Paths for Improving Employment Competitiveness of Students with Financial Difficulties at China’s Border Higher Institutions

Yun Lu\textsuperscript{1,*} and Jie Li \textsuperscript{1}

\textsuperscript{1} West Yunnan University, Lincang 677000, China

*Corresponding author e-mail: 511315926@qq.com

Abstract. Students with financial difficulties in border higher institutions are a special group of students who come from economically difficult areas and families. Because of information occlusion, low school visibility, and solidified employment concepts, their employment competitiveness has many deficiencies compared with their peers. Students with financial difficulties in border higher institutions generally have problems such as poor comprehensive quality, weak ability to resist employment setbacks, and low professional maturity. The border higher institutions should establish complete electronic information archives for students with financial difficulties, build a social support system for students with financial difficulties, strengthen education on employment setbacks students with financial difficulties, and improve their employment competitiveness.

Keywords: Border Higher Institutions, Students with Financial Difficulties, Employment Competitiveness

1. Background and Connotation of Employment Competitiveness of Students with Financial Difficulties in Border Higher Institutions

1.1. Background of Employment Competitiveness of Students with Financial Difficulties in Border Higher Institutions

At the end of the 20th century, China began to implement a combined school running model to expand the enrollment scale of colleges and universities. In 2000, Beijing, Shanghai, and Anhui provinces carried out reforms for spring enrollment. In 2001, the Ministry of Education introduced a new policy that allows citizens over 25 years old to take the college entrance examination. Liberalizing the age limit of college admissions, three universities in Jiangsu Province took the lead in implementing the "autonomous admissions" pilot work. With the gradual improvement of the school running level and the further expansion of the school scale, the enrollment scale of border higher institutions has increased rapidly every year. In 1999, the national employment system was thoroughly reformed. The mode of directly recommending students to post for employment was changed to the mode in which graduates signed employment agreements with employment units. The employment path has been changed from "guaranteed distribution" to "two-way selection". In the employment mode of college
graduates in border areas, participation in the recruitment of civil servants and public institutions has become the two main employment methods. However, both of these methods require examinations to achieve, which is difficult. In this context, on the one hand, there is a continuous expansion of recruitment to produce a large number of graduates, and on the other hand, previously graduated students cannot find suitable jobs. The span between training and employment is large. The employment of college graduates has become a major problem. How to improve the employment competitiveness of graduates has also become an urgent problem for education departments and training units. In recent years, the employment problem of college graduates has become increasingly serious, and the employment problem of students has become a long-term and arduous problem. In addition to objective factors such as the tightening of the job market, the irrational setting of professional training structure, and the deviation of employment concepts, the factors affecting the employment of college graduates also have a greater impact on the internal factors of graduates themselves. Colleges and universities explore the possibility of expanding employment by improving students' employment competitiveness, which is a feasible way to achieve graduates' precise employment.

1.2. Connotation of Employment Competitiveness of Students with Financial Difficulties in Border Higher Institutions

Employment competitiveness refers to graduates' ability to surpass others, cope with job adversity, and find suitable jobs to display and realize their own value, that is, the ability to fully meet the needs of society and employers for talent in the process of job selection [1]. This ability represents the performance of universities or graduates in the job market. Graduates with strong employment competitiveness can meet the needs of society and employers. Due to information obstruction, low school visibility, and solidified employment concepts, from the inclination of employers, graduates with financial difficulties of border colleges do not have a competitive advantage in employment.

The formation of employment competitiveness has a close relationship with the cultivation of students' ability. To improve the employment competitiveness of graduates is to improve the skills of graduates. Strengthening students' frustration education and ideological and political education is an effective means to enhance the comprehensive quality of students and improve the employment competitiveness of graduates, especially the graduates with financial difficulties.

2. Current Situation of Employment Competitiveness of Students with Financial Difficulties in Border Higher Institutions

2.1. Students with Financial Difficulties Have Strong Employment Drive and Potential

Students with financial difficulties have a strong employment drive. Most of them are the backbone of the family and the pride of the village. After completing their studies, they have a more rational concept of choosing a job and are eager to get a job, reflecting the mental state of "employment before choosing a job". They hope to relieve their family's financial pressure through employment. They will find praise and status among their relatives and neighbors by finding good jobs.

Students with financial difficulties have broad employment opportunities and markets. The students with financial difficulties in frontier colleges have low employment expectations and low starting points. They have low salary requirements and strict post requirements, and they can easily find a place in the job market. They can calm down. After getting a job, they can work hard, and they will soon become the backbone of the unit.

2.2. Students with Financial Difficulties Have Weak Ability to Resist Employment Setbacks

Frustration education refers to letting the educated person suffer frustration in the process of education, so as to stimulate the potential of the educated person, achieve the purpose of enabling the educated person to effectively acquire knowledge. It is very necessary to educate the educated in the education process. Students with financial difficulties in frontier colleges are weak in resisting
employment setbacks because they mostly come from underdeveloped areas. They have poor ability to withstand difficulties and blows after enrollment. When encountering problems, they often take some extreme actions and produce many setbacks. They are not interested in their major and are not adapted to the learning environment. They have low mental capacity, uncoordinated interpersonal relationships and cognitive impairment in employment. The existence of student frustration directly affects the acquisition of knowledge and skills, and eventually leads to poor employment competitiveness of students with financial difficulties.

2.3. Students with Financial Difficulties Have Congenital Deficiency of Employment Competitiveness
Affected by family education, growing environment, and the level of teachers in middle schools, students with financial difficulties are far from other students in terms of social communication, literary skills, and innovative practices. Such students are prone to low self-esteem after entering university and have weak social adaptability. In the process of employment and job selection, they receive less help from the family and society. They can only rely on their own strength to fight hard. Eventually, their employment competitiveness is weak, and they tend to fall into a vicious circle of employment. At present, students with financial difficulties in border higher institutions can receive state-sponsored student loans, grants, and other funding projects to solve their worries about learning and living. There are also some students who are forced to make a living during school and need to take part-time work outside the school or participate in on-the-job school work, which brings a lot of academic difficulties. Poor students’ academic problems also lead them to be in a competitive disadvantage in the job market. After graduation, they again suffer from poverty due to employment competitiveness. Due to economic difficulties, they are inherently inadequate in their comprehensive quality, their employment competitiveness is weak due to their inadequate comprehensive quality, and their employment competitiveness is not strong, and they are again in financial difficulties after graduation. This situation hinders the process of precision funding and equitable education.

2.4. Students with Financial Difficulties Have Low Professional Maturity
The Professional maturity includes such aspects as professional goals, professional self-confidence, professional value, professional autonomy and professional reference. The family income of students with financial difficulties in border institutions has a huge impact on occupational value and career choices. The income affects the expectations and cognition of occupational value. The amount of short-term income is the first factor considered by college students' career choices. The level of family income also directly or indirectly affects the degree of dependence on relatives and friends when choosing careers. That is, students with high income from family rely more on the support of relatives and friends than those with low income. For reasons of enrollment policy and economics, border higher institutions recruit students with low starting points and a large number of poor families. They are often at a disadvantage in employment competition and lack self-confidence in job selection. Border higher institutions can only further enhance the employment competitiveness of students if they properly handle the issue of vocational maturity training for poor students.

3. Countermeasures for Improving Employment Competitiveness of Students with Financial Difficulties in Border Higher Institutions

3.1. Building a Social Support System for Students with Financial Difficulties
Students with financial difficulties have deficiencies in employment competitiveness from the family, themselves and society. Changing this kind of deficiency to build a strong social support system is an effective means to improve the employment competitiveness of poor students. Liang Jiefang believes that the state, society, school, family, classmates, friends, etc. constitute a social support system for students with financial difficulties. [2] The state has established a comprehensive financial system for students with financial difficulties and a precise poverty alleviation mechanism for their families. Students with financial difficulties must make full use of these policies to completely eliminate
economic worries from the growth process. At the social level, employers must create a fair competition employment platform for students with financial difficulties. Schools must integrate high-quality social education resources, hire front-line experts from employers to provide training and education for students, help them build confidence, clear directions, provide resources, and effectively improve employment competitiveness. At the school level, colleges and universities must increase funding for students with financial difficulties, improve the effectiveness of funding work, avoid funding risks, and shift the energy of students with financial difficulties to academic and comprehensive quality. The higher institutions should transform the training system, establish a quasi-specific employment training system, and differentially cultivate the employment competitiveness of the students. At the family level, parents should correctly understand the current employment situation, encourage, support and understand students with financial difficulties to establish a correct employment outlook.

3.2. Strengthen Employment Frustration Education for Students with Financial Difficulties
Setbacks are life experiences that people will inevitably experience in their lives. Many people who have achieved great achievements are often not the people with the highest IQ, but people who have suffered setbacks. Because of external factors such as family, students with financial difficulties have many deviations in cognition, behavior, and emotions, and their ability to withstand setbacks, especially employment setbacks, is poor[6]. The psychological frustration of students with financial difficulties in employment mainly refers to the psychological frustration caused by their failure to achieve their employment goals. In the process of teaching, frustration education for students is a good way to exercise and improve students' potential. Students with financial difficulties should correctly understand their status, change employment concepts, and determine reasonable employment expectations. They should continue to strengthen the psychological quality of employment, strengthen job training skills, increase risk awareness, and complete the necessary preparations before employment [3].

3.3. Raising the Ideological and Political Awareness of Students with Financial Difficulties
The border higher institutions should strengthen the ideological and political education of students with financial difficulties, and guide students with financial difficulties, not only to objectively analyze their own shortcomings, but also to clearly see their own advantages and evaluate themselves correctly. Most of the students with financial difficulties experience the hardships and pains of life from an early age, and it is easier to inspire the belief of self-reliance, self-improvement, and hard work. Higher institutions should establish complete electronic information files for students to track their family economic situation and career planning in a timely manner. The information file should include such information as poverty, funded projects, personal ability, employment interest, and employment ideals. Higher institutions should arrange special personnel to establish and manage information archives. Higher institutions should realize personalized training needs and enhance employment competitiveness through tracking and paying attention to the students during their studies. Higher institutions should provide psychological counseling, gratitude education, and integrity education to students with financial difficulties, guide them to establish a correct outlook on life and values, strengthen their psychological qualities, and guide them to actively face the pressure of competition [4][5].

Acknowledgements
This work was supported by Scientific Research Fund Project of Yunnan Provincial Department of Education (2011Y005, 2020J0753).

References
[1] Liang Jiefang, Wang Pengfei: Research on Improving Employment Competitiveness of College Students with Economic Difficulties Based on the Perspective of Psychological Elasticity.
China Adult Education 16, 33(2019). (in Chinese).

[2] Jiang Junyi, Tian Feifei: Research on Employment Competitiveness of College Students with Economic Difficulties The Party Building and Ideological Education in Schools 11, 25-26(2017). (in Chinese).

[3] Chen Xueling: Strategies for Improving Employment Competitiveness of College Poor Students from the Perspective of Precision Poverty Alleviation. Guangxi Journal of Light Industry 19, 6-7(2019). (in Chinese).

[4] Xiao Runzheng: Analysis of Employment Difficulties of College Students with Family Economic Difficulties and Ways to Improve Employment Quality. Economic & Trade Update 21, 8-9(2018). (in Chinese).

[5] Jiang Qiyu, Jiang Yibin, Li Guifeng: Research on Improving Employment Competitiveness of Students with Difficulties in Families Based on the Group Aid Model. Modern Economic Information 10, 428-430(2019). (in Chinese).

[6] Zhang Jing: Analysis on the Ways to Help College Students with Difficult Employment. China University Students Career Guide 2, 53-57(2019). (in Chinese).