

# Research on the Endogenous Motivation of Psychological Poverty Alleviation for Poor College Students from the Perspective of Targeted Poverty Alleviation

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**Abstract**—From the perspective of precision poverty alleviation, the psychological poverty alleviation of poor college students is lagging behind the material poverty alleviation, which makes poor college students face multiple pressures such as life, school, and employment due to economic constraints, leading to many adverse psychological problems. Based on the analysis of the characteristics and causes of psychological problems of poor college students, combined with the reality of funding and educating people in colleges and universities in China, this paper puts forward measures to stimulate the endogenous motivation of college students' efforts, improve the effectiveness of psychological poverty alleviation of poor college students, and realize sustainable and precision poverty alleviation from the perspective of targeted poverty alleviation.

**Keywords:** *targeted poverty alleviation, poor college students, psychological poverty alleviation, endogenous motivation*

## I. INTRODUCTION

In November 2013, when General Secretary Xi Jinping inspected Xiangxi, Hunan, he for the first time clearly put forward the concept of "targeted poverty alleviation", that is, to carry out poverty alleviation work based on the facts and to carry out poverty alleviation work according to local conditions. The targeted poverty alleviation ideas put forward by General Secretary Xi put both material and spiritual poverty reduction as the strategic focus of poverty alleviation work. The key idea of spiritual poverty alleviation is that if people want to help the poor, they need to help the will of the poor first, which is the root of the most fundamental subjective factor of poverty. To do a good job in spiritual poverty alleviation, first of all, it is necessary to create a good atmosphere for poverty alleviation, enhance the firm confidence and belief of the poor groups in getting rid of poverty, guide the poor groups to correctly understand their own development advantages, help them maximize their own subjective initiative and have the determination and confidence, get rid of poverty from their spiritual roots, and completely block the intergenerational transmission of poverty. To fully achieve targeted spiritual poverty

alleviation, it is necessary to further clarify the basic conditions of the target groups, the means and the final effect of poverty alleviation, to further realize the transition from "transfusion-type" poverty alleviation work to "blood-making type".

As poor college students in the new era, their number is large and their social influence is extensive. Their situation has received extensive attention from the country and society as a whole. Helping poor college students is an important part of the nation's targeted poverty alleviation work deployment. Since 1999, the state has introduced and implemented a series of policies to promote economic poverty alleviation for poor college students, has increased its assistance year by year, and has achieved significant results in terms of material assistance. In addition, in recent years, in addition to economic and material poverty, poor college students have also experienced a series of psychological problems and psychological conflicts due to enormous economic pressure, such as inferiority, depression, anxiety, fear, and loneliness. In view of these psychological poverty issues, there is still a lack of care and the establishment of a psychological support system. This study intends to study the construction of a psychological poverty alleviation system for poor college students from the perspective of targeted poverty alleviation, to help poor college students achieve material and spiritual dual poverty alleviation, to achieve healthy growth and success for poor college students, to further promote targeted poverty alleviation in the whole society, and to achieve harmonious social development.

## II. DEFINITION OF KEY CONCEPTS

### A. Targeted poverty alleviation

The targeted poverty alleviation mainly refers to taking economic development as the main perspective, analyzing the specific social issues and the natural environment of the different regions, as well as the characteristics and

characteristics of the poor, and using scientific methods or measures to adopt poverty alleviation policies suitable for the economic development of the region and implement poverty alleviation strategies.

#### *B. Poverty alleviation through education*

Poverty alleviation through education is a key part and important content of targeted poverty alleviation. It is also an important way for targeted poverty alleviation. It is the most effective way for sustainable development. Poverty alleviation through education can not only help contemporary poor people get rid of poverty, but also play an important role in completely eradicating the intergenerational transmission of poverty. Educational poverty alleviation, in short, is that educators implement systemic, scientific, and planned methods to influence the educated, so as to optimize their own conditions, survival status, economic status, and spiritual status, so that they have the basic ability and quality required by the society and the opportunity of social occupation.

#### *C. Psychological poverty alleviation*

Psychological poverty alleviation is an important part of education and spiritual poverty alleviation. The concept of targeted poverty alleviation includes the concept of psychological poverty alleviation, which is a further development of targeted poverty alleviation. Psychological poverty alleviation mainly refers to that in the perspective of targeted poverty alleviation, in accordance with the different characteristics of the poor population in various regions, to effectively stimulate and enhance their own endogenous development momentum, build a positive psychological support system, strengthen psychological resources, activate the endogenous motivation for poverty alleviation, make poverty alleviate work form a long-term mechanism for sustainable development, and break through the "last mile" to realize "building the will" and "improving the intelligence".

### III. THE MAIN MANIFESTATIONS AND ANALYSIS OF PSYCHOLOGICAL POVERTY OF COLLEGE STUDENTS

In recent years, universities in China have thoroughly implemented national precision poverty alleviation strategies and related policies, focusing on controlling scholarships, student loans, and material and financial aid programs for subsidies. Students' psychological poverty has not received the attention they deserve. Poor college students have many psychological problems such as inferiority, self-closure, depression, anxiety, sensitivity, narrow interpersonal communication, lack of sense of integrity and gratitude, etc., gradually causing some difficulties in the education and management of poor college students. In order to solve this problem, this article summarizes the main manifestations of psychological poverty of poor college students.

#### *A. Lack of awareness of integrity*

At this stage, college students from families with financial difficulties in colleges and universities present a more general problem of lack of honesty and consciousness.

The main manifestations are as follows. First, when applying for poverty subsidies, loans, and work-study programs, they exaggerate and misrepresent the true economic situation of their families with the purpose of obtaining or even obtaining high subsidies. Secondly, after college students obtain state and school subsidized loans to help them complete their studies, and when they go to society and work, they default or even refuse to repay, which not only damages the country's collective interests, the school's reputation for running a school, but also damages their own credibility.

#### *B. Weak gratitude awareness*

Poor college students' poor sense of gratitude is also common, mainly showing the following aspects. First, some students attribute the poverty to their native families, complain that their parents have not created a superior environment for growth, and turn a blind eye to their parents' careful training. Second, some students ignore the teachings of schools and teachers and lack gratitude. Third, students take state, society, and school funding for granted and lack gratitude; fourth, some poor students blindly compare, regardless of family difficulties, buy expensive electronics, cosmetics, daily necessities, etc., and even lose their studies. These issues can't be ignored in the psychological poverty alleviation work.

#### *C. Strong psychological contradiction between self-esteem and inferiority*

The contradiction between strong self-esteem and inferiority is the most prominent psychological problem of poor college students. College students, as the most independent consciousness group, gradually mature in their self-awareness and have their own thoughts, ideas, and strong self-esteem. They are not allowed to be "violated" and absolutely maintain their "dignity". They regard the family's economic situation as a personal privacy issue, and they are reluctant to talk about it, or even avoid it. They are also reluctant to open up and refuse help from others when dealing with people. At the same time, poor college students mostly come from remote areas or rural areas and their families are poor in terms of economic conditions. They are quite different from other students in terms of economic conditions. They are full of inferiority and worry about being looked down upon by other teachers and classmates. It is even difficult to truly integrate into the collective and realize personal value. In the long run, psychological problems such as depression, self-avoidance, and emotional depression appear.

#### *D. Self-imposed isolation*

The growth environment of most poor college students is very different from that of other students. They come from remote rural areas. They have certain gaps in knowledge and comprehensive quality from urban students. The former leader has lost his advantage and in the process of communication, he ran away, feared to associate with others, and feared being rejected by others. In the long run, he became obsessed with the world of himself, lost his interest

in interpersonal communication, and appeared self-imposed isolation.

#### *E. Anxiety and depression psychology*

Poor college students face multiple living pressures, academic pressures, and employment pressures due to problems such as family economic constraints, rapid social and economic development, and increasingly fierce competition for employment. In life, due to the limited economic income, the lives of poor college students are more difficult; but at the same time, influenced by some western values, personal hedonism and money worship affect college students' excessive pursuit of material enjoyment. The phenomenon of blind comparison between college students and contempt for individual poor college students has caused a certain psychological burden on the poor college student group and anxiety. Academically, the ideology and beliefs of "out of poor doors come noble sons", changing life through "reading", and "leaving from the countryside and integrating into the city" are the spiritual pillars of the majority of poor students. The heavy pressure of academic competition, the expectations of parents and the hope of the whole family are undoubtedly a heavy rock on them. However, with the academic results falling and rising, once there is a failure in the exam, it is easy to produce anxiety and frustration. In terms of employment, poor college students themselves are not only constrained by economic aspects, but also lack interpersonal relationships and sufficient social resources. They are prone to failures in employment and career selection, encountering irregularities, and being hit hard.

#### *F. Sensitive and negative hostility*

Poor college students have a strong self-esteem and self-awareness due to their family constraints. They have prominent ambivalence of self-esteem and inferiority. They do not want to be treated differently because of their family circumstances, hope to be respected by others, and care a lot about others' evaluation. However, due to being too sensitive, they do not want to get along with others as a "poor student", and even regard the goodwill of others as charity, regard the concerns of others as ulterior motives, and treat goodwill jokes as ridicule, which in turn produce negative hostility, affect their mental health and interpersonal communication, and lack a benign social support system.

#### IV. SIGNIFICANCE OF PSYCHOLOGICAL POVERTY ALLEVIATION FOR POOR COLLEGE STUDENTS IN THE PERSPECTIVE OF TARGETED POVERTY ALLEVIATION

##### *A. Psychological poverty alleviation helps to alleviate the psychological burden of poor college students*

Poor college students bear more psychological and mental burdens than other ordinary college students. Although the school vigorously carries out poverty awards and loans, it has brought unavoidable psychological pressure to poor college students during the process of poverty identification and funding implementation. Some poor college students believe that in the qualification declaration,

poverty determination, review, and results publicity, their privacy is made public, and even in order to be fair and open, some schools have adopted public speaking and voting methods for review and assessment, which seriously impacted the self-esteem of poor college students and increased the risk of bad psychology. Therefore, in the development of targeted poverty alleviation work, schools actively understand the basic situation of students, classify and guide them, and at the same time do a good job of material and psychological poverty alleviation, improve the psychological quality of poor college students, and promote the development of healthy psychology.

##### *B. Psychological poverty alleviation helps to stop the intergenerational transmission of poverty*

The theory of poverty culture emphasizes that people in a poverty culture environment have poverty culture concepts and behaviors that are compatible with it, and use this as a model to maintain their current lives, and then affect the next generation who grow up in the same culture environment, making them inherit thinking patterns, emotional response patterns and behaviors schema and learn the culture of poverty and continue to inherit the culture of poverty. If spiritual poverty alleviation and psychological poverty alleviation are ignored in targeted poverty alleviation, material poverty alleviation with limited resources is susceptible to the lack of psychological resources. Poor college students gradually form the "waiting, relying on and depending on" dependent thought, and it is difficult for them to get rid of poverty from the source. Therefore, in carrying out targeted poverty alleviation and education poverty alleviation work, colleges and universities must attach great importance to psychological poverty alleviation work, focus on helping poor college students build a perfect personality, rebuild correct self-knowledge, and vigorously guide and support individuals to build positive psychological resources and stimulate endogenous motivation for individuals to escape poverty so as to make poor college students become an aggressive person who creates wealth, thereby blocking the intergenerational transmission of poverty from its roots.

#### V. PSYCHOLOGICAL POVERTY ALLEVIATION MEASURES FOR POOR COLLEGE STUDENTS IN THE PERSPECTIVE OF TARGETED POVERTY ALLEVIATION

##### *A. Dual landing of material poverty alleviation and psychological poverty alleviation*

Enabling poor students to receive an equally good education is an important part of the country's targeted poverty alleviation. The state has successively introduced and improved preferential policies for grants and loans to poor college students, to solve the problem of poor college students' difficulty in going to school and living, and to give priority to guaranteeing poor college students to complete their studies. The economic and material poverty alleviation help only solves the temporary need, but it also needs to stimulate the endogenous motivation of poverty alleviation from the spiritual and psychological level of students, and

basically complete the precise poverty alleviation work. Therefore, in the targeted poverty alleviation work of colleges and universities, efforts should be paid to optimize the top-level design of poverty alleviation, focus on co-ordination and co-development of building the will, improving the intelligence and poverty alleviation, realize the dual landing of both material and psychological poverty alleviation, develop effective implementation plans, fully stimulate the subjective initiative of impoverished college students, give play to their subjective role, eradicate the psychological poverty of college students, enable them to integrate into class life, complete their studies smoothly, use limited material resources to help the poor, fully develop advantageous psychological resources, and provide sustainable endogenous motivation for radical poverty alleviation.

*B. Optimizing the construction of psychological poverty alleviation teaching staff and multi-dimensional linkage, and improving the effectiveness of psychological poverty alleviation work*

The purpose of university financial aid is to achieve the goal of cultivating people through effective financial aid. The targeted poverty alleviation in colleges and universities is a huge systemic project, which requires the joint participation of various departments, colleges, teachers and students of the school, multi-dimensional interaction, integration of advantageous resources, and realization of targeted poverty alleviation and psychological poverty alleviation.

At the school level, it is necessary to establish and optimize poverty alleviation mechanisms, and use a fixed sum for a fixed purpose, and each link must be just, fair and open. At the same time, they need to fully respect the poor college students, pay attention to the psychological demands of the poor college students, explore a sustainable education model, and help poor college students escape from double-layer poverty.

In addition, class counselors and professional psychological teachers are the main executors of psychological poverty reduction in colleges. Counselors are mainly responsible for specific rewards and loans. Psychological teachers are mainly responsible for counseling about preaching mental health knowledge and receiving students with psychological problems. Counselors and teachers should strengthen the study and training of vocational skills, optimize the working methods of rewards and loans, grasp the information of poor college students in the first time and archive them, form a tracking mechanism, and classify and guide students who have psychological problems due to poverty, and work together with psychological teachers. At the same time, psychological teachers should pay attention to the study and update of professional theoretical knowledge such as psychology, pedagogy and sociology, make full use of classroom teaching of psychological knowledge, and teach students with different specialties and personality characteristics to alleviate depression, inferiority, anxiety and other bad psychological methods, improve the effectiveness and

operability of psychological poverty alleviation, and carry out gratitude education and integrity education in a positive way to improve the sense of gratitude and integrity of poor college students. Counselors and psychological teachers need to adopt a collective "lecture preparation" approach to exchange issues related to poor college students, and carry out psychological poverty alleviation work with a purpose to form a joint force.

*C. Giving full play to the function of aesthetic education in the second classroom, enriching the cultural connotation of the campus, and strengthening the positive guidance of psychological poverty alleviation*

Aesthetic education focuses on cultivating students' ability to discover, recognize, appreciate and create beauty. It aims to cultivate their sentiments and make students have beautiful accomplishment, beautiful character and beautiful ideal. It is necessary to optimize the settings of the second classroom, enrich the content of the second classroom, and make full use of aesthetic theory and aesthetic spirit to purify the thinking and psychology of poor college students. In practice, it is necessary to fully mobilize the enthusiasm of poor college students, take the initiative to participate in student associations that they are interested in, actively participate in the collective through colorful community activities, learn to communicate and interact with others, strengthen teamwork awareness, and enhance self-confidence and confidence after completing relevant tasks, continue to form a correct self-knowledge in activities, build a perfect personality, and correctly treat temporary material poverty.

A healthy campus culture that keeps pace with the times plays a positive role in helping poor college students get rid of poverty. According to the characteristics of colleges and majors, it is necessary to carry out targeted psychological skills training and quality development training. During the training, poor college students should take the initiative to overcome difficulties, overcome psychological obstacles, overcome difficulties with teammates, and improve the psychological resistance and anti-frustration ability in a subtle way to provide endogenous motivation for psychological poverty alleviation.

*D. Awakening subjective initiative, stimulating endogenous motivation for poverty alleviation, and achieving sustainable psychological poverty alleviation*

The ultimate goal of targeted poverty alleviation in colleges and universities is to achieve the purpose of educating people. There are only a few poor college students who have serious psychological problems. Most of the poor college students who are in a difficult situation can handle physical and mental problems well, and can face life, school, and the future with a positive attitude. Funding education in colleges and universities should combine the law of psychological development of college students, fully arouse the subjective initiative of poor college students, and improve the level of psychological self-help of poor college students through various forms of psychological guidance

and psychological education, such as adversity quotient education, role model education, and group and individual psychological counseling, stimulate the endogenous motivation for poverty alleviation, achieve their goals through their own efforts, gain happiness, and succeed. In funding education, schools need to combine material assistance with psychological self-help to form a synergy to help every poor college student precisely, truly realize all staff education, whole process education and all-round education, and achieve sustainable psychological poverty alleviation.

## VI. CONCLUSION

All in all, in the context of targeted poverty alleviation, China's colleges and universities have basically established a sound funding system that can effectively carry out poverty alleviation work and effectively help college students successfully complete their studies. However, the work of psychological poverty alleviation still has a long way to go. In addition to the need for colleges and universities to vigorously carry out psychological poverty alleviation work for poor college students, society and families must also multi-dimensionally cooperate to establish psychological assistance mechanisms to play their respective functions and roles to help poor college students further achieve psychological poverty alleviation and contribute to the growth of poor universities.

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