RESEARCH ON THE DEVELOPMENT PATH OF IMPOVERISHED STUDENTS IN FUNDED UNIVERSITIES BASED ON ERG THEORY

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This study aims to explore the influence of these developments on the development of impoverished students in universities supported by economic assistance by studying the survival and development, relationship development, and growth development of impoverished students. The impoverished students from three universities in Jiangxi Province, China, provided 274 questionnaires as a data resource for this study. Through the analysis of SEM (structural equation modeling), this study found that the survival and relationship development of funded impoverished students affect the development of impoverished students in universities. The growth and development of impoverished students are not significant because the impact of impoverished students still in poverty on the development of impoverished students is not very significant. It is worth noting that the development of the ability to adapt to the environment and social communication abilities plays the most important role in the intensity of the development of impoverished students in universities. Economic assistance in colleges and universities is the best means to meet the material needs of poor college students and is a prerequisite for their survival and relationship development.

Keywords: impoverished students; economic assistance; ERG theory; student development theory
Introduction

Economic assistance is an important way for the country to help impoverished students complete their studies. In fact, it is more important to help impoverished students improve their ability to get out of poverty, that is, to stimulate their inner potential and realize their life dreams.

National scholarships, national grants, work-study positions, etc., have a significant positive impact on the employment opportunities, employment starting salary, job development, and employment satisfaction of the sponsored university graduates (Qu et al., 2018). So the development of impoverished students related abilities, such as in the face of setbacks or pressure, self-regulating ability, ability to adapt to the environment, social communication ability, innovative thinking ability, competitive ability, analysis and problem solving practice ability, and self-concept ability, also affects the impoverished students' fighting spirit, sense of responsibility, values, and the perfection of their character habits.

According to the data of the Chinese Student Financial Aid Development Report (2020), released on the website of the National Student Financial Aid Management Center in June 2021, in 2020, the national financial aid fund reached 240.82 billion yuan and 146.175 million students, an increase of 109.131 billion yuan over the previous year, an increase of 82.87%. The intensity and coverage of state funding will have a profound impact on poor college students. So, what value does the policy of investing a lot of human, material, and financial resources in the development of college students have? What is the impact of the financial aid policy on college students' education and their future development? Can these effects be analyzed empirically? Responding to the above questions requires the introduction of the ERG theory for explanation.

ERG theory is a demand theory proposed by American scholar Alderfer. Alderfer (1969) divided human needs into three cores: survival needs (existence), relationship needs (relatedness), and growth needs (growth). It is different from Maslow's demand level theory; Maslow's demand is divided into five progressive levels, namely: the first level is the lowest level, which is physiological demand; the second level is the demand for security requirements; the third level is the demand for belonging and love; the fourth level is the demand for the realization of respect; and the fifth level is the highest level of demand for the realization of the self.

These five kinds of demand are arranged according to the level of demand, from low to high. That is to say, people's demand is generally to realize the low level of demand and pursue the higher level of demand. ERG theory and Maslow's hierarchy of needs theory have essential differences, that is, survival, mutual relationships, and growth can coexist at the same time, rather than progressive relationships, that is to say, with the support of this theory that people may have multiple needs at the same time. If the satisfaction of higher needs is suppressed, people's desire for lower needs will become stronger (Ji et al., 2021).

The demand in ERG theory can be divided into two categories: one is the demand for material value, and the other is the demand for spiritual value. That is, for poor college students, the pursuit of material value is more important than the pursuit of spiritual value. Economic assistance in colleges and universities is the best means to meet the material needs of poor college students, and it is a prerequisite for their survival and growth.
In order to meet the material needs at the same time as the needs of mutual relations, that is, the spiritual needs, it is more important to meet the interpersonal needs of poor college students.

**Literature review**

**About the Student Development Theory (SDT)**

Student development theory belongs to the categories of educational psychology and sociology. The theory can be traced back to scholars. Astin (1977) proposed the "input an environment an output" model. He pointed out that the development of higher education students "output" or effect is "input" (student characteristics and experience) and "environment" (university academic atmosphere, social interaction, etc.) the result of the interaction. The student development theories discussed in this paper include college student development theory and college student development theory. The development of impoverished students is an essential part of student development.

Student development theory is the application and development of human development theory in the field of higher education. It is a comprehensive theory including psychological development theory, cognitive structure theory, type theory, interaction between humans and environment theory, and SLI (students' learning) theory (Peng, 2010).

These theories are closely related to the development of students. These theories are from different perspectives: student development factors, why students want to develop, the learning environment and student development, the family environment and the relationship between student developments, what direction the university is going in, what student development is for, and so on.

As for the theoretical source of college student development, this theory was first put forward by the United States and originated from the American college student affairs management agency. It originally dates back to its early college education in the United States. In the early universities of the United States, a practice of combining elite education and religion, also known as "alternative parental systems," Colleges and universities played the role of replacing parents and realized the comprehensive development of the mind and conduct of the educational object through the management of students' behavior (Fang, 1994).

Even if the substitution of the parental system has the content of student development, it is not enough to constitute the source of the theory of student development. The theory of student development in American universities mainly comes from the management of American college student affairs in the 1820s. From the replacement of the parental system to student personnel work, the responsibilities range from student service to student development. This student affairs management organization specializes in the study of student development, thus generating the contemporary student development concept. Student development is the ultimate goal of student affairs management.

Therefore, the main task of student affairs management in American universities is to develop students' needs, abilities, and personalities freely in all directions (Le, 2013). In this period, Freud's psychology and the humanism theory proposed by Rogers promoted the theory of college student development.
In 1937, the US National Education Commission (American Council on Education) issued the Declaration on Student Personal Development (the student personnel point of view), which systematically put forward the relevant theories of college student development. The declaration requires teachers to guide students to develop their potential and promote social development.

In 1949, the U.S. National Education Commission (American Council on Education) issued another report on the Declaration on Student Personal Development, requiring teachers, student affairs, and other administrators to focus on the differences in students' abilities, interests, and ideal goals in student development.

The basic goal of student development theory is to explain the process by which college students develop into complex and mature individuals able to understand themselves, others, and the world. At this point, we began to turn to comprehensive development theory.

For this development view, Confucius, the founder of Confucianism in China, paid attention to the all-round development of students and taught them the six arts, including poetry, books, rites, music, Yi, and the Spring and Autumn Annals. These thoughts and theories have had a profound influence on China and the whole world.

Financial aid is especially important for the development of impoverished students. Financial aid provides a material basis for impoverished students' development, but it can also be from another side to promote the development of impoverished students.

According to the student development theory, impoverished students should give full play to their potential. The use of financial aid is based on interest, ability, and an ideal goal for all-round development.

**ERG Theory (ERG)**

The ERG theory can have great enlightenment for the incentive mechanism of the development of poor college students. The incentive measures for the development of poor college students should flexibly consider the survival, mutual relationships, and growth needs of poor college students.

The research on funding for poor college students is based on the three demand levels of survival, relationship, and growth proposed by ERG theory and the factors closely related to survival needs, relationship demand, growth demand, and development in combination with actual economic assistance.

From the perspective of ERG demand theory, factors affecting college students' development mainly include external and internal factors, including policy environment, financial support, family education, internal causes, including students' individual bodies and minds, and source power.

The article will study in the following chapter how these aspects affect the development of poor college students to find out the reason.

In addition to the above theories, there is also constructivism theory, and constructivism theory (constructivist theory) is also called structuralism theory. This theory was developed from cognitive-constructive doctrine theory and social-constructive doctrine theory in the 1980s and 1990s.

The main representative of this theory was Piaget (1984). In 1970, the basic idea of constructivism was that he gradually constructed knowledge about the external world in the process of interaction with the surrounding environment so as to develop his own cognitive structure (He, 2021).
According to Piaget, people have subjective initiative, and human cognition is developmental. In relationships with others and things, people construct their own cognition of these aspects and then develop their own cognitive structure; that is, human cognition is not innate; it is gradually constructed through other things or human-environment relationships. According to this theory, it can be concluded that the development of college students is closely related to their cognition of the campus environment, family environment, social environment, and their interrelationships in the university stage. College students construct their own cognitive structure through college life, and this cognitive structure is also the construction of the ideological structure of college students. Social constructivism emphasizes the social context of learning and emphasizes social interaction, collaboration, and activities.

The research on constructivism theory in this period has achieved some results:

First, there are many theoretical factions, and the research content is consistent. The research characteristics, methods, and path strategies are quite similar.

Second, the object mainly gives full play to individual subjectivity, autonomy, and initiative, and there are few studies beyond individual subjectivity.

Thirdly, pedagogy theory and psychology theory are mostly used from the perspective, and few researchers are conducted from the perspective of development sociology theory or from the development of impoverished students in universities. The view of the theory of constructivism is to give full play to the subjectivity and autonomy of the impoverished students in colleges and universities, make financial aid the driving stone for the development of the poor college students, and guide the impoverished students out of poverty through self-help.

Research design

The variable selection and related scale measurement of the influence of economic assistance on the development of impoverished students in universities are based on the existing research experience of predecessors. According to the studies in the relevant literature, the economic funding variables are studied, mainly including the four dimensions of economic funding environment, economic funding practice, funding mode, and type. Funding practices will be different depending on the type of funding and the level of poverty.

Current impoverished student funding mainly consists of national scholarships, national inspirational scholarships, national grants, national student loans and work-study programs, school scholarships, school grants, and social funding. According to the above eight kinds of funding, it is divided into three types: reward funding (grants), paid funding (national student loans), and human capital return funding (work-study) (Zhu et al., 2020).

The first independent variable is the funding environment. According to the "input, one environment, one output" model proposed by Astin (1977), the "output" or effect of the development of students in higher education is the result of the interaction between "input" and "environment." In the practice of college funding, the funding environment directly affects the development of impoverished students. The funding environment includes the policy environment and the practice environment of university funding, such as fake poverty, difficult applications, and teacher bias. The practice of economic assistance in universities and colleges has a certain impact on the development of impoverished students in universities.
The second independent variable is the variable of funding practice. At present, the national financial aid practice of college students in Jiangxi Province is unified: national scholarship is 8000 yuan, national inspirational scholarship is 5000 yuan, and three national grants are 4400 yuan, 3300 yuan, and 2200 yuan, respectively. The amount of funding for different levels of poverty is different. In order to prevent families from being particularly poor but receiving small subsidies, the national policy stipulates that the original registered households and urban subsistence allowance households enjoy the national policy, with a subsidy of 4,400 yuan. This variable will affect the study and self-efficacy of impoverished students in college and will also affect the dependent variables such as self-cognition and fighting spirit.

The third independent variable is the method and type of funding.

At present, there are eight kinds of financial aid in colleges and universities in Jiangxi Province, which directly affect the development of impoverished students and their academic and physical and mental health. The eight funding methods can be included in the three types of funding categories.

Various types of award grants belong to the incentives, such as national scholarships and motivational scholarship-free funding; banks provide national discounts; national student loans belong to paid funding; and finally, work-study, the state funding policy of colleges and universities to take certain funds to set up work-study jobs, belongs to human capital return funding. At the same time, the size of the funding will also directly affect the scope of the subsidized, impoverished students; the greater the funding, the wider the scope of the funding.

The dependent variable is the development of the impoverished students. According to ERG theory, physical and mental health, self-cognition, and self-efficacy are all related to the need for survival. Self-regulating variables are in the face of setbacks or pressure of self-regulating ability, ability to adapt to the environment, and social variables are the relationship between development and fighting spirit growth variables.

Therefore, the results of the above can be divided into three categories, namely, variables can be summarized into the following three development factors: development needs, relationship needs, and growth needs.

By reviewing the relevant literature and finding the relevant theoretical background, the relationship structure model of funding policy, funding practice, and student development can be constructed. Funding policy includes the national-level funding policy environment and the local-level policy environment of colleges and universities, as well as college funding and personal materials. Five latent variables influence mechanisms, including policy environment, false poor allowance, difficulty to apply for, and teacher bias. Self-esteem and self-awareness Six variables, including student development, influence survival, influence relationships, and affect the growth of the three latent variables. There are 14 latent variables in the impact of university funding on the development of impoverished students, and the following hypotheses are proposed:

In the process of funding practice, it is difficult to identify poverty, weaken the educational function, and lack a scientific and unified standard system in the evaluation process. In particular, the "free lunch" national grant can easily lead to many operational difficulties and integrity crises (Shi, 2014). In the process of funding, there are also problems of lack of integrity, such as college students' false application materials (Li et al., 2021). The practice environment of economic assistance in colleges and universities, such as false
poverty, difficult application, and teacher bias, has a certain impact on the development of impoverished students.

The theory of interaction between people and the environment points out that the development of students cannot be separated from the surrounding environment, and it is believed that the interaction between the environment and the development of students is shown. A good environment positively affects students, and students can also actively shape the environment (Luo, 2013). At the school, the campus environment has a very important impact on the growth of students. Therefore, we propose the hypothesis H1:

Hypothesis H1: The national, local, and university funding policy environment will have a positive impact on the development of impoverished students.

Financial aid for impoverished students in colleges and universities plays an important role in protecting students’ educational rights, improving the quality of talent training, and highlighting the fair value of education (Chen et al., 2021). On the one hand, improving the mechanism of targeted funding and education is of strategic significance to the building of a moderately prosperous society in an all-round way; on the other hand, it is of great significance to improve the practical effect of funding and education and promote the all-round development of students (Chen, 2020).

Financial aid can promote the improvement of human capital factors such as knowledge, skills, and health for impoverished students (Zhu et al., 2020).

Xu & Jiao (2019) in higher vocational colleges are committed to building and improving state aid, school grants, social donations, student self-help, a "four-one" development-oriented funding system, striving for funding sources, funding structure, funding, and education function, promoting poor physical and mental health, growth, and all-round development. Therefore, we propose the hypothesis H2:

Hypothesis H2: The practice of financial aid has a positive impact on the development of impoverished students.

The demand for impoverished students in colleges and universities shows a development trend of diversified demand. In fact, impoverished students care most about and want to solve the development of ability, followed by learning problems and psychological problems (Li, 2021).

Due to the increase in students year by year, the number of impoverished students in colleges and universities also shows an upward trend. Both the growth environment and the growth process of the impoverished students will cause great psychological pressure (Kuang, 2021). The self-needs of impoverished students in colleges and universities are the driving factor for their self-development. Only with their needs can they promote the power of survival and development, have the spirit of struggle, and bring the impoverished students out of poverty. Therefore, propose the hypothesis H3:

Hypothesis H3: The need for financial aid has a positive impact on the survival needs of impoverished students.

Funding has played a very important role in the development of impoverished students in colleges and universities. The development of impoverished students in colleges and universities is multifaceted, and the impact of funding on the development of impoverished students is also multifaceted. All along, the Party and the government have attached great importance to the financial aid of college students from poor families, and the financial aid
policy system has been constantly updated and improved, and the learning and living conditions of poor college students have been effectively improved (Huang et al., 2020). Because of the lack of financial aid, the quality of college life is low, which affects interpersonal communication and campus life. Therefore, propose the hypothesis H4:

Hypothesis H4: Obtaining college funding has a positive impact on the relationship between campus life and the family life of impoverished students.

State aid is an important way for the state to help impoverished students complete their studies. In fact, it is more important to help impoverished students stimulate their inner potential and realize their life dreams.

National scholarships, national grants, work-study positions, etc., have a significant positive impact on the employment opportunities, employment starting salary, job development, and employment satisfaction of the sponsored university graduates (Qu et al., 2018).

So funding affects the development of impoverished students many related abilities, such as their ability to face setbacks or pressure, self-regulation ability, ability to adapt to the environment, social communication ability, innovative thinking ability, competitive ability, analysis and problem-solving practice ability, and self-concept ability. It also affects the impoverished students' fighting spirit, sense of responsibility, values, and the perfection of their character habits. Zhang (2015) by improving the scientific and rational nature of the identification of impoverished students in private colleges and universities, she promotes the long-term implementation of the financial aid policy for impoverished students in private colleges and universities through multiple channels and various directions and helps students from poor families reduce the pressure of study and life so as to promote their healthy and favorable growth. Therefore, we propose the hypothesis H5:

Hypothesis H5: Obtaining financial aid will have a positive impact on the growth and development needs of poor college students.

Both funding and funding type will have a certain influence on the development of impoverished students in colleges and universities. In the process of the variable study, the following gender, level, grade, professional, and tuition standard-related factors will be incorporated into the control variables. The specific positive or negative impact behind the chapter will be verified by data analysis through the establishment of a model.

Measurements

According to ERG theory, physical and mental health, self-cognition, and self-efficacy are all related to the need for survival. Self-regulating variables are in the face of setbacks or pressure of self-regulating ability, ability to adapt to the environment, and social variables are the relationship between development and fighting spirit growth variables.

Therefore, the results of the above can be divided into three categories, namely, the variables can be summarized into the following three development factors: survival and development needs; the other kind is relationship development needs; and growth needs, as shown in the figure below. Specifically, this study has three variables about the development of impoverished students in universities: the need for survival and development, and the need for growth and development. According to ERG theory, development needs can be divided into three basic dimensions in terms of development variables.
The theoretical basis model of EGR was proposed by Alderfer (1969), which divided human needs into three cores: survival needs (existence), relational needs (relatedness), and growth needs (growth). In this theory, he established a conceptual model with EGR as the core. In this model, these three core factors complement each other: survival needs, relational needs, and growth needs. Survival demand is the foundation of people's production activities, communication relations, and growth. Only after meeting the survival needs can there be related needs and growth needs.

Survival demand is the premise, which is fundamental. Relationship demand and growth demand are mutually reinforcing; relationships promote growth, and growth demand must be accompanied by the relationship.

The two are closely related and influence each other. As shown in the following Tab. 1.

Table 1 - Operationalized definition of the existence and development
(Source: compilation of this study)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Abbr.</th>
<th>Conceptual definition</th>
<th>Operational definition</th>
<th>Dimension</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existence and need</td>
<td>EN</td>
<td>Existence development is the fundamental</td>
<td>Cost of material survival Work and health needs Basic life needs</td>
<td>Material needs Find a job healthy</td>
<td>Zhou, 2003; Li, 2021</td>
</tr>
</tbody>
</table>

Poor college students development relationship needs, mainly including love, love, and friendship, and maintain and, in college and teachers and students, work with leadership colleagues, social and neighborhood others, communication, and in school respect, teachers and students in society, the embodiment of responsibility values, namely love, affection, interpersonal communication, and gaining respect.

Table 2 - Operationalized definition of relationships and development
(Source: compilation of this study)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Abbr.</th>
<th>Conceptual definition</th>
<th>Operational definition</th>
<th>Dimension</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship and need</td>
<td>RN</td>
<td>The relationship development needs of poor college students mainly include the acquisition and maintenance of love, family affection and friendship</td>
<td>Love and family needs Interpersonal needs The need to respect</td>
<td>Love Family affection Communication Respected</td>
<td>Ji, et al., 2021</td>
</tr>
</tbody>
</table>
The essence of the development of poor college students is the satisfaction and realization of students' needs. Maslow's demand for people to establish a framework model, the ERG core concept model research, is more specific. People's demand is divided into five progressive levels. Funding is an important way to help the growth and development of the impoverished students development needs simultaneously, which are the survival and interpersonal relationships and growth of the poor.

At the same time, under the ERG concept model, people can have a variety of requirements. Rather than, as Maslow said, progressive demand, the three core demands are space, time, and coexistence.

These have an important impact on the development of impoverished students in colleges and universities. impoverished students growth and development needs, mainly including self-control ability, ability to adapt to the environment, social communication ability, innovative thinking ability, competition ability, practice ability, ability to analyze and solve problems, university and training promote growth and find a satisfactory job, and work can grow faster, namely ability, academic knowledge growth, and career development.

Table 3 - Operationalized definition of growth and development
(Source: compilation of this study)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Abbr.</th>
<th>Conceptual definition</th>
<th>Operational definition</th>
<th>Dimension</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth and need</td>
<td>GN</td>
<td>The growth and development of impoverished students include Further education Satisfied work</td>
<td>Future development needs The need of academic growth Career growth needs</td>
<td>Ability improvement, Academic knowledge growth Career development</td>
<td>Liu, 2016</td>
</tr>
</tbody>
</table>

**Sampling**

This questionnaire survey is based on the information collection of poor college students so as to obtain a quantitative description of the overall situation of the sample and a hypothesis test. The questionnaire will be designed around variables such as financial aid policy environment, financial aid practice, financial aid methods, and the development of impoverished students. The questionnaire adopts stratified sampling and is divided into four levels.

The first level is the first and second grade students, who have a very deep feeling for the financial aid when they just enter the school.

The second level is the graduating students, who are about to go into society, which is of great significance to the funded students.

The third level is the work-study students. Some of these students are self-reliant. While receiving the financial aid, they also want to get a better living and learning environment, and they also want to improve themselves through work and study.

The fourth level is master's and doctor's students; some of them have worked, and some are those who have been studying on campus.
RESEARCH ON THE DEVELOPMENT PATH OF

After receiving the financial aid, they will not feel the same as they did during the university and will have a different feeling of enjoying the national economic assistance.

The sample questionnaire will be collected using the authoritative questionnaire scale at home and abroad. A total of 302 questionnaires were distributed to poor college students. Excluding 28 invalid questionnaires, a total of 274 questionnaires were recovered, with a recovery rate of 91%.

Data analysis and results

The operation of the development model for impoverished students reflects the following results: Chi-square = 365.822, degrees of freedom = 89, probability level =.000. These values play an important role in the running of the model and the data.

As shown in Fig. 1, this is a path diagram of a development model for impoverished students. According to this model, the economic assistance environment (AE) has a positive effect on existence needs (EN), relationship needs (RN), and growth needs (GN) in poverty development. However, there are also some high-scoring but unrelated items.

Figure 1 - Path diagram of the research model
(Source: compilation of this study)
As can be seen from the regression weight below, the economic assistance environment (AE) for AE 1 and AE 2 is significant. The value of AP is more significant than the estimate. As can be seen from the Covariances table, Economic assistance environment (AE)-Economic assistance method (AM), Economic assistance method (AM)-Growth needs (GN) are significant.

<table>
<thead>
<tr>
<th></th>
<th>Estimate</th>
<th>S.E.</th>
<th>C.R.</th>
<th>P</th>
<th>Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE1</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AE2</td>
<td>1.028</td>
<td>.025</td>
<td>40.598</td>
<td>***</td>
<td></td>
</tr>
<tr>
<td>AM1</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AM2</td>
<td>.959</td>
<td>.041</td>
<td>23.585</td>
<td>***</td>
<td></td>
</tr>
<tr>
<td>AM3</td>
<td>.818</td>
<td>.043</td>
<td>18.935</td>
<td>***</td>
<td></td>
</tr>
<tr>
<td>AP1</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP2</td>
<td>10.466</td>
<td>6.027</td>
<td>1.737</td>
<td>.082</td>
<td></td>
</tr>
<tr>
<td>AP3</td>
<td>9.229</td>
<td>5.310</td>
<td>1.738</td>
<td>.082</td>
<td></td>
</tr>
<tr>
<td>EN1</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN2</td>
<td>.805</td>
<td>.210</td>
<td>3.838</td>
<td>***</td>
<td></td>
</tr>
<tr>
<td>RN1</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RN2</td>
<td>3.035</td>
<td>.942</td>
<td>3.222</td>
<td>.001</td>
<td></td>
</tr>
<tr>
<td>GN1</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GN2</td>
<td>.904</td>
<td>.045</td>
<td>20.163</td>
<td>***</td>
<td></td>
</tr>
<tr>
<td>GN3</td>
<td>.066</td>
<td>.031</td>
<td>2.121</td>
<td>.034</td>
<td></td>
</tr>
<tr>
<td>AP4</td>
<td>9.415</td>
<td>5.438</td>
<td>1.731</td>
<td>.083</td>
<td></td>
</tr>
</tbody>
</table>

Figure 2 - Regression weight
(Source: compilation of this study)

As shown in the Tab. 5, economic assistance practices The p-value of the regression weight between (AP) and AP2 and AP3 is 0.082, greater than 0.01. AP had negative effects on EN. Hypothesis 3 was rejected. This means that the need for economic assistance for the survival of impoverished students must reflect the development of impoverished students through intermediaries. As can be seen from the table, the (AE), (AM), (GN), and (EN) paths are all signs of a p-value lower than 0.001.

Hypothesis 1, Hypothesis 2, and Hypothesis 5 are supported.

Although the route from (AE) to the economic assistance method (AM) is important, another route from (GN) to (AP) is unimportant.

Hypotheses 3 and 4 are rejected.

The economic assistance environment's (AE) and economic assistance method's (AM) impacts are significant. Another pathway, from the economic assistance environment (AE) to growth needs (GN), is also important.

Hypothesis 2 is supported: economic assistance environment (AE), economic assistance method (AM), growth needs (GN), It has a positive impact on the development of impoverished students.
**Figure 5 – Covariances**
(Source: compilation of this study)

**Table 4 - Hypothesis testing**
(Source: compilation of Amos data analysis)

<table>
<thead>
<tr>
<th>Hypotheses</th>
<th>IDV---&gt;MV---&gt;DV</th>
<th>Estimate</th>
<th>P</th>
<th>Verification</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1</td>
<td>AE---&gt;GN</td>
<td>0.070</td>
<td>***</td>
<td>Support</td>
<td>Positive (+)</td>
</tr>
<tr>
<td>H2</td>
<td>AM---&gt;GN</td>
<td>0.202</td>
<td>***</td>
<td>Support</td>
<td>Positive (+)</td>
</tr>
<tr>
<td>H3</td>
<td>EN---&gt;GN</td>
<td>0.028</td>
<td>0.538</td>
<td>Rejection</td>
<td>No</td>
</tr>
<tr>
<td>H4</td>
<td>AP---&gt;RN</td>
<td>0.006</td>
<td>0.148</td>
<td>Rejection</td>
<td>No</td>
</tr>
<tr>
<td>H5</td>
<td>AE---&gt;AM</td>
<td>0.517</td>
<td>***</td>
<td>Support</td>
<td>Positive (+)</td>
</tr>
</tbody>
</table>

**Discussion and conclusion**

The development of subsidized poor students in colleges and universities is to promote their development through economic aid, and survival, development, and relationship development have the most important influence on the development of poor students in colleges and universities. Colleges and universities should give full play to the guiding role of ERG theory, not only paying attention to the survival needs of poor students and focusing on improving their comprehensive quality so that they can realize their own value and grow actively and healthily; they should also meet their mutual relationship needs and growth and development needs (Deng et al., 2023).

To meet the requirements of financial aid work and ensure the survival of poor students (Lei, 2021). The survival guarantee of poor students is the prerequisite for their development. Only when the poor students do not worry about the survival problem but also go to the university to study will their development be better and better.

From the perspective of structural equation modeling, under the background of the economic assistance environment (AE), existence needs (EN), relationship needs (RN), and growth needs (GN) are the most affected, so economic aid practice can improve survival needs and the relationship between poor students so as to better promote poor growth and meet the needs of the state and society.
Acknowledgment

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