

Study on the Willingness and Influencing Factors of Rural College Students to Return to Their Hometowns to Start Businesses under the Rural Revitalisation Strategy--Take Weihai City as an example

Shiyu Dong

School of Public Administration, Shandong Technology and Business University, Yantai Shandong, 264005

ABSTRACT

The article takes the rural revitalisation strategy as the theoretical background of the study, and takes "rural college students' willingness to return to their hometowns to start their own businesses" as the main body of the study. The main content of the article is divided into three sections: survey on rural college students' willingness to return to their hometowns to start their own businesses, analysis of the factors influencing their willingness to return to their hometowns and the dilemmas they face, as well as suggestions for corresponding measures to solve them. When studying the above contents, the study mainly starts from the perspectives of college students themselves, their families, the government and the society, and finds out the factors influencing their willingness to go back to their hometowns, the dilemmas they face and the solution strategies from different perspectives. Firstly, whether to improve the willingness to return to their hometowns depends on the college students themselves, so the article focuses on the college students' own views on returning to their hometowns to fundamentally achieve the goal of this study; secondly, the discussion of the family background, the attitude of the family members, especially the ideology of the rural area that "those who are successful go to the big city" has a significant impact on the willingness of the rural college students to return to their hometowns. Secondly, we will discuss how family background and family attitudes, especially the ideology of "going to the big city if you want to be successful" in rural areas, have a significant impact on the willingness of rural college students to return to their hometowns.

KEYWORDS

rural revitalisation strategy; rural university students; returning to their hometowns to start their own businesses

The report of the National Conference proposed the implementation of the rural revitalization strategy and pointed out that the three rural issues are fundamental issues^[1]. The country's move towards modernization cannot be separated from the modernization development of rural areas. In the "Opinions on Implementing the Rural Revitalization Strategy", the country put forward the requirement of "strengthening the support of talents to promote rural revitalization"^[2]. This paper takes this as the theoretical background to study the willingness and influencing factors of rural college students in Weihai to return to their hometowns to start their own businesses, and analyses the challenges that college students may encounter when they return to their hometowns, and then gives suggestions and measures.

1 Basis of the study

1.1 Formulation of the problem

The proposal of rural revitalisation strategy has given hope to more rural college students who intend to go back to their hometowns; at the same time, college students returning to their hometowns to start their own businesses can not only alleviate the employment pressure of labour oversupply in big cities, but also contribute to the development of their hometowns, and absorb more high-quality talents for the countryside.

1.2 Significance of the study

First, entrepreneurship by university students returning to their hometowns is one of the effective practical tools of the rural revitalisation strategy and will contribute to the prosperity of the rural economy. Secondly, rural college students returning to their hometowns to start their own businesses can effectively alleviate the pressure of urban employment.

2 Survey on Rural College Students' Willingness to Return Home to Start a Business and Regression Analysis

2.1 Sample data sources

This study adopts the questionnaire survey method, and the survey samples come from rural college students in Weihai City. The research direction of this paper is the willingness of rural college students to return to their hometowns

to start their own businesses and their influencing factors.

2.2 Reliability analysis

Table 2-2 Confidence test table

variant	dimension (math.)	Number of topics	Cronbach's alpha coefficient for each dimension	Cronbach's alpha coefficient for variables
Individual rural university students	Rural Sentiment	3	0.952	0.851
	Motivation to return home and start a business	3	0.885	
	Qualities needed to start a business in your home town	4	0.849	
	Willingness to return home and start a business	4	0.976	
Schools and families	Family situation	2	0.705	0.836
	Education and training in schools	3	0.958	
State and society	current state of society	7	0.952	0.946
	Relevant national policies	7	0.892	

Reliability test is to test the reliability and consistency of the questionnaire scale, this paper uses SPSS software to test the reliability of the scale, usually, α coefficient below 0.6 indicates that the scale is not sufficiently reliable, and α coefficient above 0.7 indicates that the scale has good reliability; as shown in Table 2-2, the reliability of each variable and dimension is greater than 0.7, which indicates that the scale has good reliability, and it is able to carry out the next step of analysis.

2.3 Effectiveness analysis

Validity test is used to test the validity of the scale, and the KMO and Bartlett's sphericity test are adopted in this study. Generally, the KMO value is greater than 0.7 when the variables are suitable for factor analysis, and the closer the KMO value is to 1, the stronger the correlation between the variables; the significance of Bartlett's test of sphericity is less than 0.05, the scale can only be used to do the factor subanalysis, and the closer the significance is to 0, the more suitable the variables are for the factor analysis.

Personal Factors Scale for Rural College Students Validity Tests.

Table 2-3 Factor Analysis of Personal Factors of Rural University Students

Kaiser-Meyer-Olkin measure of sampling adequacy		0.896
Bartlett's test of sphericity	approximate chi-square (math.)	434.653
	df	45
	Sig.	0.000

As shown in Tables 2-3, the KMO value of the Personal Factors Scale for Rural College Students is 0.896, which is greater than 0.7; and the significance of the Bartlett's test of sphericity is close to 0, which indicates that the validity of this scale is high and suitable for further correlation analysis.

School and Family Factors Scale Validity Tests.

Table 2-4 Factor Analysis of School and Family Factors

Kaiser-Meyer-Olkin measure of sampling adequacy		0.891
Bartlett's test of sphericity	approximate chi-square (math.)	144.318
	df	15
	Sig.	0.000

The KMO value in Table 2-4 is 0.891, which is greater than 0.7 and the significance is close to 0; indicating that the school and family factor scales are suitable for factor analysis and that there is a correlation between the variables.

Validity test of the National Policy and Social Environment Factors scale.

Table 2-5 shows that the KMO value of the National and Social Factors Scale is 0.880, which is greater than 0.7; the significance of the Bartlett's test of sphericity is close to 0, which proves that the validity of this scale is good and further correlation analysis can be done.

Table 2-5 Factor Analysis of State and Social Factors

Kaiser-Meyer-Olkin measure of sampling adequacy		0.880
Bartlett's test of sphericity	approximate chi-square (math.)	476.342
	df	91
	Sig.	0.000

2.4 Regression analysis of the factors influencing the willingness of rural university students to return home to start their own businesses

In this paper, when studying the influencing factors, we chose to use SPSS software to perform correlation and regression analyses of the variables in the scale.

1 Correlation analysis of variables and rural college students' willingness to return to their hometowns

In the correlation analysis, a P-value of less than 0.01 indicates a significant correlation between the variables. The correlation coefficient R value ($-1 \leq R \leq 1$) is greater than 0 indicates that there is a positive correlation between the variables, on the contrary, R value is less than 0 indicates that there is a negative correlation between the variables; the closer the absolute value of the correlation coefficient is to 1, the higher the correlation between the variables is. This paper chooses to study the influencing factors of the willingness to return home to start a business from the three aspects of college students individual, school and family, government and society.

Table 2-6 Correlation analysis between variables and willingness to return home

		Rural Sentiment	Personal qualities and abilities	household	students	state policy	current state of society
I thought about going back to my hometown to start my own business	correlation coefficient	0.922**	0.775**	0.854**	0.808**	0.897*	0.802**
	p-value	0.000	0.000	0.000	0.000	0.000	0.000

* $p < 0.05$ ** $p < 0.01$

As shown in Table 2-6, $P < 0.01$, and the R value of each variable is 0.922, 0.775, 0.854, 0.808, 0.897, 0.802, which indicates that there is a significant positive correlation between each of the above factors and the willingness to return to the home town, which is suitable for regression analysis.

2 Regression analysis of factors and rural college students' willingness to return to their hometowns to start their own businesses

Regression analysis is used to study the relationship between the influence of X (quantitative or fixed class) on Y (quantitative), whether there is an influence relationship, the direction of the influence and the degree of influence situation. Firstly, analyse the model fit, i.e. analyse the model fit through the R-square value, as well as can analyse the VIF value to determine whether there is any covariance problem in the model; secondly, analyse the significance of X, if $p < 0.05$ or $p < 0.01$, then it means that there is a relationship of influence of X on Y, and then analyse the direction of influence relationship in specific; combined with the regression coefficient, analyse the degree of influence of X on Y by comparing and analysing the degree of influence; Finally, the analysis is summarised.

Table 2-7 Regression Analysis of Rural Sentiment Factors and Intention to Return Home

	Unstandardised coefficient		Standardised coefficient	t	p	VIF	R ²	Adjust- ment of R ²	F
	B	standard error	Beta						
a constant (math.)	-0.100	0.285	-	-0.351	0.727	-			
I love the countryside.	0.394	0.123	0.414	3.191	0.003**	4.225			
I have faith in rural development	0.211	0.175	0.198	1.209	0.235	6.755			
I would like to contribute to the development of the countryside	0.238	0.188	0.233	1.266	0.214	8.536	0.857	0.841	F(4,36)= 53.864, p=0.000
Rural entrepreneurship for university students is for rural development	0.183	0.099	0.161	1.839	0.074	1.919			

Dependent variable: willingness to return home to start a business

D-W value: 2.397

* $p < 0.05$ ** $p < 0.01$

As shown in Table 2-7, the R-square value of the model is 0.857, which indicates that the above four variables can explain the reason for the change of 85.700% of college students' willingness to return to their hometowns; the F-test of the model finds that the model passes the F-test ($F=53.864, p=0.000 < 0.05$), which means that at least one of the above variables will have an influence on the willingness to return to their hometowns, and, furthermore, the In addition, the test for multiple covariance of the model found that the VIF value in the model is greater than 5, but less than 10, which means that there may be a certain covariance problem, and the problem of covariance can be solved by using ridge regression or stepwise regression; at the same time, it is also recommended to check the independent variables that have close correlation relationships, and after removing the independent variables that have close correlation relationships and

reanalysing them, it is found that "I love the rural life" has a strong correlation relationship with "I love the rural life". love life in the countryside" has a regression coefficient of 0.394 ($t=3.191, p=0.003<0.01$), which indicates that rural college students' love of the countryside will have a significant positive impact on their willingness to return to their hometowns to start their own businesses.

Table 2-8 Regression analysis of college students' personal quality and ability factors and willingness to return home

	Unstandardised- coefficient		Standardisedcoeffi- cient	t	p	VIF	R ²	Adjustment of R ²	F
	B	standard error							
a constant (math.)	-0.490	0.559	-	-0.875	0.387	-			
speciality	0.236	0.123	0.217	1.925	0.062	1.303			
Individual innovation ca- pacity	0.204	0.288	0.192	0.710	0.483	7.525	0.649	0.610	F(4,36)= 16.633
Entrepreneurial willpower	0.541	0.240	0.491	2.249	0.031*	4.893			p=0.000
Individual social practice experience	0.060	0.215	0.050	0.281	0.780	3.267			

Dependent variable: willingness to return home to start a business
D-W value: 2.338
*p<0.05 **p<0.01

The R-square value of the model is 0.649, which indicates that the above four variables can explain the reason for the change of 64.900% of college students' willingness to return home; the F-test of the model finds that the model passes the F-test ($F=16.633, p=0.000<0.05$), which also indicates that at least one of the variables in Tables 2-8 will have an influence on the willingness to return home to start a business, and the test of the model for multicollinearity finds that there are VIF values greater than 5 but less than 10, which means that there may be some covariance problems.

In addition, the test for multicollinearity of the model found that the VIF value in the model is greater than 5, but less than 10, which means that there may be a certain covariance problem, can use ridge regression or stepwise regression to solve the problem of covariance.

At the same time, it is also recommended that we check the independent variables that have close correlation relationship, and then re-analyse the analysis after eliminating the independent variables that have close correlation relationship.

The regression coefficient value of entrepreneurial will quality is 0.541 ($t=2.249, p=0.031<0.05$), so entrepreneurial will quality will have a significant positive influence on the willingness to return home to start a business.

Table 2-9 Regression analysis of family factors and willingness to return home

	Unstandardised coef- ficient		Standardised co- efficient	t	p	VIF	R ²	Adjust- ment of R ²	F
	B	standard error							
a constant (math.)	-0.548	0.413	-	-1.327	0.193	-			
Family economic situation	0.393	0.118	0.390	3.346	0.002**	1.893			
College students start rural busi- nesses to get rich	0.278	0.131	0.234	2.128	0.040*	1.686	0.735	0.713	F(3,37)= 34.138
Success stories from friends and family around you	0.444	0.124	0.386	3.583	0.001**	1.614			p=0.000

Dependent variable: willingness to return home to start a business
D-W value: 2.607
*p<0.05 **p<0.01

As shown in Table 2-9, the R-square value of the model is 0.735, which means that the three variables in the table can explain 73.5 per cent of the variation in the willingness to return home to start a business.

Similarly, according to Table 2-10, the R-square value of the model is 0.678, which means that the above independent variables can explain 67.8 per cent of the change in the willingness to return home to start a business.

After analysing the data in Table 2-11 and Table 2-12, this indicates that the social related guarantee, the respondents' understanding of university students' entrepreneurship policy and university students' rural entrepreneurship support policy will have a significant positive influence on the willingness to return to their hometowns to start a business, and the other variables will not have an influence on the willingness to return to their hometowns to start a business.

Table 2-10 Regression Analysis of School Factors and Willingness to Return Home

[illegible]

Table 2-11 Regression Analysis of National Policy Factors and Willingness to Return Home

	Unstandardised coefficient	Standardised coefficient	t	p	VIF	R ²	Adjust- ment of R ²	F
	B	standard error	Beta					
a constant (math.)	-0.211	0.371	-	-0.570	0.573	-		
Knowledge of university student entrepreneurship policies	0.292	0.120	0.313	2.427	0.021*	4.318		
National policy environment	0.081	0.100	0.068	0.806	0.426	1.829		
Impact of the Rural Revitalisation Policy	0.234	0.135	0.215	1.738	0.092	3.972		F(7,33)
The impact of new rural construction policies on university students' rural entrepreneurship	0.125	0.136	0.104	0.920	0.364	3.311	0.873	=
Impact of innovative entrepreneurship strategies on university students' rural entrepreneurship	-0.142	0.119	-0.123	-1.187	0.244	2.805		p=
Impact of policies to support university students' rural entrepreneurship	0.521	0.142	0.479	3.668	0.001**	4.435		0.000
Impact of university students' rural entrepreneurship advocacy efforts	-0.033	0.128	-0.034	-0.259	0.798	4.420		

Dependent variable: willingness to return home to start a business
D-W value: 2.340
*p<0.05 **p<0.01

Table 2-12 Regression analysis of social status factors and willingness to return home

	Unstandardised		Standardised	t	p	VIF	R ²	Adjustment of R ²	F
	B	standard error	Beta						
a constant (math.)	-0.628	0.548	-	-1.146	0.260	-			
Salary packages for actual work versus entrepreneurship	0.162	0.120	0.134	1.355	0.185	1.365			
Employment pressure and entrepreneurial pressure in target development cities	-0.064	0.143	-0.062	-0.445	0.659	2.647			F(7,33) =
Overall social entrepreneurship-related service environment	0.010	0.190	0.008	0.054	0.957	3.343	0.762	0.712	15.100
Overall social financing environment	0.118	0.164	0.103	0.718	0.478	2.875			p=
Social related security	0.554	0.186	0.531	2.976	0.005**	4.410			0.000
Space for rural development	0.230	0.160	0.218	1.435	0.161	3.201			
The social phenomenon of the difficulty in finding employment for university students	0.081	0.143	0.072	0.567	0.575	2.238			

Dependent variable: willingness to return home to start a business
D-W value: 2.028
*p<0.05 **p<0.01

3 Factors Influencing the Willingness to Return Home to Start a Business Analysis

Internal factors: Internal factors, as the name suggests, are intrinsic to the individual rural college student.

First, the degree of love for the countryside.

Secondly, the quality of entrepreneurial will.

External factors: In addition to internal factors, there are also external factors, including family, school, society and national policies, that affect the willingness of rural university students to return to their hometowns.

First, family economic situation and success stories of friends and relatives.

Secondly, schools promote and educate rural sentiments.

4 Suggested Measures to Solve the Dilemma of Rural College Students Returning to Their Hometowns to Start Their Own Businesses

4.1 From the perspective of the individual rural university student

Firstly, do a good job of career planning and set up a correct outlook on choosing a career, whether it is looking for a job, starting a business or pursuing further studies. Career planning needs to take into account one's own interests and hobbies, majors, the current situation of the industry and the prospects for development. Secondly, university students who intend to return to their hometowns to start their own businesses should actively participate in entrepreneurship programmes organised by their schools, or consult seniors who have made achievements in entrepreneurship to accumulate experience. They should find their own entrepreneurial goals in practice and plan while learning.

4.2 From the perspective of the family and the school

First of all, parents should correctly and objectively look at the "return to the countryside", abandon the traditional idea of "only to go to the big city is a good job", the civil service examination, into the establishment of the "iron rice bowl" is not the only way out for all the rural college students. The only way out for rural college students is not to take the civil service examination or enter the establishment to get an "iron rice bowl". Encouragement from family members is a solid support for rural college students on their way back to their hometowns to start their own businesses. Spiritually, they need to be inspired by their family members, and materially, they need their family members to invest in start-up capital.

4.3 From the perspective of government and society

Rural college students return to their hometowns to start their own businesses, which can drive the development of rural areas and promote grass-roots construction. To enhance the willingness of college students to return to their hometowns, it is also necessary to improve the infrastructure to increase the attractiveness of rural areas, college students return to their hometowns to start their own businesses and rural grass-roots construction, the two are complementary to each other.

About the Author

Shiyu Dong (2000.01.22) School of Public Administration, Shandong Technology and Business University, Postgraduate, Research direction is social security.

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