

The Influencing Factors and Policy Recommendations for College Students Returning to Their Hometowns for Entrepreneurship

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Abstract: The development of higher education has provided many people with the opportunity to attend university, and the employment of college students should also be studied to attract social attention. Currently, further construction is needed in rural areas. The return of college students to rural areas can have a good effect and solve a large number of employment problems. As they are more motivated and have received education, they can play a role in knowledge and guide them to start businesses, which is helpful for economic development. College students need to change their mindset and help them realize their own value. This article analyzes the factors that still affect the return of college students to their hometowns for entrepreneurship, proposes policy suggestions, and provides reference for realizing the return of college students to their hometowns for entrepreneurship.

Keywords: College Students; Returning Home for Entrepreneurship; Rural Areas

At present, college students are quite common. Entrepreneurship can help them play the role of knowledge and drive employment. The rural area is large and can absorb a large number of people (Chen Ying, 2024). College students have a comprehensive knowledge system and comprehensive quality, have mastered certain professional skills, and are familiar with Internet operations. Compared with ordinary social workers, their abilities in all aspects are more prominent. The government should establish corresponding policies to actively guide college students to return home and start businesses, promote rural economic development, and provide talent security for building beautiful villages and realizing rural revitalization.

1. Current Situation of College Students

Returning to Their Hometowns for Entrepreneurship

There is a large rural population in our country, but young and middle-aged labor force are developing in coastal cities. College students receive higher education and are an important force in society. Generally, they stay in cities for employment, and the number of people who go to rural areas to start businesses is relatively small. Even if a few people plan to start businesses in rural areas, they have to give up under traditional concepts and social background conditions. In the current society, it is the common expectation for college graduates to find their ideal job in big cities. Choosing to start a business in rural areas after graduation gives people a lack of ambition. Many college students still lack life experience and entrepreneurial funds, and even have a small amount of debt for college life. Therefore, their enthusiasm for returning home to start a business is not high. Even if they have entrepreneurial ideas, they still choose to find a job and employment first.

In recent years, with the support and concern of the government, college students have started to choose to return to their hometowns for entrepreneurship. However, there are still relatively few successful cases of entrepreneurship, and the success rate is relatively low. Although college students have received higher education and are familiar with new things, they still lack practical experience. Paper talk often encounters failures in the face of reality. Due to the lack of social interaction, interpersonal experience, funding, and other aspects, they often encounter problems such as high investment, low return, and high failure rate when choosing agricultural projects. If they choose industries such as education, intermediary services, and retail, because the surrounding rural population is not as concentrated as in cities, they also face problems such as economies of scale and poor

driving effects, making it difficult to sustain development.

2.The Influencing Factors of College Students Returning to Their Hometowns for Entrepreneurship

The return of college students to their hometowns for entrepreneurship is a necessity for current social development, and rural areas also require a large number of high-quality talents. Due to the vast area of rural areas, while urban construction is being promoted, rural development has also attracted social attention. Currently, college students have insufficient attention to rural areas and lack awareness of going to rural areas, which is influenced by the following factors:

2.1 Personal Factors

College students returning to their hometowns for entrepreneurship can effectively alleviate employment problems, improve the quality of rural labor force, and help achieve rural revitalization. The vast rural area can provide a platform for college students to showcase their life values and drive rural economic development. The personal qualities of college students play an important role in the success of entrepreneurship. Although the government actively encourages entrepreneurship and introduces relevant policies, the mindset of college students rooted in the grassroots and rural entrepreneurship still does not meet people's expectations. The lack of motivation for entrepreneurship is not an easy task, and it requires persistent courage and confidence. College students lack diligence, decisive courage, and decision-making, which leads to a low likelihood of successful entrepreneurship. The second entrepreneurship lacks experience, and staying in the city is the goal. Generally, going to rural areas is not their first choice. They choose to start a business because they cannot find suitable jobs temporarily, so they turn to entrepreneurship to achieve their ideal value. In this situation, they lack a careful understanding of society, only understand textbook knowledge, have not conducted argumentation and investigation on entrepreneurial projects, have no practical experience in business management, and blindly follow the textbook to promote success. The third person has limited abilities. College students have been living on campus for more

than ten years from elementary school, middle school, and university, and there are few or even almost no opportunities to participate in social production and work practice. They only have textbook knowledge, but their ability to analyze and solve practical problems is not comprehensive enough. They need to gradually adapt and exercise in their work. Entrepreneurship is relatively difficult, and college students are not fully aware of this aspect and difficult to solve problems. At the same time, their psychological qualities are not yet perfect because they lack experience in society, and when faced with difficulties or setbacks, they will be anxious and lose their enthusiasm for work.

2.2 Family Factors

There is a close relationship between college student entrepreneurship and family influence. Generally speaking, families with certain economic strength hope that their children can achieve greater life value, rather than just looking for a job. Therefore, they may choose to start a business more. On the contrary, families with average conditions hope that their children can learn skills well. If they can find a job in a government agency in the future, it is the best manifestation of value. For them, if they graduate and enter rural employment, or even return to their hometown to start a business, they often hold opposing opinions and basically do not support returning to their hometown for entrepreneurship. In addition, families with good economic conditions have sufficient funds to support entrepreneurship, and their interpersonal resources are relatively sufficient. Generally, the success of entrepreneurship is relatively high, while families with average conditions receive limited support, and the success of entrepreneurship may be lower.

2.3 School Factors

Objectively speaking, the proposal of the entrepreneurship and entrepreneurship policy has accelerated the pace of innovation and entrepreneurship education in higher education institutions. Various innovation and entrepreneurship activities such as the Youth Creation and Challenge Cup are held in universities, and platforms such as the College Student Entrepreneurship Incubation Center and Rural Entrepreneurship Demonstration

Base are held in universities

The establishment of schools objectively helps to enhance the entrepreneurial and innovative abilities of college students. However, due to the late start of innovation and entrepreneurship education, there are still many problems. Firstly, entrepreneurship education emphasizes theory over practice. Due to the lack of professionalism and practical experience of innovation and entrepreneurship teachers, they often need to receive theoretical training in relevant aspects before educating students, and then provide them with entrepreneurship education and training in a step-by-step manner. Secondly, the lack of professional and systematic textbooks in the development of entrepreneurial education activities has affected the development of educational activities. Thirdly, entrepreneurship education lacks sufficient financial support. Although the vast majority of universities and their leaders recognize the importance of entrepreneurship education, they have not placed it in the same position as cultural education, as the investment in entrepreneurship education is far lower than that in cultural education.

2.4 Government Factors

The government is not only a powerful promoter of promoting college students to return to their hometowns for entrepreneurship, but also an important executor of services for college students to return to their hometowns for entrepreneurship. Entrepreneurship is not easy to succeed, and generally requires support to solve problems. At present, there are some problems with the government's support and services for college students returning to their hometowns for entrepreneurship (Fei Qianqian, 2024). Firstly, in the initial stage, encouragement, publicity, and training are provided, and preferential measures are provided for funding needs. They can start their own businesses in the initial stage, but lack guidance in the subsequent process. The projects that require assistance encountered in the business process are ignored, lack corresponding policy support, and lack professional personnel to provide guidance, which can easily lead to easy entrepreneurship but difficult success; After the introduction of the second entrepreneurship support policy, the lack of specific implementation has resulted in the actual effect not being fully realized. Due to

the low coordination efficiency of relevant departments, it may not be timely in terms of financial subsidies and tax support, and small and micro entrepreneurship companies may not be able to continue operating. Some policy statements are too vague and lack specific implementation rules, making it difficult for relevant departments to implement them effectively; There are also some issues with the implementation of policies, mainly due to low work efficiency and poor coordination ability of relevant departments.

3. Policy Recommendations for Promoting College Students to Return Home and Start Businesses

To unleash the value of college students and contribute to rural development, it is necessary for individuals, families, and the government to make efforts from multiple aspects. College students should have sufficient ideological awareness and change their mindset. Rural areas can also provide a platform for personal development, and parents should also encourage and support them. The government should establish supporting measures to provide institutional guarantees and financial support for student entrepreneurship.

3.1 At the Level of College Students

For the current situation of poor employment, college students should recognize that rural areas are also a personal platform for development (Peng Xin'an, 2024). Combining their professional knowledge and personal interests, they should make personal plans in their university learning and life, consciously participate in corresponding activities, cultivate entrepreneurial spirit, understand entrepreneurial policy information, participate in various entrepreneurial training, and enhance the cultivation of organizational communication skills.

Students with entrepreneurial intentions should listen to the suggestions of relevant personnel before implementation. They should not blindly or follow the trend. They should demonstrate the project, consider their own abilities and financial strength, and learn from experienced entrepreneurs (Yang Qian & LV xiaying, 2024). When making a decision to start a business, they should persist and make long-term plans. When encountering related problems, they should remain calm and not give up easily.

3.2 At the Family Level

Family support also has a positive impact on the personal entrepreneurship of college students. When parents face their children's entrepreneurial intentions, they should give positive encouragement and help them think about whether the plan is feasible, rather than blindly suppressing traditional concepts (Zhao Ru, 2024). Lack of family support means that the success of entrepreneurship will be greatly reduced. It is necessary to provide initial financial and social resource support for college students to start their own businesses.

3.3 At the University Level

Firstly, universities should follow the trend of social development, correctly guide students to dare to break through traditional thinking, establish correct employment and career views, place innovation and entrepreneurship among college students in talent training plans, and include returning home entrepreneurial college students in the assessment range of university employment rate, in order to stimulate their entrepreneurial enthusiasm and cultivate their entrepreneurial spirit.

Secondly, in order to avoid the formality of innovation and entrepreneurship education in universities, it is necessary to improve the curriculum of innovation and entrepreneurship as soon as possible, enrich the content of innovation and entrepreneurship education, promote the systematization and professionalization of teaching materials, in order to solve the current problems of single content and lack of teaching materials in innovation and entrepreneurship education in universities. In addition, most teachers who teach innovation and entrepreneurship courses only have a certain level of entrepreneurial theoretical knowledge, and they do not have actual entrepreneurial experience. Schools should actively introduce "double qualified" teachers and strengthen the construction of innovation and entrepreneurship teacher teams. Finally, in the teaching method of entrepreneurship education courses, do not use classroom cramming, otherwise it is easy to reduce the learning enthusiasm of college students. It is necessary to dare to try discussion based teaching methods, case teaching methods, etc., effectively enhancing the interest of college students in

entrepreneurship education courses. Special lectures can be held around topics such as college student entrepreneurship and revitalizing rural economy, and relevant experts and scholars can be invited to have face-to-face exchanges with college students to answer questions and clarify doubts. In addition to entrepreneurship courses or special lectures on campus, college students can also step out of the campus and enter agricultural enterprises, fully understand the process of returning home for entrepreneurship, and continuously enhance their entrepreneurial confidence.

3.4 At the Government Level

The government should formulate more feasible entrepreneurship support policies, such as simplifying registration for college students to start businesses, allowing entrepreneurial projects to enter unless industries are prohibited, and providing certain policy subsidies for college students to start businesses. Banks and financial institutions should provide certain loan support for such entrepreneurial projects, with corresponding interest rates being preferential. Early entrepreneurship may not be profitable immediately, and interest should be supported by certain financial subsidies. Loan interest subsidies should be provided, and the government should always strengthen guidance and support, not only focusing on initial training before entrepreneurship, but also providing technical guidance, financial support, and tax reduction in the middle and later stages of entrepreneurship. Entrepreneurship will encounter various difficulties, and coupled with the lack of social experience of college students, there should be dedicated personnel to provide policy and legal advice to help them improve the success rate of entrepreneurship.

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