Research on the Support Mechanism for Entrepreneurial Ability of Poor Students in Colleges and Universities from the Perspective of Capacity Poverty Alleviation

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Abstract

At present, mass entrepreneurship is a hot topic of the times, and helping poor students to start their own businesses is an important issue of social concern and an important means to promote poverty alleviation among poor students in universities. In recent years, with the promotion of mass entrepreneurship, poor students in colleges and universities have achieved remarkable results in entrepreneurship, but influenced by many factors, they face many difficulties in entrepreneurship, and the capacity building of poor students needs to be strengthened. Based on the perspective of capacity poverty alleviation, in order to help poor students in universities to achieve poverty alleviation, it is necessary to start with entrepreneurial capacity and improve students' entrepreneurial capacity. To this end, based on the cultivation of entrepreneurial capacity of poor students in colleges and universities, this paper studies the support mechanism for entrepreneurial capacity of poor students in colleges and universities from the perspective of capacity poverty alleviation.

Keywords

Capacity Poverty Alleviation, Students in Colleges and Universities, Support for Entrepreneurial Capacity

Due to their upbringing, underprivileged students have limited entrepreneurial abilities and are more likely to be constrained by a variety of factors in the process of starting their own businesses, and are therefore in urgent need of effective assistance. However, there is not much in-depth research on the development of entrepreneurial abilities of poor students in universities, and there is a relative lack of relevant research, and there are not enough recommendations to improve the entrepreneurial skills of poor students. However, there has not been much in-depth research into the development of entrepreneurial skills among poor students in colleges and universities, there is a relative lack of relevant research, and there are not enough recommendations to improve the entrepreneurial skills of poor students.

1. Deficiencies in supporting poor students in colleges and universities with their entrepreneurial skills

1.1 Inadequate capacity support system

Compared to financial support, capacity support has a more significant role to play in helping students to escape poverty. For one thing, it is a higher level of support based on the development needs of poor students on the basis of financial support. In terms of development time, capacity support is relatively late and its development is still immature.
leads to less than ideal support. Port for poor students in higher education, mostly in the form of taking part-time jobs, which is not sustainable and financial assistance and policies to provide more assistance to them. In addition, universities can set up a “entrepreneurship support fund” to provide financial security and help them by providing them with financial subsidies to start their own businesses. With the help fund, students are also protected when they fail in their business ventures, which reduces the cost of trial and error and provides financial assistance. In addition, due to the financial diffic-

1.2 Insufficiently rich forms and contents of capacity support

At present, in terms of the form of receive assistance, there are generally five forms for poor students in colleges and universities, including: "awards, loans, part-time job, subsidies and exemptions". Specifically, it is divided into five aspects, and a detailed analysis of each aspect reveals that it contains various types of projects and a wide variety. In terms of scholarships, for example, there is a wide range of scholarships, both national and individual, with a variety of forms of support, rich content and multiple sources of funding. However, compared to the diverse forms of economic support, capacity support is relatively homogeneous in form, not rich enough in content and relatively poor in funding (Sun Mingyuan, Liu Yuxin, & Zhou Yonghua, 2020). In some universities, there is a dearth of forms of capacity support for poor students in higher education, mostly in the form of taking part-time jobs, which is not sustainable and leads to less than ideal support.

1.3 Failed to give full play to the role of capacity support

Currently, the support system is less influential and its role is difficult to give full play to when implementing capacity support work as the support system is not yet complete. Compared to financial support, capacity support is more difficult because the effects are mainly hidden and generally do not have a direct effect, and the overall cycle is longer, so that immediate results cannot be obtained and students need to be trained for the long term (Li Ying, 2021). Based on this, in the work of supporting poor students in colleges and universities, most schools largely adopt economic help as the main focus, and pay more attention to the form of economic support when formulating support policies, while capacity help does not have a dominant position and its function is difficult to give full play to.

2. Construction of a mechanism to support the entrepreneurial capacity of poor students in colleges and universities

2.1 Establish a special subsidy mechanism for poor students to start their own businesses

For the support of poor students in colleges and universities, it is known through social support theory that in order to carry out the exploration of social support, it is necessary to start with material support, clarify its basic position, increase economic investment and provide entrepreneurial support for poor students. Firstly, the government should play a leading role by investing more funds to make up for the lack of guaranteed funding, starting with the issue of entrepreneurship among poor students, providing more funds for entrepreneurship so that entrepreneurship among poor students becomes an active choice rather than a forced one, adjusting the entrepreneurial mindset of poor students and helping them overcome their eagerness for success. At the same time, with strong financial support, poor students in colleges and universities can have more room to choose when selecting entrepreneurial projects, which is conducive to their rational analysis, reducing the influence of economic factors on their choice, improving the scientific nature of entrepreneurial project selection, and reducing survival-oriented entrepreneurship. Secondly, through government funding, poor students can feel humane and caring when undertaking entrepreneurship, so they can accept the funding with a more open mind and have a sense of psychological recognition when they receive it. This enables poor students who receive funding to increase their self-confidence and improve their sense of entrepreneurial self-efficacy (Zhou Mingjing, 2019). As far as the country is concerned, most regions have made efforts to address the issue of entrepreneurship among university graduates, introducing various types of special funding and, after specific analysis, enacting various preferential policies to escort university students and meet their entrepreneurial needs. However, most universities have not conducted in-depth studies on entrepreneurship for poor students in higher education, and there is a lack of targeted assistance for poor students in colleges and universities. Therefore, in the face of this situation, universities should start from the poor students in school and adjust their support measures appropriately, starting from special financial assistance and policies to provide more assistance to them. In addition, universities can set up a "entrepreneurship support fund for poor students" to provide financial security and help them by providing them with financial subsidies to start their own businesses. With the help fund, students are also protected when they fail in their business ventures, which reduces the cost of trial and error and provides financial assistance. In addition, due to the financial diffi-
cultures of poor students, the taxation department should act proactively to provide them with certain concessions by formulating tax incentives to alleviate the pressure on students to start their own businesses and reduce the tax burden through full exemption of upfront taxes and deferred payment of taxes and fees.

2.2 Build a differentiated training system for entrepreneurship education for poor students

The exploration of entrepreneurial capabilities of poor students in colleges and universities should start from the effectiveness of entrepreneurship and not be limited to economic performance, but should be analyzed in terms of entrepreneurial capabilities with an eye to talent development. For poor students in colleges and universities, the choice to start a business in school is prone to short-term behaviour, and they are faced with the choice between academic and personal development. Based on this, universities should take an active role in guiding values, correcting and guiding students once they have deviations in their thinking, encouraging them and effectively enhancing their self-confidence. Students are encouraged to set personal aspirations and to be realistic in the process of starting their own business, avoiding any rush to success and should put their minds at ease to avoid utilitarianism in their entrepreneurial behavior. When guiding students, it is important to advocate for their academic development, with "learning for creativity" in mind. The school should be pragmatic in its academic foundation, promote long-term development of entrepreneurship through a solid theoretical foundation, facilitate students' comprehensive development and achieve joint progress in academic entrepreneurship. At present, most of the poor students in universities choose to start their own businesses with relatively utilitarian intentions, mostly survival-oriented. When choosing a project to start a business, they tend to focus on the factors of labour production, and the knowledge they have learned cannot be applied to it, resulting in the inability to develop their studies and business together (Dong Cunting, 2022). In this regard, schools should take measures to establish a system of "Professional integration" education, perfect the entrepreneurship system, improve the academic arrangements for students, enhance the scientific arrangement of the academic system, and provide more protection for students. In developing an entrepreneurship policy, schools can start with the needs of poor students and add credits in the form of entrepreneurship when calculating credits. Constrained by economic conditions, poor students in colleges and universities are under great pressure to start their own businesses, and facing employment pressure. Moreover, most poor students lack the courage to start their own businesses and have a lower rate of self-employment compared to ordinary college students. Based on this, universities can take measures to achieve a "double track" of entrepreneurial studies, so that students are academically oriented and can actively participate in innovation and entrepreneurship while safeguarding their academic development. In addition, for poor students in universities, schools should focus on giving them special training, helping them to break through the dilemma of thinking, adjusting their entrepreneurial mindset, allowing them to choose a scientific entrepreneurial model, reducing the utilitarian mentality of entrepreneurship, and changing from "survival-oriented" to "innovation-oriented".

2.3 Establish a comprehensive platform to help poor students with their entrepreneurial skills

The key to promoting multilateral collaborative governance for entrepreneurship among poor students in universities lies in building a good platform for multi-faceted and comprehensive support. Helping poor students to improve their entrepreneurial skills cannot be limited to financial support, external and visible support from social capital, but should be based on entrepreneurship education in universities, with multiple efforts to achieve co-ordination and linkage. Firstly, the government can establish a special platform to help poor students in colleges and universities start their own businesses (Yang Weiwei, 2020). The formulation and improvement of relevant entrepreneurship laws and regulations, the opening of green channels for poor students to start their own businesses in industry and commerce, taxation, incubation and approval, etc. to enhance their economic capital power. Secondly, a dedicated university institution to help poor students with their entrepreneurial abilities can be established. In practice, there is little crossover between university entrepreneurship centers and student finance agencies, and staff and funding are largely independent. In future, the two institutions could jointly form a matrix support agency (which could be a dummy agency) on entrepreneurship for underprivileged students. Finally, it connects multiple resources from government, enterprises and schools to create a resource sharing platform. A comprehensive resource platform can be built, drawing on examples from the Western "sharing economy". In addition, it is important to make full use of "residual resources", modern information technology and online virtual platforms to enhance the social capital power and psychological power of entrepreneurship for poor students.

3. Conclusion.

To sum up, in the general environment of entrepreneurship, in order to improve the entrepreneurial capacity of poor students in colleges and universities, the mode of support should be changed, from economic support to capacity sup-
port. Based on the perspective of capacity poverty alleviation, it is necessary to establish a special subsidy mechanism, build a differentiated training system and establish a comprehensive help platform to provide targeted assistance to poor students in colleges and universities, so as to effectively improve their entrepreneurial capacity.

References


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