

The Shortage of Frugal Education in Colleges and Universities and Suggestions for Improvement from the Consumption Behavior of “Post-00” College Students

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Abstract: College students born after 2000 have become the main group of college students, and their consumption behavior reflects to a certain extent the life attitude and value orientation of the new generation of young people in China. In this paper, a random sample survey was conducted on the consumption status of some “post-00” college students in Zhaotong College by means of a questionnaire. The study aims to analyze the characteristics and causes of consumption among the “post-00s” college students, and propose suggestions on how to help college students establish a correct consumption concept.

Keywords: Post-2000s generation; College students; Consumption

Introduction

With the rapid growth of China's economy and the significant increase of urban and rural household income since the 21st century, the material conditions enjoyed by the "post-00s" have improved greatly compared with those of the "post-90s" and "post-80s". The "post-00s" in the university stage also have different consumption behaviors from those of college students in the previous age group, and their immature consumption concepts and values can easily make them pursue pleasure and purchase those fashionable and novel items. Therefore, the analysis of the characteristics and causes of their consumption and the suggestion of moderate and green consumption are of profound significance to the growth and success of the "00s" college students.

1. Background of the study

Diligent and thrifty are fine traditions in China for thousands of years, and General Secretary Xi Jinping pointed out in March 2019 that "diligent and thrifty are not only important guarantees for our development and growth along the way, but also for our succession and further glory. No matter what level of development our country has reached, no matter how far people's lives have improved, the idea of hard work, diligence and frugality can never be lost. " However, many "post-00" college students are influenced by the concept of money worship and hedonism, and the material needs of some college students are rising rapidly. It also shows that the contemporary college students lack the consciousness of frugality in life, and the phenomenon of waste is serious, such as wasting food, water and electricity; moreover, it shows that they lack the spirit of hard work in the process of study and employment, and they pursue high salary employment and quick money, without realizing that they must pay first to get it, and they are easily tempted by various material pleasures.

2. Literature Review

2.1 Research on the consumption status of "post-00" college students

Zhang Yanhong (2011), in her master's thesis "Reclaiming Frugal Education", summarized the irrational consumption of these college students as curiosity consumption, comparison consumption and imitation consumption. According to Ma Lingji (2022), "post-00s" have the following characteristics in their thinking and behavior: their values are in line with the mainstream values of society, they have a strong sense of learning autonomy, they have a rich and colorful entertainment life, they are active in interpersonal communication, they have a distinct personality, and they have a weak psychological resistance to stress. Wang Yue et al. (2020) compared the consumption of post-90s and post-00s college students and found that post-90s college students are more likely to accept the constraints of the real environment, and a large proportion of them tend to realize their self-worth in a relatively frugal college life. In contrast, the post-90s are more likely to buy jewelry and personal items. Zhang Na (2020) found that post-'00 college students are more enthusiastic about domestic trendy brands, have stronger cultural confidence and love traditional culture.

2.2 Research on the problems and countermeasures of frugal cultivation among college students

Wei Wubin (2019) believes that traditional ideological and political education mainly emphasizes the concept of "politics" and lacks the education of frugality awareness. Gu Dongliang (2016) believes that the current frugality education is ineffective, the content of frugality education is too broad, and the mutual cooperation of family, society and school practices is lacking. Yang Wei and Yang Lexi (2019) believe that colleges and universities should focus on financial education to help students learn to save and have a correct understanding of money. Gaohui (2015) believes that labor practice has an important role in frugal cultivation of college students, and allowing college students to experience the hard work of making money can enhance their frugal awareness. Wang Yanhua (2018) believes that frugality education should be integrated into the teaching of ideological and political courses, and all teaching staff should also actively participate in education and set an example in terms of speech, behavior and frugality.

2.3 Research on the content, generation logic, and value significance of Xi Jinping's important discourse on practicing economy

In terms of the content of Xi Jinping's discourse on conservation, Zhang Chun and Jiang Kongliang (2021) suggest that the content includes: practicing conservation and opposing wastefulness and inefficient use of resources; never tolerating corruption; and improving the institutional mechanism of practicing conservation. Tian Shan (2021) believes that the main points of Xi Jinping's important discourse on strict economy are: establishing the concept of cherish the grain; maintaining a green and healthy lifestyle; and practicing a frugal life style. According to Zhu Mengchang and Pan Yiqin (2021), the thesis inherits and develops the important Marxist thesis on waste, and also inherits and carries forward the excellent tradition of the Chinese, which is an effective relay of the spiritual quality of the Chinese Communists. In addition, many journals and magazines and large websites have also responded to the call of the Party and the state by publishing a large number of editorials and articles on "Diligent and thrifty". For example, the People's Daily published a commentary on "The system guarantee of practice economy and anti-waste", which is highly relevant and inspiring for studying Xi Jinping's important discussion on rigorous enforcement of economy.

To sum up, after General Secretary Xi Jinping made an important instruction on food waste and fully emphasized the importance of conservation, the implementation of conservation has leapt up to become a hot topic of research for the majority of scholars, and articles on the study of the implementation of conservation among college students have also emerged. Academics have made great contributions from the ethical and moral perspectives on the current situation of college students' consumption, the problems and optimization of conservation education as well as the relevant contents of Xi Jinping's important discourse on practicing conservation, which also provide a rich theoretical basis for further research of this paper. However, little has been done to examine the combination of Xi Jinping's important discourse on the vigorous practice of conservation and the empirical investigation of college students' inspection of virtue, involving how conservation education can be put into practice in the education of people in colleges and universities? How to play the specific way of nurturing function? How to better integrate conservation education into the study and daily life of college students? All these questions need further research and exploration. Based on the inheritance of previous researches, this study will sort out the literature on the nurturing value of Xi

Jinping's important discourse on strict conservation and conservation education in colleges and universities, find out the existing problems and analyze the reasons by analyzing the current consumption situation of college students, explore the feasible countermeasures of conservation education for college students, and help the overall development of college students.

3. The consumption situation of "post-00" college students

3.1 Questionnaire design

Firstly, we prepared the first draft of the electronic questionnaire by using the "Questionnaire Star" app after consulting the relevant literature and materials. Secondly, we revised the questionnaire and conducted a pre-survey. Ten graduates were randomly selected for testing, and students were invited to fill in the questionnaire and discuss the logic and rationality of the questions. After listening to the feedback, the author made adjustments to the textual expressions and the layout of the questions, and cut down the questions with similar connotations. Finally, the questionnaire was distributed. The formal questionnaire consisted of four parts and 40 questions, including "personal profile", "consumption status", "consumption behavior" and "consumption mentality".

3.2 Survey sample

In this questionnaire survey, a total of 500 questionnaires were sent out. Among the 476 questionnaires recovered, 452 were valid, with an effective recovery rate of 94.96%. The observational indicators such as gender, grade and major were relatively balanced. Among them, the proportion of freshmen, sophomores, juniors and seniors who fill in the questionnaire is 26.55%, 24.33%, 27% and 22.12%, respectively. In addition, the results of the questionnaire are generally consistent with the facts. For example, the living expenses of post-2000 college students account for a relatively high proportion of the total expenses, and the majority of college students rely on their families for economic resources, so this research can be conducted from a more macro and overall perspective.

3.3 The basic facts reflected by the statistics

In terms of living expenses, 9.94% of the students spend less than RMB1,000, 47.65% spend between RMB1,000 and RMB1,500, 33.80% spend between RMB1,500 and RMB2,000, and 8.61% spend RMB2,000 or more, and more than 80% of the undergraduates spend between RMB1,000 and RMB2,000.

From the perspective of consumption mentality, 48.9% of college students' consumption concept is "buy when you like", 31.5% of college students think that shopping should be "bought only when necessary", In addition, 8.75%, 5.55% and 5.30% of college students consume because of "herd mentality", "different mentality" and other psychological factors respectively. It shows that college students' consumption is easily influenced by subjective preferences and rational consumption is lacking. the top 3 factors that undergraduates care about when consuming are practicality, fashion and price, followed by style, brand and comfort, which shows that college students are more sensitive to the price of goods and prefer products with high cost performance.

In terms of expenditure direction, the three items that "post-00" college students spend the most are: "food", "purchasing clothes and cosmetics" and "electronic products". On the contrary, most of them spend less on "study and training", "culture and books" and "travel". This shows that students are more willing to invest in their appearance than in improving their inner qualities and abilities, and developmental spending is relatively weak or disadvantaged; if they could increase their living expenses, they would most like to increase their spending on "travel", "culture and books", and "personal development". which indicates that "post-00" college students have a higher demand for leisure, entertainment and development spending, and may become a consumption hot spot in the future.

In addition, the survey data shows that most college students overspend and use online credit services such as Ant Credit Pay and are able to make payments on time. 74.59% of college students have never overspent and nearly 27% have never overspent and only buy goods or services within their budget; 14% of college students always and often overspend and have overdue repayment.

4. Problems of conservation education in colleges and universities

4.1 Emphasis on theory but not on practice

The educators in colleges and universities have been paying more attention to the academic and employment conditions, but neglected the cultivation of students' moral and habit of practicing conservation. Colleges and universities have not integrated Xi Jinping's important thesis on practicing economy into their teaching contents, and still use traditional didactic style to

teach and instill theories.

Although many colleges and universities in China have found this problem, they still have not found effective ways to improve the effectiveness of conservation education, and still stay at the level of simple theoretical teaching to analyze the harm of wasteful behavior. As the use of diversified teaching methods such as multimedia and Internet in the classroom increases, the frequency of communication and interaction with students is inadvertently reduced. Teachers lack a deep understanding and grasp of the consumption concepts and real life of today's college students.

4.2 Emphasis on promotion, not on restraint

The campus atmosphere of saving is not yet mature. The frequent wastefulness on campus is closely related to the lack of campus culture. On the one hand, domestic colleges and universities do not pay attention to disseminating knowledge about saving to college students in campus culture, not to mention guiding the bad consumption behaviors in daily life of college students. On the other hand, clubs and student management departments, which are important carriers of campus culture, seldom or even do not carry out activities related to the strict conservation. In other words, the campus environment in which college students live does not have a good saving atmosphere.

The rules and regulations of colleges and universities on practicing economy have not been established and perfected. For example, there are not many clear restraints and penalties for the waste of food in the canteen and the excessive use of water and electricity in the dormitory, and there is no linkage between the saving situation and students' evaluation of awards and graduation.

5. Suggestions for countermeasures

Colleges and universities should encourage lecturers to combine frugal education with course teaching, help college students realize the importance of frugality through classroom teaching, and guide them to establish correct values. They should pay attention to students' theoretical knowledge and thesis publication, but also pay enough attention to students' ideal beliefs and life attitudes. Secondly, we should build sound laws and regulations, incorporate the frugality of college students into the moral education evaluation system, specify the rules and regulations to restrain them, implement the system of rewards and punishments, curb excessive consumption behaviors, and draw the attention of college students to the strict practice of frugality.

Colleges and universities should carry out consumption education and financial education according to the new direction and consumption characteristics of post-2000s generation, and can use lectures, class meetings and online teaching to guide students to consume reasonably, understand basic financial management methods, master relevant financial management knowledge and skills, and develop good financial management habits, such as choosing low-risk financial products if they have idle funds. For example, they can choose low-risk financial products if they have idle funds, and in addition to combining traditional demand deposits and time deposits, they can also use "balance funds" and fixed investment in funds, etc. At the same time, they should pay attention to the cultivation of healthy consumption, and gradually guide college students to change the consumption mentality of comparing consumption and blindly following the crowd, and the personal consumption standard should be compatible with the family living standard.

Colleges and universities should innovate frugal practices and realize the purpose of education through social work and practical activities. The ultimate goal of education on thrift is to help students realize the unity of knowledge and action of thrift. By actively carrying out volunteer service activities and promoting thrifty and diligent activities, the "00" post-college students can feel the profound meaning of President Xi Jinping's important statement on thrift in labor practice and apply it in practice. For example, colleges and universities can actively carry out social practice research activities in poor areas and remote mountainous areas, so that the "00" college students can experience poverty first-hand; they can also widely mobilize college associations to carry out public welfare volunteer activities, so that college students can better understand the living conditions of low-income groups such as the elderly, the weak, the sick and the disabled; they can also make use of red resources to let the college students understand the old days of the revolution. The red resources can also be used to let the college students understand the stories of the old generation who were diligent and frugal during the revolutionary era, and then feel the spiritual core of the Chinese people who have inherited hard work and family sentiment from generation to generation.

Colleges and universities should actively carry out campus activities with the theme of frugality to create a frugal campus atmosphere. For example, they can carry out from time to time knowledge competitions on frugality in traditional culture, "CD-ROM action", microfilms and promotional films, and "rational consumption week" to create a campus environment of

green consumption, frugality and thrift. We will strive to create a cultural environment of green consumption and frugality on campus.

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