

# *A Study on College Students' Satisfaction with Entrepreneurial Policies from the Perspective of Publicity and Optimization Research*

Yue Guo<sup>1,a,\*</sup>, Jiawei Guo<sup>2,b</sup>

<sup>1</sup>*School of Sociology, Beijing Normal University, Xijiekouwai Street, Beijing, China*

<sup>2</sup>*College of Vocal Language and Art, Sichuan University of Media and Communications, College Street, Chengdu, China*

*a. guoyueyue666@163.com, b. 511893491@qq.com*

*\*corresponding author*

**Abstract:** This research aims to analyze college students' satisfaction with entrepreneurial policies from the perspective of publicity, identify factors influencing satisfaction, and propose a path for optimizing entrepreneurial policy publicity strategies. A questionnaire survey and random interviews were conducted among university students in Wuhan, with 100 questionnaires distributed and 100 valid responses collected. The study reveals that surveyed college students exhibit high satisfaction in three dimensions of entrepreneurial policy publicity: clarity, audience appeal, and promotional intensity. However, satisfaction is comparatively lower in three dimensions: accessibility of policy information, promotional intensity, and the sustainability of promotion. To enhance college students' satisfaction with entrepreneurial policies, optimization efforts should focus on four aspects: the platforms for publicity, communication channels, target audiences, and content of publicity. This approach aims to effectively maximize the impact and efficiency of entrepreneurial policies for college students.

**Keywords:** Publicity perspective, entrepreneurial policies, satisfaction, college students

## 1. Introduction

Innovation and entrepreneurship are crucial driving forces for current economic and social development, as well as key elements for further enhancing the quality of talent cultivation in universities. The entrepreneurial status of college students holds significant implications for economic development, employment promotion, and educational improvement. In recent years, various regions have actively fostered a favorable entrepreneurial atmosphere for college students, providing convenient entrepreneurial policies. The government's supportive policies for student entrepreneurship have shown clear effectiveness. Policy promotion serves as the starting point and a vital tool for policy execution. [1] Existing research in China has primarily focused on the basic content system, current challenges, performance analysis, optimization strategies, and learning from foreign experiences regarding entrepreneurial policies. However, there remains considerable room for exploration in the analysis of factors influencing the promotion of entrepreneurial policies, and effective policy promotion is crucial for the successful implementation and effectiveness of policies.

Even if the target audience is familiar with and understands the policies, it forms the basis for the smooth implementation and effectiveness of the policies.

This study, based on a promotional perspective, conducted a questionnaire survey and interviews at universities in Wuhan. It analyzes the promotion status and satisfaction of entrepreneurial policies among Wuhan university students, examining the impact of various factors on their satisfaction. The study ultimately proposes optimization strategies, aiming to provide a reference for the promotion of entrepreneurial policies among college students and enhance their satisfaction, thereby effectively maximizing the impact and efficiency of these policies.

## **2. Research Methods**

This research employed a combination of questionnaire surveys and interviews. The questionnaire consisted of three parts: the first part focused on general demographic information, including the university attended, school type, gender, grade, and participation in innovation and entrepreneurship projects. The second part examined the awareness and information sources of college students regarding entrepreneurial policies. The third part evaluated the promotion of entrepreneurial policies among college students, utilizing Likert's 5-dimensional scoring method with positive scoring. Interviewers refrained from using leading or suggestive language during questionnaire completion. Following the questionnaire, random interviews were conducted with respondents.

After collecting the questionnaires, the social science statistical software package SPSS 24.0 was applied. Chi-square tests were performed to analyze the relationship between college students' entrepreneurial intentions and factors such as school type, gender, grade, participation in innovation and entrepreneurship projects, understanding of Wuhan's entrepreneurial policies, attention to these policies, and awareness of various entrepreneurial forms. Additionally, linear regression analysis was conducted, with college students' satisfaction with entrepreneurial policies as the dependent variable and variables such as the timely updating of policy promotion, emphasis, clarity, comprehensiveness, convenience of information access, the attitude and problem-solving capability of promotional personnel, intensity, continuity, and the suitability of channels for college students as independent variables.

## **3. Research Findings**

### **3.1. Entrepreneurial Intentions of College Students**

Among the surveyed college students, 1% indicated that they "definitely will" pursue independent entrepreneurship after graduation, 28% stated they "might" consider independent entrepreneurship, 27% expressed that they "might not" pursue independent entrepreneurship, 17% stated they "definitely will not," and 27% were "undecided" about entrepreneurial pursuits. Chi-square tests were conducted to examine the relationship between college students' entrepreneurial intentions and factors such as school type, gender, grade, participation in innovation and entrepreneurship projects, understanding of entrepreneurial policies for Wuhan's college students, attention to these policies, and awareness of various forms of college student entrepreneurship. The results are presented in Table 1.

The results indicate that there is no significant difference in the entrepreneurial intentions of college students based on school type, grade, or participation in innovation and entrepreneurship projects. However, significant differences were observed based on gender, understanding of entrepreneurial policies for Wuhan's college students, awareness of various forms of college student innovation and entrepreneurship, and attention to entrepreneurial policies for Wuhan's college students.

Table 1: Factor Analysis of Influencing College Students' Entrepreneurial Intentions

Title	Definition	Will you start your own business after graduation (%)?					Total	$\chi^2$	p
		Definitely	Maybe	Uncertain	Maybe Not	Definitely Not			
School Type	985 Universities	1(10.00)	17(60.71)	15(55.56)	21(77.78)	10(58.82)	64(64.00)	7.165	0.519
	211 Universities	0(0.00)	7(25.00)	11(40.74)	4(14.81)	5(29.41)	27(27.00)		
	Regular Universities	0(0.00)	4(14.29)	1(3.70)	2(7.41)	2(11.76)	9(9.00)		
	Total	1	28	27	27	17	100		
Gender	Male	1(10.00)	12(42.86)	3(11.11)	7(25.93)	2(11.76)	25(25.00)	2.14	0.016*
	Female	0(0.00)	16(57.14)	24(88.89)	20(74.07)	15(88.24)	75(75.00)		
	Total	1	28	27	27	17	100		
Grade	Freshman	0(0.00)	4(14.29)	3(11.11)	0(0.00)	0(0.00)	7(7.00)	7.506	0.354
	Sophomore	0(0.00)	0(0.00)	1(3.70)	0(0.00)	0(0.00)	1(1.00)		
	Junior	0(0.00)	3(10.71)	2(7.41)	0(0.00)	0(0.00)	5(5.00)		
	Senior	0(0.00)	2(7.14)	5(18.52)	5(18.52)	5(29.41)	17(17.00)		
	Graduate and above	1(10.00)	19(67.86)	16(59.26)	22(81.48)	12(70.59)	70(70.00)		
Participation in Innovation and Entrepreneurship Projects	Total	1	28	27	27	17	100	5.632	0.228
	Yes	1(10.00)	14(50.00)	7(25.93)	11(40.74)	5(29.41)	38(38.00)		
	No	0(0.00)	14(50.00)	20(74.07)	16(59.26)	12(70.59)	62(62.00)		
Understanding of Entrepreneurial Policies for Wuhan's College Students	Total	1	28	27	27	17	100	8.626	0.004**
	Completely Unaware	0(0.00)	5(17.86)	9(33.33)	6(22.22)	5(29.41)	25(25.00)		
	Unaware	0(0.00)	8(28.57)	10(37.04)	15(55.56)	8(47.06)	41(41.00)		
	Uncertain	0(0.00)	11(39.29)	8(29.63)	6(22.22)	3(17.65)	28(28.00)		
	Aware	1(10.00)	4(14.29)	0(0.00)	0(0.00)	1(5.88)	6(6.00)		
Total	1	28	27	27	17	100			

Table 1: (continued).

Awareness of Various Forms of College Student Innovation and Entrepreneurship	Very Difficult	0(0.00)	4(14.29)	1(3.70)	0(0.00)	1(5.88)	6(6.00)		
	Quite Difficult	0(0.00)	7(25.00)	10(37.04)	10(37.04)	5(29.41)	32(32.00)		
	Uncertain	0(0.00)	8(28.57)	11(40.74)	11(40.74)	9(52.94)	39(39.00)	3	0
	Quite Favorable	0(0.00)	7(25.00)	5(18.52)	5(18.52)	2(11.76)	19(19.00)	5.08	.004
	Very Favorable	1(10.00)	2(7.14)	0(0.00)	1(3.70)	0(0.00)	4(4.00)	7	**
	Total	1	28	27	27	17	100		
	Completely Uninterested	0(0.00)	2(7.14)	5(18.52)	4(14.81)	5(29.41)	16(16.00)		
	Quite Uninterested	0(0.00)	9(32.14)	14(51.85)	17(62.96)	8(47.06)	48(48.00)	1	0
	Uncertain	0(0.00)	10(35.71)	6(22.22)	5(18.52)	3(17.65)	24(24.00)	15.4	.000
	Quite Interested	0(0.00)	7(25.00)	2(7.41)	1(3.70)	1(5.88)	11(11.00)		
Very Interested	1(10.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	1(1.00)			
Total	1	28	27	27	17	100			

\* p<0.05 \*\* p<0.01

### 3.2. College Students' Attention and Understanding of Entrepreneurial Policies

Survey data reveals that the surveyed college students exhibit a relatively low level of attention to entrepreneurial policies. Only 1% indicated "extremely attentive," 11% "quite attentive," while 48% and 16% stated they were "not very attentive" and "not at all attentive," respectively. Furthermore, the understanding of entrepreneurial policies among the surveyed college students is even lower, with 0% claiming "extremely knowledgeable," 6% "quite knowledgeable," and 41% and 25% indicating "not very knowledgeable" and "not at all knowledgeable," respectively.

The questionnaire identified seven specific policies and one optional policy. Among these, the policy most understood by college students is the "Entrepreneurial Subsidy and Grant Policy," followed by the "Entrepreneurial Training Policy" and "Support Policy for College Students' Entrepreneurial Spaces." Conversely, the policy least understood is the "Reducing Entry Barriers for College Student Entrepreneurship," followed by the "Special Fiscal Funds Policy for College Student Entrepreneurship" and the "Small Amount Guaranteed Loans Policy for College Student Entrepreneurship."

### 3.3. College Students' Methods of Obtaining Entrepreneurial Policy Information

In this study, seven predefined channels and one optional channel were provided for college students to obtain information related to entrepreneurial policies. Data analysis indicates that the primary channel for college students to access information on entrepreneurial policies is through school and college announcements, followed by media releases (official social media, websites, print media), and online dissemination (forums, discussion boards, WeChat). Other channels include information

from school and college-related courses, advice from senior students or classmates, proactive collection of relevant policies, promotion by innovation and entrepreneurship parks and bases, and other sources (family and friends, competition awareness, accidental discovery), as shown in Figure 1.

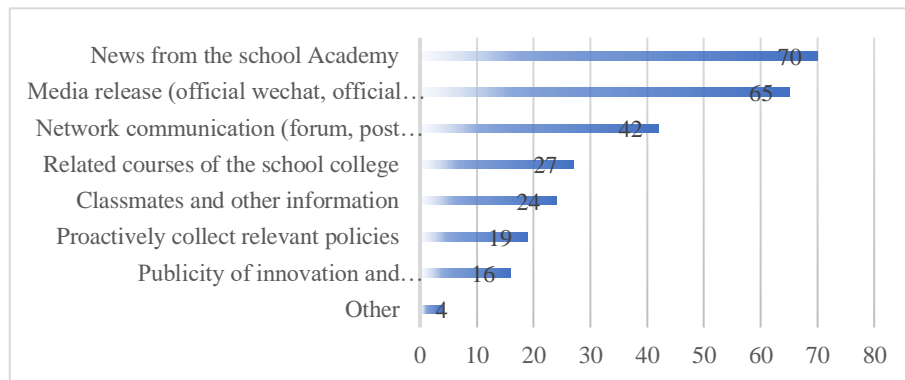


Figure 1: College Students' Channels for Obtaining Entrepreneurial Policy Information (Percentage)\*\*

### 3.4. College Students' Evaluation of Entrepreneurial Policy Promotion

From the data, it is evident that the surveyed college students' overall satisfaction with the promotional efforts of Wuhan's college student entrepreneurial policies is as follows: "extremely satisfied" - 3%, "quite satisfied" - 27%, "neutral" - 52%, "quite dissatisfied" - 16%, and "extremely dissatisfied" - 2%. Furthermore, the study evaluated the promotion of entrepreneurial policies based on nine dimensions: timeliness, relevance, acceptability, comprehensiveness, convenience, effectiveness, outreach, sustainability, and audience targeting.

The surveyed college students expressed high satisfaction with the simplicity and understandability of entrepreneurial policy promotion, with 32% indicating "extremely satisfied" or "quite satisfied." Additionally, regarding the targeting of the promotion to suit college students, 30% expressed "extremely satisfied" or "quite satisfied." As for the intensity of entrepreneurial policy promotion, 27% were "extremely satisfied" or "quite satisfied." However, college students were less satisfied with the convenience of accessing entrepreneurial policies, with 22% indicating "extremely dissatisfied" or "quite dissatisfied." Similarly, the intensity of entrepreneurial policy promotion and the sustainability of promotional efforts had 21% expressing dissatisfaction. The detailed results are presented in Table 2.

Table 2: College Students' Evaluation of Entrepreneurial Policy Promotion Dimensions (Percentage, N=100)

Evaluation Dimensions	Extremely Satisfied	Quite Satisfied	Neutral	Quite Dissatisfied	Extremely Dissatisfied
Timely Updates	2	21	62	9	6
Emphasizes Key Points	2	18	63	13	4
Easy to Understand	2	30	52	14	2
Comprehensive Content	2	22	61	13	2

Table 2: (continued).

Convenient Awareness	2	24	52	19	3
Effective Service, Practical Problem Solving	3	21	63	10	3
Promotional Intensity	2	25	52	18	3
Sustained Promotion	2	21	56	18	3
Strong Audience Appeal	1	29	56	12	2

This study aims to explore the impact of the nine dimensions mentioned above on the satisfaction of college students with entrepreneurship policy publicity. The dependent variable is the satisfaction of college students with entrepreneurship policies, and the independent variables include whether policy publicity is updated in a timely manner, whether it emphasizes key points, whether it is easily understandable, whether it covers relevant content comprehensively, whether it is easily accessible, whether the attitude of the publicity personnel is amicable and problem-solving, whether the effort is sufficient, whether it is sustained, and whether the channels are suitable for college students. Linear regression analysis was conducted on these variables. The results show that the F-value of the overall statistical test of the regression model is 28.716, and the significance test P-value is  $0.000 < 0.05$ . Therefore, the regression model explains the variability at a significant level. Additionally, all VIF values in the model are less than 5, indicating the absence of collinearity issues. The D-W value is around 2, indicating the absence of autocorrelation, suggesting a good model fit. The coefficient of determination  $R^2$  is 0.742, indicating that the nine dimensions together can explain 74.2% of the variation in the overall satisfaction of college students with entrepreneurship policy publicity in Wuhan, as shown in Table 3.

From the data, it can be observed that the coefficients for whether policy publicity is easily understandable, whether it is easily accessible, and whether the channels are suitable for college students are all positive. Moreover, they have passed the significance test at the 0.05 level, indicating that the higher the understandability and accessibility of entrepreneurship policies for college students, and the more suitable the channels, the higher the satisfaction with the publicity work. On the other hand, the coefficient for whether policy publicity covers relevant content comprehensively is negative and has passed the significance test at the 0.05 level, suggesting that the more comprehensive the content, the lower the satisfaction with the publicity work. By examining the absolute values of the standardized coefficients, it is evident that among the nine factors considered in this study, the most significant impact on college students' satisfaction with entrepreneurship policy publicity is whether the policy publicity channels are suitable for college students, followed by the convenience of policy awareness and the comprehensiveness of relevant content in policy publicity.

Table 3: Regression Analysis Results of College Students' Satisfaction with Entrepreneurship Policy Publicity (N=100).

Influence Variables	Standard Error	Standardized Coefficient	t	p	VIF	R <sup>2</sup> Adjusted R <sup>2</sup>	F
Constant	0.226	-	-0.23	0.819	-		
Timeliness of Policy Publicity	0.108	-0.058	0.535	0.594	4.067		
Emphasis in Policy Publicity	0.112	0.178	1.684	0.096	3.91		
Clarity and Understandability of Policy Publicity	0.086	0.181	2.168	0.033*	2.421		
Comprehensiveness of Relevant Content in Policy Publicity	0.09	-0.24	2.956	0.004**	2.304		
Convenience of Policy Awareness (Knowing where to find relevant policy information)	0.1	0.266	2.628	0.010*	3.583	0.742	F(9,90)=28.716, p=0.000
Affable Attitude of Policy Publicity Personnel, Problem-solving Capability	0.102	0.069	0.719	0.474	3.176		
Sufficiency of Effort in Policy Publicity	0.082	0.131	1.567	0.121	2.423		
Sustainability of Policy Publicity (Active promotion only at the time of introduction)	0.105	-0.032	0.312	0.756	3.678		
Suitability of Policy Publicity Channels for College Students	0.092	0.491	5.872	0.000**	2.437		

Dependent Variable: Overall Satisfaction with Entrepreneurship Policy Publicity among College Students  
 D-W Value: 1.790 \* p<0.05 \*\* p<0.01

#### 4. Conclusion and Discussion

The statistical results of this study on college students' entrepreneurial intentions reveal that 29% express a likelihood or certainty of starting a business, while 44% indicate a likelihood or certainty of not doing so. The remaining 27% express uncertainty, indicating a relatively low entrepreneurial inclination among college students, with a significant portion expressing confusion and indecision. Interviews suggest that this phenomenon is linked to a lack of awareness and unclear planning among some respondents regarding relevant policies. Additionally, some students in certain majors perceive their field as challenging for entrepreneurship, leading them to refrain from attempting it. Some students have clear alternative plans, such as pursuing careers as national civil servants or in specific positions.

The study results indicate a low level of attention and understanding among college students regarding entrepreneurship policies. Interviews reveal that some students do not proactively seek information on relevant policies, and the promotion by relevant authorities and educational institutions is inadequate, contributing to a lack of interest in policy information. Some students express a desire to learn about entrepreneurship policies but struggle to find relevant information and are unclear about whether they meet the specific conditions of the policies.

Among the specific policies listed in this study, the top three policies most well-known to college students are the Entrepreneurship Subsidy and Assistance Policy, Entrepreneurship Training Policy, and Entrepreneurship Space Support Policy. The three least understood policies are the Policy to Reduce Entry Barriers for College Students' Entrepreneurship, Special Financial Funds Policy for College Students' Entrepreneurship, and Small Amount Guarantee Loan Policy for College Students' Entrepreneurship. Interviews indicate that the main reasons for understanding these policies are incidental discovery, effective school promotion, and personal interest. Reasons for not understanding the listed policies include lack of personal interest, difficulty finding information channels, and inadequate explanations by relevant departments.

Regarding the channels through which college students acquire information about entrepreneurship policy, the top three selected options out of seven and one optional item are: school and college announcements, media releases (official social media accounts, official websites, print media, etc.), and online communication (forums, online communities, WeChat, etc.). Interviews reveal that college students attach high importance to information distributed by their schools and colleges, considering it trustworthy. The second most relied-upon source is information found on the internet, including popular topics.

From the data, it is evident that college students in Wuhan generally express satisfaction with the overall publicity efforts of entrepreneurship policies. Respondents exhibit higher satisfaction with the accessibility, audience engagement, and promotional intensity dimensions. However, satisfaction is comparatively lower regarding the convenience of accessing policy information, the intensity of promotion, and the sustainability of promotional efforts. There is a significant polarization in satisfaction ratings among respondents, particularly in terms of the convenience of accessing entrepreneurship policies and the intensity of promotion. Interviews reveal varying degrees of emphasis on entrepreneurship by different universities and colleges, with some students able to access relevant policy information through their institutions, while others face information barriers and lack assistance. As a result, satisfaction ratings among respondents regarding the convenience of accessing entrepreneurship policies and the intensity of promotion exhibit significant polarization.

## **5. Recommendations and Countermeasures**

Based on the data analysis results and interviews conducted in this study, it is evident which factors influence college students' satisfaction with entrepreneurship policy publicity and the importance of each factor. Given the significant role of entrepreneurship policy publicity in promoting college student entrepreneurship, which in turn contributes to student employment, local economic development, and the enhancement of relevant university courses, [2] the following recommendations are proposed to optimize and enhance college students' satisfaction with entrepreneurship policy publicity, ensuring the optimal effectiveness of entrepreneurship policies.

### **5.1. Establishing Propaganda Platforms and Collaborating with Diverse Entities**

Entrepreneurship policy publicity should create collaborative platforms with the coordinated support of relevant authorities, involving various entities such as universities, businesses, and social organizations. This approach aims to establish a comprehensive and all-encompassing policy publicity network that operates across all stages and domains, breaking down collaborative barriers. [3] Firstly, universities are encouraged to integrate entrepreneurship education, offering relevant courses tailored to different majors, incorporating entrepreneurial thinking, skills, and policies into the curriculum to enhance students' understanding of entrepreneurship policies and mastery of entrepreneurial experiences and skills. Secondly, after students acquire relevant knowledge, opportunities should be provided for them to interact with related enterprises, organizations, and



successful individuals, gaining insights into the practical implementation of policies and facilitating opportunities for interested students.

## 5.2. Expand Propaganda Channels and Ensure Timely and Authoritative Releases

Entrepreneurship policy publicity should fully utilize various media resources, emphasizing the authority and timeliness of policy publicity and interpretation. Leveraging the convenience of the multimedia era, there should be a focus on integrating information and fostering interactive communication between stakeholders. [4] Firstly, establishing a dedicated propaganda platform is recommended, regularly releasing the latest authoritative information to facilitate students' access to authoritative policies and their interpretations, minimizing situations where students are unaware of where to seek information or lack authoritative explanations. Secondly, in addition to authoritative and traditional propaganda channels, efforts should be made to expand propaganda channels that align with contemporary forms of information acquisition by college students, ensuring the timeliness of information in the multimedia era to address real-world needs and issues.

## 5.3. Targeted Propaganda, Emphasizing Needs Assessment

The alignment and applicability of propaganda content with its target audience play a crucial role in the effectiveness of publicity efforts. In the preliminary stages of entrepreneurship policy publicity, extensive or small-scale needs assessments should be conducted to tailor propaganda efforts to different situations among different schools, grades, and majors. [5] This involves customizing content, channels, and forms of propaganda based on the characteristics of different audiences, ensuring the precision and effectiveness of policy publicity. In the later stages of policy publicity, collecting feedback on propaganda activities is essential for continuous improvement of propaganda methods and alignment with the target audience. [1] Targeted policy propaganda, catering to the needs of college students, helps avoid ineffective propaganda and “backfire” effects, minimizing the waste of propaganda resources.

## 5.4. Concise Propaganda Content for Enhanced Effectiveness

Entrepreneurship policy publicity, built on accuracy, should explore forms that better align with the interests and needs of contemporary college students to attract their attention. Firstly, utilizing practical cases of successful entrepreneurs and senior students for propaganda, offering a more relatable and understandable approach to promote policy interpretation. Secondly, when propagating and interpreting relevant policies, it is crucial to present information in a concise and straightforward manner to assist college students in understanding entrepreneurship policies, avoiding lengthy and widely using complex terms that may lead to cognitive biases.

Effective implementation of entrepreneurship policies hinges on key aspects, including the enhancement of policy content and environment, alongside an emphasis on improving propaganda strategies. Coordinated, authoritative, targeted, vivid, and concise publicity efforts should be prioritized to elevate college students' satisfaction with entrepreneurship policies, realizing the maximum and optimal effectiveness of entrepreneurship policy for college students.

## References

- [1] Xianjia Luo. *Research on the Optimization of College Students' Entrepreneurship Policy Environment from the Perspective of Publicity*[J]. *Ideological and Political Education Research*, 2015, 31(04): 130-135.
- [2] Yunhua Zhong, Jiaohua Wang. *The Influencing Factors and Mechanism of Dynamic Changes of College Students' Entrepreneurial Intention—Quantitative Investigation Based on the Theory of Planned Behavior*[J]. *Journal of Educational Science of Hunan Normal University*, 2023, 22(01): 89-99.

- [3] Xianjia Luo. *Realistic Logic of College Students' Entrepreneurship Education from the Perspective of Collaborative Innovation*[J]. *Ideological and Political Education Research*, 2018(11):125-129.
- [4] Wenhui Zhou, Lingzi Chen, Wei Deng, Yifang Zhou. *Value Co-creation Process Model among Entrepreneurial Platform, Entrepreneurs and Customers: A Case Study of Xiaomi Entrepreneurial Platform*[J]. *Management Review*, 2019, 31(04):283-294.
- [5] Xianpeng Tian. *Investigation and Research on the Satisfaction of Innovation and Entrepreneurship Education Policy Implementation in Colleges and Universities — Based on the standpoint of students in school*[J]. *Higher Education Exploration*, 2016(12):111-117.