



Study on the Willingness Dilemma and Support System of College Students Returning to Home for Entrepreneurship under the Background of Rural Revitalization

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Abstract

It is important for university students to return to their hometowns to start their own businesses to solve the employment problem. The number of highly educated graduates in China is increasing every year, and with it comes the serious employment problem. Under the current outstanding employment problem, encouraging university graduates to drive employment and solve the employment problem through self-employment has become a means and policy of the national government to promote the employment of university students. Current academic research on college students returning home entrepreneurship focused on college students returning home business intention, college students returning home entrepreneurship for the role and significance, the factors affecting college students returning home entrepreneurial exploration and home entrepreneurship policy problems and suggestions for college students have no detailed classification and research. This study focuses on the willingness and dilemma of college students in returning to their own hometown, and adopts semi-structured interview and questionnaire survey to explore the entrepreneurial willingness, influencing factors and entrepreneurial dilemma of H university students.

Keywords

College students, Returning home to start a business, Willingness, Dilemma, Support system

1. Introduction

In September 2018, the State issued the "Strategic Plan for Rural Revitalization (2018-2022)" and requested all localities and governments to earnestly implement it in conjunction with the actual situation, striving to achieve the five aspects of rural "industrial prosperity, ecological livability, civilized countryside, effective governance and prosperous living". The No.1 Document of the Central Government for 2022 also proposes to take Socialist Thought with Chinese Characteristics for a New Era as the guidance, comprehensively implement the spirit of the 19th Party Congress and the 19th Plenary Session, thoroughly implement the spirit of the Central Economic Work Conference, give full play to the leadership role of rural grassroots party organizations, do a solid and orderly job in rural development, rural construction and rural governance, and promote new progress in rural revitalization and we will make new progress in the revitalization of the countryside and take new steps in the modernization of agri-

culture and rural areas. The revitalization of the countryside is an important part of achieving high-quality development, and the implementation of the rural revitalization strategy is of great significance to achieving high-quality development and building a modern socialist country in an all-round way.

Based on the detailed analysis of the factors influencing the willingness of college students to return to their hometowns to start their own businesses, it will provide reference for the attraction of college students' entrepreneurial talents for rural revitalization, and then to a certain extent promote the further deepening and development of the entrepreneurial work of H university students and enhance the attractiveness of college students' entrepreneurship, so as to better promote the gathering of excellent college students' talents to the countryside. In addition, university students returning to their hometowns to start their own businesses is an important measure to solve the employment dilemma of university students, and an important form to realize the revitalization of rural industries and talents. To sum up, college students returning to their hometowns to start their own businesses can not only solve their own employment problems, but also increase rural labour resources, improve the quality of agricultural workers, promote the development of modern villages, promote the construction of new rural areas, realize rural revitalization and solve the difficult problem of rural talents.

2. Literature review

It is of great significance for university students to return to their hometowns to start their own businesses to solve the employment problem. The number of highly educated graduates in China is increasing every year, and with it comes the serious employment problem. Under the current outstanding employment problem, encouraging university graduates to drive employment and solve the employment problem through self-employment has become the means and policy of the national government to promote the employment of university students. The changes and diversity of the social environment and the fierce competition in the form of employment make it difficult for many rural university students from dual non-college institutions to be more successful in the big cities to fit their employment positions or encounter suitable entrepreneurial opportunities. Rural construction attaches importance to the introduction of talents and system construction, rural college students return to the countryside for employment and entrepreneurship, on the one hand, can avoid the pressure brought by employment competition, can combine their own knowledge and advantages in rural development; on the other hand, through their own business to drive more jobs, not only for rural development to bring more talents also to a certain extent to alleviate the current employment pressure. The return of university students to their hometowns to start their own business is not only conducive to alleviating the current serious employment problem in society, but also has important significance for rural development (Wang Hongliang, 2020).

The willingness of university students to return to their hometowns to start their own businesses can be influenced by various factors. Some scholars believe that access to resources will have an impact on the willingness of college students to return to their hometowns to start their own businesses (Yao Ni & Zhang Xiaohong, 2011). Zhang Yanfang used a quantitative research method of questionnaires to study the influence of social relationships on college students' willingness to return to their hometowns and found that the perception of resource availability influences social relationships and indirectly affects college students' willingness to return to their hometowns and start their own businesses (Zhang Yanfang, 2016). Other scholars believe that college students' willingness to return to their hometowns to start a business is also influenced by factors intrinsic to the individual and the social environment. Duan Caili et al. argue that factors such as the environmental background of entrepreneurship and attitudes towards returning to their hometowns are important influencing factors for college students to return to their hometowns to start their own businesses (Duan Caili, Jiao Weiwei, & Fan Bin, 2017). Shao Yijin and other scholars analysed the factors influencing college students' willingness to return to their hometowns to start their own businesses in terms of their personal knowledge of education and entrepreneurial skills, and the external social environment, including national policies, entrepreneurial plans and the entrepreneurial environment (Shao Yijin, Ma Ruyi, Wei Dan, Liu Congyu, 2017). Other scholars have studied the willingness of university students to return to their hometowns to start their own businesses in terms of social integration and emotional attachment. Li Maoping and other scholars have analysed the influencing factors of university students' willingness to return to their hometowns to start their own businesses in terms of emotional attachment and rural culture. (Li Maoping & Chu Xinyi, 2022).

After reading and summarizing the relevant literature at home and abroad, it is found that many scholars have studied the entrepreneurial willingness of college students, their returning home's willingness to start their own

business and the influencing factors. They believe that the factors affecting college students' willingness to return to their hometowns to start their own businesses are mainly divided into internal factors, personal background factors and external environmental factors, which are embodied in individual creativity, entrepreneurial passion, family income, entrepreneurship education, peer groups, social network, family support, etc. The research results are very rich. However, the main foothold of their research is "entrepreneurship", and there is little research on the "region" choice of urban and rural areas. This paper aims to solve the problem of rural revitalization of talent, based on the "country" area, on the basis of the entrepreneurial willingness of college students, explore the factors affecting college students' rural entrepreneurial intention, for colleges and universities and local governments in rural revitalization of talent cultivation and attract more targeted countermeasures are put forward.

3. Willingness of college students to return to their hometowns to start their own businesses

3.1 Analysis of the current situation and necessity of entrepreneurship among university students

The Blue Book of College Student Employment in recent years shows that 4.2% of the undergraduates in the class of 2021 chose flexible employment, of which, 1.2% chose to start their own business. The survival challenges of the self-employment group continue to increase. more than half of the undergraduates of the Class of 2018 who chose to start their own business after graduation withdrew from the business within three years, and the proportion of those still holding on (41.5%) further decreased compared to the same period of the Class of 2017 (43.4%); among the senior graduates who started their own business, more than 60% withdrew from the business within three years, and the proportion of those still holding on (39.5%) further decreased compared to the same period of the Class of 2017 (41.0%) further decreased compared with the same period in 2017. In summary, many university students who choose to start a business within six months of graduation have a survival rate of less than 50% within three years, showing that the risks of starting a business are greater for university students.

According to the Ministry of Education, the number of university graduates in 2022 will exceed 10 million, an increase of 1.67 million year-on-year and a record size and increase. Under this high-pressure background, it is urgent to promote college students to return to their hometowns to start their own businesses and promote employment.

3.2 College students' willingness to return to their hometowns to start their own businesses

The study took University of H as an example, through a random sampling method, a total of 200 questionnaires were distributed to students in school, and the questionnaire was used to understand the purpose of the study, i.e. what made college students choose to return to their hometowns to start their own businesses, or what factors hindered those who did not choose to return to their hometowns to start their own businesses and hesitated to do so. Through the preliminary literature collation method, the possible influencing factors were identified and categorized and summarised to design the questionnaire of "Survey on the willingness and dilemma of university students to return to their hometowns to start their own business". Before the questionnaire was distributed on a large scale, 10 current postgraduate students were invited to test the reliability and validity of the questionnaire and potential problems, and the questionnaire design was suitably adjusted according to the test results. The questionnaire covered four dimensions, namely personal factors, educational factors, policy factors and environmental factors. A total of 192 questionnaires were returned, 12 questionnaires were submitted with errors and 180 questionnaires were validly returned. There were 4 dimensions in the questionnaire, namely personal, educational, policy and environmental factors. 192 questionnaires were returned, 12 questionnaires were found to be incorrect and 180 questionnaires were returned.

Table 3-1. Gender of gender sex

Sex	Frequency	Number (%)
woman	63	35
man	117	65

The gender distribution of the respondents to this questionnaire is shown in Table 3-1. In terms of the distribution of male to female gender ratio, there were 63 females (35%) and 117 males (65%). The proportion of males is slightly larger than that of females, on the one hand, because the number of men is larger than that of women in the

society, and on the other hand, the number of men is larger than that of women due to the nature and specialty of the university. This data also reflects that after graduation, men are more likely than women to return to their hometowns to start their own businesses, due to traditional factors and other influences.

3.2.1. The overall willingness of college students to return home to start businesses is low

On the basis of the existing studies, this study analyzes the willingness of college students to return home to start businesses from the aspects of their personal ability, social capital, family background and external environmental factors. The study found that the willingness of college students to return to their hometown to start their own businesses was generally not high. Among the 180 questionnaires collected, 73 were willing or had ideas to return to their hometowns to start their own businesses, accounting for 40.6%, while 107 were unwilling to return to their hometowns to start their own businesses, accounting for 59.4%.

3.2.2. Analysis of college students' willingness to return home to start their own businesses

(1) The influence of personal factors and the environment

College students' understanding and action of returning home to start businesses are based on their behavioral choice of their own ability, social capital and external environment. On the other hand, with the call of rural revitalization, the college students will return to their hometown and make their own contributions to the rural revitalization. Most of the interviewed college students believe that, on the one hand, they do not have an entrepreneurial mind and cannot be their own boss. On the other hand, after years of study experience, they do not have enough social capital to support their entrepreneurship, such as start-up capital and social relations.

From the results of the questionnaire survey, when asked you to home entrepreneurship the multiple choice, as shown in Table 3-2, 73 willing to home of college students, 64.8% of students think urban pressure choose home.

Table 3-2. H Statistical table of creative willingness to return home

Option	Number of people statistics (person)	Percentage of this percentage (%)
Be willing or have ideas	73	40.6
under protest	107	59.4
amount to	180	100

When asked about the reasons why they are not willing to return to start their own business, 46.4% of college students who are not willing to return to start their own business think that their ability is not enough to support their return to start their own business. There are both advantages and disadvantages of returning home to start a business, and opportunities come by risks. In the absence of insufficient factors such as the identification of entrepreneurial projects and knowledge reserve, returning to my hometown to start a business will face the dilemma of entrepreneurial failure at any time. 38.8% of college students believe that they lack social capital such as capital and contacts. Returning home to start a business is more advocated to return to home, among which the focus is on rural areas. Influenced by the living environment of years of going out for education, the living environment in my hometown, especially the infrastructure in rural areas, limits young people to return home. Secondly, after the years of study, their personal resources are concentrated in urban areas, while the social capital in my hometown is very little.

(2) The impact of policy and education

The government's policy support can escort college students on the way to start their own businesses, especially now that a variety of support policies have been introduced, which is of great help to the entrepreneurial development of college students. In the interviews and questionnaire surveys, it was found that most college students do not know the policy information about returning home to start their own businesses. When asked questions about their hometown about promoting their hometowns, most of the interviewed respondents did not understand.

In the context of attaching importance to entrepreneurship, many universities offer courses, mainly teaching the cultivation of entrepreneurial awareness, the establishment and management of their own enterprises, and the flow and operation of funds. But overall entrepreneurship training time is short, mostly in ten days, such as SYB (START YOUR BUSINESS) training time only ten days, course can only let college students to the basic situation of society, all aspects of entrepreneurial ability have a preliminary understanding, in a short period of time to let students fully grasp the essentials of entrepreneurship, proficient in the entrepreneurial knowledge, it is impossible,

and related entrepreneurial professional courses are relatively few. Even after the professional courses are offered, most of the teachers are not full-time teachers, nor do they have relevant entrepreneurship training qualifications. Some entrepreneurship training courses are not even taught by the teachers to the students, but by some training institutions to give them. College teachers generally study the theoretical knowledge of their own subjects, few teachers study how to start a business in their own subjects, and few teachers specifically study how to start their own business.

4. Analysis

4.1 Lack of Entrepreneurial Experience and Social Practice

During their time in college, university students lack practical experience, especially experience related to entrepreneurship. This is a major reason why they encounter problems and difficulties when returning to their hometowns to start businesses, and it is also one of the important factors that contribute to the low success rate of entrepreneurship. According to the 2019 Blue Book of Employment, one of the main risks faced by university students in entrepreneurship is the lack of business management experience. Therefore, university students need to start accumulating practical experience early on, and pay special attention to social practice related to entrepreneurship. Although universities organize innovation and entrepreneurship competitions every year, these competition experiences are only superficial for true entrepreneurship, lacking real business environments and market competition. Therefore, university students need to seek other practical opportunities to gain more genuine entrepreneurial experience. In this era full of opportunities and challenges, university students need to focus on practice and innovation to adapt to rapidly changing market demands. By accumulating practical experience and improving their business management skills, they can better meet entrepreneurial challenges and create a better future.

4.2 Difficulty in fitting into rural areas and lack of social resources

The difficulty of college students returning to their hometowns for entrepreneurship not only lies in the lack of social resources but also in the challenge of integrating into the cultural environment of rural areas. Compared with cities, the interpersonal network and business opportunities in rural areas are relatively limited. Additionally, influenced by the cultural environment, rural areas tend to be less accepting of outsiders and their culture, posing higher demands on college students returning to their hometowns for entrepreneurship. The educational system that college students receive during their school period may make it difficult for them to adapt to the rural development environment, lacking adaptability and communication skills with the locals. At the same time, rural culture and customs may differ from the experiences and values of college students in cities, requiring them to spend more time understanding and adapting to the local cultural environment. Resource development and utilization in rural areas may also be limited by policies such as land and environmental protection, which can also affect college students' entrepreneurship. Additionally, college students need to consider factors such as population mobility and labor shortages in rural areas, requiring them to develop more comprehensive development strategies and plans. Therefore, college students need to recognize the complexity and challenges of entrepreneurship in rural areas and formulate entrepreneurship plans that are in line with the local actual conditions.

4.3 Incomplete Education System for Returning to Hometown Entrepreneurship

Currently, the professional knowledge and skills needed for college students to return to their hometowns for entrepreneurship are very diverse. However, existing education forms can only provide limited knowledge and skills training, which cannot meet the comprehensive development needs of college students. The existing education forms also have difficulty meeting the needs of college students with different levels and backgrounds, lacking personalized teaching methods and targeted course settings. At the same time, the education form that combines with entrepreneurship practice is also relatively scarce, making it difficult to help college students apply the knowledge they have learned to practice and enhance their practical operation ability. Therefore, it is necessary to explore a more comprehensive, personalized, and practical education system for college students to return to their hometowns for entrepreneurship, and provide more complete and effective entrepreneurship training for them.

4.4 Incomplete Social Security System

Although the government is vigorously developing rural revitalization and has taken many measures in this regard, the policies for college students to return to their hometowns for entrepreneurship are relatively incomplete.

For college students who return to their hometowns for entrepreneurship, they may face restrictions in land use and household registration, which makes their entrepreneurship more difficult. Especially for those college students without family background and geographical advantages, these policy restrictions will be more obvious, and they need to bear more risks and pressure, which has a certain impact on their entrepreneurship willingness and ability. The current social security system does not provide corresponding guarantee mechanisms for college students' entrepreneurship specifically, which brings risks and uncertainties to their entrepreneurship. At the same time, the lack of corresponding exit guarantee mechanism for college students' entrepreneurial failure will also make it difficult for them to reintegrate into society, and even face living difficulties and employment problems. Therefore, it is crucial to strengthen the policy's pertinence, establish a sound entrepreneurship exit guarantee mechanism, and provide more policy support and security for college students who return to their hometowns for entrepreneurship.

5. Suggestions on the construction of support system for college students returning to their hometown

5.1 Promoting Active Participation of College Students in Social Practice of Innovation and Entrepreneurship

In recent years, the employment situation for college graduates has been extremely challenging due to the impact of the COVID-19 pandemic. To address this issue, promoting college students' return-home entrepreneurship has become one of the important ways to promote their employment. Therefore, it is necessary to pay attention to cultivating college students' entrepreneurial spirit, promoting their active participation in entrepreneurship education courses and practical activities organized by schools. Regarding social practice of innovation and entrepreneurship, college students cannot be satisfied with the current learning and practical situation. They should be brave to innovate and break through, actively participate in various innovation and entrepreneurship competitions, and invest their time and labor into the society, increase their horizons and social awareness, and improve their spirit of adventure and risk-taking ability. In addition, college students' entrepreneurial concepts should not be limited by gender and professional differences. Whether they are male or female, and regardless of whether their majors involve rural areas, they should have an understanding and recognition of rural entrepreneurship. College students also need to establish the correct entrepreneurial concept. In a society where profit is paramount, they should pursue profits while also having sufficient love for rural areas, investing their love into rural revitalization and return-home entrepreneurship. When making career plans, college students need to moderately understand the current employment situation, adjust their career plans accordingly, establish the correct employment and entrepreneurial concept, recognize their own abilities, and choose the most suitable employment and entrepreneurial path for themselves.

5.2 Strengthening publicity and improving rural awareness among college students

Currently, many college students have little to no knowledge of rural entrepreneurship policies. In a survey, apart from a small number of students who expressed a strong willingness to understand rural entrepreneurship policies, the majority of students said they would not actively search for relevant policies on returning to their hometowns to start businesses. The low level of policy awareness directly affects the effectiveness of policy implementation and the enthusiasm of college students for entrepreneurial activities. To solve this problem, schools must work with the government to increase publicity on relevant policies, hold a series of lectures or knowledge competitions on preferential policies for returning college students to start businesses, and promote students' understanding of rural entrepreneurship policies.

College students should actively cultivate a correct understanding and develop a love for their hometowns. They should participate in rural practice activities organized by schools and social organizations. Students need to understand rural society, delve into the production and life in rural areas, and immerse themselves in the rural human environment. By understanding the natural beauty and cultural environment of rural areas, they can truly integrate into the land and feel the rural culture, so as to clarify their own direction. College students must change their perception of agriculture and rural areas, eliminate discrimination against rural areas, cultivate their love for their hometowns, and form a consciousness of serving agriculture and rural revitalization, enhancing their interest in agriculture and rural areas, and viewing rural areas as a land of professional development to build with their youth. Universities can increase the publicity of rural practice activities through campus media, publicity columns, and

online platforms, allowing more college students to understand the significance and importance of rural practice activities. At the same time, universities can invite successful alumni or professionals to share their experiences and stimulate students' participation.

5.3 Strengthen training and improve education to enhance entrepreneurial quality

Schools have an important responsibility in nurturing students' growth and development. As a bridge between university students and society and government, universities should take seriously their mission to cultivate students. Although entrepreneurship education has been developing in recent years, many schools have not given it sufficient attention. Although some universities have offered entrepreneurship courses for students, a complete system has not been formed, and teachers have not been adequately trained, leading to an inability to fully meet the needs of the party and the country, and making entrepreneurship education a mere formality. Therefore, all universities should respond to the call of the country, improve the entrepreneurship education system, and promote it as an important task, actively cultivating students' entrepreneurial awareness. Investigations have found that most university students have not participated in professional internships and practical activities. University education should not be limited to book knowledge but should teach students to apply what they have learned to practice, truly achieving learning through application. Universities should actively organize relevant social practice activities to allow university students to contact and understand rural areas, as they are an important force for rural entrepreneurship. Only when more university students enter rural areas will students from other majors be more willing to enter rural areas. Universities should cultivate students' practical skills, so that book knowledge is no longer just theoretical.

For university students who return to their hometowns to start businesses, having passion and sentiment alone is not enough. They also need to have management abilities and practical skills. Therefore, university students need to strive to improve their own quality. Firstly, they should enrich their professional knowledge, constantly learn, integrate and apply their professional skills. Secondly, they need to improve their entrepreneurial abilities because entrepreneurs need to have multiple skills, not just professional knowledge, but also comprehensive abilities such as management, communication, and organizational skills. Thirdly, they need to have the ability to endure hardships and take risks because entrepreneurship has more twists and uncertainties than employment. Therefore, university students should be psychologically prepared, possess the ability to take risks and persist in working hard for success.

5.4 Establishing a sound social security system for college students returning to their hometowns for entrepreneurship

College students returning to their hometowns for entrepreneurship is an important way to promote rural economic development and urban-rural integration. In order to encourage more college students to engage in rural entrepreneurship, it is particularly important to establish a sound social security system for college students returning to their hometowns for entrepreneurship. Firstly, the government can improve the entrepreneurship subsidy policy based on the existing land use policy. The government can provide entrepreneurship subsidies for college student entrepreneurs, including funding support, tax reductions, and lower land rental fees, etc., to reduce the impact of land use restrictions and help them successfully carry out their businesses. Secondly, establish a social insurance system. The government can provide various social security measures, such as medical insurance and pension insurance, for college student entrepreneurs through the establishment of a social insurance system to alleviate the risks and pressures of entrepreneurship. Thirdly, expand employment channels. The government can provide more entrepreneurial opportunities by expanding employment channels, such as carrying out rural revitalization plans, attracting more enterprises to invest in rural areas, and providing more employment opportunities to reduce the risk of difficulty in reintegrating into society after business failure. Fourthly, strengthen vocational training. The government can provide vocational training and technical support to help college student entrepreneurs improve their professional skills and management abilities, so as to better carry out their businesses.

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