

Survey and Analysis of College Students' Willingness to Return to their Hometowns for Employment in the Context of Rural Revitalization Summary

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Abstract. In the development strategy of rural revitalization, talent revitalization is indispensable. Faced with the contradiction between the current difficulty of employment for college students and the lack of rural talent resources, attracting college students to return to their hometowns for employment has become an effective way to meet the talent demand for rural revitalization. The article is based on 592 questionnaires on the willingness of college students to return to their hometowns for employment, and uses data processing software such as SPSS for empirical testing, and puts forward targeted suggestions.

Keywords: Rural revitalization; college students; Returning home for employment

1. Introduction

In the 20th report, General Secretary Xi Jinping emphasized that when the youth is strong, the country is strong. In China, young college students themselves are a huge talent pool, and the revitalization of the countryside is absolutely indispensable to the help of young college students. How to attract college students to devote themselves to the work of "three rural areas" in their hometowns has become particularly important.

Regarding foreign research, Super's career development theory [1] and other related theories play a very important role in guiding college students in career planning; Shuang Liu et al. believe that employment-oriented experiential training programs can be implemented to improve the employability of college students [2].

Regarding domestic research. First, regarding the current employment situation of college students, Some scholars mainly study the employment tendency of college students, and Zhuomo Tso believes that civil servants and institutions are still the most preferred jobs [3]. Wang Xuefei et al. believe that college students should set up a correct view of employment and make good career planning [4]. Secondly, the study of college students' willingness to return to their hometowns for employment and influencing factors. Most of the scholars use questionnaires and statistical analysis as measurement tools to conduct quantitative research. Huiling Shuo used questionnaires and other methods to descriptively analyze the willingness of her undergraduates to return to their hometowns for employment [5].

Therefore, synthesizing the above domestic and foreign research experiences and limitations, this paper analyzes the current situation and influencing factors of college students' returning to their hometowns for employment, which is of certain innovation and practical significance.

2. Data sources and research methodology

2.1 Data sources

This survey activity began in December 2022 and ended in March 2023, which lasted 4 months, targeting at the issue of college students' willingness to return to their hometowns for employment and the influencing factors, this survey adopts the form of online questionnaire, and the scope of the survey is for the students of China's institutions of higher learning. A total of 610 questionnaires

were distributed and 610 questionnaires were recovered, with a recovery rate of 100%, among which 592 questionnaires were valid, and the validity rate of the questionnaires was 97.05%.

2.2 Data analysis methods

In this study, the questionnaire based on employment attitude and willingness to engage in agriculture-related employment was designed from the theory of employment and the theory of career choice motivation, and the questionnaire included 22 basic measurement questions and 19 scale questions in 5 areas. Structural equation modeling was established, and empirical analysis was applied using SPSS software.

3. Empirical analysis

3.1 Questionnaire design

3.1.1 Analysis of willingness to engage in agriculture-related employment

The agriculture-related employment willingness scale used in this study mainly refers to Yin Zhiyang's measurement method, with a total of three question items [6], as shown in Table 3-1.

Table 3-1 Measurement of Agricultural Employment Intention

variant	measurement item
Willingness to engage in agriculture-related employment	1. I will look for a job in the field of agriculture with respect to my professional specialties.
	2. when employed, if there is a suitable organization or position in the field of agriculture, I would like to try to
	3. After graduation, I would love to work in the agricultural field and make a name for myself.

3.1.2 Analysis of the perception of the rural employment environment

The Rural Employment Environment Perception Scale used in this study mainly refers to Wang Liping's measurement method [7], with a total of four question items, as shown in Table 3-2.

Table 3-2 Measures of Perceived Rural Employment Environment

variant	measurement item
Perceived rural employment environment	1. The national employment policy favoring agricultural development will motivate me to choose to work in the field of agriculture
	2. Party and governmental organizations, enterprises and institutions attach importance to the fact that employees have internship experience in the field of agriculture, which will motivate me to choose to work in the field of agriculture.
	3. The government's improvement of the rural social security system will motivate me to choose to work in the agricultural field
	4. Improvement of the government's financial guarantee mechanism for agriculture will motivate me to choose to work in the field of agriculture

3.1.3 Analysis of knowledge of employment policies

The Employment Policy Understanding Scale used in this study mainly refers to Jiang Cheng's measurement method [8], with a total of four question items. As shown in Table 3-3.

Table 3-3 Employment Policy Understanding Measure

	measurement item
Level of knowledge of employment	1. I am very familiar with the national policy of "Student Volunteer Service Program in the West" and the program will motivate me to choose a job in the field of agriculture.
	I am well aware of the country's "Student Village Officials" policy and this initiative will motivate me to choose a job in the agricultural field.

- policies
3. I am well aware of the country's "Three Supports, One Support" policy and the initiative will motivate me to choose a career in the field of agriculture.
 4. I am well aware of the national policy of the Special Post Program and this decision will motivate me to choose a job in the field of agriculture.

3.1.4 Analysis of school factors

The School Factor Scale was used in this study mainly with reference to Zhang Wei's measure [9], with a total of four question items, as shown in Tables 3-4.

Table 3-4 School Factor Measures

variant	measurement item
The school factor	1. Our school has a good curriculum related to the field of agriculture
	2. The contents of my course are expected to be utilized in the field of "three rural areas".
	3. The activities of university clubs have improved my language skills, action skills, self-control, etc.
	4. The campus culture of supporting employment in the "three farms" has helped me to develop good professional values in the field of agriculture.

3.1.5 Analysis of employment attitudes

This study mainly referred to Cui Sheng's measurements [10], totaling four question items, as shown in Tables 3-5.

Table 3-5 Employment Attitude Measures

variant	measurement item
attitudes toward employment	1. I believe that finding suitable employment opportunities in the field of agriculture can realize my self-worth
	2. I believe that finding suitable employment opportunities in the field of agriculture is beneficial for personal development
	3. I believe that working in the field of agriculture provides an income in line with expectations
	4. I find it enjoyable to work in the field of agriculture

3.2 Reliability and validity tests

3.2.1 Reliability test

According to Tables 3-6, the Cronbach's alpha coefficients for each variable are greater than the standardized value of 0.7 and all exceed 0.8, indicating that the internal consistency of the scale items is very good.

Table 3-6 Reliability Analysis of Variables

variant	Cronbach's alpha coefficient	item count (of a consignment etc)
Willingness to engage in agriculture-related employment	0.804	3
Perceived rural employment policy environment	0.842	4
Level of knowledge of employment policies	0.847	4
The school factor	0.830	4
attitudes towards employment	0.843	4
summary table	0.950	19

3.2.2 Validity tests

Test the validity of the data, the results are shown in Table 3-7, the KMO value is 0.955, which is greater than 0.8, indicating that the scale has a good validity, Bartlett's test of sphericity null hypothesis did not pass, so the scale has the basic conditions of factor analysis, the questionnaire is good as a whole.

Table 3-7 KMO and Bartlett's test

KMO		0.955
	approximate chi-square (math.)	7182.365
Bartlett's test of sphericity	df	171
	Sig	0.000

3.3 Convergent validity test

The results of the validation factor analysis of the overall scale are shown in Table 3-8. The variable question items of willingness to engage in agricultural employment (A1-A3), perception of rural employment policy environment (B1-B4), knowledge of employment policy (C1-C4), school factors (D1-D4), and attitude toward employment (E1-E4) all yielded standardized factor loadings greater than 0.5, which represents that each of the tested variables were able to explain the latent variables well.

Table 3-8 Results of convergent validity analysis

	trails		Estimate	AVE	CR
A3	<---	F1	0.774		
A2	<---	F1	0.743	0.58	0.806
A1	<---	F1	0.768		
B4	<---	F2	0.79		
B3	<---	F2	0.752	0.576	0.844
B2	<---	F2	0.746		
B1	<---	F2	0.746		
C4	<---	F3	0.753		
C3	<---	F3	0.776	0.584	0.849
C2	<---	F3	0.766		
C1	<---	F3	0.761		
D4	<---	F4	0.782		
D3	<---	F4	0.665	0.553	0.831
D2	<---	F4	0.788		
D1	<---	F4	0.732		
E4	<---	F5	0.759		
E3	<---	F5	0.729		
E2	<---	F5	0.786	0.576	0.844
E1	<---	F5	0.76		

Research conclusion:

(1) Among the factors influencing the willingness to engage in agriculture-related employment, it can be found that the coefficients of the employment attitude, the degree of knowledge of employment policies, the perception of rural employment policy environment and the school factor are all positive, with the CR value exceeding 1.96 and the P value being significant, which indicates that these four factors significantly increase the willingness of university students to engage in agriculture-related employment.

(2) Among the factors influencing employment attitudes, the CRs for the degree of understanding of employment policies, perception of rural employment environment, and the school factor exceeded 1.96, and the p-values were all significant at the 1% level, indicating that these four factors significantly increased the employment attitudes of college students.

4. Recommendations

4.1 Increased policy support

Local governments should formulate a series of policies and measures for college students to participate in the construction of rural revitalization and improve the attractiveness of rural

industrial development and economic construction to college students. First, they should improve the guarantee mechanism and preferential policies for employment and entrepreneurship for college students returning to their hometowns; second, they should continuously optimize the environment for employment and entrepreneurship for college students returning to their hometowns.

4.2 Breaking down ideological constraints

To break the traditional ideological concepts, to break the wrong perception of college students for "decent" jobs, leading to a certain degree of rejection of their return to their hometowns and rural development, should popularize the significance of hometown and rural revitalization of the college student groups, to stimulate young college students to devote themselves to their hometowns to the development of a sense of honor and mission, and to change the old, backward ideological concepts.

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