

Research on the Problems and Development Strategies of College Student Entrepreneurship: A Case Study of Zengcheng District, Guangzhou

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Abstract: In recent years, with the continuous reform of Chinese college entrance examination system and the ongoing expansion of university enrollments, Chinese higher education has gradually transitioned from the stage of massification to the stage of popularization. At the same time, the number of fresh graduates from Chinese universities has been climbing year after year, setting new records. The investigation and analysis of the current status of college students' entrepreneurship and the key influencing factors have significant theoretical and practical importance as well as guiding value. This paper first conducts a literature review, using internet tools to search for, collect, and examine academic literature, research theories, and data reports related to "college student entrepreneurship." Then, the paper selects "college students in the Zengcheng area of Guangzhou" as the research subjects and designs an online survey questionnaire based on feasibility principles and theories related to college student entrepreneurship. After that, the paper randomly distributes and collects the questionnaires within a certain scope to investigate the current status of college student entrepreneurship in the Zengcheng area of Guangzhou and their views on entrepreneurship. Finally, the paper organizes and analyzes statistical data from aspects such as "personal experience factors," "personal cognition or viewpoints," and "college students' choices and motivations for entrepreneurship." Based on the results of the analysis, the paper explores the key factors influencing college student entrepreneurship and provides guidance and reference value for college students who choose to start their

own businesses at this stage.

Keywords: College Students in Zengcheng; Guangzhou; Entrepreneurship; Current Situation; Influencing Factors

1. Introduction

Compared to Western countries, although the construction of China's modern education system started relatively late, its development momentum has been rapid. Since the restoration of China's college entrance examination system in 1978, after nearly forty years of reform and development, China's higher education has gradually evolved from mass education in its early stages to popularized education today. On February 26, 2019, at the "2018 Educational Development Status Conference" held by the Ministry of Education, Deputy Director of the Department of Higher Education, Fan Hailin, stated: "At this stage, China has the largest scale of higher education system in the world." During the "13th Five-Year Plan" period, Chen Baosheng, the Minister of Education, wrote that China's gross enrollment rate in higher education has rapidly increased from a low level of 17% in 2003 to 51.6% in 2019, and the proportion of high-level talents gathered in colleges and universities is over 60%.

Data disclosed by the China Business Industry Research Institute" shows that from 2011 to 2020, the annual increase in the number of college graduates in China's universities has long been maintained at 2% to 5%. Over the past decade, the cumulative number of college graduates in China's universities has reached 76.03 million. In 2018, the number of graduating college students in China's universities broke through the 8 million mark for the first time, and in 2020, it continued to grow, reaching 8.74 million, setting the highest

record for the number of recent graduates from universities in China over the past decade. In addition, at the "2023 National Online Video Conference on Entrepreneurship Work for Graduates of General Colleges and Universities" co-hosted by China's Ministry of Education and the Ministry of Human Resources and Social Security in December 2022, it was reported that a conservative estimate predicts that the total number of graduates from colleges and universities in China for the class of 2023 will exceed 9 million, reaching 9.09 million, setting a new historical record. At that time, graduating students will face an increasingly severe and complex employment situation. For local governments and colleges, they need to carry out various work that can assist and support graduating students in solving employment difficulties, and promote the improvement of the quality of college graduate employment to the greatest extent. In addition, the conference also pointed out that to solve the employment problems of college students, local governments and colleges need to use a variety of methods and forms to open up employment positions, help college graduates expand their employment space, support and guide college graduates to start their own businesses in frontier fields such as strategic emerging industries and modern service industries [1]. They should also fully implement policies such as increasing the amount and reducing the interest rates of entrepreneurship guarantee loans, extend the coverage of "entrepreneurship education" to campuses, so that college graduates can receive full consultation and guidance, follow-up support, and transformation of results and a series of services. This will ensure that college graduates can successfully start their own businesses, solve their own employment problems, create more job demands, This will help alleviate the increasingly severe employment environment.

In addition to the increasingly fierce competition in the job market due to the annual surge in the number of college graduates and the increasingly severe employment market environment, the success rate of self-employment among Chinese college graduates is also an urgent issue that needs to be addressed. According to the "2019 China College Student Entrepreneurship Report",

over 75% of the surveyed college students have intentions to start a business, and more than 25% of the surveyed students have a strong desire to start a business. Compared to the survey data from 2017, the entrepreneurial intentions of Chinese college students are becoming more rational, and they have clearer development directions [2]. However, as of 2018, only about 3% of college students in China chose and started their own businesses, with the proportion of vocational college graduates starting their own businesses reaching about 3.6%, but the success rate of entrepreneurship is less than 5%. This is a significant difference compared to the success rate of general businesses and is also lower than the 20% to 30% success rate of college students in Europe and America. Therefore, under the rapid development of modern higher education in China, new problems are also emerging and facing challenges. Although colleges and universities and governments across China have introduced relevant courses and policies to support college graduates in starting their own businesses [3].

Zengcheng, Guangzhou, is one of China's five special economic zones. As a core city on the west bank of the Pearl River estuary, it holds a significant position both in the Pearl River Delta economic zone and the world-class Guangdong-Hong Kong-Macao Greater Bay Area urban agglomeration. Over the forty years of reform and opening up, the economic development and higher education level in the Zengcheng area of Guangzhou have made great strides and have a certain urban representativeness. In addition, through data retrieval, it is known that according to the data disclosed by the "Forward Database," from 1990 to 2022, after thirty years of educational reform and construction, the number of colleges and universities in the Zengcheng area of Guangzhou has increased from one to ten, and the level of higher education has reached a high standard and popularization. Secondly, in the "2022 Zengcheng City National Economic and Social Development Statistical Bulletin" released by the Zengcheng City Bureau of Statistics, it is pointed out that the number of full-time students in ordinary colleges and universities in Zengcheng City, Guangzhou, has reached 143,800, with 37,500 graduates; the number of students in various secondary vocational schools (including technical schools)

is 29,600, and the number of graduates is 7,700. With the development of higher education, the government of the Zengcheng area in Guangzhou has introduced a series of entrepreneurship support policies aimed at college students in Zengcheng, including free entrepreneurship guidance, tax incentives, startup subsidies, social security subsidies, and small loan guarantees, among other policies. However, in a survey of the employment situation of recent graduates in the Zengcheng area of Guangzhou in 2018, as high as 80.7% of graduates still chose to focus on employment, with only 3.25% choosing to start their own businesses. Therefore, the situation of higher education, entrepreneurship support policies, and the current status of the graduate population in the Zengcheng area of Guangzhou fits the background of this study. Hence, this paper selects college students in the Zengcheng area of Guangzhou as the subjects of this research [4].

2. The Significance of This Paper's Research

The prominent situation of college graduates starting their own businesses is an inevitable product of the development of China's higher education system to date and the employment demands of society. Under the policy of "mass entrepreneurship and innovation," college students' independent entrepreneurship, as a novel and vibrant form of employment, is not only a new way of employment but also closely related to China's employment environment and social harmony and innovation. Therefore, research on it has important theoretical and practical significance. The theoretical significance of the current research on "college student entrepreneurship" in China is that most of the theoretical research and literature are based on Western theoretical systems and have not been fully localized to fit the Chinese context. These theories not only lack a basis for guiding the current situation of college graduate entrepreneurship in China but also fail to meet the rapidly changing environment of college graduate entrepreneurship in China. In addition, the existing literature and theoretical research focus more on the problems encountered by college students in entrepreneurship and the responsibilities of college entrepreneurship education and government policies, with less emphasis on the key factors affecting college

graduate entrepreneurship and guidance suggestions. Therefore, based on the survey of the current situation of college student entrepreneurship in Zengcheng, Guangzhou, this paper analyzes the results to explore the key factors affecting college student entrepreneurship and summarizes them. This not only deepens the understanding of the current situation of college graduate entrepreneurship but also enriches the research related to entrepreneurship that is more localized to China [5], and provides necessary theoretical guidance for college students to engage in entrepreneurial practices.

Practical Significance: College graduates, as high-level talents and important targets of cultivation for the country, are the backbone of the country's future development and economic advancement. This paper conducts a questionnaire survey on "college students in the Zengcheng area of Guangzhou" to fully understand the current entrepreneurial status of college graduates in China, and identifies key factors affecting college student entrepreneurship through analysis. Providing guidance to college graduates on entrepreneurship can stimulate their entrepreneurial enthusiasm, while also driving more unemployed individuals to find employment, thereby alleviating the severe employment situation in China to a certain extent. Ultimately, this contributes to creating a virtuous cycle and fostering a favorable environment for college graduate entrepreneurship and employment.

2.1 The Purpose of the Research

This paper begins by summarizing and reviewing the literature, theoretical research, and relevant data reports on "college student entrepreneurship" and "college student employment" in China. It primarily focuses on "college students in the Zengcheng area of Guangzhou" as the research subjects to analyze the current status of college graduate entrepreneurship in China [6]. At the same time, by analyzing the data from the survey results, the paper identifies the key factors affecting college student entrepreneurship and proposes guiding suggestions, aiming to provide valuable references for college graduates' entrepreneurship. This is intended to stimulate the enthusiasm for entrepreneurship among college students in China and to

improve the current situation of college graduate entrepreneurship and employment trends.

2.2 The Methods of the Research

For achieve the objectives of this study, the author primarily employed the following research methods:

Literature Review Method: At the outset of writing this paper, the author first utilized the internet to collect and review a vast array of literature, research theories, and data reports related to the content of this study from various search engines and journal databases. After screening for content of reference value, the author conducted research, study, and summarization, ultimately organizing relevant theoretical concepts to serve as the theoretical foundation and basis for this research.

Questionnaire Survey Method: Based on the required research content, a survey questionnaire was designed and distributed online to randomly invite "college students in the Zengcheng area of Guangzhou" to participate. The main focus of the survey was to investigate the cognitive status of "entrepreneurship" among college students in this area, the current state of student entrepreneurship, and the relevant factors to consider when choosing to "start a business."

3. Research Content

The main content of this study includes: First, a search and collection of existing domestic and foreign research theories and literature on "college student entrepreneurship" is conducted, and relevant concepts and definitions suitable for this study are selected as the theoretical basis for reference, such as defining the related concepts of college student entrepreneurship. Then, an analysis of the patterns of college student entrepreneurship and the factors that may affect it is carried out, and a survey questionnaire is designed based on this, including but not limited to: personal background factors (gender, family economic status, educational background, work experience of the entrepreneur), personal cognitive factors (understanding of the concept of entrepreneurship, perception of the best age for entrepreneurship[7], subjective reasons for entrepreneurial difficulties), personal experience factors (whether there is overseas study experience, participation in

entrepreneurship-related activities), and external environmental factors of college student entrepreneurship (government support system, school education system). After that, the effective survey results are distributed and collected through online means, and they are sorted and analyzed to understand the degree of influence of each factor on college student entrepreneurship. Finally, key factors affecting college student entrepreneurship are identified through induction and screening. Based on the key influencing factors analyzed, feasible and guiding suggestions are provided for college graduates with entrepreneurial intentions.

3.1 The Current State of Domestic and International Research

This chapter analyzes the domestic and international status of college student entrepreneurship based on relevant research. Through comparison, it is found that although the enthusiasm for entrepreneurship among college students in China is increasing, the success rate of college student entrepreneurship is relatively low due to insufficient startup funds, lack of professional and standardized training, and lack of motivation and experience during the entrepreneurial process. In contrast, the entrepreneurial status abroad is different. As the birthplace of entrepreneurship, the government places high importance on and strongly supports college student entrepreneurship, and the entrepreneurial education system is very well-developed, with college students as a large entrepreneurial force succeeding in entrepreneurship one after another. Therefore, it is still necessary to strengthen the popularization of entrepreneurial education in China, improve the level of entrepreneurial education teachers, and provide a good entrepreneurial environment for college students [8].

3.2 The Current State of Domestic Research

The development of entrepreneurial behavior in China began after the reform and opening up, and research on college student entrepreneurship started relatively late compared to foreign countries. However, with the rapid development of China's market economy and the continuous improvement of the employment and entrepreneurship environment, as well as the promulgation of

relevant policies, the theories and research related to college student entrepreneurship have also been continuously developing and deepening. To this day, although there are many domestic documents on "college student entrepreneurship" in China and the theoretical research involved has been expanded, the scope of the main research still has certain limitations, and the research on the current situation of college student entrepreneurship and related influencing factors is still in a state of exploration [9].

The author, using "college student entrepreneurship status" and "entrepreneurship situation" as keywords, consulted relevant literature and theoretical research. Through preliminary reading and analysis, it is known that the current domestic research on college student entrepreneurship mainly covers topics such as "analysis of college student entrepreneurship status," "college students' entrepreneurial intentions," "entrepreneurship education and entrepreneurship policies," and so on. However, there is very little research on the influencing factors of college student entrepreneurship.

Firstly, in the current domestic literature on "analysis of college student entrepreneurship status," it is pointed out that the college graduate entrepreneurship group in China mainly has the following characteristics: 1. The age group of college graduates is becoming increasingly younger, all between 21 and 24 years old. This group is generally full of vitality, especially the fresh graduates entering society, who are full of hope for the future and have a spirit of not fearing failure. These characteristics are the individual qualities that an innovator and entrepreneur should have. 2. College graduates, through their higher education, generally have the relevant theoretical knowledge and higher-level skills in their field. Currently, the most selectable and investable industries in entrepreneurial projects are in the field of high-tech innovation, which have certain knowledge and technical threshold requirements. Therefore, theoretical knowledge and technology are of unspeakable importance to current entrepreneurs. The direction of college student entrepreneurship towards high-tech and high-tech content fields is one of the characteristics of college student entrepreneurship. 3. Modern college graduates

can be exposed to a wider and newer range of industries in their life and study stages, and are more innovative, daring to challenge traditional industries, and affirming themselves and satisfying their desires through self-challenge. This spirit is a positive and positive driving force for college student entrepreneurship and is also the spiritual cornerstone of entrepreneurial success. 4. College students can improve their abilities, add experience, and apply what they have learned in school through entrepreneurship; finally, if the entrepreneurship is successful, they can not only get great satisfaction in material terms but also realize their own ideals and prove their own value. 5. Fresh graduates entering society, due to their long-term stay in the greenhouse environment of college education, are relatively unfamiliar with the social environment and lack social experience, and are more likely to be blindly optimistic about the things they face. Moreover, due to the lack of good psychological construction, they cannot correctly deal with entrepreneurial difficulties and setbacks, thus falling into a state of loss. These are one of the reasons for the low success rate of college student entrepreneurship [10]. 6. College students lack a keen sense of the market environment in the entrepreneurial process and have no long-term practical experience in business management, so they cannot stabilize their entrepreneurial mentality, which is also an important factor affecting the successful entrepreneurship of college students.

Secondly, in the domestic research on "college student entrepreneurship issues," Yin Fushun in the study "Chongqing College Student Entrepreneurship Status and Countermeasures" takes college students in Chongqing as the research object. Through investigation and empirical analysis, it is found that the problems encountered by college students in the entrepreneurial process include: First, college students have a relatively single way to obtain financing channels and cannot obtain entrepreneurial funds through diversified financing channels; Second, in the enterprises of college students' independent entrepreneurship, their internal management cannot reach the standard of professionalization and standardization, and there are no corresponding reference objects to learn from; Third, the subjective motivation of

college students for entrepreneurship is insufficient. College students are more confused when considering independent entrepreneurship, and they do not have a positive subjective motivation to promote; Fourth, college students cannot share and exchange entrepreneurial experience through established channels, whether before preparing for entrepreneurship or during the entrepreneurial process [11].

Finally, in the research on "entrepreneurship education," Cheng Xuan in the paper "Strategy Research on College Student Entrepreneurship Education in the New Era" believes that there are still some common problems in the specific work of college student entrepreneurship education in Chinese colleges and universities, such as the low awareness of "entrepreneurship education" among college students, and the need to strengthen the promotion of entrepreneurship education. Moreover, the setting and model of entrepreneurship courses are relatively outdated and cannot be applied to the current market environment; most importantly, the level of entrepreneurship teachers in China is weak, and educational resources are relatively scarce.

3.3 The Current State of Research Abroad

The concept of "entrepreneurship" was first introduced by Western countries, initially emphasizing the economic function of entrepreneurship and its role in promoting and revitalizing the market economy. Research on college student entrepreneurship began to emerge in the 1960s, with the United States being the earliest country in the world to conduct theoretical research on college student entrepreneurship. At that time, American educator Professor Jeffrey Timmons was the first to conduct theoretical research on "entrepreneurial education," believing that since the 1980s, entrepreneurs have been leading and fundamentally changing the economic situation in the United States, and even influencing the global economic pattern. To this day, more than 95% of the existing wealth in the United States has been created by the first generation of entrepreneurial groups after the 1980s [12]. Among the entrepreneurial wave in the United States at that time, a potential powerhouse was young college graduates, with "Bill Gates" representing a large number of young college

students who succeeded in entrepreneurship one after another. In addition to having a huge impact on young college students in the United States who chose to start businesses later, it also had a profound influence and positive promotion on the entrepreneurial environment for young college students in the United States [13].

Furthermore, the construction and research related to entrepreneurial education were also initiated by the United States first. Around the end of the 1970s, the United States advocated that "governments and universities should pay high attention to entrepreneurial education," and then this concept began to slowly sweep the globe [14]. By the 1990s, the entrepreneurial education in the United States had been relatively well-constructed, forming a complete curriculum system and learning system. In order to make entrepreneurial education more deeply rooted in people's hearts, the U.S. government even included entrepreneurial education in the national education system, allowing it to penetrate various colleges and universities in the United States, and enabling entrepreneurial education to be as widely popularized and covered among young college students in the United States as possible [15]. Especially for business schools and engineering schools, they are the fastest developing industries in the field of entrepreneurial education.

In summary, as the birthplace of research related to "entrepreneurship," the United States has accumulated relatively rich experience in the theory and practice of "entrepreneurial activities and education," which can be briefly summarized as: 1. Under the high attention and strong support of the government, a societal entrepreneurial education system is formed; 2. Emphasizing the penetration of entrepreneurial education ideas in the educational discipline system, imperceptibly cultivating students' entrepreneurial consciousness and thinking; 3. Strongly supporting the entrepreneurial education industry, valuing the cultivation and improvement of entrepreneurial education literacy, and accumulating entrepreneurial education resources [16].

3.4 Analysis of the Current Status of College Student Entrepreneurship

Firstly, the author designed the content of the questionnaire survey, which includes the

following sections: personal background factors of the respondents (gender, family economic status, educational background, work experience), personal cognitive factors (understanding of the concept of entrepreneurship, perception of the best age for entrepreneurship, subjective reasons for entrepreneurial difficulties), personal experience factors (whether they have overseas study experience, participation in entrepreneurship-related activities), and external environmental factors for college student entrepreneurship (government support systems, school education systems); in terms of selecting the respondents, the survey mainly randomly selects college students from universities in the Zengcheng area of Guangzhou; the survey method involves sharing the questionnaire via the internet and spreading it within the target group through WeChat Moments. A total of 160 questionnaires were distributed, and 160 valid questionnaires were collected [17].

4. Analysis of Survey Results

4.1 Analysis of the Respondent's Personal Background Factors and the Accuracy and Feasibility of the Questionnaire

Due to the random nature of the online distribution of the survey questionnaire and the uncontrollable selection of respondents, the first part of the questionnaire, and the data source analysis of the questionnaire software were used to obtain the data source channels and basic information about the respondents [18]. By analyzing the basic situation of the respondents and confirming whether the questionnaire fillers are the targeted respondents, the accuracy, validity, and feasibility of the questionnaire can be determined.

The following is the distribution of survey results:

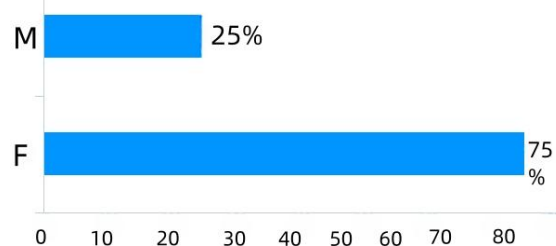


Figure 1. Distribution of Respondents by Gender Ratio

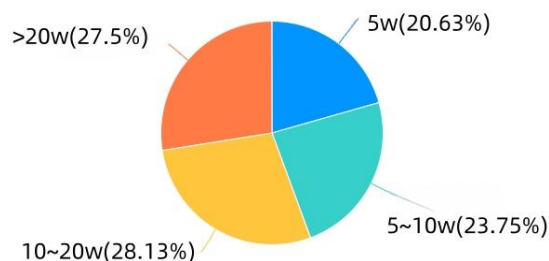


Figure 2. Household's Annual Comprehensive Income Status

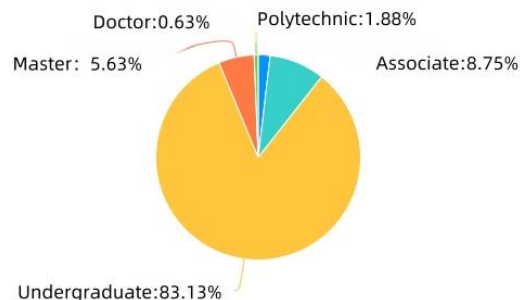


Figure 3. Distribution of Respondents by Educational Attainment

the following conclusions can be drawn: (1) Among the respondents, the ratio of males to females is 1:3, with a total of 160 valid responses (Figure 1), achieving a 100% questionnaire validity. (2) In terms of family economic status (Figure 2), 55.63% of college students' families have a combined annual income of 100,000 to 200,000 yuan, or even higher, indicating that more than half of the students have a living standard of at least middle class or above. Additionally, 23.75% of the surveyed college students have a family combined annual income of 50,000 to 100,000 yuan, which is considered a middle-level income. The author believes that the economic status of college students' families will inevitably affect their entrepreneurial enthusiasm and the extent to which they can realize their entrepreneurial endeavors to some extent. (3) In terms of educational distribution (Figure 3), the proportion of those with master's and doctoral degrees is only 6.26%. With their higher level of education, they are more competitive in the job market and face less employment difficulty. The combined proportion of other educational levels is as high as 93.74%, indicating that vocational, associate, and bachelor's degree holders will face significant employment challenges when seeking jobs in different aspects and levels.

Therefore, the educational level of the respondents in this survey meets the requirements. (4) Apart from educational levels, college students studying different majors have different knowledge content and professional skills acquired during their education, which also affects their willingness to choose entrepreneurship and the fields they enter. Among the surveyed college students, 49.38% major in economics and management, which gives them a comparative advantage in managing companies, but at the same time, their employment opportunities are broader. Meanwhile, 16.25% of students major in humanities and social sciences, which have relatively narrower employment prospects, making it more difficult for them to find future employment and with lower expectations for career development, making them more likely to engage in non-professional work or choose the path of entrepreneurship. (5) In addition to the respondents' educational levels, according to the survey results, all the respondents are studying in institutions located in the Zengcheng area of Guangzhou. Considering these five points, it can be basically determined that the respondents and the questionnaire design meet the requirements of this research survey.

4.2 Analysis of Respondents' Personal Experience Factors

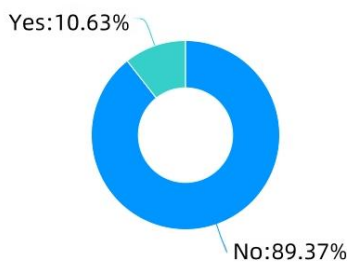


Figure 4. Whether they Have Overseas Study Experience or The Experience of Studying Abroad

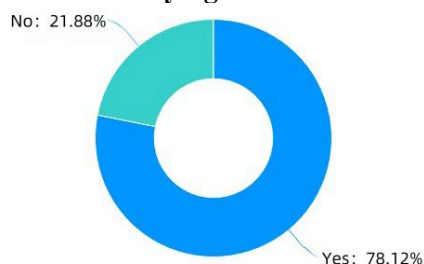


Figure 5. Whether They Have Work Experience (Including Part-Time Internships)

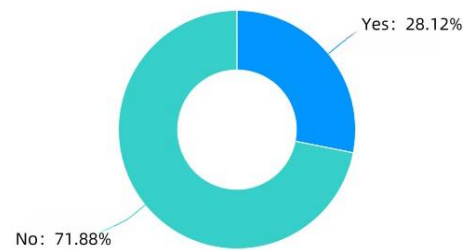


Figure 6. Whether They Have Participated in Innovation and Entrepreneurship Competitions

The second part of the questionnaire mainly investigates the personal experiences of the surveyed college students: (1) Regarding whether they have overseas study experience or study abroad experience, only 10.63% of the surveyed students have overseas experience (Figure 4). Compared to college students without overseas experience, they have a broader horizon and are exposed to newer types of things and industry models. Therefore, college students with overseas experience or study abroad experience are more likely to choose independent entrepreneurship compared to those without overseas experience. (2) In the option regarding whether they have work experience (Figure 5), 78.12% of the surveyed college students have some work experience (social experience). When college students leave the school environment and come into contact with the social environment and gain some experience, it may have a certain impact on their future choices of employment or entrepreneurship to a certain extent. (3) Regarding participation in innovation and entrepreneurship competitions (Figure 6), as high as 71.88% of college students have never participated in activities and competitions related to innovation and entrepreneurship, which indirectly indicates that the popularity of innovation education in colleges and universities is still far from sufficient.

4.3 Analysis of the Personal Perceptions or Opinions of the Survey Respondents

In addition to the completely subjective factors such as personal background and experience of college students, to understand the factors influencing college students' choice of entrepreneurship or to reflect on the current state of college student entrepreneurship, it also depends on the group's perception and choice regarding entrepreneurship. Therefore, the third part of the questionnaire mainly

focuses on the college students' perception of the concept of entrepreneurship, their perception of the best age for entrepreneurship, their willingness to start a business, and if they choose to start a business, the related investigation of the industry fields they would select.

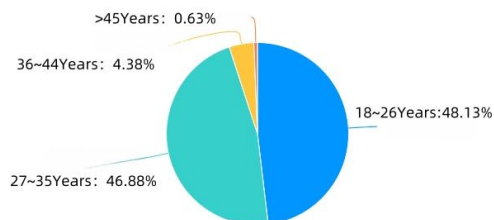


Figure 7. The Best Age Range for Entrepreneurship

It can be seen from (Figure 7) that 95% of the surveyed college students believe that the best age range for entrepreneurship is between 18 and 35 years old. Through interviews about their reasons for choosing this range, it is understood that the main considerations are the pressure endurance, energy expenditure, and experience and ability in personal entrepreneurship. Therefore, starting a business before the age of 35 is recognized by the college student group as the best period for entrepreneurship.

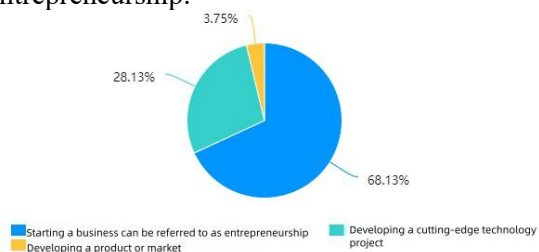


Figure 8. Understanding of the Concept of Entrepreneurship

In terms of understanding the concept of entrepreneurship (Figure 8), 68.13% of college students believe that "starting a business, as long as one is pioneering a career, it can be called entrepreneurship." The widely accepted definition in China is given by Professor "Yu Yihong" and others from Fudan University: "Entrepreneurship is the process of discovering and seizing opportunities and thereby creating new products, services, or realizing their potential value." [13] Of course, there are also other definitions that consider entrepreneurship as the process of creating value by utilizing various resources, including human and capital, contributing to consumers in the form of products and services, while also

obtaining profits and achieving development for oneself.

In the "Cihai" (Sea of Words), the definition of "entrepreneurship" is interpreted as "establishing a foundation", which refers to the development and establishment of various undertakings for individuals, collectives, nations, and society, as well as the achievements obtained therein. It emphasizes the difficulties and hardships at the beginning and the pioneering and innovative significance of the process, focusing on new achievements and contributions based on the foundation laid by predecessors. Its meaning is quite broad and can be seen as a broad interpretation associated with the value of life, possessing philosophical implications. This indirectly reflects that the current understanding of the "concept of entrepreneurship" among college students is relatively superficial.

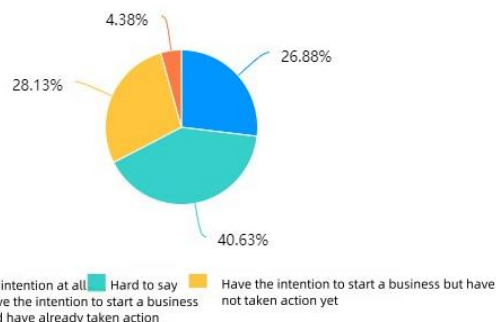


Figure 9. Do You Plan to Start Your Own Business During Your Four Years in College or After Graduation?

In a survey on the entrepreneurial intentions of college students (Figure 9), only 4.38% of individuals have entrepreneurial intentions and have already started to engage in entrepreneurship. This probability is in line with the current investigation data on the proportion of college students who are entrepreneurial in our country. Among the other 96.62% of college students, 40.63% are indecisive and have no opinion on the choice of entrepreneurship at this stage. 26.88% of college students have directly abandoned the idea of entrepreneurship and are waiting to join the ranks of employment. Finally, 28.13% of college students have entrepreneurial ideas and intentions but have not truly started to engage in entrepreneurship. Among the factors hindering them, there are inevitably a variety of reasons.

4.4 Analysis of College Students' Choices

and Motivations for Entrepreneurial Industries, as Well as Related Subjective Factors

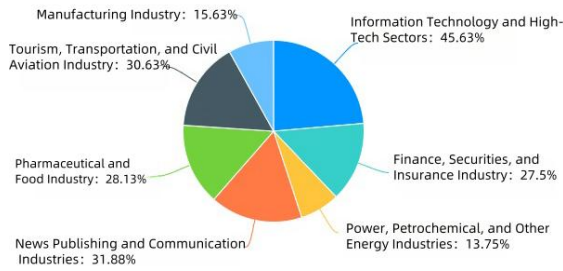


Figure 10. Preferred Distribution of Entrepreneurial Fields

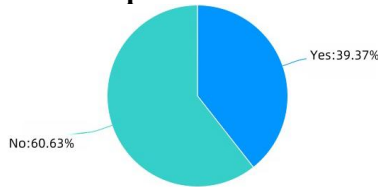


Figure 11. Is the Chosen Direction of Innovation and Entrepreneurship Related to Your Major?

At the current stage, when college students choose to start a business (Figure 10), 45.63% of them prefer to start businesses in the "IT and other high-tech fields," followed by 31.88% in "news publishing and other communication industries." The common characteristic of these industries is the need for innovation and related high-tech skills, and they have relatively high thresholds. This also aligns with the direction of college student entrepreneurship advocated under China's "dual innovation" background (Figure 11). Contrary to the author's imagination, 60.63% of college students do not choose to start businesses in their own majors, but opt for a relatively unfamiliar industry. The influencing factors may include dissatisfaction with their own major, and considerations for the entrepreneurial environment and industry choices.

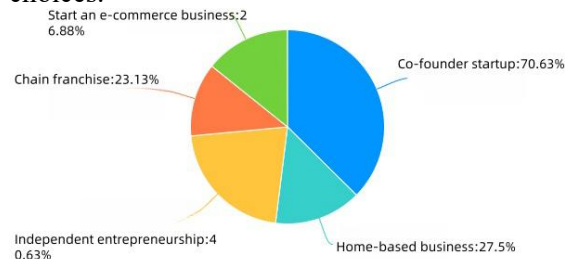


Figure 12. The Selection of Entrepreneurial Formats

In terms of choosing entrepreneurial forms (Figure 12), 70.63% of college students are

more inclined to seek partners to start a business together. On the path of independent entrepreneurship among college students, when there are like-minded entrepreneurial companions, college students are more willing to delve into entrepreneurship. Of course, 40.63% of college students choose to start their own businesses independently; they generally possess strong personal abilities and qualities, and have their own insights and opinions about the industry.

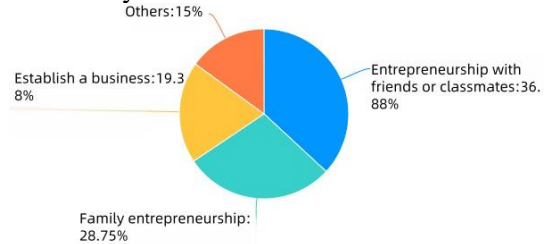


Figure 13. Funding Sources for Entrepreneurship

In terms of the sources of entrepreneurial funding, similar to the choices shown in (Figure 13), 36.88% of college students also hope to choose to start a business in partnership with friends or classmates and jointly contribute capital.

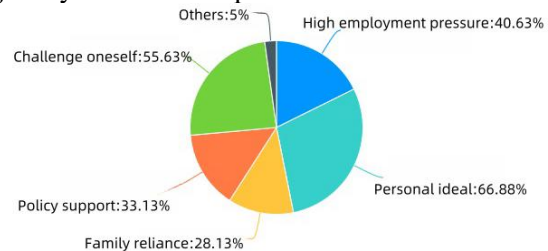


Figure 14. The Motivation for Choosing Self-Employment

Regarding the motivation for choosing self-employment (Figure 14), "high employment pressure" is not the main motive for college students to choose self-employment at the current stage. College students are more willing to choose self-employment for "personal ideals" and "self-challenge," with a stronger subjective desire.

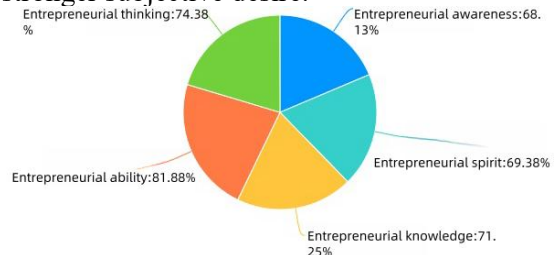


Figure 15. The Distribution of The Impact of Comprehensive Quality on Entrepreneurship in Terms of Proportion

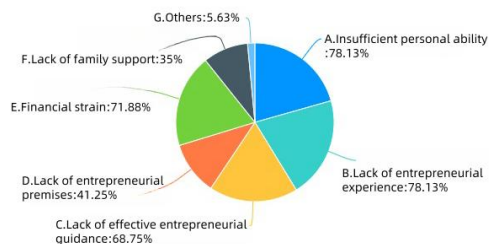


Figure 16. The Main Reasons for the Difficulties Faced by College Students in Entrepreneurship

In the requirements for comprehensive quality (Figure 15), current college students believe that among the five major qualities (Figure 16), entrepreneurial ability is the most important, followed by entrepreneurial thinking. This reflects that college students' attitude towards entrepreneurship is more down-to-earth at the current stage, thinking more rationally, and paying more attention to the improvement of their own abilities. In terms of the difficulties in the entrepreneurial process, it also echoes the previous option, with the same being mentioned as the lack of ability, experience, and funds. Moreover, there is a lack of effective guidance that can help college students avoid entrepreneurial failure.

4.5 Analysis of External Factors Affecting College Student Entrepreneurship

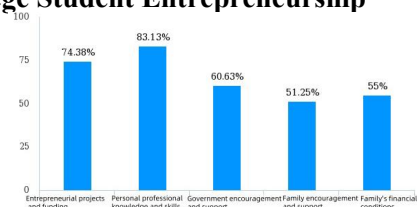


Figure 17. Key Factors in the Success of College Student Entrepreneurship

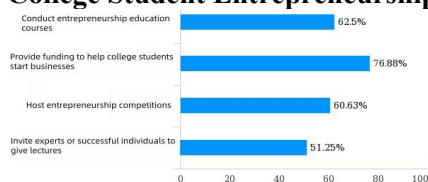


Figure 18. The Proportion of Entrepreneurship Education Expected by College Students in Universities

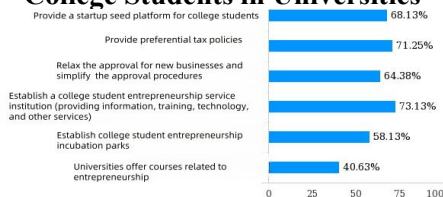


Figure 19. Government Support and Assistance for College Student Entrepreneurship

The last part of the survey mainly investigates and inquires about the external factors affecting college student entrepreneurship (Figure 17). The survey results show: (1) The main factors influencing the success of college student entrepreneurship, ranked from largest to smallest, are: "personal professional knowledge and ability," "entrepreneurial projects and funding," "government encouragement and support," "family economic conditions," and "family encouragement and support." Analysis of the results indicates that from the perspective of college students themselves, they believe that the most important influencing factor is still their own professional knowledge and ability (Figure 18), hence the need for college students to focus more on self-improvement. Following closely are "entrepreneurial projects and funding" and "government encouragement and support," which suggests that in addition to the difficulty in choosing entrepreneurial projects, external factors, especially the source of entrepreneurial funding and the employment environment created by the government, have a significant impact on whether college students can successfully start a business. In comparison, the influence of family background factors is relatively small. (2) In the process of college students preparing for or starting a business, the role of universities is crucial. According to the survey results, college students currently most expect universities to provide corresponding entrepreneurial funds to help them on their entrepreneurial path. At the same time, they also desire universities to offer elective or required courses related to entrepreneurship for learning and preparation, and even to hold popular entrepreneurship competitions. (3) In addition to the support provided by universities for college student entrepreneurship, the government, as the leader of college student entrepreneurship (Figure 19), is also highly anticipated by college students. In the "government support and assistance for college student entrepreneurship" options, all options except "urging universities to offer professional education courses" have a proportion exceeding 58%. This indicates that when choosing whether to start a business, college students pay more attention to the entrepreneurial support provided by the government and hope to engage in self-

employment in a favorable entrepreneurial environment.

5. The Conclusions and Suggestions

5.1 College Students Focus on Cultivating and Improving Their Personal Abilities and Entrepreneurial

The universities should encourage college students who wish to start their own businesses to participate more in courses, competitions, and training related to entrepreneurship. They can also invite successful entrepreneurs to give lectures, sharing their experiences and insights on entrepreneurship, as well as the difficulties they may encounter during the entrepreneurial process. Students can learn from these experiences, absorb them, and transform them into their own knowledge. Additionally, it is important for students to enhance their resilience, ability to adjust their entrepreneurial mindset, communication and understanding skills, and their capacity to accumulate entrepreneurial knowledge during the entrepreneurial process. Participating in other competitions can also help improve their overall abilities.

5.2 College Students Enrich Personal Experience and Choose Entrepreneurship Rationally

As college students, we have more personal time. We can learn more about the market and take part-time jobs in different industries. After gaining experience, we can compare them to see which industry suits us better and start a business rationally. For example, a student who has done many part-time jobs discovers that they are interested in working at a coffee shop and personally enjoy drinking coffee. Through their part-time work, they become familiar with the daily operations and business model of a coffee shop, which helps them choose their entrepreneurial direction.

5.3 Universities Enhance the Popularity of Entrepreneurship Education and Focus on The Accumulation of Entrepreneurial Education Resources

Many individuals, including college students, do not understand what entrepreneurship is; they tend to be more apprehensive about it and prefer a more comfortable life, which leads many who are suited for entrepreneurship to

seek employment instead. Although many universities have established entrepreneurship colleges and incubation programs, entrepreneurship education is often an elective course rather than a required one, not integrated into the university's training system, making entrepreneurship education a form of "extracurricular education." Moreover, the content of entrepreneurship courses is traditionally taught, which is not conducive to developing students' practical abilities and inspiration, preventing them from making adequate judgments about the market environment and fully understanding market information.

5.4 Improve Government Policies and Build a Comprehensive Entrepreneurial Guidance and Support System

Firstly, although there is some financial support for entrepreneurship, guidance and support are very limited. In schools, teachers can provide guidance, but after graduation, it is difficult for college students to find truly experienced entrepreneurs for guidance, and even if they do find them, they may not be entirely suitable for them, and may even lead them down the wrong path. Secondly, the government should strengthen the supervision of universities in popularizing knowledge about innovation and entrepreneurship and in carrying out courses on innovation and entrepreneurship. Lastly, regarding the national policies on college student entrepreneurship loans, the application procedures are cumbersome, and the thresholds are high, leading to college students being unable to continue their entrepreneurial projects due to lack of funds.

5.5 Conclusion

This paper concludes the following key factors affecting college student entrepreneurship and provides guiding suggestions through research: Firstly, background research on the topic indicates that the willingness of college students to start businesses is increasing year by year. However, due to the inadequate popularization of entrepreneurship education, the success rate of college student entrepreneurship is only 2%-3%. Therefore, there is a need to enhance the government's control over universities in terms of entrepreneurship education.

Secondly, analysis of domestic and international studies reveals that Western countries place great emphasis on entrepreneurship education and strongly support the industry. With high levels of government support, the success rate of entrepreneurship in Western countries is 20%-30%. The government needs to improve preferential policies related to entrepreneurship, extend the establishment of professional entrepreneurship consulting platforms, and promote the enthusiasm of college students for entrepreneurship.

Thirdly, through survey analysis, factors affecting college student entrepreneurship include the personal background of students, their entrepreneurial capabilities, their understanding of the best age to start a business, personal factors, and considerations of the external entrepreneurial environment. It is necessary to strengthen the comprehensive entrepreneurial quality of college students, the accumulation of entrepreneurial knowledge, and the adjustment of entrepreneurial mindsets.

6. Prospect

The focus of this study is to explore the current situation of college graduates' entrepreneurship in Chinese universities and to analyze the key factors influencing it through methods such as questionnaire surveys. However, my theoretical knowledge in the field of "college student entrepreneurship" is still limited, hence this research is not comprehensive and in-depth, and the guidance suggestions are not detailed or mature. Moreover, due to the lack of a specific and unified definition and standard for the concept related to "entrepreneurship" internationally, the current situation of college student entrepreneurship is also constantly changing with the reform of higher education, market economy, and entrepreneurial environment, and the key influencing factors will also change rapidly, which brings certain difficulties to the research. Therefore, future researchers, when exploring and studying college student entrepreneurship, should not only select specific subjects within a certain geographical range but also need to understand and analyze the current situation. They should propose guidance suggestions that are of practical significance and more comprehensive and detailed.

Through this preliminary study, the following

expectations are set for college student entrepreneurs and the entrepreneurial environment.

6.1 Market Trends

College students should understand market trends and continuously improve their comprehensive abilities and core competitiveness. They also need to have a flexible mind and a broad vision, capable of noticing details or possessing solid technical skills.

6.2 Entrepreneurship Policies

Relevant departments need to establish corresponding support mechanisms. Firstly, universities should play a more comprehensive role in college student entrepreneurship, enhance personal cognitive factors in entrepreneurship, improve the university entrepreneurship education system, provide students with comprehensive and effective entrepreneurial guidance, and lower the barriers to entrepreneurial loans; secondly, the government should improve the overall entrepreneurial environment by simplifying the entrepreneurial loan process, optimizing entrepreneurial policies, and truly allowing the market to play a decisive role. Efforts should be made to avoid the complexity of procedures dampening the enthusiasm of entrepreneurs.

6.3 Entrepreneurship Policies

Explore new ways for universities to cultivate entrepreneurial talents. Firstly, shift from the "traditional knowledge transmission" teaching mindset to an "innovative thinking" approach, with schools beginning to explore students' thinking abilities. At the same time, strengthen the construction of teaching staff, building a team of high-level talents who possess both theoretical knowledge and entrepreneurial experience. Secondly, build entrepreneurial platforms for students, such as creating innovation and entrepreneurship platforms, setting up entrepreneurship incubators, and providing a favorable environment for college students who start their own businesses. Thirdly, establish an entrepreneurial incubation fund, a flexible academic year system, and an entrepreneurial leave of absence system, allowing students to temporarily leave school and enter society, alleviating college students' concerns about the impact of entrepreneurship

on their studies.

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