

An Empirical Analysis of Local Governments' Support for College Students' Innovation and Entrepreneurship

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Abstract In order to improve the results of college students' innovation and entrepreneurship, local governments need to analyze from the perspectives of support policies, financial support, innovation model guidance and government-enterprise cooperation. Therefore, this paper proposes several assumptions. There is a positive correlation between government financial support and entrepreneurship rate, and whether government-enterprise cooperation, model guidance and financial support are the main influencing factors of college students' innovation and entrepreneurship support. The results showed that the innovation model was the indirect factor of college students' innovation and entrepreneurship, with an impact of 0.63, the government-enterprise cooperation was a secondary factor, and the influence was 0.89, the impact of policy and financial support on college innovation and entrepreneurship was a short-term impact, the government support policy was a long-term impact, and the school-enterprise cooperation was an intermediary factor. Therefore, local governments should strengthen early financial support and introduce support policies to promote the development of college students' innovation and entrepreneurship and ensure the effect of innovation and entrepreneurship.

Keywords: • local government • university students • innovation and entrepreneurship • support • empirical evidence

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1 Introduction

In order to achieve social and economic diversification and promote the development of Chinese society in the direction of high-tech fields, the state has put forward the concept of "mass entrepreneurship and innovation". The concept of innovation and entrepreneurship is widely disseminated in China and promotes college students to start their own businesses (Ali,2022). In innovation and entrepreneurship, college students are essential carriers of knowledge, and government are active in thinking and full of energy. Encourage college students to innovate and start a business, not to promote practical experience accumulation but also to provide a steady stream of power support for social innovation and development, and the innovation and entrepreneurship ability of college students can be improved (Anyinam, 2016:762-768), to lay the foundation for the upgrading and transformation of China's economic structure, enrich the employment ideas of college students, and promote the harmonious development of society (Atusingwize et al.,2020). The government has begun to guide college students' innovation and entrepreneurship at the national level. Innovation and entrepreneurship can promote the development of college students' personal abilities and meet the diversified needs of society (Baldwin, 2020). Driven by the innovation and entrepreneurship of college students (Baum,2020), College students' independent innovation and entrepreneurship can not only meet the diversified economic development needs of the society but also enhance the development space of China's economy and form an excellent economic environment (Bo,2022). Among the government management functions, the formulation and implementation of entrepreneurship policies have attracted the attention of experts and scholars. Entrepreneurship policy is a policy-related technical condition for college students to carry out innovation and entrepreneurship, which can guide the entrepreneurial direction and entrepreneurial behavior of college students and is also an objective condition to ensure the effect of single entrepreneurship (Campos,2022). From a certain point of view, the entrepreneurship policy is a code of conduct formulated by the Chinese government for a specific group and has a normative and guiding role. The value of entrepreneurship policies can be fully demonstrated by increasing the employment rate of society. In addition to college students, the entrepreneurship policy includes laid-off workers, farmers, workers, and people with disabilities. To achieve diversified innovation and entrepreneurship is to meet the prerequisites for social restructuring, the Chinese government has put forward individual entrepreneurship methods for college students, for laid-off workers and farmers, put forward urban re-employment measures, for unskilled workers and disabled people, the state has proposed management measures for disabled people and workers, and provide them with free skills training, for qualified workers and disabled people after training, the state adopts the method of package distribution for innovation and entrepreneurship, on the whole, the state adopts supportive policies in line with their personal abilities for different groups such as workers,

farmers and the disabled, among which college students are the main force in the development of high-end fields and the builders of the future development of society, so college students innovate and create. Industry has become the focus of the society, on this basis, this paper conducts a survey and analysis of college students' innovation and entrepreneurship through a questionnaire, and the previous research on college students' innovation and entrepreneurship is mainly at the theoretical level, and its research scope also stays in the two fields of universities and enterprises, ignoring the role of the government and the public. This is to promote the development of innovation and entrepreneurship among college students.

2 Literature review

2.1 Content of innovation and entrepreneurship

Entrepreneurship education research activities in colleges and universities began with Western academic research (Jiang,2022). the entrepreneurial behavior in the representative work of "Entrepreneurship," and conducts in-depth exploration of this practical activity from different perspectives such as entrepreneurial affairs (Kubberoed, 2022), entrepreneurial knowledge, and business plans, which provides indispensable teaching materials for entrepreneurship education in American universities, and experts and scholars vividly call it the "father of entrepreneurship education" (Larnder et al.,2020). However, it was not until 1990 that Western experts and scholars focused on entrepreneurship policy, and the results were limited. Stevenson from Sweden and Degate from the United States are representative scholars. However, based on the research results, perspectives are too narrow in studying entrepreneurship policies (Lawrence et al.,2020), focusing on government tax policies and government-promoted entrepreneurship plans.

2.2 Local government support for innovation and entrepreneurship

Chinese society is in a critical period of social transformation and economic structure upgrading, the need for various units and groups in the society to show diversified development, college students' innovation and entrepreneurship can meet the actual needs of social development, promote the diversified development of social economy(Li, 2021), in addition, the increase in the number of college students' employment will also promote the development of the school's diversified economy and independent entrepreneurship direction to meet the needs of the individualized diversification of the society, at present, there is a certain bottleneck in the independent innovation and entrepreneurship of college students, mainly in terms of financial support and government guidance, can not meet the needs of college students' innovation and entrepreneurship, so the government has a key guiding role in college students' innovation and entrepreneurship, and the

government as the executor of national policies. Its guiding policies indicate the future development direction of the society, which can provide a specific direction for college students' innovation and entrepreneurship (Li, 2021). Domestic experts and scholars have begun to conduct in-depth research on government functions and role positioning in combination with the functions of the public service system. The related theoretical research results continue to increase. When defining the responsibility of the government (Li, 2022), the government is explored from the perspectives of entrepreneurial platform construction, entrepreneurial cultural environment creation, entrepreneurial spirit cultivation (Li, 2022), entrepreneurial policy formulation, and the university entrepreneurship system (Ma, 2022). In the practice of innovation and entrepreneurship of college students, the government is the formulator, executor, and supervisor of policies but also the creator of the innovation model, the guide in entrepreneurial practice, and one of the leading providers of entrepreneurial funds.

2.3 The relationship between local governments and college students' innovation and entrepreneurship

Through the analysis of foreign literature, it can be found that the service systems of various governments will be different according to the national conditions of each country (Manning, 2022). In the international community, the service system of governments has distinct characteristics of diversity. In the process of college students' entrepreneurship, government policies play an essential role in guiding, regulating, and restraining them. The public service system formed by foreign universities based on college students' entrepreneurship has strong pertinence and feasibility (McNeill, 2021). When domestic experts and scholars study college students' innovation and entrepreneurship activities, the government habitually regards colleges and universities as a crucial supporting body and then analyzes them. research content mainly involves entrepreneurial ability, entrepreneurial consciousness cultivation, and entrepreneurship course construction. Unlike foreign experts and scholars (Nolan, 2022), domestic experts and scholars tend to regard the government and social organizations as the main support body, believing the supporting role is critical. However, at present, the activities related to college students' entrepreneurship and government-supported research in China are characterized by superficial taste, and there is a lack of in-depth and comprehensive discussions. The entrepreneurial support policies mentioned in this article refer to the rules and regulations formulated by the Chinese government to stimulate people's enthusiasm for entrepreneurship and reduce entrepreneurial risks and costs.

In all, the role of the government in the innovation and entrepreneurship of college students is very obvious, mainly in terms of policy guidance and financial support, but in the actual operation process, the policy support effect of college students' innovation and entrepreneurship is poor, which shows that there is a specific

deviation in the implementation time of the government's policy and the content of the government's policy, which needs to be adjusted, so it is necessary to conduct multi-element and multi-index analysis on the innovation and entrepreneurship of college students, judge the impact of local government policies on innovation and entrepreneurship and the degree of influence, foreign research on college students' innovation and entrepreneurship is mainly case analysis, while domestic research focuses on theoretical analysis, so there are apparent differences between the two, but foreign research on related research. In order to find out that there is a big difference between the two and China, it is necessary to compare the differences between the two and put forward corresponding measures and strategies in combination with the actual situation in China.

3 Research-Methodology

3.1 Research hypothesis

The impact of local governments on college students' innovation and entrepreneurship. In view of the innovation model, experts and scholars at home and abroad have found that the surrounding environment will inevitably affect individual behavior. The internal and external influencing factors related to college students' entrepreneurial intention are enumerated, and it is found that there is a typical positive correlation between individual entrepreneurial intention and environmental support. Lee conducted a study on the willingness of college students to innovate and start a business in some colleges and universities and found that government policies, financial support, model guidance and school-enterprise cooperation are the main driving factors, based on this, hypothesis 1 is proposed:

- 1) H1: Local government support positively impacts college students' entrepreneurial intentions.
 - The influence of entrepreneurial behavior factors on college students' entrepreneurial intention. Through data analysis and comparison and the use of the Timmons model, this paper takes Guangzhou college students as the research object to understand the entrepreneurial behavior and intention of Guangzhou college students from professional skills, execution ability, and practical ability. Based on the principle of step-by-step, the internal logical relationship between individual ability, entrepreneurial attitude, entrepreneurial self-efficacy, and entrepreneurial willingness is comprehensively sorted out. The results show a significant mediating effect between free government funding for entrepreneurship and individual entrepreneurship intention. Inevitably, the willingness to start a business is directly affected by self-efficacy. The government's willingness to provide free funding and start a business often depends on entrepreneurial attitude and risk appetite. In academic research at home and abroad, the entrepreneurial ability of college students and the free

government funding for entrepreneurship have become hot topics and have attracted the attention of experts and scholars. The willingness and performance of college students to start businesses will change positively with the increase in free government funding. Based on this, this paper proposes.

- 2) Hypothesis 2: There is a positive correlation between school-enterprise cooperation and motivation for college students' innovation and entrepreneurship.
 - H2a: Free government funding positively impacts the willingness to innovate and start a business.
 - H2b: The self-improvement of knowledge positively impacts the willingness to innovate and start a business.
 - The impact of local governments on college students' entrepreneurial intentions. In the practice of college students entrepreneurship, China's government departments need to start from an objective perspective, on the one hand, give preferential policies, and on the other hand, inform relevant risks in advance through professional guidance, further strengthening college students' risk identification ability and prevention and control awareness, and provide guarantee for the success of college students' entrepreneurship. In addition, the Chinese government also needs to issue various types of incentive measures based on existing policies, dig deep into college students' enthusiasm to start a business, and avoid problems such as blind entrepreneurship. Based on this, this paper proposes hypothesis 3.
- 3) Hypothesis 3: There is a positive correlation between the guarantee policies of innovation and entrepreneurship and the promotion of college students' willingness to innovate.
 - Hypothesis 3a: A significant positive correlation exists between innovation mode and college students' entrepreneurial intention.
 - Hypothesis 3b: A significant positive correlation exists between entrepreneurship policy and college students' entrepreneurial intention.
 - Hypothesis 3c: A significant positive correlation exists between entrepreneurship guarantee policy and college students' entrepreneurial intention.

3.2 Variable Description

In view of the above analysis, the following independent variables are proposed, and the specific results are shown in Table 1.

Table 1: Explanation of independent variables during the survey

Level 1 indicators	Secondary indicators
Innovation Mode (X1).	Local Support (X11)
	Enterprise support (X12)
Personal knowledge (X2).	Knowledge Reserve (X21)
	Knowledge Self-Improvement (X22)
Government-enterprise cooperation (X3).	Entrepreneurship Policy (X31).
	Entrepreneurship Guarantee Policy (X32).
	Innovation Mode (X33).

Based on the contents of Table 1, the independent variables are explained as follows.

- 1) Innovation model (X1). Theoretically, innovation models are predictors of entrepreneurial behavior. In general, there is a solid entrepreneurial intent when an individual or organization tries to achieve growth or promote innovation through entrepreneurship. How the entrepreneurship policy stimulates the entrepreneurial willingness of potential entrepreneurs and creates a good environment has attracted much attention. Therefore, the innovation model is divided into two sub-goals: local support and enterprise support. It is more scientific and reasonable to treat the formulation and implementation of entrepreneurship policies as an emergency. Based on the theory of entrepreneurial events, it can be seen that potential entrepreneurs can often make direct judgments through the perception of the feasibility and rationality of entrepreneurship in the face of unexpected events. Under the influence of emergencies, when the local government's support behavior is more feasible, the entrepreneurial intention can be further stimulated, and then the government decides to establish a new economic entity and the entrepreneurial intention can be concretely presented. Enterprise support believes that the choice tendency of individual entrepreneurship behavior will be affected by subjective and objective factors. Enterprise Funding (X12). The formulation and implementation of domestic entrepreneurship policies are still in the initial exploration stage, especially the formulation of entrepreneurship policies for college students as a specific group, which is a breakthrough. For the above reasons, in this research activity,
- 2) Personal knowledge (X2). Individuals can create or discover uncharted territory through entrepreneurial ability, and when individuals are committed to creating new products, developing new markets, and creating new things, governments need the support of personal knowledge. The amount of personal support reserve is high, and the entrepreneur's academic qualifications and Xi ability are improved, and the sense of innovation will be stronger. The ability to innovate with personal knowledge can achieve a deep understanding of the practical activities of entrepreneurship. Therefore,

innovation and entrepreneurship can be combined with pursuit, especially protective policies to make more correct entrepreneurial choices. Combined with the relevant survey results, it is found that for college students, the importance of knowledge reserve and knowledge innovation rate is very high.

- 3) Government-enterprise cooperation (X3). In social cognition theory, government-enterprise cooperation is the core element of public management. By analyzing the cooperation between the government and the enterprise, it is possible to promote a certain belief or actual behavior of the individual, so it is necessary to consider the policy of the enterprise, the government's safeguard policy, and the innovation model of the enterprise. For the above analysis, multiple regression models can be constructed, as shown in Equation 1.

$$\begin{cases} X_1 = a_1 + b_1 X_{11} + c_1 X_{12} + \\ X_2 = a_2 + b_2 X_{21} + c_2 X_{22} + \beta \\ X_3 = a_3 + b_3 X_{31} + c_3 X_{32} + d_3 X_{33} + \chi \end{cases} \quad (1)$$

where α , β , and χ are the adjustment factors.

4 Conclusions and discussions-Analysis

After constructing the theoretical model, I will analyze it with a real case, so I will conduct relevant research using questionnaires and statistical analysis methods, and the specific results are as follows.

4.1 Research Subjects

The subjects in this questionnaire cover a wide range of subjects, mainly college students (including 2020, 2021, and 2022), data come from different universities in China, including South China Normal University, Xinjiang Medical University, Beijing Normal University, Jinan University, Guangzhou Academy of Fine Arts, etc. In the course of the investigation, two different survey methods were selected: paper-based distribution and online distribution. 300 questionnaires were distributed, and 297 were recovered, with a recovery rate of 99%. The questionnaire consists of 3 hypotheses and 6 dimensions, with 5 questions in each dimension and 5 points for each question. The validity and credibility of the questionnaire were 0.75 and 0.78, respectively, which were greater than 0.7, which met the relevant requirements and could be empirically analyzed, as shown in Table 1.

Table 1: Analysis of the credibility and validity of each indicator

Direction of analysis	Variable	Quantity	Check the content	
Reliability	Evaluation index	6	Cranach's Alpha	0.715
	Control variables	3		0.7236
Validity	Bartlett's Test of Sphericity	df	0.32	
		Sig.	0.052	
	Approx. Chi-Square		8.122	
	Kaiser-Meyer-Olk in Measure of Sampling Adequacy		0.792	

Among them, Cranach's Alpha is a reliability indicator, and if the index is less than 0.7, it means that the overall reliability of the questionnaire is small. Bartlett's Test of Sphericity mainly measures the redundancy of each index in the questionnaire, and there is no redundancy between the indicators proposed in this paper, and the difference between the indicators is large, df. is 0.03, sig. is 0.052. Approx. Chi-Square is the test of the sameness of the values in the group, so the values in the group are relatively independent. Kaiser-Meyer-Olk in Measure of Sampling Adequacy is to measure the sample size in the sampling data, and the results of this study show that the sample size is greater than 0.7, indicating that the sample meets the actual test requirements. As can be seen from Table 1, the reliability and validity of the results are good and need to be further studied.

4.2 Sample Data Description

Table 2 describes the sample data, as shown in table 2.

Table 2: Description of the sample data

index	Number of samples(pcs)	Score (Score Value)			
		average value	minimum	maximum	standard deviation
Local Support (X11)	300	3.22	1.52	4.91	1.61
Enterprise support (X12)	300	3.06	1.02	3.56	1.09
Knowledge Reserve (X21)	300	3.17	2.22	4.12	1.59
Knowledge Self-Improvement (X22)	300	3.10	1.24	4.95	1.55
Entrepreneurship Policy (X31).	300	3.23	2.34	4.12	1.62
Entrepreneurship Guarantee Policy (X32).	300	3.29	2.01	4.56	1.64
Innovation Mode (X33).	300	3.30	2.36	4.23	1.65

According to the sample data in Table 1, it can be seen that the mean, minimum, maximum, and standard deviation of local support (X1), knowledge reserve (X21),

and knowledge self-improvement (X22) all meet the requirements, so the sample data comparison standard.

4.3 Carrying capacity analysis of sample indicators

The samples were subjectively analyzed, and the results are shown in Table 3.

Table 3: Carrying capacity of the sample

index	Characteristic		Degree of influence	
	percentage	Characteristic	percentage	Characteristic
Local support (X1).	14.40	70.88	19.49	55.83
Knowledge Reserve (X21).	22.14	81.35	31.23	56.33
Knowledge self-improvement (X22).	10.96	71.06	21.05	56.35
Entrepreneurship Policy (X31).	32.15	61.3	16.50	86.37
Entrepreneurship Guarantee Policy (X32).	19.97	51.68	10.92	56.23
Innovation Mode (X33).	17.22	61.41	14.11	81.53

As can be seen from Table 2, the carrying capacity and characteristics of the indicators are greater than 50%, indicating that the indicators are more representative of the research hypothesis and can be used as indicators for later analysis. Although the load of local support (X1) is weak, mainly due to the difficulty of obtaining comprehensive data from government questionnaires and data, this indicator is still representative.

4.4 The correlation between each index and college students' innovation and entrepreneurship

Based on the above indicators, the correlation between each index and innovation and entrepreneurship is analyzed, and the specific results are shown in Table 4.

Table 4: Correlation analysis between various indicators and college students' innovation and entrepreneurship

Correlation	X11	X12	X21	X22	X31	X32	X33
X11	1.00	0.86	0.90	0.88	0.78	0.81	0.24
X12	0.86	1.00	0.84	0.84	0.89	0.87	0.21
X21	0.90	0.84	1.00	0.85	0.80	0.88	0.05
X22	0.88	0.84	0.85	1.00	0.83	0.83	0.28
X31	0.78	0.89	0.80	0.83	1.00	0.81	0.11
X32	0.81	0.87	0.88	0.83	0.81	1.00	0.08
X33	0.24	0.21	0.05	0.28	0.11	0.08	1.00

Regression analysis was performed for the above correlation results, and the results are shown in Table 5.

Table 5: Regression analysis results for different variables

Source of variation	Sum of squares	degree of freedom	mean square	F-value	p-value
regression	15.06	6.00	2.51	100.91	0.00
Residuals	0.30	12.00	0.02		
total	15.36				
Coefficient of Determination =	0.98				

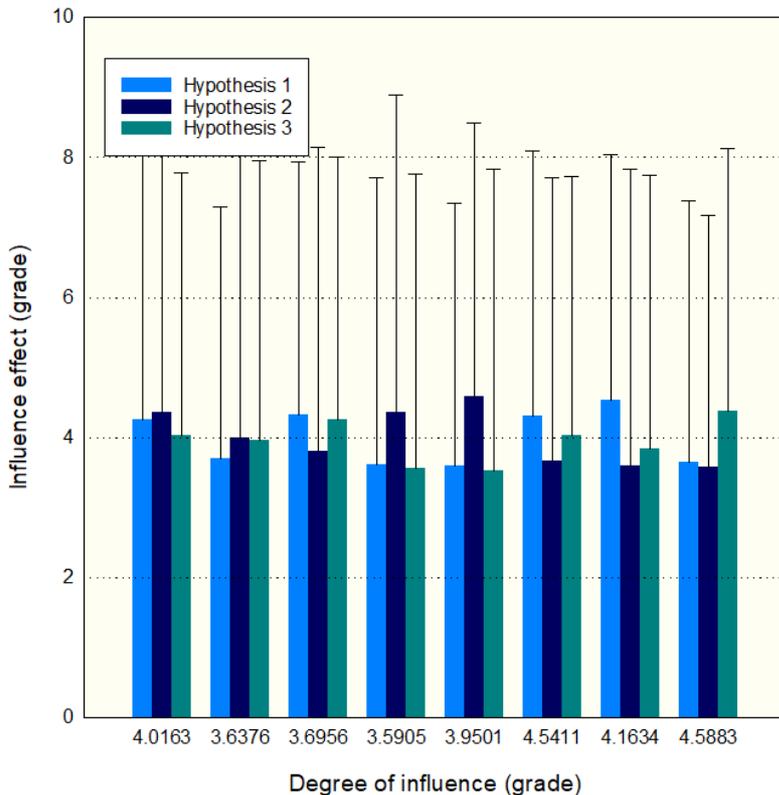
As shown in Table 5, the regression coefficient is 15.06, indicating that each factor has a significant impact on college students' entrepreneurship, and the coefficient of determination is 0.98, which further indicates that the influence of each factor on innovation and entrepreneurship is relatively high. Therefore, based on the research results of this paper, the hypothetical results of this paper can be summarized, as shown in Table 6.

Table 6: Summary of study results

Hypothetical content	outcome
H1: Local government support positively impacts college students' entrepreneurial intentions.	establish
Hypothesis 2: There is a positive correlation between school-enterprise cooperation and motivation for college students' innovation and entrepreneurship.	establish
H2a: Free government funding positively impacts the willingness to innovate and start a business.	establish
H2b: The self-improvement of knowledge positively impacts the willingness to innovate and start a business.	establish
Hypothesis 3: There is a positive correlation between the guarantee policies of innovation and entrepreneurship and the promotion of college students' willingness to innovate.	establish
Hypothesis 3a: A significant positive correlation exists between innovation mode and college students' entrepreneurial intention.	establish
Hypothesis 3b: A significant positive correlation exists between entrepreneurship policy and college students' entrepreneurial intention.	establish
Hypothesis 3c: A significant positive correlation exists between entrepreneurship guarantee policy and college students' entrepreneurial intention.	establish

The results of the hypothetical impact and impact effect analysis of the contents in Table 6 are shown in Figure 1.

Figure 1: The degree and effect of each hypothesis



From the content in Figure 1, it can be seen that the influence degree of hypothesis 3 is relatively high, but the impact effect is poor, the influence degree of hypothesis 2 is in the middle, and the influence of hypothesis 3 is the highest, so it is necessary to strengthen the policy guidance of the government to improve the effect of college students' innovation and entrepreneurship.

5 Discussion

In response to the above analysis, I discussed and analyzed from the perspectives of the government, enterprises, and college students themselves, and the specific results are as follows.

5.1 Formulate sound and targeted guidance policies for college students' entrepreneurship.

From a practical point of view, China's relevant departments should actively respond to the central government's call and implement a series of guiding opinions and policies related to college students' entrepreneurial activities issued by China. Based on objective needs, we will adjust entrepreneurial policies, rules, and regulations appropriately and pay attention to formulating and implementing new regulations. We will learn from the successful practical experience overseas, continuously optimize the domestic business environment, and provide more favorable conditions for college students to start businesses. From the perspective of policy, the influence of local governments on the innovation model of college students includes policy impact, policy perception, and policy knowledge. The factors of college students' innovation mode are affected by the above three main factors, and the influence of government policies has a positive and significant impact on college students' willingness to innovate and start a business, indicating that the preferential policies promulgated and introduced by local governments have a positive impact on college students entrepreneurship and can effectively enhance the entrepreneurial motivation of college students. According to the data(Peng,2022), although there is a positive effect on college students' entrepreneurial intentions, the effect is insignificant. The position of local government plays a leading role in the innovation and entrepreneurship of college students, and the government is the authoritative representative of the public interest. When formulating preferential policies, the government aims to benefit college students to start businesses, which can provide more preferential services for college students, provide cheap conditions for students' innovation and entrepreneurship (Pevnaya, 2021), and reflect the characteristics of inclusiveness. As an essential part of individual entrepreneurship, college students can effectively enjoy the preferential policies of local governments, so there is a positive and significant correlation between local governments and college students' innovation and entrepreneurship.

5.2 Strengthen innovative employment training for college students

Innovation and entrepreneurship training can improve the entrepreneurial quality and ability of college students, in order to enhance their overall ability to start a business, the government should play an intermediary role, encourage college students to participate in the innovation and entrepreneurship activities of enterprises(Qi, 2021), and provide certain basic measures, such as innovation and entrepreneurship training programs, school-enterprise innovation support policies, college students' innovation and entrepreneurship operation norms, etc., college students should establish an inevitable connection with the enterprise, by the government as a guarantee, strengthen the improvement of college students'

comprehensive ability, and evaluate the overall entrepreneurial ability of college students, enterprises according to the evaluation results of college students, give corresponding opportunities and conditions, in the government to carry out strategic support, to improve the role of college students in the knowledge and ability reserves, better finish Good corresponding entrepreneurial system (Qian, 2022). On the whole, enterprises and governments should use policies and technical conditions to provide necessary training opportunities for college students and should judge their ability after training, college students should improve their practical ability in the process of school-enterprise cooperation and training, promote the transformation of theory into practice, and enhance their comprehensive quality, so as to improve the success rate of entrepreneurship (Tang, 2023).

5.3 Introduce reasonable support policies.

Governments at all levels should base themselves on the present, pay attention to preferential policies for college students to start businesses, and appropriately strengthen support. The government can reduce the pressure on college students to start a business by reducing taxes and fees, supporting policies, etc. When college students succeed in starting businesses, the government should provide them with relevant incentives, on the one hand, to provide a learning model for other college student entrepreneurs and successfully stimulate entrepreneurial intention (Wosczyzna-Birch, 2021). On the other hand, the support policy can enhance college students' confidence in entrepreneurship and lay the foundation for the high-quality promotion of college students' entrepreneurial activities. Based on the theory of public management, experts and scholars at home and abroad have considered the expectation of results but ignored the role of self-efficacy. At the current stage, the support policy can attract the attention of experts and scholars, analyze the entrepreneurial situation, and promote the development of relevant strategies in combination with specific policies (Yang, 2022:56). The behavior of the respondents and the free government funding are highly susceptible to external factors so that the support policy can produce strong support for innovation and entrepreneurship. According to the theory of ability, behavioral ability determines the individual's behavioral willingness, and the support policy can regard behavioral willingness as a concrete embodiment of an individual's certain ability to promote the development of college students' entrepreneurship (Yin, 2022). Combined with the analysis of this research topic, the entrepreneurial ability of college students is closely related to their willingness to start a business, and the success of entrepreneurship depends on the degree of support policy support. The internal relationship between entrepreneurial behavior, entrepreneurial element cognition, entrepreneurial intention, and entrepreneurial ability was analyzed through one-way variance. the positive correlation between individual innovation ability and innovation behavior. Based on this reasoning, regions with active support policies have more robust entrepreneurial

opportunities, and the key is that entrepreneurial performance will be more ideal. It can be said that in the process of predicting entrepreneurs, the ability to support policies is the key influencing factor.

5.4 Create a good school-enterprise cooperation environment and entrepreneurial atmosphere

Encourage college students to gain more development space through innovation and entrepreneurship. In domestic higher education institutions and society, the government should focus on publicizing the cases of successful entrepreneurs, sharing successful practical experiences, and improving the recognition of entrepreneurship among college students. At the same time, the government can also take the initiative to contact colleges and universities to share the entrepreneurial culture by holding exchange meetings, forming a healthy and upward entrepreneurial atmosphere, and striving to make college students' entrepreneurial intentions land. Although college students have rich theoretical knowledge reserves and strong learning abilities, the government is limited in understanding the market and market risks due to experience. Some college students will be blind in entrepreneurial practice activities, coupled with the lack of risk awareness and risk resistance, and the entrepreneurial success rate is not ideal. Given the above situation, the Chinese government should base itself on the present, through the establishment of college student incubation centers, the issuance of relevant guidance, etc., to make college students aware of the entrepreneurial process and encourage them to understand the risks of entrepreneurship. For college students, the government also needs to pay attention to the following critical issues in the process of starting a business: first, whether the product or project meets the environment required by the market; second, the competitive environment of product substitution and potential risks, third, the potential environment of suppression from mature enterprises in the market, and fourth, how to deal with the internal environment in the face of entrepreneurial risks.

6 Conclusion

This paper analyzes the problem of college students' innovation and entrepreneurship from the perspective of the public, uses the questionnaire to judge the entrepreneurship and innovation of college students, and makes a comprehensive analysis from the perspective of becoming a government, enterprise, and students, and puts forward three hypotheses, and the results show that government policies, school-enterprise cooperation and the improvement of college students' own ability will have an impact on their innovation and entrepreneurship, among which the impact of government policies is higher than 0.8, followed by the impact of school-enterprise cooperation, and the impact degree is 0.7. Although the proportion of college students' own ability in the

whole analysis process is small, it is still greater than 0.6. In the future, the government should introduce more support policies to give college students certain support and provide more opportunities for school-enterprise cooperation, and at the same time, it is necessary to carry out regular ability training for college students, and there are certain deficiencies in my research, mainly because the evaluation of college students' innovation and entrepreneurship lacks certain standards, and it is difficult to obtain information such as government support policies, and the follow-up survey of related topics will continue to be carried out in the future to make up for the shortcomings of the above research.

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Notes:

** represents significant differences, and * represents differences.

From the data in Table 2, it can be seen that local support (X1), knowledge reserve (X21), knowledge self-improvement (X22), entrepreneurship policy (X31), entrepreneurship guarantee policy (X32), and innovation model (X33). All of them are the main influencing factors of college students' innovation and entrepreneurship, and government impact college students' innovation and entrepreneurship. The reason is that college students can promote innovation and entrepreneurship through local policies and good innovation models. For various entrepreneurial projects, local governments have different policies and support methods. Knowledge self-improvement (X22) and entrepreneurship policy (X31) greatly impact college students' innovation and entrepreneurship and help maximize enthusiasm for innovation. Nowadays, in a single or market environment, the competitive strategies formulated by local governments will directly affect the willingness of college students to innovate. In addition, knowledge training will also become an advantage for college students' innovation and entrepreneurship.

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