

Research on the Integration of Data Statistics and Analysis in the Training of Private Equity Talents

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Abstract

The private equity industry is in its early stages of development and has huge potential for future development. In the specific training of private equity talents in schools, we have encountered many difficulties. The first thing we face is the formulation of a private equity training program. The private equity direction of our school's finance is set up to meet the huge demand of the economic society for private equity talents. This article will focus on the application of data statistics and analysis in the training of private equity talents.

Keywords

Private Equity Talents; Talent Training; Data Statistics and Analysis; Curriculum Design.

1. Introduction

In the global market, the influence of international investors on the Chinese economy cannot be underestimated, which further enhances the important position of Chinese private equity in the international market. Before 2005, private equity had not yet appeared in China, and there were only concepts such as individual entrepreneurship or private equity funds. After 2005, the rise and vigorous development of private equity in overseas markets led to the emergence and rapid development of Chinese private equity funds. Wang Yun (2020) proposed that PE needs high-level PE practitioners to operate and manage, so as to create more returns for investors and better control risks. However, at present, the level of practitioners in my country's PE industry is uneven, and there are few talents with professional knowledge and practical experience. Some invested companies have insufficient management level, cannot position themselves and have no long-term development vision, and the level of small and medium-sized PE teams is insufficient, and they cannot assist the development of invested companies well. Therefore, there is a situation where the development of invested companies cannot be continued after investment [1].

Existing literature on the discussion of data statistics and analysis in the training of private equity talents mainly focuses on hybrid teaching methods. Huang Hengjun and Ren Lixin (2022) believe that data sensitivity and data analysis ability of applied talents in finance are very important. In order to better cultivate students' data analysis ability, effective quality control should be carried out throughout the coursework and practical training stages for students' learning [2]. Yang Jing (2024) not only assesses common attendance rates, classroom performance, homework completion, and group cooperation project completion, but also conducts a comprehensive evaluation based on online course access records, pre-class tests, and participation in topic discussions [3].

In terms of talent training in hybrid teaching reform, Zhang He (2018) believes that the industry-education integration talent training model focuses on the accumulation of students' professional knowledge on the one hand, and on the cultivation of students' practical ability on the other. Especially in the practical teaching stage, local undergraduate colleges with

conditions can establish practical training bases outside the school to cultivate students' practical ability; local undergraduate colleges with poor conditions should cooperate deeply with enterprises, use the advantages of enterprise resources to provide students with internship positions, and improve relevant internship systems, which should not only protect the legitimate rights and interests of students during internships, but also create certain economic value for enterprises [4]. Wu Yue (2024) explored the joint application of probability theory and mathematical statistics in data mining, analyzed specific application cases in multiple fields, and combined practical cases in the fields of smart home systems, social networks, and medical care to demonstrate the huge potential and value of the integration of the two [5]. Zhu Zhichuan, Gao Yan, Zhang Jiujun, et al. (2024) conducted a survey of master students in their schools and found that in the era of big data, the use of data statistics and analysis can continuously optimize talent training programs [6].

This article believes that as data statistics and analysis are used as a technology to extract useful information from large-scale data sets, they are widely used in various fields. Probability theory and mathematical statistics, as the basis of data statistics and analysis, provide a series of powerful tools and methods for analyzing and interpreting patterns and associations in data. As teaching workers, we should make good use of the professional theories of data statistics and analysis to monitor and feedback our training results in real time.

2. Questionnaire Design

According to the current status and limitations of talent training in the private equity direction of finance in our college and the demand for private equity talents in society, we designed a questionnaire survey on the current status of students in the private equity direction of finance. We mainly distributed questionnaires online to survey students and graduates in the private equity direction of finance in our school to obtain sample data. The questionnaire is mainly divided into two levels: professional level and direction level, and 4 modules: curriculum setting, talent training goals, learning effects and employment situation (including expectations). This questionnaire survey aims to gain an in-depth understanding of students' cognition, satisfaction and future development intentions of private equity courses. With the rapid development of the financial industry, private equity investment, as an important investment field, has put forward higher requirements for students' professional training. Therefore, through this survey, we hope to collect real feedback from students on curriculum setting, learning effects and future career planning, so as to provide targeted improvement suggestions for education managers.

A total of 212 valid questionnaires were collected in this survey. Among them, 136 students, accounting for 64.15%; 76 graduates, accounting for 77.3% and 35.85% respectively.

3. Analysis of Survey Results

The survey results show that there are some differences in students' understanding of the training objectives and course arrangements of private equity, and some students have raised doubts about the practicality and rationality of the courses. At the same time, the survey also reflects that students prefer personal interests and practicality when choosing courses, which provides an important reference for us in future course design. In addition, students have a variety of choices for future career development, which shows their attention and expectations for the private equity industry. We will analyze from the following directions through data statistical analysis.

3.1. The Rationality of the Curriculum

3.1.1. Overall Rationality

The survey results show that the proportion of students who think that the professional course setting is reasonable is the highest, at 50.47%. This shows that most students are satisfied with the arrangement of the number and content of courses. However, it is worth noting that nearly 35% of the respondents still said that the number of courses is too many or too few, and the purpose of some courses is not obvious, which is specifically reflected in the feedback of "too many courses, a few courses feel that the purpose is not obvious" (25.94%) and "too few courses, most courses feel that the purpose is not obvious" (14.15%).

After in-depth statistical analysis, it was found that 60.38% of the respondents believed that the order and number of private equity courses per semester were reasonable, indicating that most people recognized the existing course arrangement. However, 30.19% of the respondents believed that the course arrangement was not reasonable, and 1.89% believed that the course arrangement was unreasonable, indicating that a considerable number of people still had doubts about the course arrangement. In addition, 7.55% of the respondents said that it didn't matter, indicating that they had different levels of concern about the course arrangement.

The recommended improvement measures include: 1. Course evaluation and feedback mechanism: Establish a regular course evaluation system to collect students' feedback on the content and number of courses, and adjust the course setting in a timely manner. 2. Course optimization: Review the courses mentioned in the feedback that have "unclear purposes" and consider merging, deleting or updating the course content to make it more in line with student needs and industry standards. At the same time, consider increasing or adjusting the number and sequence of private equity courses to improve the rationality and effectiveness of the courses. 3. Flexible course selection mechanism: Consider increasing the flexibility of elective courses, allowing students to choose more suitable courses based on their interests and career plans, avoid the burden caused by too many courses, and adjust and optimize the course settings in a timely manner to ensure that the course settings meet student needs. 4. Enhance the practicality of the course: Introduce more practical and applied content in the course design to ensure that each course can provide practical help for students' career development.

3.1.2. The Rationality of the Ratio of Theory and Practice Courses

According to statistics, the vast majority of respondents (58.49%) believe that the practical course setting for private equity is "basically appropriate", indicating that the current course setting is reasonable in the eyes of most people. However, 28.77% of respondents believe that there are "too few" practical courses, which indicates that there may be room for improvement in the course arrangement. In addition, 10.38% of respondents believe that there are "too many" practical courses, and only 2.36% believe that it is "okay", indicating that they attach more importance to course arrangement.

The recommended improvement measures include: 1. Increase the number of practical courses: Considering that nearly 30% of respondents believe that there are too few practical courses, the proportion of practical courses can be appropriately increased to meet the needs of more students. 2. Investigate specific needs: A more in-depth survey can be conducted to understand what types of practical courses students want to add to ensure that the new courses can meet the actual needs of students. 3. Optimize course content: For respondents who think that there are "too many" practical courses, it is recommended to evaluate the content and quality of existing courses to ensure that each course can provide students with an effective learning experience and avoid course redundancy. 4. Regular evaluation and feedback: Establish a regular evaluation mechanism to collect students' feedback on the course arrangement, adjust the course settings in a timely manner, and maintain the adaptability and effectiveness of the course.

3.2. The Clarity of Talent Training Objectives

According to statistics, only 35.38% of the trainees said that they were "clear" about the training objectives and requirements of the private equity direction they studied, and 64.62% of the trainees were not very clear, specifically unclear (21.23%) and not very clear (43.4%). This shows that there are obvious deficiencies in the communication and understanding of the training objectives and requirements of the private equity direction.

In-depth investigation shows that 64.62% of the respondents believe that it is necessary to set a relatively clear learning direction in their major, which shows that most people have a strong demand for professional segmentation and believe that this can better adapt to future career development and market needs. Relatively speaking, 23.58% of the respondents believe that "it is not necessary" and 11.79% of the respondents believe that "it doesn't matter", indicating that there are certain differences in the segmentation of professional directions. At the same time, the survey can further understand the specific reasons why the respondents think it is "unnecessary", which may be because they prefer a broad knowledge base or are uncertain about their future career plans. However, regarding the question of re-selecting a direction, most people (74.06%) tend to choose private equity, 17.92% choose village banks, and 8.02% choose others (details). From the data, it can be seen that the private equity direction is favored by more people.

In response to this result, improvement suggestions: 1. Strengthen information communication: The training objectives and requirements of the private equity direction should be detailed to trainees through regular lectures, seminars or training courses to ensure the transparency and accessibility of information. 2. Provide clear documents: Prepare and distribute detailed instruction manuals or FAQ documents covering relevant information about the private equity direction to help trainees better understand the course content and expected goals. 3. Establish a feedback mechanism: Regularly collect feedback from trainees on the course content and objectives, and adjust and optimize the course settings in a timely manner to ensure that the needs and expectations of trainees are met. 4. Introduce a mentor system: Provide mentors for trainees to provide one-on-one guidance and support to help them better understand the training objectives and their importance.

3.3. Analysis of Learning Effect

From the data, we can see that 65.57% of the students believe that they have learned professional knowledge through relevant courses, which shows the effectiveness of the course in imparting knowledge. Second, 58.96% of the people believe that the course has cultivated professional thinking, indicating that the course has also achieved certain results in thinking training. However, only 39.62% of the people said that they learned to solve problems, indicating that the teaching effect in this regard is relatively weak. It is worth noting that 20.75% of the students said that they did not gain much, which may reflect that there is a certain gap between the course content and the students' expectations.

Adding the statistics of the students' controllable time, it is found that most people (50.47%) have daily free control time $\leq 30\%$ of the total available time, followed by $\leq 50\%$ (25.94%), $\leq 10\%$ (17.45%), $\leq 70\%$ (3.77%) and others (2.36%). From the data, we can see that more than half of the people have relatively less free control time. The possible reason is that the learning tasks are heavy or other affairs take up more time. In order to increase the time that people can freely dispose of, it is recommended to reasonably plan the time arrangement of learning and other affairs to improve the efficiency of time utilization. For example, you can make a detailed study plan and schedule to avoid procrastination and wasting time; at the same time, you can also try to optimize other matters to reduce unnecessary time consumption.

According to the data table analysis, most students (58.02%) believe that professional compulsory courses are the type of courses they get the most in the third year, followed by

practical courses (20.75%), while the proportions of professional elective courses and other courses are relatively low, at 14.62% and 6.6% respectively. This shows that professional compulsory courses play a key role in students' learning, which may be related to the necessity and practicality of the course content.

Suggestions for improvement: 1) Enhance the attractiveness of professional elective courses: Consider increasing the practicality and project nature of professional elective courses to attract more students to participate and enhance students' sense of value. 2) Optimize the content of practical courses: According to student feedback, further enrich the content and form of practical courses, increase opportunities for docking with the industry, and improve students' practical operation ability and employment competitiveness. 3) Regularly evaluate course settings: Regularly collect student feedback on various courses, adjust course settings in a timely manner, and ensure that the course content meets student needs and market trends.

3.4. Employment Status and Intention

According to data analysis, the proportion of respondents who chose "applying for civil service examination" was 28.77%, showing a certain attractiveness of career stability; while the proportion of those who chose "employment in enterprises and institutions" and "employment in private equity institutions" was 39.62%, indicating that most respondents tended to develop in traditional industries and the financial field. The proportion of those who chose "large financial institutions" was the highest, reaching 52.83%, showing a strong preference for large financial institutions, which may be because these institutions provide higher career development opportunities and salary levels. The proportion of self-employment was relatively low, only 14.15%, which may reflect the respondents' concerns about entrepreneurial risks or their preference for stable jobs. The proportion of respondents who chose to take the postgraduate entrance examination was 24.06%, indicating that some respondents hoped to improve their competitiveness through further studies. The proportion of other choices was 17.92%, which may include some personalized career choices.

Improvement suggestions: In response to the career choice preferences of the respondents, educational institutions and career planning service agencies can provide more internships and employment guidance related to large financial institutions and private equity institutions to help students better enter these industries. At the same time, entrepreneurship courses and support services can be strengthened to encourage interested students to try self-employment. For students who want to continue their studies, it is recommended to provide postgraduate entrance examination guidance and related information to meet their needs.

4. Conclusion

This survey started with four aspects: curriculum setting, talent training goals, learning effects and employment situation. The key issues are: students feel that the curriculum setting is too rigid; students are not very clear about the goal of talent training; from the perspective of students' class and after-class time arrangements and learning effects, students hope to have more practical courses rather than theoretical courses, and practical courses require teachers to spend more time on after-school tutoring; from the survey of graduating and graduating classes, we can see that students do not know much about their future graduation situation. Based on the above situation, this article proposes the following four suggestions for reform:

1) Course evaluation and feedback mechanism: Establish a regular course evaluation system to collect students' feedback on course content and quantity, and adjust the course settings in a timely manner. Increase the flexibility of elective courses, allowing students to choose more appropriate courses based on their interests and career plans, avoid the burden caused by too

many courses, and adjust and optimize the course settings in a timely manner to ensure that the course settings meet students' needs.

2) Course optimization: Review the courses mentioned in the feedback that have "unclear purposes" and consider merging, deleting, or updating course content to make it more in line with student needs and industry standards. Also consider increasing or adjusting the number and sequence of private equity courses to improve the rationality and effectiveness of the courses.

3) Optimize the course selection mechanism and course content: For those respondents who believe that there are "too many" practical courses, it is recommended to evaluate the content and quality of existing courses to ensure that each course can provide students with an effective learning experience and avoid course redundancy.

4. Introduce mentoring system: Provide trainees with mentors to provide one-on-one guidance and support to help them better understand the training objectives and their importance.

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