

Research on Development Prospects of College Students' Campus Entrepreneurship

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Abstract: This paper aims to explore the campus entrepreneurial behavior of Chinese college students. The phenomenon of campus entrepreneurship is gradually popularized, which is highly related to government policy support, the quick response of universities, and students' own efforts. Through questionnaire survey and statistical analysis, this paper probes into the campus startup market of college students from the perspectives of scale, region, and practice. College students in the 10s and 20s generations showed high enthusiasm for campus entrepreneurship, and campus entrepreneurship has a positive impact on personal growth, employment, and social and economic development. However, campus entrepreneurship also faces challenges such as a lack of policy awareness, imperfect education systems, and financial difficulties. This paper analyzes the causes of these problems in detail and puts forward targeted development suggestions.

Keywords: College students; Campus entrepreneurship; Market analysis; Development prospects

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1. Introduction

In the rapid development of modern society, campus entrepreneurship has become a new force to promote social and economic development. ofo bike-sharing, Ele.me, and Xiaohongshu are three notable success stories^[1]. Founded by Wei Dai and others at Peking University, ofo started out as a bike-sharing service on campus and quickly expanded to cities across the country, becoming one of the industry's leaders. Ele.me, founded by Xuhao Zhang and others at Shanghai Jiao Tong University, started as a platform to provide campus food delivery services and later developed into China's leading online food delivery ordering platform. The success of these enterprises has created great value for society, fully demonstrating the vitality and innovative potential of college students' entrepreneurship, becoming a model for college students' campus entrepreneurship^[2].

2. Development status of college students' campus entrepreneurship

2.1. Entrepreneurial environment and policy support

Campus entrepreneurship among college students is becoming increasingly common. The emergence of

new businesses such as dormitory manicures, campus coffee shops, dormitory grocery stores, campus errand platforms, handicraft sales, contract photography, and after-school tutoring classes has attracted a lot of attention. There is a huge demand and many opportunities for students to start businesses on campus, creating a thriving entrepreneurial environment ^[3].

The global economy and innovation-driven strategy have promoted campus entrepreneurship, making it a key method for college students to realize their value and explore their careers. The government has launched the Support Plan for College Students to Start Businesses and the policy of Mass Entrepreneurship and Innovation, providing funding, tax incentives, and rent subsidies to create an environment conducive to entrepreneurship and stimulate students' entrepreneurial enthusiasm and potential. Campus entrepreneurship has become a part of higher education, helping students become financially independent, cultivate innovation ability and self-confidence, and enhance their sense of social responsibility ^[4].

2.2. Entrepreneurship education and practical opportunities

Universities have established venture funds, incubators, and courses in accordance with national policies, forming a comprehensive support system. The improved entrepreneurial environment has encouraged more universities to set up incubators, providing support such as project screening and marketing, including physical space, tutor guidance, and resource sharing, which have effectively improved the success rate of starting a business ^[5].

Since May 1, 2023, the 9th China College Students Public Relations Planning and Entrepreneurship Competition, sponsored by the China International Public Relations Association, has been held in a number of universities. With the theme of "High-quality New Development into the Future," the competition presents a vision for the sustainable development of the public relations industry, aiming to explore the role of public relations in promoting social and economic development in the era of branding, as well as the innovative application of new technologies and media in communication.

2.3. Entrepreneurial challenges and student feedback

Despite the rapid development of campus entrepreneurship, there are also many challenges. Although the national and local governments have introduced several policies to encourage college students to start businesses, awareness of these policies is relatively low. Only nearly 60% of students have some understanding of the policies, and less than 20% of students say they have a good understanding of the policies. Students' attention to innovation and entrepreneurship training programs also needs to be improved ^[6]. However, the imperfect entrepreneurship education system is also one of the important factors. Innovation and entrepreneurship education has not been fully popularized in colleges and universities, and students' participation and recognition are low. Only 25.6% of students often participate in innovation and entrepreneurship courses, and most students think that these courses have a low integration with professional courses.

College students face entrepreneurship challenges due to their lack of experience and limited understanding of the market. Capital shortages and financing difficulties add to the uncertainty. Psychological stress and feelings of confusion are common in the process of starting a business, and inadequate social and school support can exacerbate these problems ^[7].

3. Market analysis of college students' campus entrepreneurship

In this study, a questionnaire survey was distributed on the Juanxing platform to collect data, and statistical techniques such as cross-analysis were used to conduct an in-depth analysis of the data. From July 11, 2024 to July 21, 2024, a total of 495 questionnaires were collected, of which 459 were valid and the effective rate was 92.73%.

3.1. Scale analysis of campus entrepreneurship market for college students

From the results of cross-analysis, there is a significant correlation between the age of college students and whether they have entrepreneurial experience. College students in the 2010–2019 and 2020–2024 generations show high enthusiasm for campus entrepreneurship, representing a big turning point (**Table 1**). The 1980s (1980–1989) was in the early stage of reform and opening up, and the college entrance examination system had just been restored. China welcomed the first batch of college students since the reform and opening up. However, due to the uneven age of students at that time, the recovery of the entire education system was still continuing, and the amount of disposable money for students on campus was small, resulting in a single and few forms of on-campus entrepreneurship ^[8].

Table 1. Campus entrepreneurial experience of college students in different generations

Students' generations	Campus entrepreneurship experience during the study period (%)		Total
	Yes	No	
The 80s	6 (30.00)	14 (70.00)	20
The 90s	14 (29.79)	33 (70.21)	47
The 00s	27 (35.06)	50 (64.94)	77
The 10s	80 (63.49)	46 (36.51)	126
The 20s	109 (57.67)	80 (42.33)	189
Total	236 (51.42)	223 (48.58)	459

3.2. Regional analysis of campus entrepreneurship market for college students

A total of 77.03% of eastern region college students choose to work and live in the region, likely due to its booming economy and active job market (**Table 2**). There are more foreign-funded enterprises and high-tech industries in the eastern region, providing career opportunities for college students. In the central region, 40.00% of college students chose to stay there, reflecting the region's progress in economy and urban construction, with government investment and policy support promoting industrial development. In the western region, 20.00% of college students choose the central region, indicating that they are more inclined to migrate to more economically developed regions to seek better careers and living conditions ^[9].

Table 2. The relationship between the region of college students and the region where they now work or live

Places	Distribution of colleges attended (%)			Total
	Eastern region	Central region	Western region	
Eastern region	114 (77.03)	16 (40.00)	30 (62.50)	160
Central region	25 (16.89)	16 (40.00)	11 (22.92)	52
Western region	9 (6.08)	8 (20.00)	7 (14.58)	24
Total	148	40	48	236

3.3. Support analysis of campus entrepreneurship for college students

The questionnaire divides college students' campus entrepreneurship into four categories (handicrafts, agents, technology, consulting), and roughly summarizes the categories of campus entrepreneurship industries (**Figure 1**).

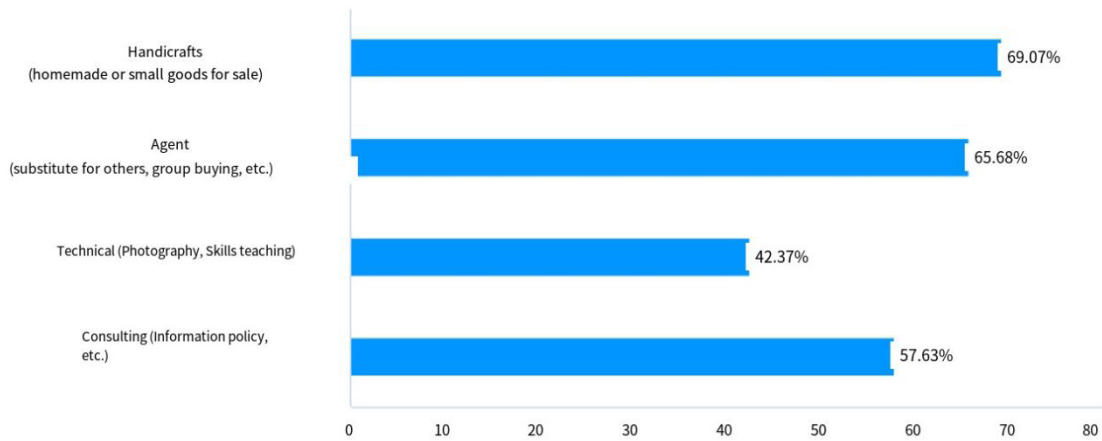


Figure 1. Types of campus startup industries

Understanding the startup industry on campus is helpful to grasp the market dynamics. The handicraft industry is favored for its low entry barrier, personalized products, and reliance on creativity and manual skills. Agency services followed, with college students taking advantage of their time and convenience to provide services^[10]. Technology and consulting services show that college students prefer to use their professional skills to start businesses, meet market demand, and realize personal value.

The data in **Figure 2** reveal the intrinsic motivation and goals of college students in starting a business. They mainly hope to improve their personal abilities through entrepreneurship, including management, leadership, and problem-solving skills. College entrepreneurs also value networking for future career development and support^[11]. Career direction and financial preparation are also important motivations, and they see starting a business as a way to achieve financial independence and diversity of career options.

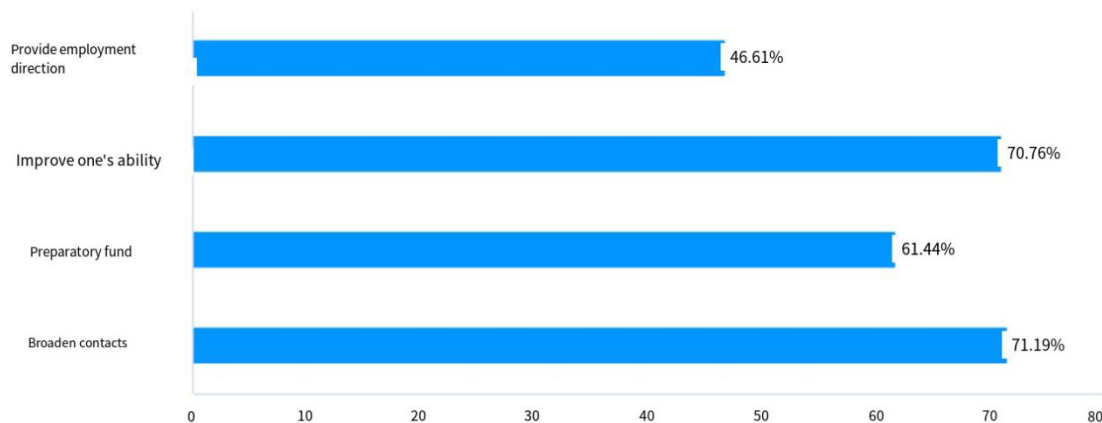


Figure 2. Benefits of campus entrepreneurship

College entrepreneurs rely on a variety of support at campus events, especially show-and-trade platforms such as online malls, social media, and campus incubators (**Figure 3**), which provide market exposure

for products and services ^[12]. Venue support provided by schools and government policies to encourage entrepreneurship, such as tax breaks and financial subsidies, play an important role in lowering the threshold for starting a business and stimulating enthusiasm. In addition, participating in entrepreneurship courses can help college students gain business knowledge, management skills, and innovative thinking.

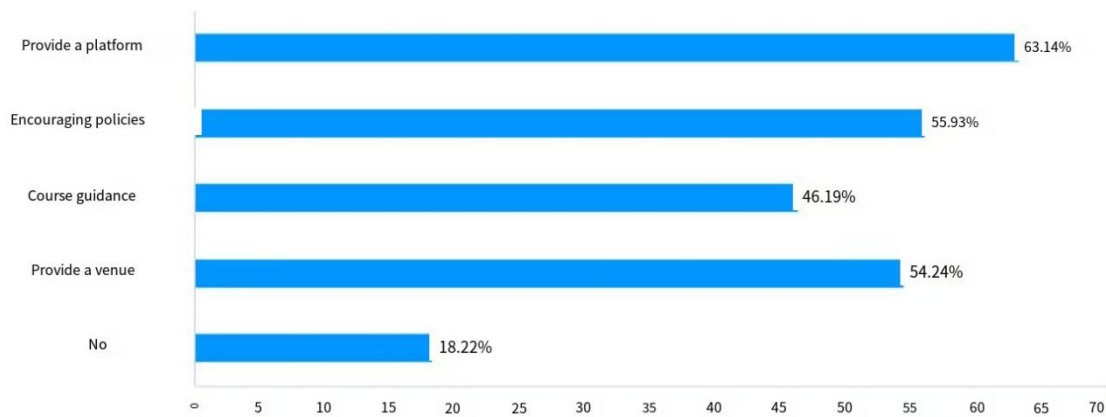


Figure 3. Types of support offered by schools to entrepreneurs

4. Suggestions on the development of campus entrepreneurship for college students

4.1. Enhancing the scale and quality of campus entrepreneurship for college students

The entrepreneurial enthusiasm of college students on campus is related to the age of study, especially the students in the past two decades. Universities need to deepen the reform of entrepreneurship education, combining theory and practice. Although schools provide support, practical guidance is insufficient and students tend to explore on their own. Universities should add entrepreneurship courses, simulation projects, and competitions to improve students' entrepreneurial knowledge and skills, expand the scale and quality of on-campus entrepreneurship, and promote the combination of industry and education.

Advances in Internet technology and changes in social attitudes have brought the potential for college students to start their own businesses. It is suggested that universities strengthen interdisciplinary education and encourage students to use multidisciplinary knowledge to carry out innovative projects. Interdisciplinary integration helps broaden entrepreneurial horizons, enhance innovation and resource integration capabilities, and promote the growth of campus entrepreneurship scale ^[13].

4.2. Promoting regional integration of campus entrepreneurship

Market potential analysis shows that regional economy and industrial structure have a direct impact on college students' entrepreneurship. Colleges and universities should cooperate with the government to analyze economic indicators and industrial trends such as GDP and consumption power to determine suitable fields for college students to start businesses. This will provide sector-specific guidance to help students grasp market opportunities.

College student entrepreneurship projects should be combined with regional and institutional characteristics. Colleges and universities should develop entrepreneurial projects with regional characteristics according to regional economic characteristics and academic advantages. For example, high-tech projects should be encouraged in areas with advanced science and technology. In areas where traditional industries are

concentrated, it will promote projects to transform traditional industries with information technology. This will help give play to geographical advantages and improve the success rate of entrepreneurship ^[14].

4.3. Establishing a multi-dimensional support system for college students' entrepreneurial practice on campus

Campus organizations and student groups should establish information platforms to understand market demand, improve the transparency of entrepreneurship, and increase transactions and trust. This will help expand the types of start-ups on campus and maintain industrial modernity.

Most college students believe that starting a business on campus is beneficial to their future work, such as ability training and employment guidance. Colleges and universities can cooperate with enterprises to provide internship, practical training, and employment opportunities to promote the integration of entrepreneurial knowledge with practical work. They can cooperate with social resources to provide support for students to start their own businesses.

College entrepreneurs often face psychological pressure and may feel confused and frustrated due to the balance between study and entrepreneurship. It is suggested that colleges and universities strengthen entrepreneurial psychological counseling and provide consulting services to help students establish a correct entrepreneurial mentality and improve their ability to handle pressure and solve problems. Activities such as entrepreneurial salons and sharing meetings should be held to promote students' exchange of experience and reduce psychological pressure ^[15].

5. Conclusion

To sum up, campus entrepreneurship among Chinese college students shows strong growth potential in the context of the development of Internet technology, changes in the economic environment, and shifts in social concepts. Despite facing many challenges, with their innovation ability and resource integration ability, college entrepreneurs are gradually becoming an important force in promoting social innovation and economic development. With interdisciplinary integration, the expansion of global vision, and the deepening of sustainable development concepts, college entrepreneurs on campus will continue to lead the trend of innovation in the future and make greater contributions to social and economic development. Universities and all sectors of society should actively optimize the entrepreneurial environment and provide more support to help college students achieve greater success on the road of entrepreneurship.

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