The Investigation and Research on the Undergraduates' Returning Hometowns and Starting an Undertaking in the Background of Rural Rejuvenation

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Abstract

The strategy of rural revitalization was put forward at the 19th National Congress of the Communist Party of China, and it has become one of the important contents implemented by the government. The rural revitalization strategy is an important development strategy for solving the problems of agriculture, rural areas, and farmers. It is an effective strategy for rural development and has epoch-making historical significance. The rural revitalization strategy provides opportunities for rural development, which can effectively promote the development of the rural economy and other aspects, and also bring more employment and entrepreneurship opportunities. This paper uses AHP to construct a hierarchical model of college students' rural employment influencing factors, and uses MATLAB software to solve and analyze the results, and knows that since the implementation of the rural revitalization strategy, gender, social security system and family concept have become the main factors affecting college students' rural employment. The government, universities and enterprises should actively play their functions, not only to relieve the worries of college students in rural employment, but also to stimulate the enthusiasm of college students to learn, and to guide college students in employment and employment guidance, and improve the adaptability of college students to rural employment.

Keywords

Accounting specialty; Certified public accountant; Talent training model.

1. Introduction

The "Village Revitalization Strategy" was first proposed in the report of the 19th National Congress of the Party in October 2017, and was included in the Party Constitution, which was included in the No. 1 document of the Central Committee in February 2018. The rural revitalization strategy includes the following main contents: deepening the reform of the rural collective property rights system and strengthening the collective economy; perfect integration of autonomy, rule of virtue and the rule of law; the general requirements of industrial prosperity, ecological livability, and rural civilization, effective governance, and enriching life; The issue of agriculture, rural areas and farmers is the top priority of the Party’s work; it promotes the integration and development of rural industries and supports and encourages the employment and entrepreneurship of farmers. The key research object of this topic is to promote the integration and development of rural industries, and to support and encourage the employment and entrepreneurship of farmers. Through the interpretation and implementation of this policy, it will promote the development of college students returning to their hometowns and starting businesses. With the proposal of this strategy, government departments at all levels will have more policies to support the development of rural areas, agriculture and
farmers. This will help promote the development of ecological agriculture and help establish a modern agricultural system. Economic development brings new opportunities and creates more entrepreneurial opportunities. Promoting the employment of college students in rural areas can not only guide urban human capital to the countryside and enrich the rural talent team, but also effectively alleviate the employment problems of college students. The university students' willingness to work in rural areas occurs before the rural employment behavior, "it is the starting point and driving force for rural employment behavior." Increasing college students' willingness to work in rural areas is an effective means to promote their rural employment behavior. However, in the face of the gap between urban and rural development levels, most college students are reluctant to regard the majority of rural areas as the preferred employment area, and college students' rural employment shows a certain degree of structural deficiencies. The survey shows that the proportion of Chinese university students willing to work in rural areas is only about 30%, far lower than other Asian countries. This article uses the analytic hierarchy process to establish a hierarchical model of college students' rural employment influencing factors, and compares the college graduates' general employment with rural employment's influencing factors, and derives the changes in college graduates' employment influencing factors since the implementation of the rural revitalization strategy. The training provides a valuable reference basis [1].

2. Interactive Relationship Between Rural Revitalization Strategy and College Students Returning Home

2.1. The Positive Impact of the Rural Revitalization Strategy on College Students Returning Home

Affected by traditional employment concepts, college students will not return to their hometowns to work in agriculture even if they major in agriculture at the university. Most college students still turn to other jobs in the city. The proposal of the rural revitalization strategy provides opportunities for the development of the rural economy: outstanding talents such as college students return to their hometowns, and the countryside can attract a lot of resources. China has a rural reform plan that strives to modernize rural agriculture, and uses technology to prompt many college students to return to the countryside to settle down. They are engaged in a variety of jobs, including those who work in agriculture and those who return to their hometowns as village officials. In recent years, the number of college village officials has been on the rise. At the same time, in response to the strategy of rural revitalization, the local government has issued relevant policies to encourage college students to return to their hometowns to start businesses, implement multi-industry preferential policies, and successfully recruit talents from all aspects required by the local government. In addition, one of the contents of the implementation of the rural revitalization strategy is to reshape urban-rural relations and take the road of integrated urban-rural development.

2.2. Positive Impact of College Students Returning Home to Start A Business on Rural Revitalization Strategy

The return of college students to entrepreneurship took advantage of some favorable policies of the rural revitalization strategy, and also promoted the smooth implementation of the rural revitalization strategy. Since college students have learned relevant professional knowledge during university, university graduates have rich professional knowledge and skills, and then combine your various abilities to realize your entrepreneurial dream on the platform of the village. The return of college students to entrepreneurship can bring certain knowledge and skills to the countryside. To a certain extent, it can enrich the rural economic structure, abandon
the original single industrial structure, and diversify its industrial structure. The primary task of the rural revitalization strategy is to realize the revitalization of the rural economy, promote the growth of the rural economy, and make people's lives more prosperous. The return of college students to start businesses is not only to promote the development of the local economy, but also to promote the economic growth of the people. First of all, the entrepreneurship of college students cannot be limited to the scale of small enterprises. As the scale of the enterprise expands, the demand for the employees of the enterprise will also increase, which will promote the employment of local residents to a certain extent, achieve a win-win situation for residents and enterprises, and will promote the implementation of the rural revitalization strategy. Finally, the enterprise created by college students must be a modern enterprise with professional knowledge and advanced equipment, to some extent make up for the backward knowledge, skills and equipment of some industries, improve product quality, and achieve the goal of deepening the supply-side structural reform. This is a particularly important part of the rural revitalization strategy [2].

3. The Factors of AHP Method Affecting College Students Returning Home

3.1. Introduction to AHP

AHP is a multi-criteria decision method proposed by SaTTy in 1977. Introduced in China in 1982,% is an analysis method that can combine qualitative and quantitative analysis, simulate people's decision-making thinking process, and solve multi-factor complex systems, especially social systems that are difficult to describe quantitatively. A powerful tool for complex large-scale systems. AHP mainly compares and judges various factors and indicators, establishes a judgment matrix, and calculates the maximum eigenvalue and corresponding eigenvector of the matrix, so that the weight of the importance of different factors can be obtained. The specific steps are divided into five steps: building a hierarchical structure model, constructing a judgment matrix, hierarchical single sorting, hierarchical total sorting, and consistency checking.

3.1.1. Establishment of Hierarchy

Analyze and classify the factors that need to solve the problem, and construct a hierarchical structure model of the interconnection of various factors. This paper divides the hierarchy of factors that affect college students' rural employment into three layers: target layer, criterion layer, and indicator layer.

3.1.2. Construct Judgments to Form A Comparison Matrix

Assuming that the target layer is A, the criterion layer is \( B_k \), and the index layer is \( C_i \), then the decision makers are asked to compare the merits and demerits of elements \( C_i \) to elements under the criterion layer \( B_k \), and the analytic hierarchy process judgement matrix \( A = (a_{ij})_{nm} \) is constructed. And use the numbers 1, 2, ..., 9 and its reciprocal 1/2, 1/3, ..., 1/9 as the scale. The meaning of the scale is shown in Table 1.

<table>
<thead>
<tr>
<th>Evaluation description</th>
<th>As important</th>
<th>Slightly important</th>
<th>Obviously important</th>
<th>Very important</th>
<th>Extremely important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale value</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>9</td>
</tr>
</tbody>
</table>

The corresponding judgment matrix can be obtained by comparing the above variables. As shown in formula (1).
3.1.3. **Index Weight Calculation and Consistency Check**

The calculation of the weight needs to set the eigenvector of the largest eigenroot of the judgment matrix \( A \) as \( W \), and solve it by the root method, that is, multiply the elements of the matrix \( A \) by the rows, and the products obtained are respectively \( n \)th power. Finally, the root vector is normalized. The gray level of the feature vector is obtained by quantization, which is the weight vector of the relative importance of a corresponding factor to a certain factor in the previous level. For the eigenvector of the largest eigenroot \( \lambda_{\text{max}} \) of the judgment matrix, after normalization, the sum of the elements in the vector is equal to 1, and the element labeled \( W \) is used as a weight vector of the relative importance of the factor of the same level to the previous factor [3].

3.2. **Evaluation of Rural Employment Factors for College Students**

3.2.1. **The Structure of Factors Affecting Rural Employment of College Students**

Based on the AHP introduced earlier, this paper establishes a structural model of college students’ rural employment influencing factors, as shown in Figure 1. For the analysis of college students’ employment factors in rural areas, the main steps are: according to the evaluation objectives, construct an evaluation index system and normalize it, construct a judgment matrix and conduct consistency tests, calculate and analyze the weights, this paper uses Matlab software to solve, the evaluation process is shown in Figure 2 Show.
Fig 2. Flowchart of evaluation of factors affecting rural employment of college students

### 3.2.2. Evaluation Results

1. In the ranking of influencing factors: Whether college students are employed in urban or rural areas, their personal factors are the main influencing factors of their employment. The ranking of influencing factors is as follows: Rural employment: personal factors > school factors > industry factors = environmental factors; general employment: personal factors > school factors > industry factors > environmental factors. The top six factors influencing rural employment are: academic practice ability factors, professional background factors, teachers’ academic guidance factors, gender factors, family factors and rural employment security system factors. The top 6 influencing factors of general employment are: professional background factors, academic practical ability factors, teachers’ academic guidance factors, employment area factors, salary treatment factors and employment environment factors.

### Table 2. Differences in rural employment willingness of college students with different individual characteristics

<table>
<thead>
<tr>
<th>Individual characteristics</th>
<th>Proportion of rural employment willingness</th>
<th>Proportion of rural employment willingness</th>
<th>Difference before and after</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>gender</td>
<td>58.3% of men</td>
<td>Female 36.8%</td>
<td>21.5%</td>
<td>5.304****</td>
</tr>
<tr>
<td>Family social class</td>
<td>32.4% of middle level and above</td>
<td>46.9% below middle level</td>
<td>-14.5%</td>
<td>-2.379**</td>
</tr>
<tr>
<td>Academic performance</td>
<td>45.8% better grades</td>
<td>43.3% poor</td>
<td>2.5%</td>
<td>0.521</td>
</tr>
<tr>
<td>political status</td>
<td>58.1% of the Communist Party members</td>
<td>Non-Communist Party members 43.2%</td>
<td>14.9%</td>
<td>2.596**</td>
</tr>
<tr>
<td>School level</td>
<td>Undergraduate 45.6%</td>
<td>Specialty 44.2%</td>
<td>1.4%</td>
<td>0.318</td>
</tr>
</tbody>
</table>

2. Analysis of differences in rural employment intentions of college students with different individual characteristics. According to statistics, among the college students surveyed, 554 of them have rural employment aspirations, accounting for 45.3%, which is higher than the existing research conclusions (about 30%). There are two possible reasons: First, the scope of employment intentions surveyed by this study (rural employment) is broader than the current research (rural employment in rural areas); second, the research object of this study is fresh
university graduates, while previous research The research object is junior college students. The former knows more about the employment situation than the latter, and can feel more employment pressure, and the employment intention is more clear. In this study, an independent sample t test was used to analyze the individual characteristics of college students’ willingness to work in rural areas. The results are shown in Table 2.

It can be seen from Table 2 that the proportion of male college students with rural employment intentions is 21.5% higher than that of female college students, with a t value of 5.304, which has passed the significance test, which shows that there is a significant gender difference in the willingness of college students to rural employment. In terms of social capital factors, middle and lower class college students have stronger willingness to work in rural areas than middle and upper class college students, with an average gap of 14.5%. As far as human capital is concerned, Communist Party members and college students are more willing to work in rural areas, with an average rate of 14.9%, which is higher than that of non-party students. The difference between the two has passed the t test. In addition, although there are some slight differences in the employment intentions of rural graduates and college graduates in rural employment, they did not pass the T test between graduates with good academic performance and graduates with poor academic performance. On the whole, there is a big difference in individual characteristics among college students’ willingness to work in rural areas. Men, members of the Communist Party of China, and college students from under-middle-level families may be at a disadvantage in competition in the job market, or because of the hardship and the revitalization of rural feelings, their willingness to work in rural areas is stronger.

3. The regression coefficients of gender and political outlook are 2.773 and 2.215, respectively, and both have passed the significance test, indicating that the probability of male college students’ willingness to work in rural areas is 2.773 times that of female college students, while the probability of party members’ college students’ willingness to work in rural areas is right or wrong. Party members are 2.215 times that of college students. On the one hand, it may be because China’s gender education has always advocated "men are outside, women are inside", requiring men to be full of dedication and responsibility. Although the rural conditions are difficult, there are many development opportunities in the process of implementing the rural revitalization strategy, which will still attract male college students to start a career. On the other hand, party members and college students have a strong dedication and can respond to national calls. In addition, many rural jobs also favor party members, so party members and college students are more willing to work in rural areas. The regression coefficient of the family social class factor is 0.527, which also passed the significance test, indicating that the students of middle and upper class families are willing to work in rural areas only 0.527 times than the students of middle and lower class families. This is because the former has better family conditions, more social capital, and a higher probability of obtaining high-quality employment opportunities in cities. The regression coefficients of the two factors of academic performance and school level are both less than 1, but they failed the significance test. The regression coefficients of urban-rural distance and urban-rural cultural differences are 0.811 and 0.591, respectively. Only the factors of urban-rural cultural differences have passed the significance test. The willingness of college students to work in rural areas is inversely proportional to the distance between urban and rural areas, which is consistent with the conclusions of existing research. In recent years, with the development of high-speed rail and other transportation technologies and the implementation of the "Village to Village" project, the restriction of urban-rural spatial distance on labor migration has gradually weakened, which may be the reason why the urban-rural distance factor has not passed the significance test. However, the long-term dual urban-rural division makes urban and rural areas still two different fields with different cultures. Not only are urban college students unfamiliar with rural culture, but, due to long-term separation from their hometowns, college students from rural areas have gradually
become estranged from rural culture. The cultural difference between urban and rural areas has become a structural obstacle for college students to migrate from cities to rural areas [4].

4. Ways to Encourage College Students to Return Home

4.1. Accurate Support in Policies, Funds

The government should play a key role in solving problems and support college students from all angles so that they can overcome the difficulties encountered in starting a business and achieve business goals. First of all, we can give college students relevant assistance in fund rescue and management in entrepreneurship policies. For example, taxation is one of the most important factors for college students to start a business, and it is also one of the most anticipated policies for college students to start a business, so they can reduce taxes for college students for a certain period of time and reduce the pressure on funding for college students. Strengthen the agricultural insurance work of college students and reduce their possible economic losses. At the same time, it is necessary to deepen the implementation of bank preferential policies for college entrepreneurs, lower loan interest rates, and increase loan quotas, thereby increasing college students’ entrepreneurial capital and reducing financing difficulty.

4.2. Universities Should Forward the Teaching Model to Strengthen Entrepreneurship Education for Entrepreneurial Talents

Entrepreneurship education is an important form of training college students’ entrepreneurial ability. Entrepreneurship education is conducive to tap the potential of college students, so that college students have the ability to start a business. In the current social environment, the state has introduced relevant policies aimed at cultivating innovative and entrepreneurial practical talents. The high correction is gradually implementing this policy, such as the establishment of entrepreneurship training courses and innovation practice courses. It can also hold entrepreneurial competitions and establish simulated entrepreneurial work. The environment allows them to be fully trained in a simulated entrepreneurial environment, giving college students more practical experiments, so that they can quickly adapt to future work. The cultivation of entrepreneurial talent in universities requires scholars, experts, entrepreneurs, and technical workers to enrich the faculty, make it more powerful, and impart more entrepreneurial knowledge to college students, and still improve the comprehensive entrepreneurial ability of college students [5].

5. Conclusion

The rural revitalization strategy brings many entrepreneurial opportunities to college graduates. At the same time, it also faces many problems in the implementation of its strategy. University graduates are hesitant to go home and start a business. The rural revitalization strategy urges the central government to formulate a series of policies conducive to college students returning to their hometowns and starting businesses, so that the government can take various measures to support college students to return to their hometowns and start businesses in accordance with the central policy.

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References


