅是帮助家庭经济困难学生完成学业,没有对受助学生进行后期的跟踪和反馈,忽略了资助的育人功能。很多受助学生对捐助方知之甚少,很容易产生助学金是他们“应得的”想法,缺乏感恩意识;并且高校家庭经济困难学生往往还存在不同程度的学业困难和思想困惑。在面对拮据的家庭经济状况时,心理压力过大,从而焦虑、自卑的心理,出现不愿与人交往等现象,从而影响学业,最终成为“三困生”。因此,在帮助家庭经济困难学生解决基础生活需求的同时,也要帮助其不断提升自身能力,从而全面发展。

为充分发挥资助的育人功能,江苏陶欣伯助学基金会不断探索资助方式,创新资助育人模式,与高校共同承担起资助育人的责任。江苏陶欣伯助学基金会是由新加坡著名实业家、江苏省慈善总会名誉会长陶欣伯先生在其故乡南京创办的一家非政治、非宗教的

非公募基金会。基金会创办于2006年9月,设立以陶欣伯先生和夫人刘光黎女士的名字命名的“伯黎助学金”。目前已与江苏省22所高校合作设立“伯黎助学金”,受到伯黎助学金资助的学生称为“陶学子”,“陶学子”以“伯黎学社”为依托开展“自助、互助、助人”活动。江苏陶欣伯助学基金会依据协同育人的工作思路,积极探索以经济赋能、心智赋能、学业赋能、实践赋能和创业赋能等五项赋能为特点的“发展型助学模式”的理论和实践,取得了一定的工作成效。

1 创新经济资助项目和形式

江苏陶欣伯助学基金会不断探索,为家庭经济困难学生提供“全方面、全方位、全过程”经济赋能项目。“伯黎助学金”采取“一助四年”的资助模式。

江苏陶欣伯助学基金会还为“陶学子”建立了一系列丰富、多样的资助项目,帮助“陶学子”全面发展。基金会对品学兼优者进行奖励,表现优异的“陶学子”可以申请“学业发展奖学金”,参与“伯黎之星”评选。基金会每年会对“陶学子”申请的“校园文化活动项目”、“假期社会实践项目”等予以资助,并选拔有创业意愿的“陶学子”,资助其赴新加坡参加“新加坡管理大学乡村创业课程”等等。基金会还会为已毕业“陶学子”的创业项目给予资金、技术等方面的支持。

2 注重“陶学子”的心智成长

美国社会心理学家英格尔斯认为:“落后和不发达

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不仅仅是一堆能勾勒出社会经济图画统计指数,也是一种心理状态。”^[12]。家庭经济困难学生除了经济困难外,部分还会存在“精神困难”。他们多数内心敏感、脆弱,进入高校后面对生活环境的改变以及周围“朋辈”的差异和差距,极易产生自卑感,更有甚者变得孤僻,不愿主动与人交流。

江苏陶欣伯助学基金会较早提出关注家庭经济困难学生的心理问题,经过不断的探讨、完善提出“心智赋能”工作思路。“心智是心理和智能的结合,心智模式就相当于每个人人生的操作系统或者发动机”^[13]。江苏陶欣伯助学基金会建立心智赋能研究小组,根据“陶学子”反馈的心智方面的需求,开展相关理论研究和开设心智赋能工作坊,定期邀请相关专家开设专题讲座,帮助“陶学子”认识自我、建立自我、成为自我。

基金会和学校鼓励“陶学子”积极参与“伯黎学社”活动、学社管理等工作。每一次社团活动的开展都离不开各部门的协调、合作,在社团工作中不断学习与不同的同学、老师进行沟通、交流,同时学生社团因存在着朋辈间相互学习、相互支持的友谊,可以帮助学生改善人际交往能力,并在社团工作中收获同学和老师的认可,获得成功感和价值感,逐步增强自信心。并且基金会每年都会举办“伯黎杯辩论赛”,在22所项目合作高校中选拔辩手参加,让“陶学子”在更大的舞台上展示自己的风采,希望能够通过辩论赛促进陶学子突破自我、提升自我,建立自信心。

3 重视“陶学子”学业问题

回归学生身份其根本任务是学习,家庭经济困难学生往往因为地区教育水平差异等原因,不同程度上存在学业困难问题。在对“陶学子”进行年中审核、年度审核时,“陶学子”的学业状况得到充分的展现。部分“陶学子”存在1门或多门课程不及格的情况,不及格课程多数为英语、高数等。

江苏陶欣伯助学基金会经针对“陶学子”英语基础普遍较为薄弱的现象,积极联系优质社会资源开展英语赋能项目。与“流利说”达成公益合作,为“陶学子”提供免费课程,与南京新东方联合策划了考研英语专家讲座、英语四六级考试全真模考等活动,陶学子们都十分珍惜这次机会,每天课程学习结束后在学习群中打卡,形成了良好的学习氛围和坚持学习英语的好习惯。

针对陶学子的学业问题,南京师范大学“伯黎学社”开展“渡舟学业帮扶活动”。邀请学社中成绩优异的陶学子将自己学习英语、高数等学科的学习技巧、方法和学习时需要注意的地方进行分享,并帮助学业困难的陶学子对自己的学习方法等方面存在的问题进行分析、总结和改进。并鼓励低年级“陶学子”与专业相近的高年级“陶学子”组成学习小组,互相学习、相互监督共同进步。

4 提升“陶学子”实践能力

家庭经济困难学生在考入大学前将所有的精力都放在了学习、考试上,加之贫困地区获取讯息的渠道和讯息资源相对匮乏,导致他们视野不够开拓,知识面相对较窄。并且受经济条件的限制使其忽视了对自身其他能力和个人兴趣爱好的思考和挖掘,综合素质相对较低。进入大学后他们在很多事务上容易存在困惑,同时又渴望能够接触新事物、新思想、新观点。

江苏陶欣伯助学基金会定期组织全省22所合作高校的陶学子开展“伯黎学社骨干领导力培训”、“伯黎学

社社长交流会”等活动,通过针对性的课程,为学社骨干提供赋能培训,从而提升社团管理的综合能力。基金会不仅为学社骨干提供培训课程,也鼓励每一位陶学子通过申请“校园文化活动项目”、“假期社会实践项目”、“伯黎支教”等项目锻炼和提升自身组织力、领导力,从而实现提升自身综合实力的主要途径。

基金会还发起“伯黎沙龙”,为陶学子开设主题沙龙活动。活动邀请社会各行各业爱心人士,给陶学子们带来关于人生、教育、科技、就业、文化等多方面的分享,以期为他们拓宽视野,增长见识。

5 注重“陶学子”创业就业能力

不论是就业还是创业,这是所有大学生都需要面对的考验,特别是对家庭经济困难学生来说其就业问题更是关系到整个家庭的前途命运。所以对家庭经济困难学生就业能力方面的培养和提升是高校发展型资助中不可忽视的一环。家庭经济困难学生“在就业过程中的总体呈现是就业水平低、就业质量差、签约滞后、结果与期望偏差大、考研比例低”^[14]等现象。

江苏陶欣伯助学基金会以“资助贫困有志,奖励品学兼优;鼓励回乡创业,服务基层社会”为宗旨,帮助“陶学子”们提升创业、就业能力,鼓励“陶学子”融入创新创业大潮。基金会从“创业认知、创业规划、创业扶持”对陶学子进行创业赋能。在创业认知阶段通过开展生涯分享会、伯黎讲堂等活动让陶学子拓展就业视野,对创业有更全面的认知;在创业规划阶段通过开展“伯黎创业营”、“伯黎创业计划大赛”等活动对陶学子进行创业基础培训,帮助陶学子搭建创业团队、寻找导师,并邀请创业大咖在“伯黎创业者学院”为陶学子提供更丰富的创业知识,培养创业能力;在创业扶持阶段江苏陶欣伯助学基金会联合新加坡管理大学共同打造“伯黎-新加坡管理大学乡村创业课程”,“面向有志创业且有创业或商业实践的优秀陶学子提供奖学金,在暑期赴新加坡学习交流一个月。通过创业课程、企业参访、案例分析、商业计划比赛等环节,旨在提高陶学子的创业能力,培养创新思维,拓展国际视野,增进中新青年学子的交流与合作”。这样一系列系统、全面的创业培训、辅导和支持不仅是对家庭经济困难学生,对每一位大学生来说都是难得的机会。

“授人以鱼,不如授人以渔”,与以往捐资方与受助方仅仅是简单的“助学金提供者”和“助学金获得者”关系相比,江苏陶欣伯助学基金会创新社会捐助模式,让受助方与捐助方和学校的联系变得更加紧密。受助学生组成学生社团,在社团朋辈群体中相互支持相互合作,获得认同感、归属感,提升自身综合素质。基金会也充分调动、整合自身资源为家庭经济困难学生提供了难得的机会与平台,与高校一起共同承担其资助育人的社会职责。这也使得“陶学子”们与一般受助学生相比更具感恩意识,更有社会责任感。

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资本协同在高校困难生发展内生动力提升中的应用探论

○ 周 莹

[摘 要] 日趋完善的高校学生资助体系帮助在校困难生解决了经济窘迫,然而光靠经济资助并不能帮助困难生真正摆脱贫困,因此高校资助工作需改变思路,从保障型向发展型转变。以提升困难生发展的内生动力为视角,分析了人力资本、社会资本对高校困难生成长的影响以及困难生面临的资本困境,并在此基础上提出了相应的策略,以期通过丰富困难生的资本存量促进困难生发展内生动力的提升。

[关键词] 人力资本;社会资本;内生动力;困难生

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[课题来源] 江苏省教育厅2017年江苏高校哲学社会科学专题研究项目“多元资本视角下高校精准资助机制创新研究”(编号2017SJBFDY815)、江苏省教育科学“十三五”规划2018年度学生资助专项课题“社会资本视域下高校发展型资助模式的实践探究”(编号:X-c/2018/30)的研究成果。

2007年,新资助体系建立以来,我国高校学生资助体系建设日趋完善,财政投入不断增长,帮助在校困难生解决了迫在眉睫的经济窘迫。然而,贫困表象下困难生的发展性问题却日益严重,困难生自我发展的内生动力不足造成助困资金的教育效益一直在下降。相关实证研究表明,绝大多数父辈贫困的子女在脱离贫困后并没有实现收入地位的实质性改善,仍然有较大的可能性重新返回相对贫困的境地之中^[1],光靠经济资助并不能帮助困难生真正摆脱贫困。党的十九大报告中提出了扶贫的新办法、新手段:“注重扶贫同扶志、扶智相结合”。这是高校资助工作的行动指南。高校资助工作不应仅保障困难生的经济,更应加强对困难生的教育投资,激发他们的内生动力,促进他们的能力建设和社会融入。

一、资本协同对高校困难生发展内生动力的影响

近年来,贫困的代际传递受到国内学者越来越多的关注。多数学者认为,针对人力资本和社会资本的投资是反贫困战略的重要组成部分,人力资本、社会资本对高校学生的教育成就、教育期望及就业概率都有着积极影响。因此在高校资助工作中,要将人力资本和社会资本纳入提升困难生发展内生动力的研究范畴,并分析这两种资本对困难生发展内生动力的协同作用,以期为实现困

难生发展内生动力提升提供有益的建议。

(一)人力资本对高校困难生发展内生动力提升的影响

美国经济学家加里·贝克尔认为,人力资本是存在于个体之中的知识、技能、健康的总和,并且可以转化为金融、物质资产的价值。他强调,教育和培训是最重要的人力资本投资^[2]。从经济学的角度出发,投资人力资本可以促进经济的发展;从社会学的角度出发,投资人力资本则可以使受教育者获得各项专业技能以及在社会中生存的能力,这种能力与他之后的收入、社会地位都有密切联系。因此,投资人力资本可以多方提升高校困难生发展的内生动力。

1.提升困难生就业的核心竞争力。相关实证研究表明^[3],在人力资本因素中,获得各类职业资格证书、担任过学生干部及兼职经历都是影响高校毕业生就业率的重要指标。获得各类职业资格证书是学习能力的体现,担任过学生干部是组织管理能力的体现,而兼职经历则是社会实践能力的体现。这些优势人力资本的积累将大力提升困难生在就业过程中的核心竞争力。

2.增强困难生的自我效能感。个体的人力资本存量越多,则表明他的知识、技能与经验水平越高。当他通过这些知识技能获得成功的时候,将会有积极的情感体验,成功的经验会增强他的自我

效能感。因此,困难生的人力资本存量愈高,他的综合能力也愈强,同时带给他的诸如学业成就、社会工作能力的认可等回报也就愈多,困难生的自我效能感也将得到不断增强。

3.帮助困难生阻断贫困的代际传递。经济资本转化为人力资本较为困难,而人力资本转化为经济资本则相对容易些。一个人虽然贫困,但是他有能力,那么经过短暂的贫困期,他可以靠他的能力消除贫困。相关研究表明,人力资本投资在减贫治贫方面,尤其是消除贫困的代际传递方面具有非常重要的作用^[4]。因此,加大对困难生的人力资本投入,可以使困难生获得高质量就业所必需的知识和技能,为他们的成长创造相对公平的起点,从而消除贫困的代际传递。

(二)社会资本对高校困难生发展内生动力提升的影响

关于社会资本的定義有很多,自20世纪90年代以来,社会资本的概念以不同的形式和背景出现在经济学、社会学、行为组织理论以及政治学等多个学科领域。布迪厄从社会关系网络的角度阐述了社会资本,科尔曼从社会结构的角度定义了社会资本,普特南则从社会组织的特征分析了社会资本。总的来说,社会资本是处于一定社会结构中的行动者可以调动的有利于行动主体实现某种目的的社会关系网络^[5]。相对于存在于人们头脑之中的人力资本来说,社会资本则存在于人们所处的社会结构以及人与人的关系之中。越来越多的研究表明,社会资本对社会的发展和缓解贫困具有重要的意义。亚洲开发银行认为“营造社会资本有助于帮助穷人实现必要的社会、经济和政治转变,谋求自我发展具有关键性的意义”^[6]。因此,增加经济困难学生的社会资本,对他们发展内生动力的提升具有重要的意义。

1.增加困难生应对困境的能力。对于大学生来说,在学习、生活和就业的过程中难免会遇到各种困境,比如考试重修、家庭遭遇重大变故、毕业找不到工作等。由于经济资本的缺乏,在面对这些困境时,困难生往往会陷入低迷、彷徨、沮丧等情绪之中,无法很好地应对。而丰富的社会资本在困难生面临这些困境时,一方面可以为困难生提供多方的社会资源,化解困境;另一方面则可以为困难生提供有力的心理支撑,帮助他们以乐观积极的心态面对困境。

2.促进困难生享受公平、有质量的教育。国内外很多研究指出,社会资本影响着高等教育过程和结果的公平。在高等教育过程中,拥有较多社会资本的学生在学校里拥有比其他学生更多的发展机会^[7]。他们会更容易引起教师的注意,与教师建立关系,而在随后的教育资源分配中获得教师的关注和倾斜。同时,社会资本也深刻地影响着高等教育结果的公平,主要突出表现为就业机会的不

均等。拥有较多社会资本的学生在进入就业市场后,靠着丰富的人脉资源可以较快地获取工资待遇较高、发展前途较好的岗位。因此,加大对困难生社会资本的投入,可以弱化这些不公平,促进困难生享受公平、有质量的教育。

(三)人力资本、社会资本对困难生发展内生动力提升的协同作用分析

人力资本是个体潜在的、内有的、相对稳定的能力,社会资本是外在的、可见的、相对变化的社会关系和个体所处的社会结构。这两种资本并不是独立存在的,它们同时存在于经济困难生身上。它们互相影响、相互作用,共同对困难生的成长发生作用。

一方面,人力资本通过沟通可以提升社会资本。拥有较多的人力资本可以帮助困难生拓展个体的社交网络,提升个体在社交网络中的地位,并可以此获得更为优质的社会资源,从而丰富自身的社会资本。另一方面,社会资本对困难生人力资本的提升也具有重要的意义。丰富的社会资本可以帮助困难生获得课堂之外的学习资源、社会关系网络,特别是异质性的社会关系网络的增加可以让困难生有更多途径获取优质的学习资源,从而使人力资本不断提升。因此,人力资本与社会资本相互作用、相互促进,从而不断推动困难生自我成长,进一步提升困难生发展的内生动力,促进个体不断进步、不断成长。

二、提升困难生发展内生动力的资本协同策略

高校资助工作不仅需要关注困难生的经济困境,更要关注困难生的资本困境,在丰富困难生资本存量的同时,发挥它们的协同作用,才能不断激发困难生发展的内生动力。

(一)积极提升困难生的人力资本

人力资本越丰富,越有利于困难生自身的成长和发展,越有可能帮助他们走出贫困代际传递的影响。因此,高校传统的保障型资助体系需要向发展型资助体系转变,在物质帮扶的同时帮助困难生发展自身能力。

1.扩展困难生的人力资本广度。人力资本的广度是指个体所具有的知识、技能的范围,主要代表了个体的人力资本结构,比如个体所拥有的资格证书的种类。人力资本的广度是保证大学生顺利就业的重要指标。因此,高校应着力加大对困难生知识技能培训的范围,通过各类社会实践努力扩展困难生的人力资本广度,优化困难生的人力资本结构。同时,为了避免社会资本在教育过程中引发的不公平现象,要定向为困难生搭建平台,提供专门针对困难生的专项培训机会。

2.增强困难生的人力资本深度。人力资本深度是指个体所具有的知识、技能的专业性水平,主要代表了个体的人力资本质量,比如个体的获奖情况。人力资本的深度与大学生就业的质量密切

相关。因此,高校应加大对困难生学业发展的指导、专业技能的培训。比如,对经济、学业“双困生”进行结对帮扶,努力提升他们的专业文化水平。同时,在第二课堂帮助困难生进一步接纳自我,结合自己的兴趣特长展现自我,及早计划、合理规划自己的职业生涯。比如,为困难生开设团体心理辅导、职业生涯规划讲座等。

(二)主动集聚困难生的社会资本

社会资本越丰富,越有利于积累物质资产,应对困境、风险的能力越强。因此高校要改变过去重视物质资本而轻视社会资本的传统资助政策,把社会资本的投资作为帮助困难生走出贫困的重要支撑。

1.引导困难生拓展社会关系。社会资本是通过社会关系获得的资本,因此拓展社会关系是帮助困难生拓展社会资本的重要途径。困难生大多来自社会低收入家庭。社交技能的缺乏以及经济匮乏带来的各类心理问题导致他们的人际交往面比较狭窄,限制了自身社会资源的集聚。因此,学校要帮助困难生打消心理障碍,一方面为困难生提供专项技能培训,提升他们的交往能力;另一方面需要不断拓宽校内勤工助学实践活动的平台以及校外顶岗实习的机会,为困难生搭建丰富的社交平台,让他们从被动到主动去拓展自身的社会关系。以江苏陶欣伯助学基金会为例,该基金会与江苏省22所高校合作,为在校的4000多名困难生提供了经济资助,同时要求所有受助学生组成“伯黎学社”,将他们命名为“陶学子”,定期参加基金会举行的活动。这些活动串联起了22所高校的“陶学子”,极大地拓展了他们的社会关系,可以看成引导困难生拓展社会关系的典范。

2.鼓励困难生发展异质社会网络。根据网络结构的不同,社会资本可以分为两种:联结型和桥接型^[8]。联结型社会资本存在于具有同样社会背景的群体之间,比如上文所说的伯黎学社,学社成员都是困难生,具有很强的同质性。桥接型社会资本则存在于不同社会经济背景群体之间,具有很强的异质性。对于困难生来说,由于经济资本缺乏带来的自卑和社交敏感,他们更愿意加入同质性社会网络,与有相同家庭背景的学生聚在一起会让他们放松、自信、更容易发展关系。然而,异质性社会网络对帮助困难生获得不同社会位置、社会结构中的资源具有极大的意义,因此高校必须鼓励、帮助困难生加强异质社会网络的拓展。比如,将学生按照专业方向进行分组,由指定教师指导完成专业科研;或者引导困难生加入以兴趣为主的各类社团。以Y大学为例,每年为即将走上社会的困难生配备就业指导教师。教师的社会资源相对丰富,为困难生顺利就业提供了极大的帮助,是帮助困难生拓展异质社会网络的有效手段。

3.提升困难生社会关系的位置资源。位置资源是指包含在社会位置中的资源。林南指出:社会关系的位置资源通常比自我的个人资源要更有用得多,因为位置资源唤起的不仅是嵌入在组织中的位置上的资源,而且包括组织自身的权利、财富和声望^[9]。比如两个大学生,一个毕业于重点高校,一个毕业于普通地方高校,即使他们的人力资本是相等的,也将会拥有不相等的位置资源,因为这个资源包含在他们所在学校自身的权利、地位和财富之中。可见,提升困难生社会关系的位置资源是聚焦困难生社会资本的有效手段,因此,高校在实际工作中,需要为困难生打造精品活动,组建精品团队,在指导他们能力提升的同时不断扩大困难生组织的影响力。2016年,江苏某高校伯黎学社在教师的指导下倾力打造了舞台剧《燕子归来》,在社会上引起了良好的反响,极大地提升了伯黎学社的知晓度,展现了“陶学子”的能力,有效提升了伯黎学社的位置资源,拓展了“陶学子”的社会资本。

(三)注重两种资本的协同开发

人力资本和社会资本这两种资本对高校困难生的成长起着协同作用。简单来说,人力资本代表了困难生的个人资源,而社会资本则代表了困难生的社会资源,故而在开发这两种资本时要注意其共生关系。高校在通过各类教育培训、实践活动提升困难生人力资本的同时,也要注重为困难生搭建更多的社交平台,拓宽他们的社交网络,相应的,在为困难生集聚社会资本的同时,也要培养他们的各种能力。二者的协同开发将会为困难生的发展创造持续的竞争优势。

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社团组织视域下高校贫困生发展支持路径

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摘要 文章首先阐述了建设高校贫困生社团的现实意义,然后提出了支持路径,分别是加强组织管理,倡导协同育人,构建社团制度,培育社团文化,重视思想教育,发展健康人格,构建发展型资助,提升能力素养,倡导育人为本,开展劳动教育。

关键词 社团组织视域;贫困生发展;劳动教育

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党的十八大报告指出:“大力促进教育公平,合理配置教育资源,提高家庭经济困难学生资助水平。”自2007年以来,我国建立了“奖、助、贷、免、补、勤”为一体的立体资助体系,在很大程度上缓解了家庭经济困难学生的经济压力,高校贫困生资助工作取得了显著成绩。2017年,全国学生资助资金突破1800亿,受助学生规模近9600万人次,实现了对家庭经济困难学生资助的“三个全覆盖”和“三不愁”^[1]。在决胜全面建成小康社会的战略背景下,如何实现资助精准化及贫困生物质与精神层面的“双重脱贫”“永久脱贫”,是高校资助育人工作发展的新要求。探索用社团化管理模式对贫困生进行教育培养,提升资助育人效果,成为高等教育中的重要课题。

一、建设高校贫困生社团的现实意义

(一)高校贫困生社团的内涵

高校学生社团是以高校学生共同的生活理念、兴趣爱好、专业特长、学术取向或其他方面的共同追求而自发建立起来的,是具有明确发展目标和规范、符合学校社团成立条例并相对独立地开展活动的非正式群体^[2]。高校贫困生社团,作为高校社团的一种类型,具有一定的特殊性,其社团成员由家庭经济困难的学生组成,该组织一般为高校有目的组建,并在高校的指导下,以社团为载体开展丰富多彩的校内外教育实践活动,达到完善贫困生个性品质、提升综合素养、增强发展竞争力的目标。

(二)建立贫困生社团的意义

1. 维护和谐校园,实现资助精准化。随着高校招生全面并轨,特别是招扩步伐的加快、高等教育收费标准的提高,高校贫困生的人数和比例呈迅速增长趋势^[3]。贫困生成为高校大学生中不容忽视的一个特殊群体。据统计,当前我国高校在校大学生中贫困生占比达20%以上^[4]。贫困生是高校中的弱势群体,应当得到更多的关注和帮扶。由于高校贫困生规模较大,分属于不同的学院,贫困生的家庭情况、心理状态、学习情况、生活情况均有所不同,难以实现精准、系统地帮扶和培养,给学校的教育管理带来了一定的困难和隐患。

相对于“大水漫灌”的资助模式,以社团模式将贫困生群体进行整合管理,搭建育人平台,以贫困生群体中存在的问题和需求为导向,开展更富针对性的教育实践活动,有利于建设和谐校园,以促进资助得更加精准化。

2. 提供交往平台,培养健康人格。贫困生因年龄、阅历等原因,未形成较为成熟的价值观、人生观,往往会因为家庭经济困难等原因导致心理上呈现自卑、焦虑、脆弱、孤僻等特点,为了保护自己的自尊心,会选择拒绝与人交往,成为“套中人”。贫困并不必然带来心理问题,但是长期贫困是引发心理问题的重要诱因,经济贫困与心理问题的叠加将加剧贫困生的成长乏力感^[5]。这种情况如果不能得到及时地关注与解决,任其长期发展下去,会严重影响贫困生的心理健康,甚至会导致抑郁倾向。贫困生社团的建立,为贫困生提供一个交往的平台,社团成员因家庭经济状况相仿,通常有着较为相近的心理认知,也有更多共同语言,可以结识更多志同道合的朋友,有助于消除心理上的孤独感和促进健康人格的养成。

二、社团组织视域下高校贫困生发展的优势

(一)精准扶贫,物质帮扶与精神帮扶并举

传统意义上,在贫困生帮扶方式上主要以物质关怀为主,较少涉及精神层面,后续的跟踪教育培养几乎为零,忽视了对贫困生的精神帮扶,育人效果差强人意。以贫困生社团为载体开展育人活动,可将物质帮扶与精神帮扶相结合,达到事半功倍的效果。“扶贫先扶志”要解决好贫困生问题,首先,要帮助贫困生树立正确的价值观和人生观,树立“幸福都是奋斗出来”的正确观点,以正确的态度面对当前家境困难的局面;其次,有利于实现资助工作的更加精准化,相比于以往“撒网式”的帮扶,以贫困生社团为载体对贫困生群体进行帮扶具有更加系统化、个性化、精准化的优势。例如,可以对不同贫困生存在的不同程度的心理问题进行分类别的系统化培训,通过开展心理团辅、励志讲座、素质拓展等不同专题的活动,帮助贫困生树立正确的价值观,树立起对自己、对未来的信心,贫困只是人生一个阶段遇到的暂时困难,通过自身努力奋斗,一定能够换来属于自己的精彩人生。

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(二)精准发力,能力素养和个性品质齐抓

高校贫困生分散在学校各个系科、专业、班级,很难实现对贫困生进行集中的教育管理和指导,资助育人工作难以找到一个有效的发力点。贫困生社团的建立,为贫困生教育工作搭建了育人平台和发力点,有利于学校更为深入、全面、系统地了解贫困生存在的不足与问题,更有针对性地为贫困生提供优质帮扶。高校可以通过问卷调查、深入访谈等形式了解贫困生群体存在的问题和需求,以问题和需求为标准划分不同的需求群体,并通过整合校内外优质教育资源,筹建贫困生导师组团队,将教育资源与学生需求相对接,着力提升贫困生的能力素养和个性品质,有的放矢地开展助困育人工作,增强贫困生就业和发展的竞争力。

(三)朋辈示范,育人效果和影响力俱佳

朋辈示范模式在实现贫困生自我管理、自我教育、自我帮扶方面有明显的作用,其辐射范围更广,产生的影响力更为深远,教育效果也更为突出。高校朋辈心理教育者得出结论:行为发生变化的人不是因为科学性的现实依据,而是由于亲密信任的相仿年龄朋辈的主观建议,朋辈行为的改变是积极示范和主动模仿的结果,标杆范式的行为变化最具说服力和影响力^[6]。资料显示,高校大学生年龄一般在18~30岁,属于青年中期,同龄同辈之间人际关系彼此影响比率高达80%^[7]。贫困生社团通过邀请社团内的优秀贫困生代表开展励志分享、结对帮扶、主题演讲等活动,有助于培育社团成员间相互激励、相互督促的良性机制,可以有效减缓贫困生焦虑、封闭、自卑等心理问题,帮助贫困生找到自我价值和前进方向。

三、社团组织视域下高校贫困生发展支持路径

(一)加强组织管理,倡导协同育人

高校贫困生数量大,亟须加强组织管理,各高校资助中心可作为贫困生社团组织建立的倡导者和实施者,要充分调动和整合校内优秀教育资源,建立贫困生导师库,全面开展协同育人,为贫困生社团提供必要的人力、财力、物力等方面的支持,保证社团工作能够顺利开展。此外,高校可以与社会企业或教育基金会合作开展协同育人工作,如江苏省22所高校与江苏陶欣伯助学基金会开展资助育人领域的协同合作,资助来自农村地区的贫困有志学子,并为贫困生提供更多学习和交流的机会,目前取得了良好实效。

(二)构建社团制度,培育社团文化

社团制度和社团文化,是社团发展的支撑和灵魂。贫困生社团的发展,离不开社团规章制度、社团文化的构建,同样,社团建设的发展会进一步促进社团文化的生成。研究发现,当学生社团发展到一定程度,形成了稳定的规模、基本的制度、固定的活动、相对一致的价值认同,发展社团文化会成为一种现实的需要和主动的选择。社团文化是引领社团发展的行动指南,贫困生社团应以感恩奉献、励志有为作

为社团的价值观,将诚信、感恩、责任、奉献作为社团文化的重要内容,培养贫困生吃苦耐劳、敢于担当、勇于奉献的精神。此外,要增强入社的仪式感,尽快让贫困生融入社团文化中,提升社团的凝聚力,增强社团的归属感。

(三)重视思想教育,发展健康人格

思想问题是引发贫困生心理问题的症结所在,价值观的偏离会导致贫困生看待事实产生偏差。贫困生社团是高校进行思想政治教育工作的重要载体,要引导贫困生树立正确的价值观,“引导他们客观看待经济社会改革中出现的社会分层和贫富分化,以及党和政府在消除贫困、改善民生等方面的建树,助力贫困生树立对社会变革的积极情感”^[8]。针对贫困生存在的不同心理问题,社团可以通过问卷调查、集中教育、个体访谈等形式,找准问题、对症下药。例如,对于一些在价值观上存在认识误区的贫困生,可以多次深入走访、交流,引导其树立正确的价值观;对于自信心不足的贫困生,社团可与学校心理咨询中心合作开展“自信心提升工程”,通过自我演讲、素质拓展、文艺展演等活动为贫困生提供展示自我的舞台,帮助贫困生打开心理枷锁,提升贫困生的自信心;对于心理压力大、长期处于焦虑状态的贫困生,可以对其进行“一对一”的心理疏导,帮助其做好职业规划,并督促其认真落实,最终完成目标;对于心理问题突出的贫困生,社团还要建立跟踪档案机制,给予贫困生更多地关注和关爱,帮助其解开心结,消除个体的孤独感和无助感。

(四)构建发展型资助,提升能力素养

所谓发展型资助育人模式,即以发展的眼光看待资助育人工作,看到贫困生的主体性发展需求,尊重贫困生的主体地位,关注贫困生的内在心理需求,注重精神资助,在资助育人工作中促进贫困生的心理素质和综合能力全面提升^[9]。变“输血”为“造血”,是实现贫困生“永久脱贫”的重要举措。著名经济学家阿玛蒂亚·森认为,贫困应被视为基本可行能力的剥夺,而不仅仅是收入低下,是社会生存、适应及发展能力的低下与短缺,强调解决贫困的根本之道是提高个人的能力^[10]。贫困生处于弱势群体,获得锻炼的机会相对较少,要把贫困生社团的平台作用发挥好,倡导掌握“四会”能力。所谓“四会”是指“会说、会做、会写、会做人”,即提升贫困生语言表达能力、行动执行能力、写作能力及情商素养,可以围绕掌握“四会”能力,开展形式多样的技能提升活动,如“新闻写作技能培训”“执行力培训”“礼仪培训”等等,每次活动从邀请专家到后勤保障再到新闻报道等工作,均要求由不同的贫困生组织实施,充分发挥其积极性和主动性,让贫困生在组织活动中感受自身能力提升所带来的成就感和满足感,将“让我做”变为“我要做”。

(五)倡导育人为本,开展劳动教育

立德树人,是教育的根本任务。高校在资助过程中,坚

(下转第140页)

实验室参观了解仪器设备及其功能、实验条件和科研方向。鼓励学生自行设计感兴趣的实验项目,或学生与教师根据专业实验室、科研实验室条件共同设计一些综合性、研究性实验项目开展实验探索和研究,将这些实验项目纳入大学物理实验项目管理之中,能极大提升大学物理实验教学质量与效果,激发学生的学习和实验研究兴趣,巩固学生的理论知识,加强其实验技能,为学生以后开展科学研究、创新实验奠定基础。因此大学物理实验室的新型全方位开放制度不仅包括专业实验室、科研实验室在时间、仪器设备上的开放,也包括了开放部分资金、项目和教师给学生。

(四)大学物理实验教学考核与评价方式的改革

针对当前大学物理实验的考核与评价往往存在缺乏有效性、科学性、合理性等问题,教育教学工作者应探索建立科学合理、行之有效的大学物理实验考核与评价方式。首先,应该建立预习网络系统及题库,由学生以个人信息登录系统预习,由题库生成每个人的预习题,防止抄袭,实验操作前教师就实验原理、仪器结构和使用、注意事项等内容当场提问,检查预习情况。其次,增加实验投入,切实保障实验过程中做到一人一组进行实验操作,杜绝多人一组,防止滥竽充数。最后,期末时可采用在平时的实验项目中抽查一个进行期末考核,可采用操作+数据处理与分析+答辩形式进行,将其与平时实验项目的成绩按一定比例合成,作为学生最后的期末总评成绩。这样的考核与评价方式有利于促进学生主动学习,认真对待大学物理实验,不再把它当作是

“走过场”的课程,从而为提升学生的实践能力、综合素质,培养创新人才真正发挥大学物理实验课程的作用。

三、结语

随着“互联网+教育”时代的发展,大学物理实验的教学内容、教学方法与教学模式、教学管理、考核与评价方式的改革也应与时俱进。如何通过多种途径和方法激发学生主动学习、主动探索、实践与研究的热情,提高创新人才培养质量,永远是大学物理实验教学改革中心和主旋律。

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(上接第 137 页)

持育人为本的原则,就是要坚持德育为先,把对贫困生的思想引导作为资助育人工作的重要任务,将助学与育人、扶贫与励志相结合,帮助贫困大学生树立自立、自强、自信的良好品格^[1]。贫困生的健康成长离不开国家、社会、学校的关爱和支持,应该树立反馈国家、服务社会的劳动教育理念,注重培养贫困生感恩社会、勇于担当社会责任意识。贫困生社团可以建立公益帮扶、义务支教等志愿服务活动的长效机制,要求贫困生社团成员每年定点、定时至教育欠发达地区开展公益帮扶、支教等活动,在劳动教育中提升信心、知识、本领,同时也尽自己的能力帮助当地的孩子增长见识、开阔眼界,为当地需要帮助的人带去更多的健康成长动力,让更多的人受益,使资助工作的爱心得到传承,实现正能量在社会中良性流动,这对于构建和谐社会有着积极的现实意义。

四、结语

高校资助育人工作是一项长期而复杂的工程。立足人才培养,强化效果、注重创新,是高校资助育人工作发展的新要求。高校以社团形式,加强对贫困大学生的思想工作,是贫困生自身素质全面发展的需要,是当下构建和谐校园的需要,也是国家实施精准扶贫战略需要。新形势

下实施教育扶贫工程,要围绕高校“立德树人”的中心任务,做到扶贫更扶志,助困更育人,这亦是资助育人工作应有的价值遵循。

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人力资源视角下高校学生社团建设

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【摘要】大学中各种各样的社团在丰富学生的课余生活,锻炼学生的社会实践能力,为他们步入社会积累经验的同时,也在一定程度上推动着大学校园的精神文明建设,为大学校园创造良好的文化环境。但是针对目前各高校的社团建设现状进行观察和研究,发现在社团建设中普遍存在较多问题,各种管理制度并不完善,组织结构混乱。本文对其中存在的问题及成因进行分析,并将现代企业的人力资源管理理念和模式引入大学生社团管理,提出社团管理的新方法,具有一定的现实意义。

【关键词】人力资源管理;学生社团;社团建设

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一、人力资源视角下高校学生社团建设存在的问题

(一)阶层分化,存在官僚主义作风倾向

当下各高校社团普遍存在一个现象:社团内部阶层分化严重,官僚主义倾向盛行。为保证社团的正常运行和成长发展,社团中会选拔一些成员为社团的建设出谋划策,他们就是社团中的干部。社团干部的主要责任应当是服务,为社团活动的策划、组织和举办服务,为人员的规划和选拔服务,为社团的管理和运行服务,身担职位应当更多的为社团谋福利,为社团的建设出谋划策。然而很多社团干部没能清楚意识到所处职位的意义和作用,错误的认为干部就应当在社团中处于优势地位并享有各种决定的权利。领导阶层忽视普通会员的意见和建议,社团内各种事宜只由社团干部决定,阶层分化严重,将社团变成了一个小官僚场,很大程度上阻碍了社团的创新和进步。

(二)公平性差,干部选拔工作不严谨

社团内每年都会进行社团干部的竞选和换届,以保证社团内有源源不断的新动力。但是在社团进行选拔时,总会有内定的现象出现,使选拔失去公平公正性,也使得社团内的换届失去原本的意义。无论是在社团中,还是在班级中,还是以后步入社会中,都应当按照能力和所做的贡献进行公平公正的选拔。而在高校社团中,各干部的选拔多与人际关系有所关联。有很多人在社团中只重于处理人际关系,并不具备出色的管理能力和策划能力,但是凭借出色的关系网络,仍旧跻身于干部行列,并且在成为干部中一员后也并不为社团谋取福利,只为自己谋取相应的利益,这种社员的存在会在一定程度上阻碍社团的发展。这种选拔的方式也间接影响了社团的发展和进步,同时也影响各社员建设团体的积极性。

(三)人才欠缺,培训体制不严格

社团的建设并不只依赖各干部阶层,普通会员也会起到很大的作用。一个好的社团能够让每一个社员都能够得到锻炼,获得提升自我的机会,同时一个好的社团也会让每个社员都参与进社团的建设和管理中来。所以要让社团源源不断的产生新的力量,就应当不断地培养社团中的人才,挖掘社团中的成员天赋,让每位成员都参与进来。而现阶段社团的培训体制并不严格,有的社团象征性的有些培训,但大部分都没有完善的制度控制出勤、迟到、旷课等各种现象,并且有的培训的内容也不够吸引大众,准备的过于敷衍,社团本身并不重视,社团的成员也不予重视,所以培训不会收到理

想的效果。另外还有的社团只是收会费,之后再无下文,空有一个社团。不注重社团成员的培训,社团就不会有进步,所以对于培训的严格化建设,也是值得深入研究的一个话题。

(四)组织结构混乱,分工不够明确

任何一个集体的有序运行都需要明确的分工和严密的管理体制。而由于社团是由学生组织建立,所以更偏向于自主,管理制度各方面并不健全。有许多社团不会专门设立策划、实践、外交等各个部门,也不会专门划分出成员的各种工作和职责,只会在活动组织时临时安排。还有一些社团虽然划分了诸多部门,也划分了每位社团干部的职责,但分工并没有针对性,人力资源划分也不合理,所以社团内部组织结构混乱,社团运行产生种种问题。

二、高校学生社团人力资源管理的措施建议

针对目前高校社团中存在的问题,应用人力资源管理的相关理论,我们可以从以下几个方面来提升社团的管理水平。

(一)加强凝聚力,积极营造团结平等的社团文化

要想更好的发展一个集体,首先做到的就是要团结这个集体,加强集体的凝聚力,而发展集体文化是加强凝聚力的重要途径,也是集体活动有序开展的前提。社团是一个自由组合的小团体,团体中的每个人虽然有共同的兴趣,但性格脾气各异,工作和相处过程中总会产生碰撞和摩擦,并且社团每年都会有很多新的成员,这些新成员偶尔会面临大学生生活的不适应等问题,无论新老成员生活中都会遇到愉快的、不开心的事情,这时社团的管理者应细心观察成员的变化,并给予及时的关怀和疏导,这样既可以让社员心理得到安慰,同时也能拉近社员之间的关系。另外,也可以创立统一标识,或者穿着统一服装,让每位成员都有归属感,通过各类社团活动不断强化对组织的目标和使命的认同,为人力资源的规划管理做好铺垫。

(二)公平公正审核,通过工作分析制定工作岗位职责

解决社团内部选拔不公平的问题,就要先从社团内部的审核评定和工作评定入手。公平公正审核,要综合评定每位成员在社团中的表现,认真观察并了解成员的特点,对每位成员的建设建言进行统计,挖掘潜藏在普通会员中的人才。例如,在举办活动的策划商讨会议中,谁积极提出建议,谁针对难以解决的问题提出相关的较好的解决办法,谁在相关的培训和活动中表现优异,有突出的能力和才干,这时就可以对相关信息进行统计和整理,并在后期观察本人的性格品

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行,综合性地对每位成员进行评定。除此之外,在选拔时严格流程,选拔时面向全体成员,投票结果公开化,结合投票结果和平时表现完成管理层的选拔,争取优中选优,避免混入“关系户”,合理进行人力资源规划。

(三)制定资源规划,重视社团结构组织

制定人力资源规划,是人力资源管理长期战略的重要前提。学生社团虽不是公司企业的相关部门单位,但是其长远发展仍然需要明确的目标和合理的步骤规划。学生社团资源规划可以借鉴相关社会组织的方法,根据社团的战略发展及活动发展规划,梳理、设计社团内部的组织结构,对每个岗位设置提供明确的职务要求和分析说明,并进行必要的职位描述以及任职资格说明。要根据实际情况和预想,确定每个职位所需的人员的数量,并根据每个成员的特点和资格能力,对相关职务进行相应的变动和调整。例如,张三原本属于策划部,但其外交能力相对较好,性格开朗,处事圆滑,而外交部人员数量欠缺,能力不足,这时可以询问张三本人意愿,对其职务进行相应的调整,达到人力资源的合理规划。除此之外,要制定一个明确的社团目标,并将总目标划分为阶段性目标,结合本高校的基本情况制定相应的人力资源阶段性规划,将人力资源的管理分化阶段性的实现,一步一步完成人力资源的科学化管理。

(四)分析人才特征,完善培训管理制度

社团内部要设置相应的培训课程,对每位成员进行培训,并观察每位成员的特征,从而进行合理的人力资源规划。在培训课程的设置中,需要严格制定相关的制度,以保

证培训的有效性。首先培训的内容要与社团主题相关联,同时也可以加入大学生必备的技能课程,如 office 操作, PS, pr 等计算及技能,可以征求成员的意见,进行整合和规划。另外要设置严格的管理制度,对上课情况进行统计,并针对出勤情况设置奖惩,以保证培训的成功进行。组织培训既能促进社团内部成员的融合,了解成员的特征,为人力资源规划管理提供资料,还能让每位成员学到一些技能,增长知识,提高实践能力。所以要完善培训制度,才能更好的做好人力资源规划管理。

三、结语

学生社团对高校的文化环境建设发挥着重要的作用,也对学生的成长有着重要的影响。一个学生社团能够更好的建设并长远的发展,很大程度上依赖于人力资源管理规划。要做好人力资源规划就要切实的将人力资源管理的理论知识付诸实践,将人力资源规划兼顾社团的方方面面,具有针对性的进行职责分化,平等的对待每一位成员,让每位成员发挥自己的作用,丰富大学校园生活。

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(上接第 248 页)

己活得更加洒脱的方法。由于接二连三的战乱导致军需匮乏,所以当一场义卖舞会上的主持人要求在场的各位先生女士捐献一些金银珠宝时,斯嘉丽毫不犹豫地她和查尔斯的结婚戒指放在了捐献箱里。这个举动我们可以理解为是女主人公斯嘉丽,对自己第一次没有情感的婚姻生活的诀别和对寂寞压抑生活的正面的彻底宣战。也为后文描写她丝毫不顾世俗的眼光和大众的舆论,坚定地接受白瑞德的邀请与他共舞做了铺垫。

四、精明与为了私利的不顾一切

南北战争过后,面对着政府下达的巨额税收,为了打破所处的僵局,斯嘉丽不惜和她妹妹的未婚夫弗兰克结了婚。婚后不久,她聪明的头脑使她发现木材厂潜在着巨大的商机,战后的百姓都有着重新建造家园的需求,因此就需要大量的木材来支撑。斯嘉丽意识到弗兰克不听自己的规劝无法承担重任时,她不顾自己已为人妇的身份,肆意的在大街上抛头露面全身心的投入到对木材厂的管理中,甚至弗兰克的建议与感受也没有放在心上。甚至斯嘉丽将自己的孩子也抛至一旁交给媚兰照看自己无暇顾及,她这种不顾一切地只为了赚钱的行动,最终使得与弗兰克之间的距离越来越远。

后来,丈夫为此与“3K党”斗争失去了性命,她也因此遭到众人的责难。为了扩大木材厂的规模以获取更多的盈利,她再一次与传统道德站在了对立面。斯嘉丽雇佣佣人来工厂里做工,逼迫他们不分昼夜的劳作,使得众人又对她颇有微词,但斯嘉丽并没有因为这些风言风语而退缩。在弗兰克去世后不久,还未褪去丧服时,就与白瑞德结了婚,开始

了她的第三段婚姻。即使白瑞德靠美国内战成为了一个投机商、暴发户,不被当时社会的上流人士所接纳,斯嘉丽也根本不在乎这些,因为白瑞德有能力满足她的物质需要,让她过上更好的、大家都眼红的富裕生活。

五、结语

综上所述,《飘》给我们展现了女主角斯嘉丽在美国南北战争中的性格转变过程和人生的起伏经历。一方面斯嘉丽充满魅力、光彩照人,另一方面她冷漠自私,贪婪虚荣的性格留给人们深刻的印象。“明天是新的一天。”是斯嘉丽一直为自己加油打气的話,同时也鼓舞了一代又一代的青年女性自我意识的觉醒,以及为后来的解放运动起了相当的积极作用。

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Students in Poverty: How to Keep Persistent in Schooling—A Case Study on the Poor Students' Pursuing Schooling Experience in Different Ages of China

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Abstract

Education of citizens is a hot topic concerned by governments and educators in China. Over the past 60 years, the Chinese government has adopted different policies of educational subsidies in different periods, benefiting many students from poor families. In addition to direct financial aid, there are other factors affecting poor students' schooling. This study interviewed seven individuals from low-income families who studied in different ages, from 1950s to 2010s. The issues covered in the interview included the family's economic situation during their schooling, kinds of financial support they once got from schools and the government, parents' attitude towards their studying, and the attitude of individuals towards learning in financial difficulty, etc. and studied individuals how to overcome the economic difficulties and complete the learning process under the influence of internal and external factors. The study showed that the respondents' successful ones of different ages were all benefited from the financial support from the state and schools. Their yearning for formal school education and their recognition of the value of knowledge are the intrinsic driving forces for them to adhere to their studies. When the government and schools provide much direct financial assistance to poor students, they should also take active measures to improve students' attitude towards school education and knowledge, stimulating their enthusiasm and initiative in learning, take measures to promote students' learning ability, improving their academic self-confidence, which plays an important role in deciding whether poor individuals can persisting in schooling.

Keywords: students with financial difficulties, financial aids, value identity, persistence in schooling

1. Introduction

Education for poor students is the one of the key projects of the Chinese government, which is not only related to the fairness of education, the future development of the individuals, but related to this country's poverty reduction strategy, as education is considered to be the fundamental solution to intergenerational transmission of poverty. Under the guidance of this thought, the Chinese government have been actively taking various measures to provide assistance to students from low income families to ensure that they do not drop out of school because of financial difficulties. In 2018, the cumulative amount of subsidies reached ¥204.295 billion, 135 million students were subsidized. Exempts tuition fees and Book fees in compulsory education, provide food allowances, and grants in high schools, provide student loans, work-study, scholarships, grants and so on in tertiary education. Among the subsidized funds, the central and local governments accounted for 66.15%. The Government plays a major and leading role in this regard in terms of its long-term nature, the quantity of funds and the formulation of policies(Report on the Development of Student Aid in China, 2018), the same as OECD countries, government spending remains the main source of educational funding. While governments in other countries adopted different financial policies, such as French, Sweden, Austria, charge no tuition fees at all for students at higher education institutions, and in some countries, fees for international students and domestic students are treated differently(OECD 2014).The willingness of policy makers to expand access to educational opportunities and to provide high-quality education can translate higher costs per student and must be balanced against other demands on public expenditure and the overall tax burden. (OECD 2019, Education at a Glance 2019, <https://doi.org/10.1787/f8d7880d-en>)

Although the amount, type and object of education grants provided by each country are different, to the students in poor, the government's subsidy policy can influence the economic pressure during their schooling period and their decision in schooling time.

2. Literature Review

Poverty exists not only in extremely backward countries, but also in developing and even developed countries. There are different definitions of poverty in the poverty research. There are different measure of poor or low-income in Nordic countries. In Denmark the Ministry of Finances is defining low income families as families with a disposable income less than 50% of the median income, while the Norwegian figures presented from Fafo measured poverty by using both disposable income less than 60% of the median income and households getting social security. Finland is the same as Norway. While in Greenland, there in on official poverty line. Definition of Child poverty, income below the limit to get need-assessed benefit (Emma Henrikssoncauses), different ways of looking at child poverty as absolute or relative poverty, objective or subjective poverty, economic or social poverty. As the cause for children poverty, Emma Henrikssoncauses pointed at unemployment, insufficient education and immigration. Risk for child poverty was higher for children in families with foreign background, children with a single parent and highest for children with foreign background

and a single parent. Child poverty is also related to segregation between different parts of the big cities (Bodil, 2009). Studies of the mindset of poor students also have different views. Ben Carson, Secretary of Housing and Urban Development, considered that poverty results from “the wrong mindset:” low-income persons with strong motivation can escape poverty while those with negative attitudes remain poor (Richard, 2017). Research of Stanford University has found students from low-income families who believe that they can develop skills and do better in school if they work hard and practice—a “growth mindset,” which may be buffered from the effects of poverty on student achievement (Mary Ellen Flannery 2016). The growth mindset was characterized as students believe that skill and academic strength can be developed through effort and practice. That's contrasted with students with a fixed mindset, who believe their intelligence and skill sets are unchangeable, like eye color. A first-of-its kind, large-scale study of 168,000 10th grade students in Chile proved that, but poor students in the study were also less likely to have a growth mindset than their higher-income peers, researchers found (Evie, 2016). At the extremes, students from the lowest-income families were twice as likely to endorse a fixed mindset as students from the top-income families and schools, according to the study. The large sample study demonstrated the effect of mentality on the academic performance and self-development of poor students, and of course, this does not negate the impact of external financial support and the necessary material conditions on the poor. Mobility research. Researchers (Richard, 2017; Steven, 2014) believed it is weak in America. Of children born to poor parents, almost half remain trapped in poverty as adults. Only 30 percent make it to the middle fifth or higher. Low-income African Americans are stuck even more. Over half remain poor as adults; only a quarter make it to the middle fifth or higher.

As the biggest developing country, the Chinese government has issued a total of more than 40 documents on various student funding policies, with 12 projects funded from 2006 to 29 in 2016. From 2007 to 2016, the total amount of funds accumulated by the whole country in preschool education, compulsory education, general high school, secondary vocational education, higher education and other education stages in China was ¥10542.26 billion. The amount of subsidy increased from ¥41.608 billion in 2007 to ¥168.876 billion in 2016, an increase of 3.06 times and an average annual increase of 16.84%. (The ten-year Development Report on Chinese student Funding (2007-2016). The implementation of policies and the investment of funds make the student financial assistance work in China protect the educational rights and interests of poor students to the greatest extent. Is the government's subsidy policy a key factor in poor students' adherence to their studies? In addition to external financial support, is there a unique internal psychological factor, so that poor students can overcome the difficulties of the time, continue their studies? This is the focus of this paper.

3. Methodology

Case study. This study used the methodology of one-to-one deep interview in April, 2019, got the study experience of 7 individuals of different years from low-income families, and explored the role of funding policies in subsidizing individuals in different eras, the cognitive

behavior characteristics of those students with financial difficulties but persistent in learning.

3.1 Recruitment

Recruit subjects from relatives, friends and students. Requirements: came from low-income families, did not dropout because of financial difficulties, aged between 20 and 70 years, according to the year of birth, every 10 years for an interval, 1-2 people in each interval.

3.2 Basic Information of Research Subjects

Table 1. Basic Information of the Subjects

Subjects	Gender	Born	Schooling Time	Education degree	Vocation	location of family
Case1	Male	1946	1956-1970	Secondary vocational school	Government official(retired)	Town in the east
Case2	Male	1961	1966-1982	Bachelor	High school teacher	Town in the east
Case3	Female	1978	1987-2003	Bachelor	High school teacher	Countryside in the east
Case4	Male	1983	1988-2008	Master	Doctor	Town in the east
Case5	Male	1989	1995-2011	Master	Teacher of police institute	Town in the east
Case6	Male	1996	2003-	Undergraduate student in reading	Junior	Countryside in the east
Case7	Male	1996	2003-	Undergraduate student in reading	Junior	Countryside in the east

3.3 Interview Questions

Questions in the interview involved 10 items as follows:

- Basic personal information, including the date of birth, gender, schooling time, degree, occupation, home location.
- Family members and income sources during school
- Learning expenses during school

- The way to identify the family economic situation during schooling.
- Financial aids received during school.
- In addition to the above-mentioned funding policies, how do individuals maintain their studies economically during their studies?
- How much does the school-provided funding policy play a role in addressing school expenses and in its own way? How effective are the financial aid policies provided by schools and their own ways in addressing school expenditure?
- Parents' attitude towards your continuing schooling behavior.
- The Impact of Learning Experience on Your Native Family and Personal Development
- Self-assessment of personal academic achievement level during schooling
- Combining with your own experience, what factors do you think will affect the learning process of students with financial difficulties?

3.4 Respondents' Answers to Questions

Case 1: Wang

Basically Family Information: There were parents and four siblings, with one disabled. Dad was the main income source of the whole family, as a shop clerk with a stable salary of 25RMB monthly which last for more than 20years (1950s-1970s).

Financial aids received in schools and self-help measures during schooling: From 1956 to 1961, in primary school, his tuition fees were exempted because of financial difficulties. He only needed to pay the book fees. At that time, the tuition fee was 3 RMB per semester, and the book fee was 2.5 RMB per semester. To pay the book fee and help parents economically, at the age of 10, Wang went out to collect waste during weekends, sorted and sold to the waste recycling workstation, then could earn about 1yuan each time. From 1961 to 1964, in the junior high school, besides tuition fee remission, he received a grant with 2yuan monthly; he only was required to pay book fees. He earned about 60 Yuan by working the whole summer vacation every year. Although failed to pass the selection examination of senior high school, after several months short-time job, he took part in the technical secondary school examination, and passed it, studied accounting. Tuition fee, book fee and basic cost of living were all covered by the government. All students went to this kind of school for free. He continued to work during the holidays to earn money. Once worked in the government canteen and local state-owned farm. In addition to pay for book fees, all the money he earned was given to parents to subsidize family expenses. “During that period, most people in China were still in absolute poverty, and maintaining the basic survival needs of family members was the goal of most families, and earning money as early as possible to support themselves and their families was what many parents expected of their children.” Wang said in the interview.

How schools identify the ones in need of financial aids: In the elementary school, the

qualifications for tuition fee exemption was not based on personal applications, but on the actual economic situation the head teachers got during their visiting to the students' families, and then the information was submitted to the school for confirmation. Only the head teachers knew who in the class was eligible for tuition reduction or exemption. The list was not public. Wang himself was told by his teacher to keep secret about his qualification, not let his classmates know about it since he was in grade 1. The same to elementary school, in junior middle school, students from poor family did not fill any applications, teachers' routine visit was the practical way to know each one's family financial situations and who really in need. Different from primary school, the lists who received subsidies were open in the class. More than a dozen students in the class were subsidized while the total number in the class was 45. According to memories, the recipients not only financially difficult, but excellent in academic performance and self-discipline.

Parents' attitude towards his schooling: No support at all and did not help him financially since the first day he came into school.

Personal views on schooling and education: Strong and unswerving. "Only formal education and knowledge can change the fate of poverty." "If parents don't support you, depend on yourself and study as much as you can anyway."

Case 2: Sheng

Family situation during schooling: Parents with 4 children. Only the father had a job with the salary was 38.5yuan monthly. The father was sick when Sheng was in Grade 3 of primary school, and passed away when Sheng was in Grade 1 of senior middle school. So, Sheng started to earn money since in junior high school, and kept until graduated from university.

Father's salary, farming, personal part-time work once were the main sources of household income. Since father's passed away, farming was only enough for basic survival needs, while personal part-time work brought uncertain income. According to the data of National Bureau of Statistics, the average annual wage of workers and staff nationwide was 615 Yuan in 1978, and the average monthly wage was 51 Yuan. The per capital disposable income of Urban Households in 1978 was 343.4 Yuan. The income of the family was below the average level for a long time.

Basic expenditure during schooling: Primary school tuition was 1.5 Yuan per semester, book fee was the same. Both costs were 3.5 Yuan per semester during junior high School. Tuition fees and book fees in high school were the same as in junior high school.

Financial aids received in schools and self-help measures during schooling: Despite the poverty of the family, Sheng did not get any financial aids from primary school to high school. He paid the fees as the schools required, didn't owe nor defer. Tuition and accommodation at university were exempt from payment because of the normal-majoring. Additionally, the University distributed basic living expenses to guarantee the students' living. A monthly subsistence allowance of 12.4 Yuan (increase by 2 Yuan after 1980) and a monthly grant of 4 Yuan. Fare subsidies for winter and summer vacation were 10 Yuan each time. He was only required to pay 20yuan of book fee per semester. He began to participate the

work-study programme in the library since in grade 2, got 1.2 Yuan each day and about 30 Yuan totally a semester, which made the high education affordable. In addition to the financial policy enjoyed during college, the expenditure during school was basically self-financing. Since junior high school, in addition to temporary work during the holidays, he also raised experimental white rabbits, mainly mow grass to raise rabbits, and then sold them to relevant research departments.

How schools identify the ones in need of financial aids: There was no subsidy for students in need from primary school to high school, tuition fees just could be paid delayed in some time, the list of students who owe tuition fees would be announced in public, and teachers would urge students to pay tuition fees. During the higher education, family economic situation identification process was in a serious procedure, included individual application, Class Committee discussion, openness in class, then determined the grade of the grants one could get. Grants, divided into three grades 4, 2, 1 Yuan per person per month at that time. The tuition remission and grants covered all students of the same major.

Parents' attitude towards his schooling: If you had the ability to learn, go to school; if you had not, dropout. Without support, no objection either. Meeting the basic survival needs of a family of six was the most urgent thing at that time.

Personal views on schooling and education: During the ten years of the Cultural Revolution, little was learned in the courses. But participating in the literary and artistic propaganda team in the school, his own interest in literature and art was cultivated, which had a great and positive impact to his study in Chinese in University, the impact lasted on even after his graduation from school, while he engaged in secondary education and language teaching work.

Self-assessment of Individual Academic Achievement Level during School Period: Good.

Combining with your own experience, what factors do you think will affect the learning process of students with financial difficulties? In those days, as long as we wanted to learn, economic difficulties were surely not a big problem, but could stimulate upward forces. Today, the situation is different. Families with financial difficulties are extremely difficult to produce talents. After all, today's schools can make students succeed not only by having a book and a set of homework. Especially in the past two decades, the success and success rate of wealthy families and poor families are not the same. There are too many additional textbooks in today's primary and secondary education. Children from the two varied families have different conditions of knowledge, experience and learning, and the gap will widen.

Case 3: Zhao

Family situation during schooling: There were parents and six siblings in the family. They lived in countryside, having some farmland. Like many local families, in order to have a son, the parents kept having baby until the sixth one was a boy. The father worked in a local factory, his salary and farming were the income resources of the whole family. The income barely covered the expenses of the family. Unfortunately, the father was laid off in the reform of state-owned enterprises in China in the middle of 1990s. Later, the father became ill and

passed away in her second year of college. The average monthly household income was 200 RMB in the period of Zhao's primary till junior middle school. That number went up to 400 when she entered into senior high school, and stopped growing because her father was laid off and died of disease afterwards. As the family couldn't afford several kids' schooling expenditure, her four older sisters all stopped schooling after junior middle school mostly. As the head of the family, the father thought that it was useless for the girls to go to school, girls couldn't find jobs like boys even if graduation from school. So after Zhao graduated from junior high school, he no longer agreed to support her continuing her study.

Financial aids received in schools and self-help measures during schooling: From entering primary school until graduated from high school, Zhao normally paid her tuition fees and book fees as required, did not enjoy any financial assistance from school or local government. As the father refused to support her higher education, her mother borrowed from relatives for her college tuition. In the university, she received a subsidy of 65 Yuan per month for her major in normal education. She also once received scholarships because of excellent academic performance, several hundred Yuan a time. She earned part of living expenses by doing tutoring and other part-time jobs. Her college tuition was 3000 Yuan a year, accommodation was 800 Yuan a year, and in addition, the basic living expenses was 200 Yuan a month.

Personal views on the influence of schooling and education to her family and herself: It increased the financial burden on her parents, but she herself had strong willing to study, believed that only knowledge can change the fate, can change the living conditions of the original family. Facts have proved that it was right to stick to it.

Self-assessment of individual academic performance during school: excellent.

Combining with your own experience, what factors do you think will affect the learning process of students with financial difficulties? Zhao's opinion is that the economic situation is only one factor, and that students' attitude and perseverance towards learning are the decisive factors, especially how strong and firm is the belief that knowledge can change destiny? The stronger, firmer is this belief, the stronger will to study.

Case 4: Yang

Basically Family Information: Parents with two boys. In 1992, when Yang was 10 years old and his little brother was only 4, the father suffered from cancer and passed away, leading the family into trouble. Mother's salary was the main source of income for the family. In the middle of 1990s the mother's monthly salary was 300 Yuan, and her annual income was nearly 4000 Yuan. According to the data of the State Statistical Bureau, in 1995, the average annual wage of workers and staff in the country was 5,500 Yuan, and the per capital disposable income was 4,283 Yuan (Baidu Knows). Later, the mother's salary rose with the rise of the salary level of the whole society. In 2000, the year Yang was enrolled to college, it increased to more than 1,200 Yuan per month. The number climbed up to more than 2,000 Yuan while his younger brother entered into college in 2007. As a support programme to their families after the government officials passed away, the government subsidized the family

100 Yuan a year as a pension, and released rice and other food as condolences during the Spring Festival. This assistance lasted more than 20 years until both the two brothers graduated with master's degree.

Schooling Expenditure: The tuition fees for elementary school was more than 20 Yuan per semester, for junior high school, more than 60 Yuan per semester, and for senior high school, more than 100 Yuan per semester. From 2000 to 2005, he studied medicine in a university. The tuition fee was 4,600 Yuan per school year. The accommodation fee was 800 Yuan per school year. Expenditure on living expenses was 300-400 Yuan per month. During his postgraduate study, the tuition fee was 5,200 Yuan per academic year and the accommodation fee was 1,200 Yuan. Expenditure on living expenses was 600-700 Yuan per month.

Financial aids received in schools and self-help measures during schooling: No financial aid from elementary school to high middle school. During college years, he received the following subsidies: 4000 Yuan of scholarship totally, 2000 Yuan of tuition exemption, 5000 Yuan of work-study, and national grant 2000 Yuan. During postgraduate period, he received subsidies as follows: 1000 Yuan of scholarship, 2000 Yuan salary of work-study jobs. He did tutoring and helped teacher do scientific research to get some income.

How schools identify the ones in need of financial aids: Teachers knew that based on personal application and local certification. The results of the confirmation and who received scholarships and grants were all made public in class.

What is the role of the financial aid policy provided by schools and their own ways in solving school expenditure? Yang admitted financial aid from schools played a major role in resolving his school expenditure.

Parents' attitudes towards his schooling: Very supportive. Mom provided as much financial support as she could.

Personal views on schooling and education: the family and his own economic situation have been improved through schooling and higher education.

Self-evaluation of individual academic achievement level during school is excellent.

Combining with your own experience, what factors do you think will affect the learning process of students with financial difficulties? Yang's answer is: parents' attitude towards children's schooling, employment quality after graduation, individual's self-motivation towards schooling.

Case 5: Ming

Basic situation of the family: Case4 Yang's younger brother. The two cases are the same in terms of family structure, income and so on.

Expenditure on schooling: Primary school tuition was 200-300 Yuan per semester. The fee for junior high school was also 200-300 Yuan per semester. High school tuition was 1200 Yuan per semester. Without accommodation fee. After going into university in 2007, his tuition fee was 4600 Yuan per academic year, the accommodation fee was 1200 Yuan, the book fee was

600 Yuan, and the living cost was 400 Yuan per month. His master's degree was admitted to the public fee category because of excellent grades, and the individual was exempt from paying the tuition and book fees, only had to pay 900 Yuan per academic year for accommodation. His living expenses were 1000 Yuan a month.

Financial aids received in schools and self-help measures during schooling: During undergraduate period, he received a total of 1500 Yuan in the school professional scholarship, the National Inspirational Scholarship 2 times a total of 10000 Yuan, student loans twice totaled 9200 Yuan, the total amount of the above items was 20700 Yuan. During his master's degree, in addition to the treatment of exemption from tuition fees, he also received 400 Yuan a month of living allowance, totaled 10000 Yuan, obtain national scholarships twice totaling 20000 Yuan because of academic excellence, the total amount of the above items was 30000 Yuan. In addition to the financial support provided by the school, he himself earned money through tutoring, internships, etc.

Evaluation of the effect of school financial aids and individual efforts: Ming thought subsidies provided by schools played an important role in solving his tuition fees, while his own ways played an important role in solving living expenses.

The determination of the family economic situation during the university was based on the individual application and the local civil Affairs department determines that the result was disclosed in the class, and who got the award-winning grant was also made public in the class. Parents' attitude towards his schooling: Full support.

The impact of schooling towards original family and his personal development: To original family, before finished the undergraduate education, tuition and living expenses was a financial burden on the family, and during the postgraduate education, there was little burden on families due to the exemption of tuition fees, combined with school scholarships, national scholarships and internship salaries.

The impact of schooling on personal development: In the process of learning, especially at the undergraduate and postgraduate stages, independent ability can be cultivated and form rational views. One should keep moving into a higher platform through learning.

Self-assessment of individual academic achievement levels during school: Good.

According to your own experience, what factors do you think will affect the learning process of students with financial difficulties in their families? Ming's answer is: High cost of living; Feelings of inferiority arising from inferior than others in eating and dressing; in order to earn money, did multiful part-time jobs, reducing the time of study, which has a negative impact on studying.

Case 6: Zhou

Basic Family Information: Parents with two boys, living in rural area. The family's economic situation was so difficult that Zhou only had two months in kindergarten, his father had been worked in the village gypsum mine as a blaster, after the gypsum mine was closed, he was laid-off, after that, the father had to engage in long-term farming and odd jobs, the mother has

been doing farm work at home for a long time. The mother has been in poor health for a long time, couldn't do heavy work after a major operation in 2016. Zhou himself was maimed in an accident in 2003, and the family was heavily indebted and more impoverished. Average monthly income of the family: primary school: 2000 Yuan; junior high school: 3000 Yuan; senior high school: 4000 Yuan; university: 4000 Yuan. Parents' wages, family farming and Zhou's part-time work are the main sources of income for the family.

Basic situation of expenditure during schooling: No tuition fees because of compulsory education policy. The book fee was 32 Yuan per academic year. Expenditure in junior high school: Tuition was 1200 Yuan per academic year. No book fees. The accommodation fee was 360yuan per semester. Living expenses were 1280 Yuan per semester. Expenditure in senior high school: Tuition was 1600yuan per academic year. No book fees. The accommodation fee was 400yuan per academic year. Living expenses were 2000yuan per semester. Expenditure in college: Tuition was waived because of disability. The book fee is 600yuan per semester. The accommodation fee is 1200yuan per academic year. His living expenses are 3200yuan per semester.

Financial aids received in schools and self-help measures during schooling: No financial aids from elementary school to high school. Three years of University: 1100yuan of Scholarship, 17400yuan of Fee Remission for disabled students, 400yuan salary of work-and study totally, 15000 yuan of Peeli Grant. Besides the assistance school offered above, Zhou also works part-time outside the school, carries out entrepreneurial activities to self-support.

Measures for determining the economic situation of families during schooling: None from primary school to senior high school. In college, the identification of the student's family difficulties is of three links, individual application, by the local Civil Affairs Department audit and determination, and finally by the school approval, the results of the determination and the various financial assistance is public.

Parents' attitude towards his schooling: His parents gave him full support for his study.

The impact of your study experience on your native family and personal development: Education spending is indeed stressful for his family, whilst he benefited from continuous education in the openness of personal vision and the enhancement of multi-faceted ability.

Self-assessment of individual academic achievement levels during school attendance: Good.

According to your own experience, what factors do you think will affect the learning process of students with financial difficulties in their families? Zhou's answer is the support from the family, the level of personal achievement and the outside funding.

Case 7: Liu

Basic situation of the family during schooling: Parents with two boys. Living in the countryside, the family income mainly depends on farming for a long time. During his schooling, the family economy was very difficult. Now with the progress of technology, the increase in the variety of agricultural products, the household income of his family is much better than before. Besides Liu, the family has to support his brother's schooling.

Basic situation of family income during Liu's schooling: During Liu's primary school period, the number was about 600 Yuan per month, then was 1000 Yuan per month when he was in junior high school, the number climbed to 1200 Yuan per month during his senior high school, when he went to college, the monthly income of the family rose to about 2500 Yuan.

Basic expenditure for his school attendance: No tuition fees during compulsory education. 800 Yuan per semester of tuition fee during high school. In the university, tuition fee is 5200 Yuan per academic year, books cost is 1000 Yuan per academic year, accommodation costs is 1200 Yuan per academic year, living expenses of 1200 Yuan per month.

Financial aids received in schools and self-help measures during schooling: None in elementary school, 75yuan monthly of living allowance in junior high school, 1000yuan of living allowance per academic year during senior high school. During university, he received Peeli Grant of 5000yuan every academic year, 200 Yuan of professional scholarship. Liu did part-time work to get some additional income.

Methods for determining the financial situation of students' families at all stages of his schooling: None in primary school. From junior high School to university, this work involves individual applications, local civil affairs Department audit, school identification process, the results of the definition and financial assistance related were shown in the class publicly.

Liu admit the financial support provided by schools has a greater impact on reducing his financial burden of going to school.

Parents' attitude towards his schooling: Supportive.

The impact of study experience on your native family and personal development: On the one hand, to a certain extent, it is good for the family glory, as the parents received less education because of poverty, he learned more in the knowledge, along with experience and could share with them, also let them get joy from that. On the other hand, to himself, studying not only enriches his own knowledge, but also has increased his own life experience; schooling has been playing a profound role in the development of his own life.

Self-assessment of individual academic achievement levels during school attendance: Medium.

According to your own experience, what factors do you think will affect the learning process of students come from families with financial difficulties? His answer were tuition fees, state funding policies, parents' attitudes to learning, their own attitudes towards learning, and the geographical location of their schools.

4. Findings and Discussion

4.1 Schooling for Children from Poor Families Tends to Create a Conflict between the Needs of Collective Survivals and the Needs of Individual Development

The primary aim for poor families is to meet their basic survival needs, children's education

belongs to the developmental needs of individuals, so when the basic survival needs of the whole family are not satisfied, especially when the family in absolute poor condition, children's personal developmental needs can hardly get support from their parents. To the family in poor financial conditions, kids are given the responsibility to help parents support their families, the sooner the better.

4.2 Persistence to Learning of Poor Students is, without Exception, an Individual's Autonomous Behavior

To kids who are in poverty and want to get higher education, the only ones they could rely on are themselves. So, they show self-help awareness and behavior at early ages. They come up with all kinds of ways to pay for their own schooling expenditure, without parents' support and guidance. Academic persistence is often closely related to their developmental mindset, they firmly believe that study can change their future.

4.3 Government and School Funding Play an Important Role in Helping Poor Students' Schooling

In the past 60 years, the focus of government financial aids has shifted from elite higher education to funding for the whole process of each formal school education section. In the 60s-80s of last century, education expenditure in elementary and senior middle school were borne by pupils and their families, financial aids such as tuition fee remission did exist. But since the number of poverty was enormous, limited financial assistance resources could not meet the needs of all poor students, so even if case 2 was indeed financially difficult, he did not enjoy the tuition fee remission before higher education. Wang's sister, 6 years younger than him, came from the same family, didn't either. Wang attributed this to academic achievements, and his sister's academic performance was not excellent enough to qualify for a fee waiver. In order to avoid contradictions, it was the preferred method for teachers to keep the confidentiality of younger students who were eligible for tuition remission. When the resources of education funding are sufficient and the system is gradually perfected, openness becomes an inevitable trend.

4.4 Compared to Decades ago, Students in Poverty Get more and more Support in Their Schooling

Government, schools, enterprises and individuals, give poor students financial aids together, those poor with excellent academic performance usually have more choice in scholarships. Besides assistance from outside, support from parents is rising in the poor family. As the knowledge and education level play an more and more important role in nowadays, kids are no longer only helper to the current survival needs, but a hope to lift the family out of poverty. Fewer kids release the burden of families, and increase the parents' expectations towards kids' education level to the families' future.

The first 5 interviewees have been engaged in decent and secure jobs in government public office, teachers, doctors, etc., and have completed the change of family poverty and the transformation of their class gradually after graduation, which has proved that they were right to persist in their studies. Of the 7 people, only 1 committed moderate academic performance,

and the other 6 were all good, which means good academic performance can help poor students develop positive and optimistic expectations for the success of their studies and their future development after education. Those would become a powerful internal driving force to promote poor students to seek various ways actively to overcome economic difficulties and continue their studies. Although the ways varied significantly in different ages, no matter what the social and economic conditions at that time and how bad the economic situation their families were, they can always find ways to earn money.

4.5 An Analysis of the Factors Affecting the Adherence of Economically Disadvantaged Students to Studies

Internal Factors: A firm value recognition of learning. The individual's strong willingness to study. No matter how bad the financial situation was, the strong willingness of the individuals push them seek ways actively to earn money overcome the difficulties, even no support they got from their parents. The strong willingness to study is generally based on one's academic ability.

Intermediary factors: The individual's academic performance. Individuals who achieve above the average academic level are able to build academic self-confidence, can also get more financial aid for academic excellence. This will further encourage students with financial difficulties to study harder, then form a virtuous circle.

External factors: Government and school financial aids policies. In the past 60 years, the government and schools have provided more and more help to students with financial difficulties in terms of stability, popularity and variety, especially ensures the basic education for the poor students for nine years, individuals do not need to earn money for school expenses at the age of only 10 or so. It reflects the effectiveness of government investment and support in education.

Draw Cognitive Behavior Chart of Poor Students' Persistence in Learning as Figure 1:

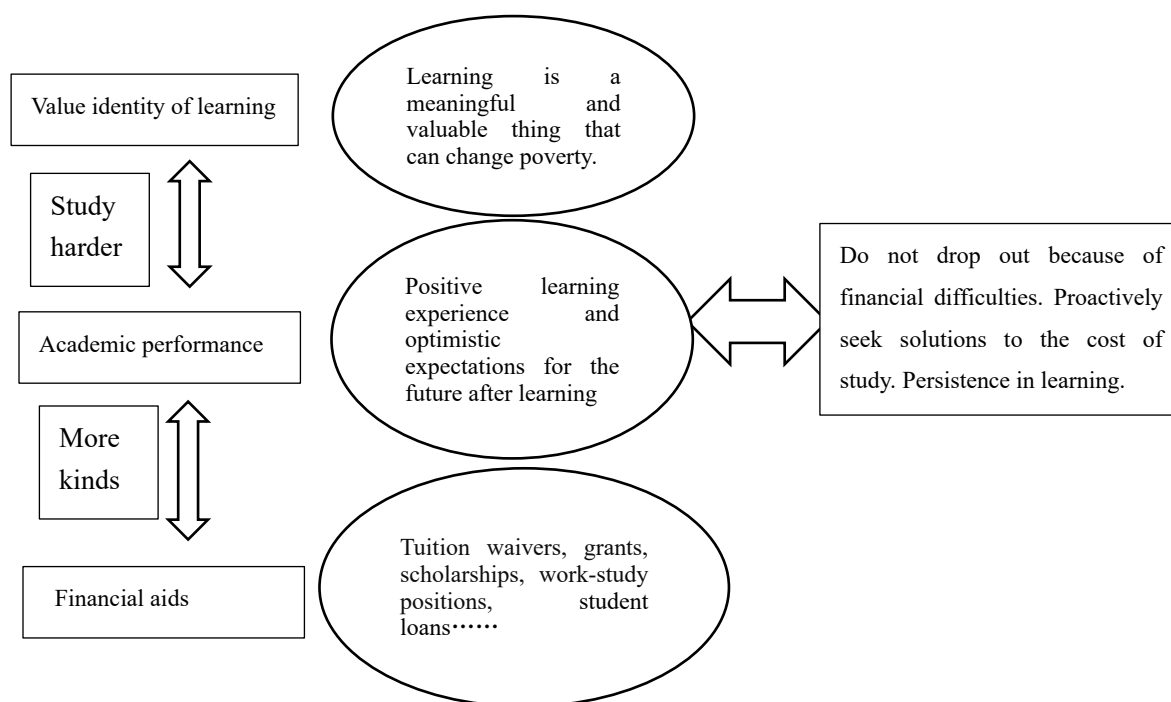


Figure 1. Cognitive Behavior Chart of Poor Students' Persistence in Learning

5. Conclusions and Implications for Research and Practice

5.1 Individuals' Attitude towards Learning is the Vital Inner Element That Push Them Persist in Learning

When students with financial difficulties have a firm recognition of the value of learning, they will strive to find ways, such as earn money by themselves or get financial aids from school to maintain the expenditure during the study period. The effectiveness of financial aid items is influenced by poor people's attitudes toward learning. If poor students have a negative assessment of learning and the future after graduation, such as how much can a college degree contribute to improving family poverty, they will lose the motivation to stick to learning. Even if the school provides various financial aids, he may give up his studies.

5.2 Poor Students' Persistence in Studying has a Close Relation to Their Academic Performance

Poor students with excellent academic performance are more confident in their academic ability and have more positive expectations for the future of continuous learning. Their academic performance at school not only give them a sense of accomplishment and academic confidence, but also enables them to receive more financial aids, especially when educational funding is scarce in the whole society.

5.3 Growth Mindset in the Poor Children can Strongly Incentive them to Think and Resolve Difficulties Actively, Face kinds of Challenge, Push Them Endeavor to out of Poverty, and Finally Succeed

No matter how difficulty their native families are, they believe the poor condition is not unchangeable, but can be changed though their efforts. This kind of mindset also influence the mobility of individuals in poor. The cases in the study have been or are about to out of poverty in native families, with significant improvements in income and living environment compared with their parents.

5.4 The Chinese Government should Adopt Measures to Make Education and Knowledge more Attractive to Poor Students

Direct financial aids is not the more the better. Since the Chinese government has established large-scale educational assistance system, he should start to improve the quality of education, and thus improve the market competitiveness of the educated. Education is an effective way to blocking-up the intergenerational transmission of poverty. Over the past 60 years, through personal efforts and state funding, several generations of impoverished students have persisted in pursuing their studies, gradually shaken off the poverty of their native families, had a good living environment and spiritual pursuit. In retrospect of past hardships in learning, they have more recognition of the value of knowledge and personal will quality.

In fact, with the popularization of higher education in China, the market value of undergraduate education has gradually depreciated. Although the absolute salary level of undergraduate students is rising after graduation, compared with the peers who did not receive higher education, the advantages of undergraduate education are not as obvious as those of 20 years ago. Therefore, when China has established a sound subsidy policy, in order to continue attracting and helping poor students continue to go to school, it is necessary to strengthen poor people's recognition of knowledge and take positive and effective measures to improve the quality of higher education, so that can increase to attractiveness of knowledge and the competitiveness of school education to poor students, but not just give much money directly.

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