

Investigation and Analysis on the Status Quo of College Students' Network Entrepreneurship in Private University

Shaohong Chen, Chao Zhang, Lingling Dai*

Institute of Foreign Languages, Guangzhou Huashang College, Guangzhou 511300, Guangdong Province, China

*Corresponding author: Lingling Dai, dlingling2022@gzhsvc.edu.cn

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Abstract: This year, the number college graduates in China surpassed tens of millions for the first time. The employment rate of fresh graduates has been concerning. In view of this, network entrepreneurship has become an important channel and platform to solve the problem of college students' employment. The government, society and universities has been actively encouraging college students' network entrepreneurship as the value of college students' network entrepreneurship is significant. This paper analyzes the current situation of college students' network entrepreneurship and the problems faced through the survey data and thus suggests corresponding countermeasures.

Keywords: Private university; College students; Network entrepreneurship; Suggestions

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1. Introduction

In 2022, the number of new urban laborers in need of employment in China will increase to about 16 million, the biggest number in many years. Among them, 10.76 million are college graduates, surpassing the 10 million mark for the first time. Under the influence of various factors this year, the employment situation of college graduates has become increasingly concerning and the employment pressure is even greater. In order to reduce the employment pressure of college students, the state and governments at all levels have issued many preferential entrepreneurship policies to support college students' entrepreneurship. The data shows that the average percentage of college graduates involved in entrepreneurship is only 0.5% which indicates that most graduates are not involved in entrepreneurship. Our country has an entrepreneurial percentage of 20%-30%. Therefore, it can be seen that not many college students choose to start their own businesses. In order to encourage more college students to innovate and start businesses, "supply structure" reform policy should be implemented, and the entrepreneurial difficulties faced by students need to be addressed. In this case, the research on the entrepreneurial behavior of college students is more important. In 2020, the Chinese and even the global economy has been affected severely due to the COVID-19 pandemic. Many companies in our country have gone bankrupt under the impact of the pandemic. The pandemic has severely affected many traditional industries and offline service industries. However, network entrepreneurs are less affected by the pandemic compared to traditional industries. Therefore, network entrepreneurship is the government's solution to the employment problem in context of the pandemic. In light of the pandemic, the emergence of network entrepreneurship for college students can solve such problems ^[1]. In order to alleviate the employment pressure of college students, the government also

provides support for college graduates to start their own businesses online by establishing business incubation bases and providing financing channels. Therefore, this paper analyzes the current situation of college students' network entrepreneurship and the reasons for the problems through investigation and puts forward countermeasures and suggestions from the aspects of college students, schools, and society.

2. Investigation and analysis of the current situation of college students' network entrepreneurship

In order to understand the current situation of college students' network entrepreneurship in private colleges and universities, the research team conducted a survey on college students in 4 private colleges and universities in Guangdong, from five aspects: interest in network entrepreneurship, attitude towards network entrepreneurship, network entrepreneurship environment, network entrepreneurship education, and network entrepreneurship support. The survey was distributed in the form of online questionnaires. A total of 581 questionnaires were collected. Among these, 553 questionnaires are valid excluding 28 questionnaires with missing data and those with answers that are too long or too short. Among them are 163 freshmen, 146 sophomores, 183 juniors, and 61 seniors; there are 255 and 298 male and female students, accounting for 46.1% and 53.9%.

2.1. Analysis of interest in network entrepreneurship

About the interest in network Entrepreneurship, the question in the questionnaire is phrased as follows: "Have you personally planned to start a business?". The results of the survey are shown in **Table 1**.

Table 1. Results of survey regarding interest in network entrepreneurship

Question	Options	Frequency	Percentage (%)	Cumulative percentage (%)
Have you personally planned to start a business?	Involved in network entrepreneurship	26	4.7	4.7
	Planning to become a network entrepreneur	40	7.23	11.93
	Possibly starting a business in the future	276	49.91	61.84
	Have not considered	211	38.16	100
Total		553	100	100

It can be seen from **Table 1** that 4.7% of students are involved in network entrepreneurship, 7.23% of students are planning, 49.91% of students may start a business in the future, and 38.16% of students have not considered entrepreneurship. It can be seen that private college students are more willing to start their own businesses online. Most of the students say they have thought of starting their own businesses, but few of them actually execute it.

2.2. Analysis attitude towards network entrepreneurship

About the attitude towards network entrepreneurship, the questions are in the questionnaire are phrased as "Which form of entrepreneurship do you prefer?", and "What is your view on the current network entrepreneurship?". The survey results are shown in **Table 2**.

It can be seen from **Table 2** that 57.14% of the students prefer network entrepreneurship, and 42.86% of the students prefer Entity entrepreneurship. Regarding their view towards the current prospects of network entrepreneurship, 20.25% of the students are very optimistic about network entrepreneurship, 29.29% of the students say they are neutral about it, 45.03% of the students feel stressed but at the same time look forward to it, and only 5.42% of the students have no confidence in network entrepreneurship. It can be seen that private college students are more inclined towards network entrepreneurship and have

more confidence in network entrepreneurship.

Table 2. Results of survey regarding attitude towards network entrepreneurship

Question	Options	Frequency	Percentage (%)	Cumulative percentage (%)
Which form of entrepreneurship do you prefer?	Network Entrepreneurship	316	57.14	57.14
	Entity Entrepreneurship	237	42.86	100
What is your view on current network entrepreneurship?	Very optimistic	112	20.25	20.25
	Neutral	162	29.29	49.55
	Positive with certain concerns about it	249	45.03	94.58
	No confidence	30	5.42	100

2.3. Analysis of network entrepreneurship environment

About the environment of network Entrepreneurship, the questions in the questionnaire are phrased as follows: “Do you know the preferential policies for college students’ network entrepreneurship?”, “Which of the following criteria are necessary to start network entrepreneurship?”, “How did you come to know about government's preferential policies for college students’ network entrepreneurship?”. The survey results are shown in **Table 3**, **Table 4**, and **Table 5**.

Table 3. Results for the question “Do you know the preferential policies for college students' network entrepreneurship?”

Question	Options	Frequency	Percentage (%)	Cumulative percentage (%)
Do you know the preferential policies for college students’ network entrepreneurship?	Excellent understanding	12	2.17	2.17
	Good understanding	48	8.68	10.85
	Has basic understanding	201	36.35	47.20
	Relatively ignorant	205	37.07	84.24
	Very ignorant	87	15.73	100

Table 4. Results for the question “Which of the following criteria are necessary to start network entrepreneurship?”

Question	Options	Response		Penetration rate (n=553)
		n	Response rate	
Which of the following criteria are necessary to start network entrepreneurship?	Entrepreneurial ability	498	24.13%	90.05%
	Entrepreneurial experience	436	21.12%	78.84%
	Venture capital	493	23.89%	89.15%
	Market analysis	496	24.03%	89.69%
	Others	141	6.83%	25.50%
Total		2064	100%	373.24%

Goodness of fit test $\chi^2=230.201$, $p=0.000$

Table 5. Results for the question “How did you come to know about government's preferential policies for college students’ network entrepreneurship?”

Question	Options	Response		Penetration rate (n=553)
		n	Response rate	
How did you come to know about government's preferential policies for college students’ network entrepreneurship?	Official websites	306	23.45%	55.33%
	Teacher	259	19.85%	46.84%
	News report	257	19.69%	46.47%
	Public online platforms	371	28.43%	67.09%
	Other	112	8.58%	20.25%
Total		1305	100%	235.99%

Goodness of fit test $\chi^2=139.257, p=0.000$

In terms of preferential policies for network entrepreneurship, **Table 3** shows that 15.73% of students are very ignorant, 37.07% of students are relatively ignorant, 36.35% of students has basic understanding, and only 2.17% of students has good knowledge of relevant policies. In terms of the criteria required to start network entrepreneurship, **Table 4** shows that 90.05% of students choose entrepreneurial ability, 78.84% of students choose entrepreneurial experience, 89.15% of students choose entrepreneurial capital, and 89.69% of students choose market analysis. The goodness of fit test shows that the selection ratio of each item has obvious differences, showing significance of ($\chi^2=230.201, p=0.000<0.05$). Through the specific comparison of the difference in response rate or penetration rate, the response rate and penetration rate of entrepreneurial ability, venture capital and market analysis are significantly higher. In terms of understanding the preferential policies, it can be seen from **Table 5** above that 55.33% of the students learned about the preferential policies for network entrepreneurship through the official websites, 46.84% of the students learned about the preferential policies for network entrepreneurship through the teachers, and 46.47% of the students learned about the Internet through news reports. Preferential policies for entrepreneurship, 67.09% of students learned about preferential policies for online entrepreneurship through online public platforms. From the goodness of fit test, it is found that the selection ratio of each item has obvious differences, showing significance ($\chi^2=139.257, p=0.000<0.05$), and the differences are specifically compared through the response rate or penetration rate. The response rate and penetration rate of the official websites and the public online platforms are significantly higher. It can be seen that more than half of private college students do not understand the preferential policies of online entrepreneurship, and the preferential policies for online entrepreneurship are mainly understood through official website platform and online public platform. Most students believe that the main conditions for online entrepreneurship are entrepreneurial ability, Entrepreneurial Capital and market analysis.

2.4. Analysis of network entrepreneurship education

About the education of network entrepreneurship, the questions in the questionnaire are phrased as follows: “Do you have internship experience in Internet-related companies?”, “How do you usually receive entrepreneurship education?”, and “How do you to improve your entrepreneurial ability?” The specific survey results are shown in **Table 6** and **Table 7**, respectively.

Table 6. Results for the question “Do you have internship experience in Internet-related companies?” and “How do you usually receive entrepreneurship education?”

Topic	Options	Frequency	Percentage (%)	Cumulative percentage (%)
Do you have internship experience in Internet-related companies?	Yes	60	10.85	10.85
	No	493	89.15	100
How do you usually receive entrepreneurship education?	Never	126	22.78	22.78
	1 to 2 courses	212	38.34	61.12
	Many courses	54	9.76	70.89
	Courses of at least one semester	155	28.03	98.92
	Comprehensive and systematic education	6	1.08	100

Table 7. Results for the question “How do you improve your entrepreneurial ability?”

Topic	Options	Response		Penetration rate
		n	Response rate	(n=553)
How do you improve your entrepreneurial ability?	Teacher	274	20.88%	49.55%
	Extracurricular Entrepreneurship Classes	173	13.19%	31.28%
	Internship experience in relevant units	333	25.38%	60.22%
	Books and surfing the Internet	356	27.13%	64.38%
	Other ways	176	13.41%	31.83%
Total		1312	100%	237.25%

Goodness of fit test $\chi^2=139.257, p=0.000$

From **Table 6**, we know that 89.15% of students have no internship experience in Internet related enterprises and only 10.85% of students have it. In terms of entrepreneurship education, 22.78% of students have not received entrepreneurship education, 28.03% of students have received entrepreneurship education for at least one semester, and only 1.08% of students have received comprehensive and systematic education. The results in **Table 7** shows that in terms of ways to improve entrepreneurial ability, 49.55% of the students improved their entrepreneurial ability through lessons given by their teachers, 31.28% of the students improved their entrepreneurial abilities by participating in extracurricular entrepreneurial counseling classes, 60.22% of the students improved their entrepreneurial ability through unit internships, and 64.38% of the students learned through books and the Internet to improve their entrepreneurial abilities. From the chi-square goodness of fit test, it is found that the selection ratio of each item has obvious differences, showing significance ($\chi^2=111.803, p=0.000<0.05$), and the difference is specifically compared through the response rate or penetration rate, and the relevant unit. The response rate and penetration rate of two items, internship experience and book network were significantly higher. It can be seen that college students in private colleges lack Internet-related enterprise internship experience, and schools offer few entrepreneurship courses, while students' entrepreneurial ability is mainly improved through internship experience in relevant units and book networks.

2.5. Analysis of network entrepreneurship support

About the support of network Entrepreneurship, the questions in the questionnaire are as follows: “How

can the government strengthen support for college students' network entrepreneurship?", and "How can universities strengthen the support for college students' entrepreneurship?" The specific survey results are shown in **Table 8** and **Table 9**.

Table 8. Results for the question "How can the government strengthen support for college students' network entrepreneurship?"

Topic	Options	Response		Penetration rate
		n	Response rate	(n=553)
How can the government strengthen support for college students' network entrepreneurship?	Funds	453	26.29%	81.92%
	Providing venue	321	18.63%	58.05%
	Financing channels	446	25.89%	80.65%
	training	407	23.62%	73.60%
	Other	96	5.57%	17.36%
Total		1723	100%	311.57%

Goodness of fit test $\chi^2=256.196, p=0.000$

Table 9. Results on the question "How can universities strengthen the support for college students' entrepreneurship?"

Topic	Options	Response		Penetration rate
		n	Response rate	(n=553)
How can universities strengthen the support for college students' entrepreneurship?	Offer specialized courses	398	22.70%	71.97%
	Set up a business incubator	427	24.36%	77.22%
	Help in financing loans	399	22.76%	72.15%
	Improve related supporting services	431	24.59%	77.94%
	Others	98	5.59%	17.72%
Total		1753	100%	317.00%

Goodness of fit test $\chi^2=230.169, p=0.000$

In terms the ways students wish for government to support network entrepreneurship, it can be seen from **Table 8** that 81.92% of students hope for more government funding, 58.05% of students hope for venue support, 80.65% of students hope for government financing channel support, and 73.60% of students hope for government training support. From the chi-square goodness of fit test, it is found that the selection ratio of each item has obvious differences, showing significance ($\chi^2=256.196, p=0.000<0.05$), and the difference is specifically compared through the response rate or penetration rate. Funding, financing channels, and training have a significantly higher response rate and penetration rate. Moving on, it can be seen from **Table 9** that 71.97% of the students hope that the school will offer special courses, 77.22% of the students hope that the school will set up a business incubator, 72.15% of the students hope that the school will help with financing loans, and 77.94% of the students hope that the school will improve related supporting services. From the chi-square goodness of fit test, showing significance ($\chi^2=230.169, p=0.000<0.05$), and the difference is specifically compared through the response rate or penetration rate. The response rate and penetration rate of 4 items of offering special courses, setting up business incubators, helping with financing loans, and improving related supporting services are significantly higher. It can be seen that students from private colleges and universities most hope that the government will provide support in terms of funds, financing channels and venue.

3. Analysis of the reasons for the problems of college students' network entrepreneurship

3.1. College students' personal reasons

There are several problems faced by college students in network entrepreneurship in private colleges and universities. Firstly, the internal motivation of network entrepreneurship is insufficient. At present, the repeated outbreak of the COVID-19 pandemic has continuously exacerbated the downward pressure on the economy, bringing uncertainty to economic development, making students worry about the prospect of network entrepreneurship. This causes students who have entrepreneurial plans to quit or suspend. Secondly, the psychological endurance of network entrepreneurship is insufficient. The students' idea about network entrepreneurship is too simplistic and idealistic. They are too eager to succeed and are not pragmatic. Once a little failure occurs in entrepreneurship, frustration will arise, affecting their confidence. Thirdly is the lack of knowledge about network entrepreneurship. The results of the survey show that private college students received relatively few network entrepreneurship courses and internship experiences in Internet-related companies, and most students generally lacked entrepreneurial knowledge. Fourthly, the network entrepreneurial ability is insufficient. Network entrepreneurship requires strong entrepreneurial skills, such as interpersonal skills, teamwork skills, ability to identify market opportunities, and market development capabilities ^[2]. Through the investigation and analysis of the current situation of innovation and entrepreneurship teaching in private colleges and universities, it is found that most of the schools mainly focus on theoretical teaching and less practical teaching, and the practice is often mere formality. Therefore, this leads to insufficient entrepreneurial ability of college students ^[3]. Lastly, there is insufficient understanding of the preferential policies for network entrepreneurship. College students will face many risks in the process of network entrepreneurship. If they do not understand the preferential policies for network entrepreneurship and do not receive government support in a timely manner, the entrepreneurial risks will increase their pressure and thus discouraging them to start a business.

3.2. Educational issues

The social constraints of college students' network entrepreneurship are as follows: Firstly, the school lacks the cultivation of students' entrepreneurial awareness. For a long time, my country's higher education has only focused on "complete indoctrination" education, often ignoring the development and cultivation of students' personality, and the cultivation of entrepreneurial awareness and entrepreneurial ability. Secondly, there are few online entrepreneurship courses and training. The survey found that private colleges and universities rarely offer network entrepreneurship courses. In terms of improving network entrepreneurship capabilities, most students choose professional training institutions, and few choose colleges and universities. It can be seen that the current private colleges and universities do not pay enough attention to online entrepreneurship and the lack of training courses leads to insufficient motivation for students to start network entrepreneurship. Thirdly, the infrastructure of network entrepreneurship education is lacking. The survey found that some private colleges and universities have insufficient teaching equipment, no entrepreneurial incubation parks, and less capable network entrepreneurial teachers.

3.3. Social issues

The social constraints of college students' network entrepreneurship are as follows: Firstly, not enough recognition is given of college students' network entrepreneurship. Influenced by the traditional concept of employment, the parents of students hope that they can find a stable job and discourage them in starting a business during school. Due to lack of emotional and financial support from their parents, these college students had to give up. In addition, investors also hold a distrustful attitude towards college students' entrepreneurship and are unwilling to invest in college students who start their own businesses online. This makes it difficult for college students to obtain financial support for entrepreneurship, which increases the

difficulty of network entrepreneurship^[4]. Second, the preferential policies for network entrepreneurship is not widespread enough. Half of the students in private colleges and universities have little to no knowledge of the preferential policies for network entrepreneurship. They may not be able to gain support when they encounter difficulties in network entrepreneurship, which will ultimately affect their entrepreneurship process. Thirdly, the legal system for network entrepreneurship is flawed. Network entrepreneurship is a relatively new industry. Thus, a complete legal system for network entrepreneurship is yet to be established. College students lack experience in network entrepreneurship and related internship work. An imperfect security system makes it more difficult to succeed in network entrepreneurship. Fourthly, the policy support for online entrepreneurship is insufficient. The state has certain support policies for college students' entrepreneurship, but there is less support for college students' online entrepreneurship. The lack of network entrepreneurship policy has led to the difficult situation of college students' network entrepreneurship^[5]. For example, not many institutions in the society provide specialized training and guidance for network entrepreneurship. This makes it difficult for college students to learn the knowledge and skills of network entrepreneurship^[6] and thus discouraging college students^[6] to start network entrepreneurship.

4. Countermeasures and suggestions for promoting college students' network entrepreneurship

Based on the main problems faced by college students' network entrepreneurship in private colleges and universities, the following countermeasures and suggestions are put forward.

4.1. Enhancing the quality of online entrepreneurship, and improving the ability of online entrepreneurship

College students need to actively acquire knowledge about network entrepreneurship and improve their practical ability in network entrepreneurship. Only by continuously learning about network entrepreneurship and gaining experience in network entrepreneurship can we improve the practical ability in network entrepreneurship, thereby becoming more invested in online entrepreneurship, and finally realizing network entrepreneurship^[7]. College students should also build confidence in network entrepreneurship and improve their resilience. In order to realize network entrepreneurship, it is necessary to build entrepreneurial confidence, be resilient, and face the difficulties and challenges in entrepreneurship with a positive attitude. College students should be open to new things following the change of time, broaden their horizons, improve their willpower, cultivate good entrepreneurial psychological quality, and be able to face all kinds of hardships in the process of network entrepreneurship^[8].

4.2. Improve the laws and regulations related to network entrepreneurship, and strengthen the support for network entrepreneurship

Although some college students are currently engaged in network entrepreneurship, college students may face various hardships when participating in network entrepreneurship, due to the imperfect laws and regulations. In order to improve the willingness of college students in private colleges to start their own businesses online, and to encourage more college students to succeed in network entrepreneurship, the laws and regulations related to network entrepreneurship should be improved as soon as possible. Besides more preferential policies should be introduced, and mental support should be given. Besides, more training and guidance in terms of technology should be provided. A good environment for network entrepreneurship should be created and open a "green channel" for college students who have network entrepreneurship ideas. At the same time, it is also necessary for the government to establish a network entrepreneurship information platform to further promote network entrepreneurship preferential policies and also to enable college students to fully understand the forms of social network entrepreneurship and network entrepreneurship activities.

4.3. Improve the education of online entrepreneurship and stimulate the willingness of online entrepreneurship

Private colleges and universities need to pay more attention to entrepreneurship education and integrate the employment-oriented network entrepreneurship education concept into teaching, so as to stimulate the willingness of college students to start network entrepreneurship ^[9]. Network entrepreneurship practice courses should be provided to improve the pertinence of the courses. Besides, relevant experts and scholars from academic and non-academic fields should be hired to give systematic lectures, compile special teaching materials, and allow students to participate in entrepreneurial activities ^[10]. In the aspect of network entrepreneurship practice, organize and carry out network entrepreneurship competitions, encourage college students to develop and research network entrepreneurship projects, and provide professional guidance. A network entrepreneurship club should be created, and the members of the club should be given opportunities to participate in extracurricular network entrepreneurship activities, so that students can accumulate entrepreneurial experience in the activities. A school-enterprise cooperation network entrepreneurship training institution should be established to provide college students with entrepreneurship training and other related content. At the same time, an entrepreneurial incubator should be established to improve related supporting services, assist college students in taking loans, and strive to help college students start their own businesses online.

5. Conclusion

Due to the low enthusiasm of college students in private colleges and universities for network entrepreneurship and also the negative impact on social and economic situation due to the pandemic, many college students are mainly working hard to find a stable job, while few college students have interested in the idea of network entrepreneurship. Due to the widespread of Internet use, online entrepreneurship is an important channel to solve the current employment problem of college students. Therefore, the state, the government, schools and other relevant departments should work together to support college students' network entrepreneurship in various aspects, stimulate their interest in starting network entrepreneurship, and thus providing college students' more employment opportunities.

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