

Research on the Endogenous Impetus Development Mechanism of Relatively Poor Students Funded by Universities—An Analysis Based on Grounded Theory

Lin Yao*

General Administration Office, China Jiliang University, Hangzhou, Zhejiang, 310000, China

*Corresponding author: 1011068312@qq.com

Keywords: Relatively poor students; endogenous impetus development mechanism; the grounded theory

Abstract: Effectively stimulating the endogenous impetus of relatively poor college students is a practical problem of subsidizing work. In this study, the incentive factors for the endogenous impetus of relatively poor students were analyzed in detail based on grounded theory, a model of the endogenous impetus development mechanism was developed, and suggestions were put forward for improving the endogenous impetus of relatively poor students from three aspects, which aims to improve the financing effect of universities and promote the comprehensive development of students.

1. Introduction

As an internal source and force, the endogenous impetus is a key psychological resource for poor groups to lift themselves out of poverty. At present, the policy of financial support for needy students in China is relatively perfect. The material needs of relatively poor students are basically met, but the big problem is the lack of self-determined development of poor groups. Material support can hardly fundamentally solve the problem of getting out of poverty. Only by stimulating the endogenous impetus of relatively poor students can they strive to build their own core competitiveness and then effectively solve the problem of families' return to poverty. Based on the concept of endogenous development, this paper explores the inner motivation and practical needs of relatively poor students in universities, which is in line with the behavioral logic and development law of students and has the essential dual value of returning to educational ontology and responding to external demands. What is the endogenous impetus of relatively poor students in universities? What is the logic of their internal dynamics? What is the development mechanism of their endogenous impetus? Based on a summary of the experience of proper funding in universities, this paper will explore these issues.

2. Literature review

About the connotation of the endogenous impetus, Yunxia Cai(2023)defined endogenous impulse as the willingness and ability of poor people to change the poverty situation and get out of poverty by their own efforts^[1]; Fang Ning(2023) defined it as the spontaneous motivation and

ability of individuals to promote positive change and transformation^[2]; Dongmei Liang (2023) defined it as the initiative, enthusiasm and creativity of farmers to take responsibility for rural development and change the rural appearance through self-reliance and hard work^[3]. Whether it is the willingness, ability or responsibility, the endogenous impetus is essentially the force that originates within the individual, and the inner source and fundamental force drives individual development. On this basis, this study summarizes the endogenous impetus of relatively poor students at universities as the enterprising and striving spiritual force that narrows the gap between their own development needs and their own realistic conditions.

As for the influencing factors of endogenous impetus, Wu Na (2021) studied the effects of the lack of intra-household capacity and parental ability on the endogenous motivation of poverty alleviation^[4]; Haiyan Jia (2021) found that there is a significant relationship between individual cognitive ability and poverty from the perspective of psychology and behavior^[5]; Liu Xin (2020) pointed out that the lack of endogenous impetus for poverty alleviation is not only the result of the endogenous preference of the poor people who are different from the mainstream and their biased behavior, but also the individual's behavioral choice in the situation of poor subculture^[6].

Concerning the ways to stimulate and cultivate individual endogenous impetus, Zhang Yong (2021) suggested that all internal and external elements should be brought together to stimulate the survival vision and survival ability to be in a dynamic state to cultivate the endogenous power of the poor groups^[7]; Xiaowen Liu (2020) believes that the stimulation of endogenous motivation comes from the dual autonomy awakening of farmers' initiative consciousness and behavior^[8]; Wang Zhuo (2021) pointed out that stimulating individuals' development needs, improving their development potential and ensuring their behavioral efficiency are important means to continuously strengthen the endogenous driving force of development and fight against relative poverty in the long run^[9].

To summarize, the research about endogenous impetus mainly focused on the rural poor and concentrated on the performance of individual endogenous motivation, the influencing factors, and the excitation pathway, while the analysis of the functional logic and mechanism architecture of endogenous impetus is insufficient. In particular, there is a lack of systematic studies and explanations on the endogenous impetus of relatively poor college students. Therefore, this paper aims to explore the value and functional logic of the endogenous impetus of relatively poor students from the perspective of endogenous ideas, and develop a model of the endogenous impetus development mechanism of relatively poor students, which can promote thought change, organizational restructuring and mechanism improvement of college subsidy work.

3. Research Design

3.1 Research methods

Grounded theory is a qualitative research method that makes extensive use of deductive, inductive, quantitative and qualitative methods of analysis in order to bridge the gap between theoretical research and practical empirical research. Due to its situationality, systematicness and flexibility, grounded theory is widely used in psychology, sociology, management and other fields. Through abstract and general thinking, data and material are analyzed to explore and summarize the core concepts or causes of a particular area. In this paper, the situation and influencing factors of cultivating the endogenous impulses of relatively poor students are analyzed in detail. Then, the mechanism for developing endogenous impetus is constructed based on grounded theory with open coding, spindle coding, selective coding and theory saturation test.

3.2 Sample selection

The test subjects are selected according to the principle of "purposive sampling" from among relatively poor college students. In order to ensure the representativeness and effectiveness of the data, the subjects are limited to junior and senior college students who can provide information about their endogenous impetus performance and development process in universities. In this study, 16 subjects were selected from 4 general universities in Zhejiang Province. See Table 1.

The depth interviews method has been utilized, with 12 students being interviewed by face-to-face and 4 students by telephone. In order to collect more effective information, the average interview time is about 30 minutes, and the frequency of interviews is more than 2 times. The entire interview was recorded after the consent of the interviewees. After the interview, the notes and recordings were reviewed and sorted, and nearly 60,000 words were finally formed. The 12 interview recordings were randomly selected for coding analysis, extraction of influencing factors and model construction. The remaining 4 copies were used for the theoretical saturation test.

Table 1: Basic information of Interviewees (n =16)

Number	Sex	Subject Category	Grade	Household Registration Type	Number of Scholarships	Difficulty Degree
S1-04-JJX	Male	Economics	Senior	Rural Area	0 Times	Especially difficult
S2-04-JYX	Male	Education	Senior	Rural Area	One time	Especially difficult
S3-03-ZX	Male	Philosophy	Junior	Rural Area	0 Times	Especially difficult
S4-03-GX	Male	Technology	Junior	Rural Area	0 Times	Especially difficult
S5-04-LX	Male	Science	Senior	Rural Area	Five times	Especially difficult
S6-03-WX	Male	Literature	Junior	Rural Area	Three times	Especially difficult
S7-04-JYX	Male	Education	Senior	Rural Area	0 Times	Especially difficult
S8-03-WX	Female	Literature	Junior	Rural Area	Three times	Especially difficult
S9-03-JJX	Female	Economics	Junior	Rural Area	Four times	Especially difficult
S10-04-LX	Female	Science	Senior	Rural Area	Four times	Especially difficult
S11-04-YX	Female	Medical Science	Senior	Rural Area	0 Times	Especially difficult
S12-03-YSX	Female	Art	Junior	Rural Area	One time	Especially difficult
S13-04-NX	Female	Agronomy	Senior	Rural Area	0 Times	Especially difficult
S14-04-GX	Female	Technology	Senior	Rural Area	Two Times	Especially difficult
S15-04-LSX	Female	History	Senior	Rural Area	0 Times	Especially difficult
S16-04-JJX	Female	Economics	Senior	Rural Area	Two times	Especially difficult

4. Research Process

4.1 Open coding

This study follows the open coding process, in which researchers with an open mind try to suspend individual biases and definite opinions of the research community and code all data according to their own status^[10]322. After carefully reading, sorting and conceptualizing the original material, 59 initial concepts, such as time conflict, significant disparity, organizational recognition, interest cultivation, and clear division of labor, were finally extracted. Based on the initial concepts, the paper analyzed the class relationship between the concepts, implemented the merger of the same category, and formed the corresponding 14 initial categories such as feasibility perception, financial reward, funding team, and funding cultural brand, which are the influencing factors for the endogenous impetus of relatively poor college students. Shown in Table 2.

Table 2: Initial categories formed by open coding

number	Initial category	Conceptualization (Frequency)
1	Feasibility perception	Time conflict (18); Academic conflict (22); Lack of motivation (16); System puzzle (8); Numerous projects (7); Supply and demand mismatch (5)
2	Fairness perception	Difference gap (10); Improper procedure (9); Unfair distribution (7); Psychological gap (6); Human relations (5); Vicious competition (2)
3	Effectiveness perception	Scope of funding (20); Precision (16); Learning motivation (11); Ethics development (5)
4	Financial reward	Monetary reward (18); Gift of goods (16); Loan channel (12); Temporary subsidy (9)
5	Emotional reward	Organizational recognition (19); Teacher recognition (16); Student admiration (12); Honorary title (10)
6	Developmental reward	Interest training (28); Further study (27); Skills training (22); Social practice (20); Job adaptation (18)
7	Funding atmosphere	Clear division of labor (16); Communication channel (13); Information carrier (12); Organizational structure (6)
8	Funding literacy	Digital competence (21); Language expression (20); Network literacy (18); Empathy (14); Organizational ability (13); Act according to the rules (12);
9	Funding team	Funding counselor (20); Head teacher (18); Enterprise assistance (18); Government award (16)
10	Implicit funding culture	Class spirit (30); School spirit (28); Management philosophy (25); Value concept (23); Teacher-student relationship (22)
11	Explicit funding culture	Infrastructure (16); Cultural environment (12); Activity Ceremony (9)
12	Funding cultural brand	Special features (15); Communication frequency (10); Recognition (7); Trustworthiness (5)
13	Primary need	Respect need (36), love and ownership need (32)
14	Developmental need	Cognitive need (35), self-actualization (30)

4.2 Axial coding

Axial coding is to integrate the data again on the basis of open coding, discover and establish the potential logical relationship among the initial categories, and further form a larger and more complete upper categories, namely the main categories^[11]. On the basis of open coding, in this

study, 14 initial categories were aggregated again, and five main categories were summarized. Shown in Table 3.

Table 3: Main categories formed by axial coding

Main category	Initial category	Category connotation
Incentive perception	Feasibility perception	Students' assessment of the smooth implementation of funding projects and activities under the available resources and conditions
	Fairness perception	Students' subjective perception of the fairness of the implementation of funding projects and activities
	Effectiveness perception	Evaluation of the incentive effect of funding programs and activities by students
Funding policy	Financial reward	The funding policy of universities focusing mainly on material rewards
	Emotional reward	Cultivation of students' gratitude, encouragement, integrity and other emotional incentives at universities
	Developmental reward	The funding policy of universities focusing on students' all-round development
Funding force	Funding atmosphere	Working habits and cultures gradually formed in the constant communication and interaction among funding workers
	Funding literacy	Collective performance of the professional knowledge and professional ability of the funding team members
	Funding team	The sum of all forces to promote the maximization of funding effectiveness
Funding culture	Implicit funding culture	The idea and behavior system, including the school spirit, the class spirit, the interpersonal relationship and so on.
	Explicit funding culture	The universities' visual funding culture, including the material environment of the campus, such as campus site layout, funding activities, etc
	Funding Cultural brand	Funding cultural systematization, theorization, and branding
Hierarchy of need	Primary need	Students' needs for love, belonging and respect
	Developmental need	Students' cognitive needs and self-actualization needs

4.3 Selective coding

Selective coding means presenting the logical connection between the categories in the form of a "storyline" on the basis of open coding and axial coding and to incorporate abstract categories into a self-interpretable theoretical model^[12]. In this study, "the endogenous impetus development mechanism of relatively poor students" was determined as the core category through further integrated analysis of the interview material, concepts and categories, around which three logical storylines were then built:

1) The exogenous system can stimulate, regulate and promote the endogenous system of relatively poor students, consisting of funding policy, funding force and funding culture.

2) The perception of individual incentives is an important bridge to stimulate and cultivate endogenous impetus, including feasibility perception, fairness perception, and effectiveness perception.

3) The endogenous system is a fundamental source of the endogenous impetus of relatively poor students, including Primary needs and developmental needs.

Accordingly, this study developed a model of the endogenous impetus development mechanism

of relatively poor students. Shown in Figure 1.

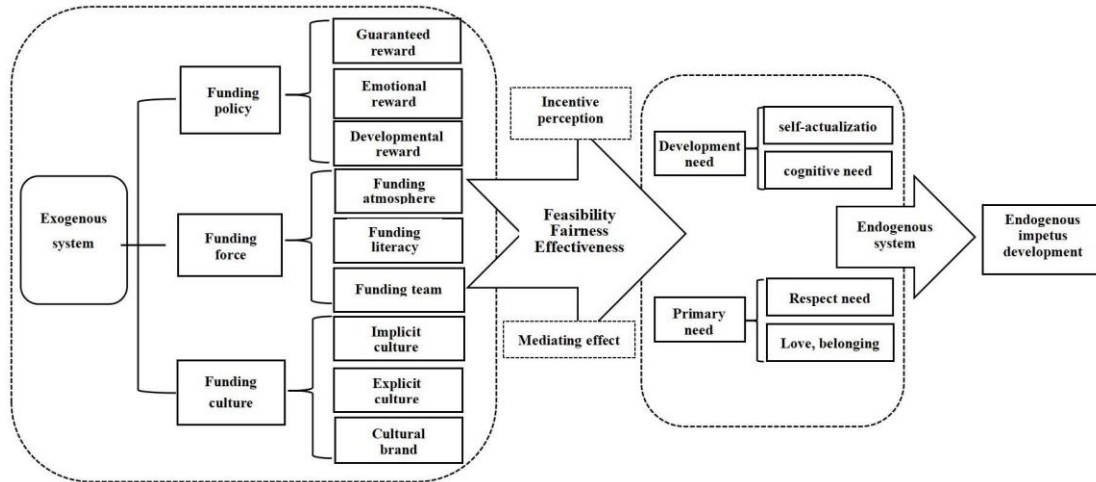


Figure 1: A model of the endogenous impetus development mechanism of relatively poor students

4.4 Theoretical saturation test

If collecting more data can neither reveal the new attributes of the core theory class nor produce new theoretical insights, it means that the theory has reached saturation^[13]. In this study, four original effective data were reserved to test the theoretical saturation. The test results showed that the five main categories of the theoretical model were saturated, that no new categories emerged in the recoded data, and that no new initial concepts were found within the categories. It can be concluded that the category coding and theoretical model developed in this study have reached theoretical saturation and have strong explanatory power.

5. Model interpretation

5.1 Exogenous system: funding policy, funding force and funding culture

In the process of subsidizing work, the exogenous system composed of funding policy, funding force and funding culture is a critical way to stimulate the endogenous impetus of relatively poor students.

First, the funding policy is the institutional guarantee for cultivating the endogenous impetus of relatively poor students. In motivating the endogenous impetus of relatively poor students, financial reward is an essential basis for satisfying students' basic needs in study and life. Emotional reward is the catalyst for the endogenous impetus of relatively poor students, and developmental reward is a crucial way to help students achieve comprehensive development based on the law of student development. Second, the funding force is an essential support for cultivating the endogenous impetus of relatively poor students. A good funding atmosphere resulting from the positive synergy among college departments and active cooperation among members is an essential factor in improving the effectiveness of subsidizing. Funding literacy determines the efficacy of subsidizing work and the subjective experience of relatively poor students in the process. The establishment of the funding team should include the on-campus team and the off-campus support system. Only by maximizing the integration of human resources inside and outside universities can we promote the all-round development of relatively poor students through various channels and aspects. Third, the funding culture has an infiltrating effect on the endogenous impetus of relatively poor students. Explicit funding culture builds a visual image of college funding through intuitive elements. It

conveys the value of the culture and concept of college funding, which has a direct impact on the ongoing process of endogenous impetus. The implicit funding culture is the objective existence of campus culture, which subtly has essential effects on the comprehensive development of students. Class spirit, school spirit, management concepts and values play the role of invisible influence on the endogenous impetus of relatively poor students.

5.2 Incentive perception: feasibility perception, fairness perception and effectiveness perception

The incentive perception of relatively poor students is the mediating mechanism that influences their actions and upward development and consists mainly of feasibility perception, fairness perception and effectiveness perception. They have their basic cognitions and emotions about school funding policies, projects and activities, and then carry out corresponding practices and actions. The assessment of the feasibility of funding projects by them has a direct influence on whether they participate. Their subjective perception of the fairness of funding work will influence their level of involvement in funding projects and activities. The unfair phenomena will seriously affect their enthusiasm for applying for grants and, to some extent, reduce confidence in the funding work.

The perception of feasibility is related to the participation of relatively poor students in funding projects, the perception of fairness is related to their commitment to funding projects, and the perception of effectiveness is related to their persistence in funding projects. The higher the degree of positive perception of relatively poor students, the more they can stimulate their endogenous impetus and promote their sustainable development.

5.3 Endogenous system: basic need and developmental need

In psychology, it is assumed that human behaviour is a reaction to the exogenous environment and the associated stimuli and that the endogenous impetus emanate mainly from the various levels of individual needs. According to the order and strength of the needs, Maslow divided the needs into seven levels, from bottom to top, including physiological needs, safety needs, love and belonging needs, esteem needs, cognitive needs, aesthetic needs and self-actualization needs.

In order to effectively stimulate the endogenous impetus of relatively poor students, the university financial aid system should fully meet students' basic needs of love, belonging and esteem, and constantly strengthen their developmental needs of cognition and self-realization. Love and belonging needs mean that students are eager to establish good relationships with other people. This includes the desire for a romantic partner or close friends. Students' esteem needs relate to self-esteem, self-respect and respect from others. These two needs are relatively pronounced among the relatively poor student groups. They often have low self-esteem due to their poor economic circumstances and narrow horizons. They hope to receive attention and respect from teachers and other groups of pupils and to be accepted in the interpersonal circle. The students' cognitive needs relate to exploring and understanding the world around them and solving difficult problems themselves. The need for self-actualization means that students develop into a unique individual existence in their own way, which is a need for the unfolding of their potential, self-development and self-actualization. Relatively poor students have a desire for better development. If they can be provided with the necessary learning conditions and positive mentoring, their self-actualization potential and inner motivation will be stimulated to the maximum.

6. Conclusions and suggestions

6.1 Conclusions

In the age of the internet, big data enables high-quality development of university financing work. Although it has promoted material precision funding, the mechanism of spiritual precision delivery has not been systematically established. In this study, 16 relatively poor students from 4 typical undergraduate schools were selected and the interview materials were combined and refined. Based on grounded theory, the connection points between the core category and the major categories and other categories were analyzed, and a model of the endogenous impetus development mechanism of relatively poor students was established. The model shows that the funding policy, the funding force and the funding culture are the trigger strategies for the endogenous impetus of relatively poor students. The incentive perceptions such as feasibility perception, fairness perception, and effectiveness perception are the internal mediators of their endogenous motivation, and the needs for love and belonging, esteem, cognitive and self-actualization are the internal basis of their endogenous motivation.

6.2 Suggestions

In order to further stimulate and cultivate the endogenous impetus of the relatively poor students and effectively improve the effectiveness of university funding and education, this study makes the following suggestions based on the above research results.

First, in the process of subsidizing, we should focus on meeting the basic needs and developmental needs of relatively poor students. On the one hand, we should strengthen their psychological care and spiritual guidance, enhance their sense of belonging through financial aid activities, improve their self-esteem through financial aid services, alleviate the inferiority complex caused by their identity anxiety as much as possible to strengthen their mental state and self-confidence, and effectively stimulate their endogenous impetus. On the other hand, in order to meet their high developmental needs, we should clarify the connotation of developmental funding, grasp the law of developmental funding, and comprehensively explore the establishment of a closed-loop mechanism.

Second, in order to fully stimulate the endogenous impetus of the relatively poor students, we must combine the explicit funding culture and the implicit funding culture to create an excellent cultural situation and environment. Due to the fragmentation of funding culture, it isn't easy to give full play to the advantages of it. Therefore, we can promote a systematic funding culture on campus by building a cultural brand for funding, which can give full play to the function of cultural infiltration.

Third, we should emphasize fairness in subsidization, strengthen balance and improve practical impact to improve the incentive perception of relatively poor students. Unfair funding leads to conflicts between subject and object and lack of effectiveness, which reduces the perception of incentives for relatively poor students. The higher the perception of fairness, feasibility and effectiveness, the higher their autonomy in funding activities and the higher their participation in the project, which is crucial for stimulating their endogenous motivation and improving their creative behavior. At the same time, we should strengthen the management of the funding process, regularly organize a self-examination of the funding situation and improve the shortcomings and deficiencies in the funding work in a timely manner. In the implementation of funding projects, the reality of relatively poor students should be taken into account, and students must not be forced to participate for the sake of attendance rate. We should comprehensively study their actual needs and then flexibly implement the support activities. A balance between supply and demand helps to

avoid the embarrassing situation of double conflict. Funding projects should be slowly but surely anchored in practice. We should pay attention to educational results and help relatively poor students improve their abilities in self-management, self-education, self-service and self-development to realize their comprehensive and sustainable development.

Acknowledgments

This work was supported by the “Research on the Cultivation Mechanism of Needy College Students’ Endogenous Impetus” of the 2022 Zhejiang Provincial Educational Science Planned Research Topics (Project No. 2022SCG435).

References

- [1] CAI Yunxia. *Study on the long-term mechanism of preventing poverty return in rural poverty alleviation population* [J]. *Modern Agricultural Machinery*, 2023, (06): 55-58.
- [2] Fang Ning. *Endogenous impetus and influencing factors of the livelihood transformation of retired fishermen- Based on field research in Dongting Lake District* [J]. *Southern Agricultural Machinery*, 2023, 54 (20): 46-49 + 83.
- [3] Liang Dongmei, He Lingling. *Research on the endogenous driving force of farmers' participation in consolidating and expanding poverty alleviation achievements in rural revitalization in border areas* [J]. *Journal of Guangxi Normal University for Nationalities*, 2023, 40 (04): 42-48.
- [4] Wu Na, Fu Anguo, Huang Xiting. *The influence of the psychological resources of poor families on the endogenous motivation of children's poverty alleviation* [J]. *Journal of Southwest University for Nationalities (Humanities and Social Sciences edition)*, 2021, 42 (01): 221-228.
- [5] Jia Haiyan. *Research on the endogenous dynamics of poverty alleviation based on the dual perspective of psychology and behavior* [J]. *Journal of Hubei University for Nationalities (Philosophy and Social Sciences edition)*, 2021, 39 (02): 132-144.
- [6] Liu Xin. *Endogenous preference and social norms: the dual theoretical connotation of the endogenous power of poverty alleviation* [J]. *Journal of Nanjing Agricultural University (Social Science Edition)*, 2020, 20 (01): 33-40.
- [7] Zhang Yong. *On the endogenous dynamic system of supporting the poor objects* [J]. *Journal of Systems Sciences*, 2021, 29 (02): 121-126.
- [8] Liu Xiaowen, Li Qi. *Research on the endogenous impetus of rural revitalization subjectivity and its excitation path* [J]. *Resources and Environment in arid Zone*, 2020, 34 (08): 27-34.
- [9] Wang Zhuo, Dong Beibei. *The endogenous dynamic mechanism and operation logic of relative poverty governance* [J]. *Social Science Research*, 2021, (04): 110-117.
- [10] Chen Xiangming. *Qualitative research methods and social science research* [M]. Beijing: Education and Science Press, 2000.
- [11] Luo Jianguo, Xie Zhiwei, Mo Lirong. *Mode of student communication and development of graduate academic ability--qualitative analysis based on grounded theory* [J]. *Academic Degree and Postgraduate Education*, 2021 (03): 15-20.
- [12] Strausa, Corbinj. *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*[M]. Newbury Park: Sage ,1990: 116.
- [13] Yan Shumin, Yang Xiaoli. *Research on the innovation power of university researchers based on the rooted theory* [J]. *Science and Technology Management Research*, 2019, 39 (01): 39-45.