

# Research on the Willingness of Educational Poverty Alleviation of female college students -- A case study of CWU

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**Abstract.** Educational poverty alleviation is the fundamental policy of poverty alleviation, an important premise of rural revitalization, an important basis for the implementation of the strategy of strengthening education, and an important starting point of education work. The paper takes the female students from CWU as the research object, using questionnaire survey and statistical analytical method to analyze the willingness of educational poverty alleviation and its influencing factors. The results showed that differences significant in terms of whether accept education funding and whether only-child and differences non-significant in terms of the different grade, income and source of students. Finally, the paper provides suggestions from three aspects of the state, school and individuals to encourage more college students to engage in educational poverty alleviation and boost the national rural revitalization.

**Keywords:** Educational Poverty Alleviation; Willingness; Female college students

## 1. Introduction

Education is highly valued in China and a lot of financial support is provided. But there is unbalanced development of education in some regions, especially in rural areas. Education is the fundamental way to change the realistic predicament of the poor people [1]. Xi Jinping has repeatedly stressed the importance of educational poverty alleviation and the ultimate goal of educational poverty alleviation is to achieve equitable sharing of educational resources [2]. Educational poverty alleviation plays an important role in blocking the intergenerational transmission of poverty [3]. College students are an important social force to promote educational poverty alleviation. A search on Science Direct and CNKI found that there were only two researches on college students' willingness of educational poverty alleviation. Zhao Jianyong (2020) concluded that most college students have a willingness to participate in rural educational poverty alleviation by the literature research and questionnaire survey method [4]. By means of the questionnaire survey, the literature research and the network survey, Wang Xiaoxiao, Yu Weitian, Li Fengjie (2021) analyzed undergraduates' willingness to participate in poverty alleviation projects, and found that personal and family characteristics have a greater impact on their willingness, while national policies have a lesser impact on their willingness [5]. Therefore, it is of great importance to find out the influencing factors of female college students' willingness of educational poverty alleviation, so as to encourage and guide more college students to engage actively in educational poverty alleviation, boost the development of education in poor areas of the country.

## 2. Research methods

### 2.1 Questionnaire survey method

Based on the analysis of the related literature, the paper designed female college students questionnaire draft for the willingness of educational poverty alleviation, then invited experts to guide and correct. And the modified questionnaire was pre-investigated. We randomly selected 30 students from the school of management to fill in the questionnaire. It was found that there was a misunderstanding between "local" and "native". Some students think "native" refers to Beijing, while others think "native" refers to place of birth. So we changed the "native" in the questionnaire to "source of students ". The final version of the questionnaire includes 7 questions about basic

personal information, 6 questions about female college students' understanding of education in poor areas, 7 questions about the current situation of educational poverty alleviation, and 8 questions about the willingness of educational poverty alleviation and its influencing factors, a total of 28 questions. Based on the total number of students in each institute and department of CWU, the sampling survey was designed, and the grade ratio was paid attention to. The questionnaire survey was conducted by means of questionnaire star. A total of 606 valid questionnaires were received.

### 2.2 Statistical analytical method

In the paper, SPSS26.0 was used for statistical sorting and analysis of questionnaire data. Firstly, the paper analyzed the reliability of the questionnaire survey data. The Cronbach's coefficient alpha of this survey is 0.885, indicating a high degree of credibility. On this basis, descriptive analysis is made on the understanding degree of education status in poor areas. For different grade, different income, different regions, whether received funding, whether for the relationship between the only children and the willingness of educational poverty alleviation cross analysis and F test. Whether received funding, whether to the willingness of educational poverty alleviation for the one-child effects under the F test of significant coefficients is less than 0.05 and indicate a significant difference. Therefore focuses on analysis of the two.

## 3. Results and Analysis

### 3.1 Basic information of samples

The basic characteristics of the research sample were analyzed from the aspects of grade, income, region, understanding of education in poor areas, whether the only child, whether received educational subsidies and so on. The grades participating in this survey are freshmen 1.65%, sophomores 56.27%, juniors 32.84% and seniors 9.24%. 62.71% of female college students whose annual household income is above the middle level. 89.61% of female college students knew more about education in poor areas. 57.43% of the female college students whose family structure is not the only child. Female college students who received educational assistance accounted for 70.13%.

### 3.2 Educational poverty alleviation

Most students drop out of school due to economics, their own boredom, and the influence of family concepts (Fig.1). 73.6 percent of female college students believe that some local schools have poor facilities, lack of funds, and weak teachers. 57.1% of female college students believe that the education situation in poverty-stricken areas around them has changed a lot (Fig.2). Most people believe that there are deficiencies in local education expenditure, weak teachers, poor supervision of the use of funds, inaccurate identification of student aid recipients, and quality education resources mainly concentrated in cities and towns. 44.56% of female college students believe that poverty alleviation policies are not perfect, indicating that the local government should pay more attention to educational poverty alleviation.

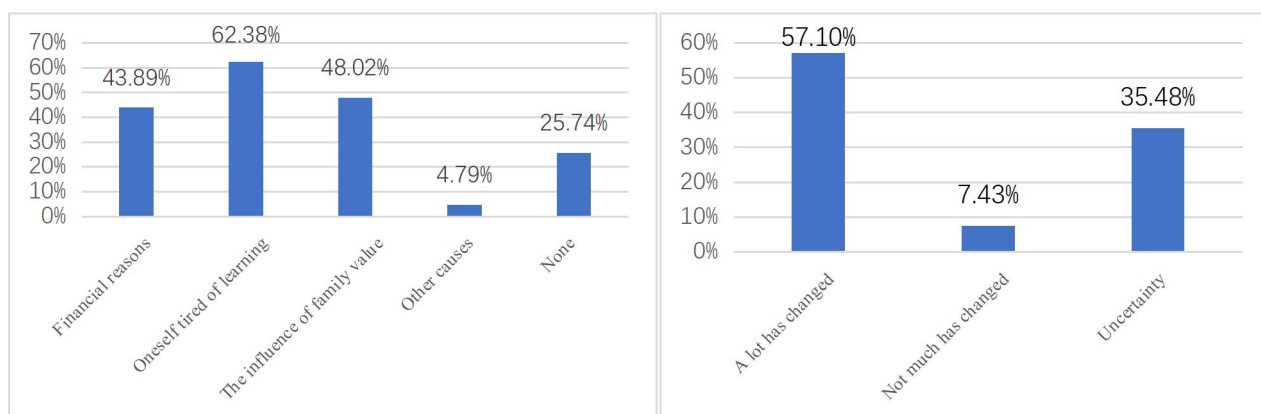


Fig.1 Analysis on dropouts and their causes in the stage of compulsory education

Fig.2 Changes in educational situations in poor areas

**3.3 Cross-analysis**

Through data analysis, it can be concluded that differences significant in terms of whether accept education funding and whether only-child and differences non-significant in terms of the different grade, income and source of students.

**3.3.1 Whether they have received educational support and their willingness of educational poverty alleviation**

The relationship between receiving financial assistance and the willingness to education alleviate poverty through (Table 1) is less than the significance level of 0.05, indicating that receiving financial assistance has a significant impact on the willingness of educational poverty alleviation. Overall, most of the female college students of educational poverty alleviation will is strong, 71.8% of students in poverty alleviation and will have no education no funding, student received funding for education in poverty-stricken areas poverty alleviation will more intense, compared with not received funding for students, they are more willing to involved in the educational poverty alleviation work in the poor areas.

It can be seen that most female college students will have a strong desire to poverty alleviation after receiving educational subsidies, so as to repay the society. Education funding reflects the Party and the government's care and love for students from poor families, and after receiving education funding, they are more likely to think about the source of water. Educational funding not only brings financial help, but also a warm care and concern, and also brings comfort to thousands of students.

Education aid policy can alleviate the economic pressure of college students, and help them to complete their studies smoothly. It can also let them feel more love, and then actively participate in the educational poverty alleviation work.

Table 1 Cross-analysis between receiving financial assistance and willingness of educational poverty alleviation

		received any funding?		Total
		NO	YES	
Do you have the Willingness of Educational Poverty Alleviation	YES	247	210	457
	NO	107	42	149
Total		354	252	606

**3.3.2 Whether only-child and the willingness of educational poverty alleviation**

The significance of the relationship between the only-child or not and the willingness of educational poverty alleviation (Table 2) is lower than 0.05. According to the data in Table 4, the relationship between being the only-child or not and the willingness of educational poverty alleviation is concentrated in that female college students who are not only-child account for about 60% of the willingness of educational poverty alleviation, indicating that female college students who are not only-child are more willing to participate in educational poverty alleviation.

From the perspective of non-only child themselves, their life is relatively independent, strong ability to adapt to the external environment, more able to adapt to education and poverty alleviation work. In terms of family structure, non-only children are less affected by their parents' choice and more likely to participate in educational poverty alleviation.

Table 2 Cross-analysis between only-child or not and willingness of educational poverty alleviation

		only-child or not?		Total
		NO	YES	
Do you have the Willingness of Educational Poverty Alleviation	YES	184	273	457
	NO	74	75	149
Total		258	348	606

#### 4. Conclusion

In conclusion, female college students who accept education funding and non-only child have stronger the willingness of educational poverty alleviation and in terms of the different grade, income and source of students have weaker effects on willingness of educational poverty alleviation. A country's economic development, in the final analysis, needs high-quality citizens. Enhancing the willingness of educational poverty alleviation of college students and encouraging more people to participate in the work of educational poverty alleviation can improve the educational situation in poor areas, help realize educational equity, improve the overall quality of society and promote sustainable economic development.

#### 5. Advice

##### 5.1 The State improves relevant policies

Suggestions were put forward to further increase educational policy support for poor areas. For example, for those who participate in poverty alleviation through education, it is necessary for the country to give certain policy incline to attract more people to participate in the work of poverty alleviation through education, so as to promote the development of education in poor areas.

##### 5.2 Schools play to their strengths

The policy of making more female college students feel the backwardness of education in poor areas closely through volunteer teaching activities in poor areas has been put forward to enhance their understanding of the current situation of education in poor areas.

##### 5.3 Improve your personal skills

It is suggested that individuals should take an active part in education training organized by the state in order to improve their ability of poverty alleviation through education. This can not only strengthen the understanding of the national preferential policies for poverty alleviation through education, but also enhance the will of individuals to help poverty alleviation, so that individuals can actively participate in the education work.

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