Malaysian Journal of Social Sciences and Humanities (MJSSH) (e-ISSN : 2504-8562)
2024, Volume 9, Issue 9, e002992
DOI: https://doi.org/10.47405/mjssh.v9i9.2992

RESEARCH ARTICLE

Understanding the Landscape of Innovation and Entrepreneurship Among College Students

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KEYWORDS:
College Students
Innovation and Entrepreneurship education
Entrepreneurial awareness
Entrepreneurial ability

CITATION:
Yuanrui, C., & Noorziah Mohd Salleh. (2024). Understanding the Landscape of Innovation and Entrepreneurship Among College Students. *Malaysian Journal of Social Sciences and Humanities (MJSSH), 9*(9), e002992. https://doi.org/10.47405/mjssh.v9i9.2992

ABSTRACT

The engagement of university students in rural innovation and entrepreneurship is widely recognized as a strategy to improve job prospects and stimulate the vitality of rural innovation and entrepreneurship. This research endeavor seeks to examine the students at China University who have pursued entrepreneurship, with the aim of investigating the practical strategies that college students may adopt in the realm of innovation and entrepreneurship. A total of 460 respondents were surveyed using a self-administered questionnaire, employing a quantitative research approach. The collected data were subsequently analyzed using the SPSS22.0 software. The findings reveal a positive correlation between college students' inclination towards innovation and entrepreneurship and their level of education.

Contribution/Originality: The paper's primary contribution is finding that there is a positive correlation between college students' inclination towards innovation and entrepreneurship and their level of education.

1. Introduction

After the Nineteenth National Congress of the Communist Party of China, the rural revitalization strategy has gained significant attention. The revitalization and development of rural society have become a prominent focal point, thanks to the endeavours of local governments and the support of the general populace. Highly skilled and creative individuals are crucial for the progress of rural areas. Talent assurance plays a crucial role in tackling the difficulties associated with rural revitalization. The quality of university student training is crucial for achieving strategic objectives, as it serves as the foundation for rural construction (Song, 2019).

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Many scholars have extensively researched and analysed rural construction and college student innovation and entrepreneurship, resulting in numerous specific recommendations and strategies. Han and Tian (2019) identified the intellectual assistance provided by rural talents as a crucial factor in the effective execution of the Saemaeul Movement in South Korea. In terms of promoting rural revitalization in Japan, Jia et al. (2018) proposed that emphasis should be placed on nurturing new professional farmers and successors in the agricultural sector, while actively fostering a harmonious relationship between these new farmers and the local residents. Rural construction in the United States is subject to regulations imposed by the government, laws, banks, and various plans (Feng, 2016). Since the beginning of the 21st century, Korean villages have successfully created a favourable environment for rural industries through ongoing exploration and practical efforts. This is primarily evident in their focus on industrial innovation and attracting talented individuals (Cui et al., 2020). The latest iteration of rural development in Germany has undergone an extensive process of rejuvenation. According to Tuitjer and Küpper (2020), he has gained extensive expertise in enhancing the rural living environment through three main approaches: industrial mining, protecting farmers' rights and interests, and utilising science and technology.

As the need for entrepreneurial thinking in entrepreneurs increases, scholars like Cui (2021) argue for incorporating sustainable development into higher education curricula, particularly in innovation and entrepreneurship courses. This approach is designed to improve the cognitive abilities of college students, which is an important factor for achieving future entrepreneurial success (Cui, 2021). The academic discussion regarding the innovation and entrepreneurship abilities of college students primarily focuses on understanding its fundamental nature, identifying effective training methods, addressing challenges and dilemmas encountered in the process, and developing strategic training approaches (Huang, 2021). This enhanced emphasis not only corresponds to current entrepreneurial patterns but also addresses the changing educational requirements in the context of global sustainability and innovation. However, the majority of research primarily concentrates on rural construction or the innovation and entrepreneurship of college students, with limited studies that integrate both areas.

Farmers alone are insufficient to meet the increasing demand for innovative and entrepreneurial talents in rural revitalization in China's countryside. Therefore, the professional and technical contributions of college students are necessary. In regions such as Guangxi, the significance of entrepreneurship is becoming more prominent due to the ongoing implementation of the rural revitalization strategy. The significant contribution of entrepreneurship in fostering industrial development, innovation, and employment in rural areas has been acknowledged, aligning with the national strategy to accomplish rural revitalization (Song, 2019; Liu & Ge, 2024). Entrepreneurship education has become crucial, especially for college students, as it provides them with the necessary skills, knowledge, and attitudes to actively engage in the process of rural transformation (Dong, 2020; Zhou, 2023). Hence, it is crucial for education researchers to thoroughly examine the impact of university student innovation and entrepreneurship on rural revitalization, and to explore effective strategies for nurturing the innovative and entrepreneurial skills necessary for rural revitalization.

This paper analyzes the current state of entrepreneurial education among university students in the Guangxi region and explores its future development prospects. It discusses how entrepreneurial education can be effectively integrated into the broader

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framework of rural revitalization. The study focuses on examining the connection and integration of college students' innovation and entrepreneurship with the rural revitalization strategy, and explores its significance and integration value from the perspective of rural revitalization strategy. By adopting a survey research methodology, the study provides an in-depth analysis of the current situation of Chinese university students in the field of innovation and entrepreneurship education. Moreover, the goal is to investigate practical strategies for fostering innovation and entrepreneurship among university students in the current era, aiming to offer the required manpower and intellectual assistance to support the revitalization of rural areas.

2. Literature Review

The factors influencing Chinese college students' entrepreneurial choices after graduation are complex and diverse, including educational experience, individual characteristics, policy environment, social culture, and practical experience. Specifically, entrepreneurship education, as one of the key factors, significantly enhances the entrepreneurial intentions of college students by improving their entrepreneurial knowledge and skills, a finding supported by several studies (Gao & Qin, 2022). In addition, individual characteristics such as creativity, innovation and entrepreneurial motivation, together with external environmental factors such as opportunity recognition ability, show a high degree of dynamism and interaction in the entrepreneurial choice process (Wei, 2016; Wang et al., 2023). Whereas, policy support and experiential learning were confirmed as core drivers, emphasising the key role of entrepreneurial resource endowment in stimulating entrepreneurial intentions and actual actions (Bu et al., 2023). Family culture, family social status, and policy uncertainty also play a crucial role in influencing entrepreneurial choices, as they impact individuals' decision-making and resource access (Yang et al., 2022). As a bridge between theory and practice, the motivation and effect of internship experience directly moderates college students' entrepreneurial intentions, emphasising the importance of internships in the entrepreneurial preparation stage (Mensah et al., 2023). Based on the findings of Gao and Qin (2022), entrepreneurship education significantly enhances entrepreneurial self-efficacy, which in turn positively influences entrepreneurial intentions, with entrepreneurial competitions and family income further moderating this relationship.In summary, the factors that influence Chinese college students' choice of entrepreneurial path after graduation are multidimensional, and these factors interact with each other to jointly shape the entrepreneurial decision-making path of college students. Table 1 summarizes the research conducted by scholars on the factors that influence the entrepreneurial choices of Chinese college students.

Table 1: Factors that influence the entrepreneurial choices of Chinese college students in previous literature

Author	Year	Influencing Factors
Zhang and Wang (2023)	2023	Entrepreneurship Education
Bu et al. (2023)	2023	Policy Support, Experiential Learning, Entrepreneurship Resource Endowment
Wang et al. (2023)	2023	Creativity, Entrepreneurial Mindset, Innovative Spirit
Mensah et al. (2023)	2023	Students' Internship Motivation

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Yang et al. (2022)	2022	Family Culture, Family Social Status, Policy Uncertainty
Gao and Qin (2022)	2022	Entrepreneurship Education, Entrepreneurial Self-Efficacy, Entrepreneurial Spirit
Wei (2016)	2016	Individual Characteristics, Entrepreneurial Motivation, Environmental Opportunities

Integrating innovation and entrepreneurship education programmes not only develops students' innovation skills, but also enhances their problem-solving abilities and inspires enthusiasm to start a business or create employment opportunities. This educational model is a product of combining quality education with vocational education (Ling, 2023). This framework establishes the basic goals and roles of innovation and entrepreneurship education. The effective combination of entrepreneurship education and innovation education through an integrated educational approach has achieved results beyond initial expectations and provided a clear definition of innovation and entrepreneurship education (Wu & Wang, 2022). Based on the findings of Porkodi and Saranya (2023), integrated education combining entrepreneurship and innovation effectively fosters entrepreneurial spirit, which significantly enhances entrepreneurial intention by channelling students' passion for entrepreneurship. Therefore, innovation and entrepreneurship education is regarded as a comprehensive approach to education, which includes both the teaching of knowledge and skills and the cultivation of students' innovative and entrepreneurial thinking. This kind of education is crucial to improve the innovation ability of college students.

Entrepreneurial ability is defined as the capability to convert creativity into tangible productive power, which is closely linked to an individual's psychological traits and tendencies. The definition emphasises the psychological and innovative elements of entrepreneurial ability (Putri, 2022). Entrepreneurial ability refers to a broad skill set that is acquired through hands-on experience. It involves the ability to identify and seize entrepreneurial opportunities, acquire knowledge related to entrepreneurship, and effectively manage entrepreneurial resources. This viewpoint emphasises the significance of acquiring experience and accumulating knowledge in the entrepreneurial process (Inglis, 2022). Arendt (2024) expands the scope of this definition to include crucial skills for aspiring entrepreneurs, such as scientific expertise, the ability to bring together resources, the formation of teams, and the acquisition of funds. This provides a more comprehensive understanding of entrepreneurial ability that highlights its multifaceted skill demands (Arendt, 2024). The impact of entrepreneurial capability differs greatly among various roles, as indicated by these definitions. When used as a preliminary variable, its main purpose is to evaluate the influence of innovation and entrepreneurship education on developing entrepreneurial skills. On the other hand, when it is used as a result or a middle step, it offers a more profound understanding of the inherent relationship between entrepreneurial education and subsequent entrepreneurial actions. Hence, it is imperative to fully understand the significance of variables that influence entrepreneurial capability in order to improve the standard of entrepreneurial education and promote entrepreneurial endeavours.

The inclusion of innovation and entrepreneurship education has a notable and favourable impact on the development of entrepreneurial skills, which is crucial for perceiving entrepreneurial assistance and forming entrepreneurial intentions. Entrepreneurship education has a direct and indirect impact on college students by improving their entrepreneurial awareness and skills, which in turn stimulates their

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entrepreneurial intentions (Cai & Pan, 2023). The entrepreneurship education provided to students in business and engineering disciplines directly influences their entrepreneurial skills (Lee et al., 2018). The systematic entrepreneurship education plays a crucial role in enhancing the entrepreneurial skills and awareness of graduate students, especially in a competitive job market. These studies highlight the essential role of entrepreneurship education in promoting the growth of entrepreneurial skills (Saadat et al., 2021).

Entrepreneurial awareness in college students encompasses their intentions, motivations, interests, and confidence related to entrepreneurship, which stem from societal and personal developmental needs. The impact of entrepreneurial awareness on individuals' acquisition of knowledge from entrepreneurial education and its application to real entrepreneurial activities is apparent (Thompson, 2009). Developing a heightened sense of entrepreneurship not only improves one's understanding of the entrepreneurial process but also deepens their comprehension of their own entrepreneurial motivations and goals. Enhanced cognition enables individuals to precisely determine their entrepreneurial goals and make logical entrepreneurial choices, thus directly fostering the growth of entrepreneurial intentions and abilities. Increased entrepreneurial awareness enhances individuals' ability to identify and seize market opportunities, as well as utilise their knowledge and skills for innovation and problem-solving. This, in turn, fosters entrepreneurial intentions and facilitates the development of entrepreneurial capabilities (He & Miao, 2018).

Based on the analysis mentioned above, this study presents the following research questions:

i. What is the level of college students' understanding of innovation and entrepreneurship?
ii. What is the barrier of students' involvement in entrepreneurship?
iii. What factors influence college students' choice of the path after graduation from university?
iv. What is the degree of understanding among college students regarding the current national policies related to university students' entrepreneurship?
v. What is the student response to the necessity of revitalizing college students' innovation and entrepreneurship education in rural areas?
vi. What are the future plans of college students upon graduation?
vii. What are the major difficulties in popularizing innovation and entrepreneurship education in schools for rural revitalization?

3. Research Methods

The questionnaire survey was distributed to students from multiple universities in the Guangxi, China. There were 470 questionnaires were distributed and 460 valid responses were received, resulting in an effective response rate of 97.8%. The data was gathered during the period of June to August 2022. The data was analysed using SPSS 22 and Excel software. We employed encompassed frequency and percentage analysis.

The characteristics of the participants are as follows: gender distribution: There were 271 (58.91%) males and 189 (41.09%) females. The distribution of students by grade level is as follows: 46 freshmen, accounting for 10% of the total; 48 sophomores, representing 10.43%; 138 juniors, making up 30%; 188 seniors, comprising 40.87%; and 80 graduates, constituting 17.39%. A significant proportion of students in

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engineering and business majors is high. Out of the total, 157 individuals (34.13%) pursued a business major, 112 (24.35%) pursued an engineering major, 85 (18.48%) pursued a science major, 76 (16.52%) pursued a liberal arts major, and 30 (6.52%) pursued majors in other fields. A total of 355 students, accounting for 77.17% of the population, reside in rural areas. Conversely, the number of urban students is significantly lower, with only 105 individuals, making up 22.83% of the total (Table 2).

Table 2: Respondent Profiles

Variable	Classification	Frequency	Percentage
Gender	Male	271	58.91%
	Female	189	41.09%
Grade Level	Freshman year	46	10.00%
	Sophomore	48	10.43%
	Third Year	138	30.00%
	Senior year	188	40.87%
	Graduates	80	17.39%
Specialties	Science	85	18.48%
	Engineering	112	24.35%
	Arts and Sciences	76	16.52%
	Business Studies	157	34.13%
	Others	30	6.52%
Place of residence	City	105	22.83%
	Rural	355	77.17%

4. Results

4.1. College Students' Understanding of Innovation and Entrepreneurship

4.1.1. The choice of the path after graduation from university

The survey revealed that 50.88% of college students opted for corporate employment after graduating, making it the most popular choice. The individuals who opted to initiate their own enterprise constituted only 3.57%. The proportion of individuals who opted to pursue additional education and continue their studies is 8.77%. Following their graduation, a mere 1.75% of the students opted to return to their hometowns in order to assume ownership of their fathers' businesses. The proportion of individuals who have not yet taken it into consideration is 15.73%. The remaining percentage of individuals was 19.3% (Table 3).

Table 3: Post-Graduation Path Choices

Variable	Classification	Frequency	Percentage
Post-graduation Choices	Post-graduation Choices	234	50.88%
	Self-Employment	16	3.57%
	Further Studies	40	8.77%
	Family Business	8	1.75%
	Undecided	72	15.73%
	Other	89	19.30%

According to the data in Table 4, the majority of post-graduation choices remain traditional. The primary rationale for selecting corporate employment lies in the minimal financial risk involved and the absence of any need for capital investment.

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Additionally, it provides them with the opportunity to amass professional experience by utilising the company's platform. Upon conducting a more thorough investigation, it was discovered that the lack of interest among students in initiating their own business was due to a lack of willingness on their part. The primary factor behind this is the predominance of university students surveyed who hailed from rural backgrounds. Rural households typically have low incomes and lack the necessary financial resources to engage in entrepreneurial activities. Based on the survey data, university students identified several primary obstacles to starting their own business. These include insufficient capital, a lack of relevant entrepreneurial knowledge and skills, inadequate work experience and social resources, an unfavourable entrepreneurial environment, and a lack of policy support and protection.

Table 4: Barriers to college students' self-employment

Variable	Classification	Frequency	Percentage
Barriers to self-employment	Lack of funding	446	96.96%
	Lack of relevant entrepreneurial knowledge and skills	430	93.48%
	Not enough work experience and social resources	415	90.22%
	Poor entrepreneurial environment, lack of policy support and protection	310	67.39%
	Others	94	20.43%

4.1.2. The degree of understanding of the current national policies related to university students' entrepreneurship.

The survey data showed that only 5.17% of college students said they knew the current national policies related to university students' entrepreneurship. Those who were generally aware of it account for 43.1%. Those who had only heard of it accounted for 44.83%. Those who said they did not know about it accounted for 6.9%. To alleviate the employment pressure on university students and encourage and support their innovation and entrepreneurship, a series of preferential policies have been formulated at national and local levels. The Chinese government issued guidance on supporting innovation and entrepreneurship for college students in 2021, the Guangxi Department of Education also introduced a series of preferential measures such as an innovation and entrepreneurship training plan for college students in 2022. It aims to promote the improvement of college students' innovation and entrepreneurship capabilities and the enhancement of their innovative vitality. However, these policies do not seem to be effectively communicated to college students. Most students' knowledge is limited to a preliminary understanding of these policies, and they lack in-depth knowledge of the specific content of the policies (Table 5).

Table 5: College students' understanding of relevant policies for entrepreneurship

Variable	Classification	Frequency	Percentage
Degree of understanding	Very well informed, always watching	24	5.17%
	General information	198	43.10%
	Just heard about it	206	44.83%

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No understanding at all	32	6.90%

4.1.3. The necessity of revitalizing college students' innovation and entrepreneurship education in rural areas.

The promotion of rural revitalization strategy cannot be achieved without the key element of talent. As a major training ground for talents, higher education institutions play an extremely important role in responding to the rural revitalization strategy through the implementation of innovation and entrepreneurship education. Survey results indicate that 46.55% of surveyed college students believe that the implementation of innovation and entrepreneurship education is very necessary, 41.38% consider it necessary, 10.34% view it as average, and only 1.72% think it is unnecessary. This data reflects that nearly 90% of college students strongly acknowledge the significant role of innovation and entrepreneurship education in promoting rural revitalization (Table 6).

Table 6: The necessity of revitalizing college students' innovation and entrepreneurship education in rural areas

Variable	Classification	Frequency	Percentage
The necessity of mass entrepreneurship and innovation education	Very necessary	214	46.55%
	Necessary	190	41.38%
	Generally necessary	48	10.34%
	Not necessary	8	1.72%

4.1.4. For college students back to rural innovation and entrepreneurship intention.

There were inconsistencies in the cognition and behaviour of college students. Most of them were more positive in attitude toward college students returning to their hometowns for innovation and entrepreneurship. This may be due to the vigorous promotion of national and regional policies on rural revitalization. In the decision-making process regarding the location of their entrepreneurial endeavors, university students' cognition of innovation and entrepreneurship exhibits inconsistency with their actual behavior, with the majority preferring urban areas over their hometowns for initiating businesses. In fact, only a small fraction opts to return to their hometowns for entrepreneurship (He & Ding, 2023). This indicates that although entrepreneurial education emphasizes the importance of innovation and self-initiated ventures, students still face challenges reconciling these ideals with practical life decisions when applying them. Specific data are detailed in Table 7.

Table 7: For college students back to rural innovation and entrepreneurship intention

Variable	Classification	Frequency	Percentage
College students return to rural areas for innovation and entrepreneurship	Support and have a positive impact on the community	309	67.24%
	Against, you should choose a stable and reliable job	8	1.72%
	Risky, lack of practical social experience, not easy	103	22.41%
	Not concern, everyone has their life pursuits	40	8.62%

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Willingness to work in rural areas after graduation	Willing	230	50%
	Not willing	59	12.86%
	Consider if you can't find a job	171	37.14%

University students returning to their hometowns to start their businesses solved their employment problems very well. Also, the students will be able to apply the knowledge and skills they have learned to basic practice. It can also help the development of rural industries. The survey data showed that 67.24% of college students support the idea and thought it had a positive impact on society. There were 22.41% of college students thought it was risky, lacked social practice experience, and was not easy. There were 8.62% of college students said they were not concerned as everyone has different pursuits in life. There were 1.72% of college students against the idea and think they should choose a stable and reliable job. Although close to 70% of college students were in favour of returning to their hometowns to innovate and start a business. However, when asked if they were willing to work in the countryside after graduation to serve the revitalization of the countryside, only 50% said they were willing, 37.14% thought they could consider it if they really could not find a job, and 12.86% said they were unwilling.

4.1.5. Factors affecting college students' choice of entrepreneurial path after graduation

The influencing factors about college students' entrepreneurial choices cover four aspects: entrepreneurial education, entrepreneurial resource endowment, policy support, and family and social environment. In terms of the influence of entrepreneurship education on entrepreneurial decision-making, the survey results show that 62.39% of college students believe that it is crucial to entrepreneurial decision-making and is a core factor in decision-making; 23.04% believe that it has a certain influence but is not decisive; and only 9.13% and 5.43% believe that it has a small influence or has no influence at all, which highlights the central position of entrepreneurship education in promoting college students' entrepreneurship.

In terms of entrepreneurial resource endowment, 67.61% of students emphasise the importance of resources to entrepreneurial choices and regard them as necessary support, while 19.35% believe that resources are helpful but can be compensated for in other ways.

Policy support, as an important part of the external environment, has a significant impact on university students' entrepreneurship. More than half (54.78%) of the students regarded policy support as critical support and very necessary, while another 25.00% thought it was helpful but not necessary for entrepreneurship, reflecting the differences in individual's ability to understand and make use of policies.

Family and social environment as external factors influencing individual decision-making, 57.83% of students said that family and social environment had a significant influence on their entrepreneurial choices; 16.96% thought that it had some influence but attached more importance to individual choices, reflecting the intertwined influences of external factors and individual decision-making. Details of the specific data are shown in Table 8.

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Table 8: Factors affecting entrepreneurial choices of college students

Variable	Classification	Frequency	Percentage
What is your attitude towards the risks of entrepreneurship?	Highly risky, relies on external environment	287	62.39%
	Somewhat risky, manageable risks	106	23.04%
	Low risk, but demands high commitment	42	9.13%
	Very low risk, easily manageable	25	5.43%
What is your motivation for choosing entrepreneurship?	High passion, desire for self-achievement	311	67.61%
	Opportunity-driven, market potential	89	19.35%
	Lifestyle choice, flexible work conditions	44	9.57%
	Low motivation, lack of better options	16	3.48%
What is your primary concern about entrepreneurship education?	Lack of practical content, theoretical	252	54.78%
	High costs, low returns	115	25.00%
	Limited scope, not comprehensive	58	12.61%
	Good coverage, but lacks depth	35	7.61%
How would you describe the support for entrepreneurship in your university?	Adequate, good support structure	266	57.83%
	Limited, only basic facilities available	78	16.96%
	Inadequate, needs improvement	89	19.35%
	Very poor, almost non-existent	27	5.87%

4.2. Obstacles to Innovation and Entrepreneurship Education

4.2.1 The conventional understanding of job-seeking and limited knowledge about entrepreneurship.

Constrained by conventional career norms, a significant number of university students opt for corporate jobs upon completing their studies, while only a small minority venture into entrepreneurship. Innovation and entrepreneurship are intricate endeavours that involve complex systems. Proficiency in marketing, financial management, team building, strategic planning, and various other areas is necessary. University students often face a significant academic workload during their school years and typically receive limited formal instruction in innovation and entrepreneurship. Their exposure to knowledge in these areas is generally limited. Surveys indicate that the majority of college students do not actively engage in innovation and entrepreneurship activities and competitions organised by their school, despite the mandatory requirements for such courses (Gao & Qin, 2022). Only a small number of students who were interested actively took part. This indicates that there is a need to enhance college students' drive and enthusiasm in acquiring knowledge related to innovation and entrepreneurship. Colleges and universities should aim to expand the channels through which knowledge is shared and promote students' engagement in active learning.

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4.2.2 The curriculum for entrepreneurship education is incomplete and the teaching methods used are impractical.

Entrepreneurship education courses that focus on innovation are a primary method for students to acquire knowledge and skills in entrepreneurship. The majority of universities continue to utilise the conventional approach to education, employing a unidirectional lecture format and limiting the course design to theoretical concepts. College students lack practical applicability due to the absence of practical operations (Pang, 2022). A questionnaire survey was conducted to investigate the primary obstacles faced when promoting innovation and entrepreneurship education for rural revitalization in colleges and universities. Most students identified multiple significant concerns: College students' conventional notions of employment impede the development of innovative and entrepreneurial skills. Furthermore, the educational content focused on innovation and entrepreneurship for rural revitalization is not adequately incorporated into their regular curriculum. Furthermore, there is inadequate backing from both the government and universities, along with a dearth of effective opportunities for hands-on experience. Lastly, this type of education is excessively theoretical, lacking the necessary practical guidance, and employs a singular teaching approach. Table 9 provides precise and specific data.

Table 9: Major difficulties in popularizing innovation and entrepreneurship education in schools in the service of rural revitalization

Variable	Classification	Frequency	Percentage
The main difficulty	Students are bound by traditional career concepts and lack the basic skills of innovation and entrepreneurship	375	81.43%
	Insufficient support from the government and universities for university students and inadequate conditions for practice	315	68.57%
	Innovation and entrepreneurship education based on rural revitalization does not fit well with usual learning	328	71.43%
	A single teaching model for innovative entrepreneurship education based on rural revitalization	249	54.29%
	Innovation and entrepreneurship education based on rural revitalization is too theoretical and not very practical	308	67.14%

4.2.3 The current economic situation led to a decrease in job opportunities.

The Ministry of Education in China has released data projecting that the number of college graduates in 2023 will be 11.58 million, which is 820,000 higher than the previous year (CCTV News, 2021). The COVID-19 pandemic has had a profound impact on the global economic landscape post-2020, leading to a more challenging employment environment for graduates. Contributing factors to this trend include the ongoing pandemic and shifts in international relations, both of which have accelerated the return of individuals to their home countries to engage in innovation and entrepreneurship. Studies have shown that the pandemic has intensified employment pressures on graduates, with many opting for entrepreneurial ventures as a response to the economic difficulties they face in securing appropriate job opportunities. The pandemic has thus

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emerged as a significant driving force behind this shift (Fabeil et al., 2022). Furthermore, the uncertainty in the global labor market has prompted an increasing number of highly educated individuals, particularly those who graduated during the initial stages of the pandemic, to return to their home countries and pursue entrepreneurial activities. Their employment prospects have been severely impacted by the pandemic, accelerating the trend of returning for entrepreneurial endeavors (Zhang et al., 2022). Although the specific number and proportion of returnees involved in entrepreneurship vary across different countries, there is a clear upward trend in the number of individuals participating in innovation and entrepreneurial activities, particularly during the post-pandemic economic recovery period (Wu et al., 2022).

The relationship between higher education and entrepreneurial endeavours is increasingly acknowledged as a crucial element in addressing the employment challenges encountered by college graduates, promoting entrepreneurship, and making a positive impact on poverty reduction and economic growth (Osman et al., 2023). Although there are potential advantages, the rate of entrepreneurship among Chinese college students is still relatively low. The self-employment rate of college graduates in 2023 was only 6.74%, which was considerably lower than the levels of 20% to 30% seen in Europe and the United States. This disparity emphasises a critical domain for improvement in cultivating entrepreneurial mindset and skills among Chinese university graduates.

The return of highly educated individuals to China to engage in innovation and entrepreneurial activities is highly beneficial to the country's long-term economic growth. However, this trend has intensified competition for similar job opportunities. Research indicates that the COVID-19 pandemic has had a particularly severe impact on service industries such as tourism and hospitality, resulting in a significant decline in hiring demand and an overall reduction in job vacancies. For example, the slow recovery of the tourism industry, coupled with the long-term effects of the pandemic, has led to a sharp decrease in international travel demand. Many enterprises in this sector were forced to shut down, directly affecting employment opportunities (Wen et al., 2020). Economic analyses reveal that in 2020, the pandemic exerted considerable pressure on cash flow and disrupted supply chains, particularly for small and medium-sized enterprises (SMEs) in the hospitality and catering sectors. This made it difficult for these businesses to recover quickly to pre-pandemic levels, severely limiting employment opportunities and business expansion (Lu et al., 2021). Additionally, the stock market for the tourism industry experienced significant volatility, with the pandemic diminishing investor confidence in the sector, further constraining innovation and expansion (Wu et al., 2021). Given the current challenging economic conditions and the struggles of the real economy, employment opportunities for university graduates have been adversely affected to varying degrees. Consequently, the development of innovation and entrepreneurship has faced substantial limitations.

4.4. The Beneficial Effects of Teaching Innovation and Entrepreneurship to University Students on their Ability to Start and Run Businesses

This study examines university students in Guangxi and finds that those who have received innovation and entrepreneurship education show notable benefits in terms of entrepreneurial intention and innovation skills. These educational approaches not only improve students' theoretical knowledge and practical skills, but also develop their

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understanding of the entrepreneurial ecosystem and their capacity to recognise and take advantage of market opportunities.

Integrating practical components into the curriculum, such as analysing real-life cases and engaging in interactive discussions, enhances students' awareness of innovation and their abilities as entrepreneurs. Furthermore, this study emphasises the significance of rural practice in the realm of innovation and entrepreneurship education. To achieve rural revitalization, it is crucial to have innovative entrepreneurs from various backgrounds. College students play a pivotal role in driving this process forward. In order to revitalise rural areas, it is essential to have innovative entrepreneurs who possess a wide range of capabilities. University students are instrumental in driving this process forward. By conducting field visits to rural areas, students can gain a deeper understanding of the market dynamics and the unique features of the rural economy. This knowledge enables them to identify appropriate entrepreneurial ventures (Lu, 2019). This not only assists students in applying theoretical knowledge to practical situations but also enables them to develop creative solutions customised for specific contexts, thereby enhancing their entrepreneurial awareness and skills.

4.5. The impact of entrepreneurial awareness on the correlation between innovation and entrepreneurship education and entrepreneurial capabilities.

Entrepreneurial awareness plays a vital role in moderating the relationship between innovation and entrepreneurship education and entrepreneurial capabilities. This study discovered that increasing entrepreneurial awareness greatly enhances the capacity of university students to acquire knowledge from innovation and entrepreneurship education and effectively apply it in practical entrepreneurial endeavours. Students who possess a heightened awareness of entrepreneurship not only acquire knowledge about the process of starting and running a business, but also develop a deeper understanding of their own reasons and goals for being entrepreneurs. This heightened consciousness allows individuals to precisely articulate their entrepreneurial objectives and make well-informed choices, thereby directly fostering the advancement of their entrepreneurial aspirations and abilities. Furthermore, this heightened entrepreneurial awareness enables students to more adeptly identify market opportunities and proficiently apply their acquired knowledge and skills for innovation and problem-solving. This not only encourages their desire to start their own businesses but also helps develop their skills and abilities as entrepreneurs. Hence, a strong understanding of entrepreneurship is crucial in translating theoretical knowledge gained from innovation and entrepreneurship education into practical skills.

4.6. The promotional function of efficient internet utilisation in innovation and entrepreneurship education.

This study delves deeper into the utilisation of the Internet in the realm of innovation and entrepreneurship education. The findings suggest that the successful incorporation of Internet resources and tools greatly improves educational results. Online platforms, widespread Internet access, webinars, and virtual simulations greatly enhance students' opportunities to gain knowledge and information. Furthermore, these methods facilitate the cultivation of self-directed learning and the enhancement of analytical reasoning abilities. Especially in light of the difficulties presented to education by the COVID-19 pandemic, these online tools have been essential in ensuring the uninterrupted and efficient delivery of education.

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The Internet has offered a new avenue for innovation and entrepreneurship education, addressing the constraints of traditional educational models and the difficulties posed by university faculty structures. Traditional educational models often prioritise theoretical instruction, while providing limited opportunities for the development of practical and entrepreneurial abilities. Using the Internet, educators can incorporate a wide range of practical experiences and contemporary entrepreneurial ideas into their courses. This includes integrating e-commerce and live-streaming sales into innovative entrepreneurship classes, combining them with professional courses to provide a more comprehensive and hands-on learning experience. Furthermore, the Internet offers educators a platform to enhance their teaching methods and content, ensuring they are better suited to the demands of the current entrepreneurial landscape.

The Internet has not only expanded opportunities for innovation and entrepreneurship education, but also improved students' proficiency in information technology and service delivery. For example, students have the opportunity to participate in virtual enterprise activities using online platforms, allowing them to gain practical knowledge and experience in entrepreneurial processes. This educational approach enhances students' comprehension of emerging business models such as e-commerce and also fosters their interest and proficiency in entrepreneurship, establishing a strong basis for future innovative and entrepreneurial endeavours. This strategy has the potential to expedite innovation in educational content and methods, while also offering students a broader selection of learning resources and platforms. Consequently, it can expand their knowledge and improve their competitiveness and adaptability in the future job market. Furthermore, the utilisation of Internet technology allows educational institutions to enhance resource sharing and exchange, foster educational fairness, and guarantee that students of all backgrounds can reap the benefits of innovation and entrepreneurship education.

4.7. Strengthening the ability to generate new ideas and create business opportunities by partnering with rural areas.

This study aims to investigate the impact of collaboration between college students and rural areas on innovation and entrepreneurship education. Through engagement in rural practice and entrepreneurship incubation projects, students experience a substantial improvement in their innovative and entrepreneurial skills. These projects not only allow students to gain a thorough understanding of the requirements and difficulties involved in revitalising rural areas, but also enhance their capacity to apply the knowledge they have acquired to practical issues. Furthermore, this particular model of collaboration between universities and localities promotes strong relationships between higher education institutions and the surrounding communities. It provides students with valuable resources for social practice and enhances their ability to contribute to the revitalization of rural areas. Nevertheless, there are still obstacles that need to be addressed. Students frequently receive knowledge about innovation and entrepreneurship in a passive manner due to the absence of practical platforms, which limits their opportunities for active exploration. In order to tackle this issue, universities should form collaborative partnerships with local communities and businesses, establishing tangible platforms and offering essential assistance, such as facilities, entrepreneurship mentors, and technical advice, to attract students and enable them to implement innovative and entrepreneurial initiatives.

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Universities should develop specialised teaching content that is closely aligned with rural revitalization in practical courses on innovation and entrepreneurship education. This encompasses the exploration, creation, and establishment of teams for projects focused on innovation and entrepreneurship in rural areas. It also involves examining the benefits of available resources and formulating effective business strategies. By harnessing the technical resources available at universities and integrating them with the resources found in rural markets, we can effectively support rural innovation and entrepreneurship projects through resource integration and optimisation. Following the implementation of these projects, it is crucial to establish a system for monitoring and receiving feedback from township departments. This entails the examination of challenges encountered in practical situations, consistently adapting strategies and frameworks, and enhancing the effectiveness of education in innovation and entrepreneurship. The practice-oriented educational approach not only improves students' innovative spirit and entrepreneurial abilities but also fosters the seamless integration of education with social services, accomplishing both educational and local development goals.

5. Conclusion

This study employs quantitative survey and analysis techniques to conduct a comprehensive examination of the present state and viable approaches of innovation and entrepreneurship education for college students in Guangxi, China. The research findings indicate a strong and positive relationship between college students' intentions to innovate and engage in entrepreneurship, and the education they receive from higher education institutions. This underscores the crucial role of higher education in fostering students' innovative thinking and entrepreneurial abilities. Simultaneously, the research also uncovered the difficulties that colleges and universities encounter when offering innovation and entrepreneurship education. These challenges include the predominantly uniform curriculum and teaching methods, as well as the need for enhancing students' entrepreneurial skills. These findings not only offer a solid foundation for enhancing existing entrepreneurship education, but also have significant implications for the future direction of entrepreneurship education.

Universities must revise their innovation and entrepreneurship education programmes to match the requirements of the rural revitalization strategy. This entails the recruitment of teachers who possess extensive practical experience, the enhancement of course content, and the refinement of teaching methodologies. This encompasses not only theoretical instruction but also the provision of ample practical experiences, allowing students to apply their knowledge to real rural revitalization initiatives.

Universities ought to establish collaborative partnerships with rural communities and businesses to offer students a wide range of practical platforms for innovation and entrepreneurship. This includes opportunities for exploring, cultivating, and assembling teams for projects focused on innovation and entrepreneurship in rural areas.

Given the progress of information technology, universities should make full use of Internet resources to seamlessly incorporate innovation and entrepreneurship education with technology. This may involve the utilisation of online courses and virtual simulations to improve students' proficiency in digital skills and entrepreneurial practice.

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Future research should prioritise the refinement of innovation and entrepreneurship education, examine the unique requirements of students from diverse regions and backgrounds, and investigate additional educational models and approaches pertaining to the rural revitalization strategy.

The study's conclusions and insights not only offer valuable intellectual and human resources support for the rural revitalization strategy, but also provide important guidance for higher education institutions in fostering innovative and entrepreneurial talents. These findings emphasise the significance of closely aligning education with the needs of society, offering both theoretical and empirical bases for future educational reforms and practices aimed at revitalising rural areas.

Ethics Approval and Consent to Participate

This study was conducted in accordance with the ethical guidelines approved by the Ethics Committee of China University. All procedures involving human participants adhered to the ethical standards of the institutional research committee, and informed consent was obtained from all participants in compliance with the Declaration of Helsinki.

Acknowledgement

The authors gratefully acknowledge the support of China University and all participants involved in this study.

Funding

No funding.

Conflict of Interest

The authors declare no conflict of Interest.

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