

The Relationship between College Students' Entrepreneurial Will and Social Responsibility in the Process of Urbanization

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Abstract: As urbanization accelerates, the relationship between entrepreneurial aspirations and social responsibility among college students, a vital demographic, has emerged as a key research focus. This study examines the interplay between entrepreneurial motivation and social responsibility in urbanized contexts through theoretical analysis. The findings reveal that while economic factors influence students' entrepreneurial intentions, social responsibility significantly shapes their motivations. Students with strong social responsibility tend to pursue ventures with societal value and long-term impact, rather than merely seeking personal wealth accumulation. By analyzing urbanization's effects on entrepreneurial environments, the paper proposes educational approaches to cultivate social responsibility, aiming to foster a win-win scenario for both social and economic development in student entrepreneurship.

Keywords: Urbanization; College students; Entrepreneurial intention; Social responsibility; Innovation and entrepreneurship; Social value

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1. Introduction

Urbanization has brought profound changes to social structures, economic models, and lifestyles. As urbanization progresses, college students are playing an increasingly vital role in socioeconomic development. Their entrepreneurial aspirations, serving as a key driver for innovation and social progress, stem not only from economic incentives but also from a strong sense of social responsibility. This sense of responsibility, as a core component of their personal values, guides them in balancing economic gains with social benefits during entrepreneurial endeavors.

In the context of urbanization, the relationship between college students' entrepreneurial aspirations and their sense of social responsibility has become increasingly complex. While urbanization offers abundant market opportunities, it also brings social and environmental challenges. As the future backbone of society, how college students can integrate social responsibility into their business models during entrepreneurship has become a critical issue in both academic research and practical applications. This paper focuses on exploring the interplay between entrepreneurial motivation and social responsibility among college students during urbanization, and proposes pathways to foster entrepreneurship while

strengthening their sense of social responsibility.

2. Literature review

2.1. Internal and external factors of college students' entrepreneurial willingness

Ma Jun (2024) explored the development path of innovation and entrepreneurship education in higher vocational colleges under the guidance of the five-dimensional education framework (moral, intellectual, physical, aesthetic, and labor education) ^[1]. This study reveals that students' entrepreneurial willingness is shaped by both external institutional support (e.g., policy environment, campus entrepreneurial ecosystems) and internal personal qualities (e.g., risk tolerance, innovation capacity, and value orientation).

2.2. The influence of social responsibility on entrepreneurship

In his research, Long Zengcheng (2024), under the "Grand Ideological and Political" vision, highlighted the role of second classroom practice in higher vocational colleges as a key mechanism for cultivating students' sense of social responsibility ^[2]. According to Long, practice-based extracurricular activities significantly enhance students' awareness of social needs and their willingness to address real-world problems through entrepreneurial actions. Students with a strong sense of social responsibility tend to prioritize social value, such as community service, environmental protection, and public welfare, over personal financial gains when selecting entrepreneurial projects. This socially conscious mindset not only shapes their motivation for entrepreneurship but also drives them to adopt more sustainable and responsible business models.

2.3. The relationship between entrepreneurial will and social responsibility

Wu Liang and Li Sha (2024), from the perspective of innovation and entrepreneurship competitions, investigated how cross-disciplinary and whole-process integration of "Grand Ideological and Political" education influences entrepreneurial capabilities, using the example of an art and design cloud platform ^[3]. Their research found that participation in such competitions, combined with ideological and political education, fosters a strong sense of social responsibility among students, which in turn significantly contributes to the formation of entrepreneurial intentions. Specifically, when focusing on areas such as green design, social innovation, or cultural heritage, college students often demonstrate both creativity and a strong commitment to social benefits. Their entrepreneurial projects, therefore, consider not only economic feasibility but also social and environmental impacts.

2.4. The influence of urbanization process on college students' entrepreneurial will and social responsibility

Long Zengcheng (2024) and Wu Liang & Li Sha (2024) collectively suggest that the integration of ideological and political education into entrepreneurship activities, through second classroom practice and innovation competitions, has significantly expanded college students' entrepreneurial opportunities while enhancing their social responsibility ^[2,3]. This educational approach not only improves the feasibility of entrepreneurship by providing practical platforms and multi-disciplinary collaboration but also compels students to balance economic gains with social contributions. Moreover, Ma Jun (2024) emphasized that the five-dimensional education framework further consolidates this balance by fostering well-rounded personal development, thereby preparing students to address complex social challenges through entrepreneurial endeavors ^[1]. Thus, contemporary entrepreneurship education, enriched by ideological and political perspectives, plays a crucial role in shaping students' willingness to pursue socially responsible ventures.

3. The relationship between college students' entrepreneurial will and social responsibility

3.1. Formation and driving mechanisms of entrepreneurial will

The formation of entrepreneurial intent is a complex process driven by multiple factors. While external market conditions

typically exert significant influence on college students' entrepreneurial aspirations, social responsibility emerges as a key internal motivator that guides them to adopt long-term perspectives in their ventures. Students with a strong sense of social responsibility tend to align their entrepreneurial projects with societal needs, particularly in fields such as public welfare and environmental protection.

3.2. The guiding role of social responsibility on entrepreneurial motivation

Social responsibility is not only a key component of college students' values but also a significant factor influencing their entrepreneurial motivations. Students with a strong sense of social responsibility tend to choose entrepreneurial projects that can make a social impact. For instance, they may prioritize ventures in green environmental protection, social welfare, education, and other fields, rather than focusing solely on short-term profit goals. Therefore, social responsibility can guide college students to pursue entrepreneurial paths with meaningful societal impact.

3.3. Dual driving force of entrepreneurship opportunities and social responsibility in urbanization process

Urbanization has created abundant entrepreneurial opportunities, not only fueling college students' entrepreneurial aspirations but also helping them better balance economic gains with social responsibilities during their ventures. As urbanization accelerates, these young entrepreneurs gain both market insights and a keen awareness of pressing societal challenges. This dual perspective drives them to integrate social responsibility into their business models, ultimately contributing to societal progress.

4. The educational path of entrepreneurship and social responsibility for college students

4.1. Strengthening education on social responsibility

Higher education institutions should strengthen social responsibility education for college students through diverse approaches such as classroom instruction and social practice. By designing relevant courses and organizing community service programs, students can understand that businesses are not merely profit-driven entities but also vital forces in driving social progress. Furthermore, initiatives like hosting lectures and implementing social service projects can help students develop a keen awareness of societal issues and cultivate their sense of social responsibility.

4.2. Promoting the integration of innovation and entrepreneurship education with social responsibility

Higher education institutions should prioritize fostering social responsibility in innovation and entrepreneurship education. Beyond teaching business skills and business models, entrepreneurship courses should integrate social responsibility into their curriculum. For instance, innovation and entrepreneurship competitions could establish dedicated awards focused on social responsibility, encouraging students to make it a core value of their entrepreneurial projects.

4.3. Promote the combination of school-enterprise cooperation and social practice

Industry-academia collaboration serves as a vital pathway to cultivate social responsibility among university students. Through partnerships with enterprises, students gain firsthand insights into the practical implementation and societal impact of corporate social responsibility. Meanwhile, social practice activities expose students to real-world challenges, strengthening their sense of social responsibility. This interactive process not only enhances students' entrepreneurial capabilities but also allows them to experience firsthand the profound societal influence of entrepreneurship^[4].

5. Policy recommendations and implementation pathways

5.1. Policy support and guidance

The government should enhance policy support for college students' entrepreneurship, particularly in social responsibility education, encouraging them to select socially valuable entrepreneurial projects. Through fiscal subsidies, tax incentives, and other policies, support should be provided for students to undertake socially responsible entrepreneurial initiatives such as green and public welfare projects.

5.2. Establish a sound social responsibility evaluation system

The university and the enterprise can jointly establish a social responsibility evaluation system to assess the social responsibility of the college students' entrepreneurial projects. On this basis, a special award and reward mechanism can be set up to encourage the college students to pay attention to the realization of social benefits in the process of entrepreneurship, and promote the win-win of social responsibility and economic benefits.

6. Conclusion

This study investigates the relationship between college students' entrepreneurial intentions and social responsibility in the context of urbanization, analyzing how their interaction influences entrepreneurial decisions. This research demonstrates that social responsibility plays a pivotal role in shaping entrepreneurial aspirations, particularly as urbanization drives students to prioritize the balance between social benefits and commercial interests. Universities and society should foster entrepreneurial engagement by integrating social responsibility into education and policy guidance, thereby achieving mutual progress for individuals and society.

Disclosure statement

The author declares no conflict of interest.

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