

How University Students' "Double Chuang" (Innovation and Entrepreneurship) Steps Out from "Three Highs" and "Three Lows"?

—Based on the Research of Universities in Jiangxi, Zhejiang and Hubei

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Abstract—This paper, through the investigation of college students and entrepreneurship graduates in Jiangxi, Zhejiang, Hubei and other provinces, found the “three highs” and “three lows” phenomenon of university students’ “Double Chuang” and “Four restricts” that stop university students from doing “Double Chuang”. To step out from “three highs” and “three lows”, the paper suggests the local government and university should clarify the misunderstanding about “Double Chuang” and introduce the law of promoting college students’ “Double Chuang”; perfect fund support policies of “Double Chuang” and put it into practice the demonstration projects of university students’ startup; create a great “Double Chuang” campus environment and carry out “Double Chuang” education based on different levels; set up “Double Chuang” platforms and improve “Double Chuang” public service.

Keywords—*university students; innovation; entrepreneurship; suggestions*

I. INTRODUCTION

Recently, “Double Chuang” has been a widely known buzzword. University students as the main force of “Double Chuang” who are full of dreams, vitality and more creativity bear the hope of the epoch. Motivating university students to do “Double Chuang” can not only expand employment but also help to activate innovation potential and creativity vigor of the whole society.

To encourage university students to devote themselves to “Double Chuang”, Ministry of Human Resources and Social Security and other nine ministries jointly carry out the plan of encouraging university students to start their own business (released by Ministry of Human Resources and Social Security, the 38th file in 2014). Besides, Council State General Office issued the 36th file of *guidance on how to deeply reform the “Double Chuang” education in universities* in 2015. Under the influence of a series of policies designed by the top, what is the current situation of university students’ “Double Chuang”? Which factors are stopping the university students from doing “Double Chuang”?

To answer the questions, we design a questionnaire and an interview outline based on four dimensions: the individual

characteristic of university students, the “Double Chuang” desire of university students and “Double Chuang” practice of university students. Between May 2016 and July 2016, we surveyed 900 university students and graduates from various universities in Jiangxi, Zhejiang, Hubei etc. After surveying, 848 valid questionnaires were distributed in which 31.8% of the respondents were males, 68.2% females, 71.9% undergraduates, and 28.1% postgraduates. The surveyed universities range from 985, 211 and provincial key universities to other universities, but the provincial key universities are the focus, which account for 78.8%. Approximately 80 students are interviewed who maybe are juniors, seniors or graduates that have graduated from university within 3 years. Among all the respondents, students from universities of Jiangxi Province account for 52.3%.

From the research results, the phenomenon of “three highs”, “three lows” and “four restricts” are the highlights. “Three highs” are high desire of “Double Chuang”, high enthusiasm of university and government, high rate of low-knowledge entrepreneurship. “three lows” indicate low success ratio of entrepreneurship practice, low level of family support, low proportion of tech-entrepreneurship. “Four restricts” include cognitive biases against “Double Chuang”, lack of policy systematicness and accessibility, weak effectiveness of university support system, less entrepreneurship self-confidence of students, which stop university students from doing “Double Chuang”.

II. THREE HIGHS AND THREE LOWS

A. University students have high desire for “Double Chuang”, but the success rate is low.

As the research shows, with the deepening of “Double Chuang”, university students have much enthusiasm about entrepreneurship and prepare for it. However, just a few students put the desire into practice, which causes the success rate is quite low. Among the respondents, 87.3% say that entrepreneurship is meaningful and they plan to start their own businesses. However, only 14% of the respondents are searching for the opportunity of entrepreneurship as 7.9% put entrepreneurship desire into practice.

Why is the practice rate of entrepreneurship so low? The respondents, who didn't create a company hold the view that they lack experience, fund and have no right items and so on. University students who have started their own businesses sigh that entrepreneurship is too hard. The main problems they encounter are lacking experience, talents, fund and core technology.

B. Government and university are enormously enthusiastic about "Double Chuang", but family support rate is low.

Promoting "Double Chuang" of university students not only increases the employment rate, but also is the positive response to the policy of mass entrepreneurship and innovation[1], which makes governments and universities show high enthusiasm. Except for the top design of promoting "Double Chuang" from the central government, local governments also roll out favorable policies of promoting "Double Chuang" one after another. In 2015, Zhejiang Province government introduced five policies on guiding and nurturing university students, technical specialists and corporate executives etc. At the same time, Hubei Province government set out 28 new policies of promoting entrepreneurship as Jiangxi Province government put a series of policies in place. The universities actively followed, taking various measures to promote "Double Chuang". As the report shows, 72.4% of the universities surveyed provide the startups platforms for students, and 49.1% offer the startups fund to students. Besides, all the universities researched start the enterprising education curriculum to varying degrees.

However, the report also shows that most families of universities students don't approve of the "Double Chuang" behavior "Double Chuang" of their kids. 21.6% of the respondents say that their parents agree on "Double Chuang", but 36.3% parents of the students demonstrated unequivocal opposition to it. The situation is related to not only the "Double Chuang" risk and high request of "Double Chuang" but also the conventional Chinese idea of pursuing stability and ignoring business. Lacking fund is the main reason of being objected by families. 40.9% of the respondents answer that their parents wish they can focus on the study so that find a good job after graduating.

C. The proportion of low knowledge-based entrepreneurship is high, while the one of tech-entrepreneurship is low.

University students have active minds, master new knowledge and new skills. Whether the theoretical analysis or the entrepreneurship practice of foreign university students, university students should display the feature of innovation, which have been accepted by students. 27.9% of the respondents believe "Double Chuang" is cultivating students' innovative and entrepreneurship spirits, while 41.2% of them hold the view that "Double Chuang" is an activity which is based on management, technology and product innovation. Nonetheless, in practice, most university students focus on the entity store marketing, online store, educational training and catering while just few students start their own business based on patented technology.

III. FOUR RESTRICTIONS

A. University students have major cognitive biases against doing "Double Chuang".

There is no revolutionary theory, there is no revolutionary action. What is the connotation of "Double Chuang"? What is the relation of entrepreneurship and innovation? Who is the main body of "Double Chuang"? These are the basic questions on how to promote "Double Chuang" of university students. Surprisingly, most of the students have misunderstood them.

Firstly, "Double Chuang" is simply defined as entrepreneurship, innovation being ignored, which makes people just pay attention to the numbers of business startup and leads to a great majority of university students choosing industries with a low barrier. However, university students have active minds, think big and master some professional knowledge, specialized abilities, which are the advantages of university students' "Double Chuang". University students are supposed to make use of their advantages to start their own businesses based on innovation, which can not only increase the employment but also advance the technology.

Secondly, there is the statement that university students should roll out a business whatever your major is and your grade is. The wrong cognition has resulted many problems. For example, some students can't concentrate on study and simply start a business blindly, which makes some parents and social people become suspicious of, even are against "Double Chuang". University students should focus on study. In the first half of 2016, Xi Dada encouraged university students to concentrate on study without distractions in the University of Science and Technology of China. Premier Li told the university students entrepreneurs to lay a solid foundation of study, which will open a wider entrepreneurship space. From the learning stage, it is obvious that junior students who have not learned specialized knowledge and specialized training should not be encouraged to start businesses. From the major perspective, entrepreneurship is not fit to all majors, such as basic subjects.

B. The level of systematism and accessibility of "Double Chuang" policy should be improved.

Though our policy system of university students' startup is getting more perfect, there are few special policies taken, which is because "Double Chuang" practice of university students' "Double Chuang" just lasts for few years and university students are not the main body of entrepreneurship. Moreover, due to the multi-bodies of taking policies, limited "Double Chuang" policies for university students are scattered in the documents of commercial policy, fiscal policy, tax policy and so on[2] which makes the "Double Chuang" lack system. Some policies lack effective implementation measures, hard to put into practice. Some university student entrepreneurs surveyed say the most profound difficulty is lacking fund in the earlier stages of a business. Though our country has support policies of university students' "Double Chuang", it is very hard to get the supportive loan[3]. Many items need be inspected when asking for a loan while the most important point is to need to be guaranteed. If you are starting the business elsewhere, who will guarantee for you? Furthermore,

asking for a loan will cost a lot of time and energy because of a serious of complex processes. When you get the loan, your item has died.

In addition, a great majority of university students know a little about “Double Chuang” policies on account of insufficient policies publicity. The investigation shows 41.6% of the respondents consider the government’s policies are too limited and useless. 34.08% say they know a little.

C. The availability of “Double Chuang” supportive system from universities need be improved.

As the bond linking with university students and the main territory of nurturing universities students, universities play an important role in “Double Chuang” practice. At present, a great number of universities are constructing “Double Chuang” supportive systems “Double Chuang”, such as implementing “Double Chuang” education, creating “Double Chuang” platform, organizing “Double Chuang” competition, setting up “Double Chuang” fund etc. Yet, the search indicates that those “Double Chuang” supportive systems are too far from effectiveness and social practice is the first one to contribute to university students’ “Double Chuang”.

As for the evaluation about the entrepreneurship courses, only 8.26% of the respondents think entrepreneurship courses are useful as other 14.1% believe that entrepreneurship courses are useless. Interviewing further, we find 3 main problems of supportive systems from universities

First, the “Double Chuang” awareness of college teachers is dim, and few have entrepreneurial experiences. Although colleges’ leadership and students’ youth league attach much importance to “Double Chuang”, a great number of teachers who know a little about “Double Chuang”, have no entrepreneurial experiences and never work in a business.. Most of the students think highly of scientific research, ignoring how to convert scientific discoveries to commerce-let alone tech-entrepreneurship. Lots of entrepreneurship instructors just have theories, no practice.

Second, the number of “Double Chuang” platforms for university students is inadequate, and the forms are single. There are “Double Chuang” platforms in most universities researched, but “Double Chuang” platforms rely on disciplinary platforms and the scientific research items of tutors. “Double Chuang” platforms are mainly free-rent, but are shared, remote places, which don't meet the demand of students’ “Double Chuang”.

Third, technical services of guiding students’ project planning and entrepreneurship practice are not enough. Some of the respondents say they often have startup projects. However, there is no way for them to get the professional guidance. Therefore, they are confused about how to select a good project, how to start a business.

Forth, the startup self-confidence of university students is supposed to be boosted[4]. “Double Chuang” desire of university students directly influences “Double Chuang” practice of them. By factor analysis method and survey data, we find “Double Chuang” desire consists of three dimensions, which are knowledge base, entrepreneurship self-confidence

and business plan. Compared with knowledge base, entrepreneurship self-confidence and business plan have greater impact on business practice.

As the research shows, overall, university students are lacking in the startup self-confidence, but it is obvious that the students who are starting businesses have more confidence. 29.4% of the students who are starting businesses hold the idea that startups of university students will succeed, which is objected by the non-entrepreneurs.

The survey also indicates startup desire and practice of university students is quite related to sex, learning level, hometown, major, family where sex has the most impact on startup practice. Firstly, the rate of boys’ startup desire and practice is higher than the ones of girls, which is 14.8%, compared with 4.7% of girls. The phenomenon may be caused by traditional sex culture. Secondly, the students majoring in economic management have more startup desire and practice compared with ones majoring in math and science. Among the major types of students who have started businesses, management (24.2%), engineering (24.2%), economics (19.7%) take the majority. Maybe it is relevant to different professional backgrounds, modes of thinking, specialized knowledge, resource acquisition. Thirdly, the proportion of postgraduates’ startup practice is higher than undergraduates. Among the respondents surveyed, postgraduates’ startups account for 4.6%, while undergraduates 9.2%. As for the reason, postgraduates receive more professional education, which makes it easier for them to find a good job. Besides, most of the postgraduates think they accept higher-level education, which makes them disdain low-skill, low-knowledge startups. They prefer to get employed without nice items. Fourthly, the startup rate of university students from the villages is larger than the one of students from the cities. Of the university students who have started businesses, 55.9% are from the villages while 20.6% come from the cities. It is the growing environment and experiences that affect their startup motivation. As the research shows, three reasons account for the big difference. 51.9% of the university students from villages regard entrepreneurship as a good training way, 15.2% higher than the ones from cities. 59.3% of the university kids from villages think young people must be enterprising, 9.3% higher than the ones from cities. 28.6% of the university students hold the view that being employed is too hard, 8.2% higher than the ones from cities. Last, the startup proportion of the students whose families or relatives are starting businesses is higher than the others. For all the samples, the startup rate of students’ families or relatives is 29.8%. Among the students that are starting businesses, the rate of whose families or relatives are entrepreneurs is 36.8%. Family is the first living and lifelong environment for everyone from which the enterprise education and commercial resources from family have deep impact on university students’ startup.

IV. FIVE SUGGESTIONS FOR “DOUBLE CHUANG”

Firstly, clarify the misunderstanding about “Double Chuang”. Being clear with the point of “Double Chuang” education according to different grades and majors is the first step. Furthermore, encouraging and supporting university

students' startups based on innovation and establishing breed period are attached too much importance.

Secondly, comb and perfect "Double Chuang" policies and introduce the laws of promoting university students' "Double Chuang".

Thirdly, perfect fund support policies of "Double Chuang" and put it into practice the demonstration projects of university students' startup. For instance, the central government and provincial finance ministry can set up special nurturing fund for "Double Chuang". The central and provincial sci-technology ministry can institute technology innovation fund.

Fourthly, create a great "Double Chuang" campus environment and carry out "Double Chuang" education based on different levels. At first, it is necessary to cultivate "Double Chuang" teachers in collaboration with the government, the university and the business. Then, universities should contact the media to make use of their platforms to herald Double Chuang policies etc. And it is the last step to explore "Double Chuang" education management system based on different levels

Last but not least, create "Double Chuang" platforms and improve "Double Chuang" public service. Universities and businesses should cooperate to build "Double Chuang" platforms vigorously. The Ministry of Education and other ministries should set up fair trading platforms for college technological achievements together.

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